

Proclamation 2024: Report of Editorial Changes

This is a report of publishers' proposed changes resulting from an editorial review conducted after the pre-adoption samples were submitted. This report contains the publishers' proposed changes resulting from an editorial review conducted after submitting preadoption samples.

Publisher: Discovery Education Inc

Science, Grade K

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

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

ISBN: 9781616291426

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/b63ea212-735d-46a6-afdc-e74c17dfa699>

Location: Unit 1 > Concept 3 > Lesson 1 > Educator Notes > Real-World Phenomenon > Slide 7 > Preparation > bulleted list

Original Text: • Help students cover their flower designs with the second sheet of cling film when they are done.

Updated Text: • Help students cover their flower designs with the second sheet of cling film when they are done.

• Note: Clear tape is not needed for each group. It is used by the teacher to tape the film to the paper.

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

ISBN: 9781616291525

Current Page Number(s): xxii

Location: Advance Prep, 3rd paragraph

Original Text: To prepare the flower shapes and cling film for students, line up one edge of a Flower Shape printout with the smooth side of the cling film against the printout. Tape the two together using clear tape. Trim the cling film to the same width as the other side of the printout, and tape this side together using clear tape.

Updated Text: To prepare the flower shapes and cling film for students, line up one edge of a Flower Shape printout with the smooth side of the cling film against the printout. Tape the two together using clear tape. Trim the cling film to the same width as the other side of the printout, and tape this side together using clear tape. Note: Clear tape is not needed for each group. It is used by the teacher to tape the film to the paper.

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

ISBN: 9781616291525

Current Page Number(s): 84

Location: Preparation, last bullet

Original Text: • Help students cover their flower designs with the second sheet of cling film when they are done.

Updated Text: • Help students cover their flower designs with the second sheet of cling film when they are done.

• Note: Clear tape is not needed for each group. It is used by the teacher to tape the film to the paper.

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

ISBN: 9781616291532

Current Page Number(s): 90

Location: Materials

Original Text: • Flower Shape printout

- Cling film
- Tissue paper in various colors
- Clear tape
- Paper bowl

Updated Text: • Flower Shape printout

- Cling film
- Tissue paper in various colors
- Paper bowl

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

ISBN: 9781616291532

Current Page Number(s): 22

Location: Materials

Original Text: • Clay or dough

- Paper
- Scissors
- Science notebook
- Pencils

Updated Text: • Clay or dough

- Paper
- Scissors
- Pencils

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

ISBN: 9781616291525

Current Page Number(s): xxi

Location: Lesson 4, Advance Prep, materials list

Original Text: • Clay or dough

- Paper
- Scissors
- Science notebook
- Pencils

Updated Text: • Clay or dough

- Paper
- Scissors
- Pencils

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

ISBN: 9781616291525

Current Page Number(s): 20

Location: Materials List

Original Text: • Clay or dough

- Paper
- Scissors
- Science notebook
- Pencils

Updated Text: • Clay or dough

- Paper
- Scissors
- Pencils

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

ISBN: 9781616291426

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

Location: Unit 1 > Concept 1 > Lesson 4 > Slide 8 > Materials

Original Text: • Clay or dough

- Paper
- Scissors
- Science notebook
- Pencils

Updated Text: • Clay or dough

- Paper
- Scissors
- Pencils

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

ISBN: 9781616291426

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

Location: Unit 1 > Concept 1 > Lesson 4 > Educator Notes > Hands-On Activity > Slide 8 > Materials List

Original Text: • Clay or dough

- Paper
- Scissors
- Science notebook
- Pencils

Updated Text: • Clay or dough

- Paper
- Scissors
- Pencils

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

ISBN: 9781616291426

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/44df2b40-b746-4a3a-a697-5bb1d5340e1f>

Location: Unit 2 > Concept 1 > Lesson 2 > Slide 7 > Materials

Original Text: • Rock kit

- Hand lens

Proclamation 2024: Report of Editorial Changes (11/08/2023)

- Safety goggles
- Pencils or crayons

Updated Text: • Obsidian

- Granite
- Halite
- Slate
- Hand lens
- Pencils or crayons

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

ISBN: 9781616291426

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/44df2b40-b746-4a3a-a697-5bb1d5340e1f>

Location: Unit 2 > Concept 1 > Lesson 2 > Educator Notes > Hands-On Activity > Slide 7 > Materials List

Original Text: • Rock kit

- Hand lens
- Safety goggles
- Pencils or crayons

Updated Text: • Obsidian

- Granite
- Halite
- Slate
- Hand lens
- Pencils or crayons

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

ISBN: 9781616291556

Current Page Number(s): 8

Location: Materials

Original Text: • Rock kit

- Hand lens
- Safety goggles
- Pencils or crayons

Updated Text: • Obsidian

- Granite
- Halite
- Slate
- Hand lens
- Pencils or crayons

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

ISBN: 9781616291549

Current Page Number(s): xvii

Location: Lesson 2, Advance Prep, bulleted list

- Original Text: • Rock kit
- Hand lens
 - Safety goggles (per student)
 - Pencils or crayons

- Updated Text: • Obsidian
- Granite
 - Halite
 - Slate
 - Hand lens
 - Pencils or crayons

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

ISBN: 9781616291549

Current Page Number(s): 8

Location: Materials List

- Original Text: • Rock kit
- Hand lens
 - Safety goggles
 - Pencils or crayons

- Updated Text: • Obsidian
- Granite
 - Halite
 - Slate
 - Hand lens
 - Pencils or crayons

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

ISBN: 9781616291587

Current Page Number(s): xx

Location: Lesson 2, Advance Prep, materials list, first bullet

Original Text: • Seeds, lima bean

Updated Text: • Bean seeds

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

ISBN: 9781616291587

Current Page Number(s): 8

Location: Materials List, first bullet

Original Text: • Lima bean seeds

Updated Text: • Bean seeds

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

ISBN: 9781616291594

Current Page Number(s): 7

Location: Materials, first bullet

Original Text: • Lima bean seeds

Updated Text: • Bean seeds

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

ISBN: 9781616291563

Current Page Number(s): 58

Location: Using the Interactive, first paragraph

Original Text: Before beginning the interactive, go over the graphic organizer with students. Throughout the interactive, students will create scenes that show the weather and environment. Each image will show how a tree and its inhabitants change during the year. Prompt students to decorate each tree to match the tree in the interactive. If time permits, encourage them to add additional details to the images. Throughout the interactive work time, ask the following questions.

Updated Text: Guide students as they explore the interactive by spinning the wheel and then dragging images that portray the months, weather, nature, and clothing for each season. Students will create seasonal scenes that show the weather and environment. Each image will show how a tree and its inhabitants change during the year. Throughout the interactive work time, ask the following questions.

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

ISBN: 9781616291426

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

Location: Unit 3 > Concept 2 > Lesson 4 > Educator Notes > Slide 7 > Using the Interactive > first paragraph

Original Text: Before beginning the interactive, go over the graphic organizer with students. Throughout the interactive, students will create scenes that show the weather and environment. Each image will show how a tree and its inhabitants change during the year. Prompt students to decorate each tree to match the tree in the interactive. If time permits, encourage them to add additional details to the images. Throughout the interactive work time, ask the following questions.

Updated Text: Guide students as they explore the interactive by spinning the wheel and then dragging images that portray the months, weather, nature, and clothing for each season. Students will create seasonal scenes that show the weather and environment. Each image will show how a tree and its inhabitants change during the year. Throughout the interactive work time, ask the following questions.

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

ISBN: 9781616291525

Current Page Number(s): 56

Location: Top of page, first paragraph

Original Text: Once students have completed the first part, instruct them to click the Next button at the bottom. Students should click the magnets to change their direction, noting which poles face each other. They should then click GO to release the clamps and observe the ways the magnets move.

Updated Text: Once students have completed the first parts, instruct them to click the Next arrow. Students should click the magnets to change their direction, noting which poles face each other.

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

ISBN: 9781616291556

Current Page Number(s): 8

Location: Safety

Original Text: • Follow all lab safety guidelines.

Updated Text: • Follow all lab safety guidelines.

- Keep objects away from your eyes, nose, and mouth.

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

ISBN: 9781616291549

Current Page Number(s): 9

Location: Safety box

Original Text: Follow all lab safety guidelines.

Updated Text: • Follow all lab safety guidelines.

- Remind students to keep objects away from their eyes, nose, and mouth.

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

ISBN: 9781616291549

Current Page Number(s): 49

Location: Safety box

Original Text: • Follow all lab safety guidelines.

- Clean up any spills immediately.

Updated Text: • Remind students to follow all lab safety guidelines.

- Remind students to clean up any spills immediately.
- Ask students to identify, describe, and demonstrate safe practices for the investigation.

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

ISBN: 9781616291549

Current Page Number(s): 56

Location: What Did You Figure Out?, pencil box, anno

Original Text: Students should circle the image labeled Loam, medium water.

Updated Text: Students should circle the image labeled Loam, plenty of water.

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

ISBN: 9781616291549

Current Page Number(s): 58

Location: ASK questions, third bullet text

Original Text: How might someone use rocks to keep people safe near water? Student responses will vary. Sample response: Someone could use rocks as a way to block people from walking too close to the water and falling in. Walkways near water can be made of smooth, hard materials such as concrete to allow wheelchair access and to prevent those walking from tripping and falling.

Updated Text: How might someone use rocks to keep people safe near water? Let's draw a model! Student responses will vary. Sample response: Students may draw a model of someone using rocks to build a wall as a way to block people from walking too close to the water and falling in. Students may draw walkways near water to be made of smooth, hard materials such as concrete to allow wheelchair access and to prevent those walking from tripping and falling.

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

ISBN: 9781616291426

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

Location: Unit 2 > Concept 2 > Lesson 4 > Educator Notes > Slide 3 > ASK question third bullet, question text

Original Text: • How might someone use rocks to keep people safe near water?

Updated Text: • How might someone use rocks to keep people safe near water? Let's draw a model!

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

ISBN: 9781616291549

Current Page Number(s): 65

Location: Turn and Talk, first bulleted question

Original Text: • How do organisms use water? Student responses will vary. Sample response: They drink water and use water to grow.

Updated Text: • What patterns can you identify to describe how organisms use water? Student responses will vary. Sample response: A pattern that describes how organisms use water is that they drink water and use water to grow.

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

ISBN: 9781616291556

Current Page Number(s): 75

Location: Turn and Talk, first bulleted question

Original Text: • How do organisms use water?

Updated Text: • What patterns can you identify to describe how organisms use water?

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

ISBN: 9781616291563

Current Page Number(s): 21

Location: What Did You Figure Out, Pencil box, question text

Original Text: When do you see the sun?

Updated Text: When do you predict you will see the sun?

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

ISBN: 9781616291570

Current Page Number(s): 19

Location: What Did You Figure Out, question stem

Original Text: When do you see the sun?

Updated Text: When do you predict you will see the sun?

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

ISBN: 9781616291563

Current Page Number(s): 32

Location: Setting the Purpose, first sentence

Original Text: Review the image from the Engage lesson.

Updated Text: Revisit the video from the Engage lesson.

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

ISBN: 9781616291570

Current Page Number(s): 35

Location: Reading text

Original Text: Birds fly in the sky.

Geese fly in the sky.

Where are they going?

Updated Text: Birds fly in the sky.

Engineers study birds to help them design better airplanes.

Geese fly in the sky.

Where are they going?

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

ISBN: 9781616291563

Current Page Number(s): 54

Location: ELPS chart, Advanced row text

Original Text: Pair students. Have one partner describe what a sunny day looks, feels, and sounds like. Then, have the other partner describe what a rainy day looks, feels, and sounds like.

Updated Text: Pair students. Have one partner describe what a sunny day looks, feels, and sounds like. Then, have the other partner describe what a rainy day looks, feels, and sounds like. Ask them to look around the room and find the first letter of the words sunny and rainy posted in the classroom environment. See if they can find other letters of the words sunny and rainy, too.

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

ISBN: 9781616291594

Current Page Number(s): 104

Location: Reading text

Original Text: This is a polar bear.
It has big feet.
Big feet help the bears move on ice.

Updated Text: This is a polar bear.
It has big feet.
Big feet help the bears move on ice.
A polar bear uses its nose to smell for food and breathe air.

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

ISBN: 9781616291594

Current Page Number(s): 105

Location: Reading text

Original Text: This is a rabbit.
It has strong legs to hop.
Rabbits depend on their long ears to listen for danger.

Updated Text: This is a rabbit.
It has strong legs to hop.
Rabbits depend on their long ears to listen for danger.
A rabbit uses its nose to breathe air.

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

ISBN: 9781616291594

Current Page Number(s): 106

Location: Turn and Talk, second bulleted question

Original Text: • How does each animal's structure help it get food, water, shelter, or space?

Updated Text: • How does each animal's structure help it get air, food, water, shelter, or space?

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

ISBN: 9781616291587

Current Page Number(s): 97

Location: Discourse icon, second bulleted question

Original Text: • How does each animal's structure help it get food, water, shelter, or space? Sample response: Fish use their fins to get shelter. Birds and bears use their feet to get food. Rabbits use their legs to get shelter.

Updated Text: • How does each animal's structure help it get air, food, water, shelter, or space? Sample response: Polar bears use their nose to breathe air. Fish use their fins to get shelter. Birds and bears use their feet to get food. Rabbits use their legs to get shelter.

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

ISBN: 9781616291594

Current Page Number(s): 120

Location: Turn and Talk

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 10 of 3538

Original Text: In what other jobs do people work with animals?

Updated Text: • In what other jobs do people work with animals?

- What can scientists like veterinarians teach us about how to stay safe with animals during classroom investigations?

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

ISBN: 9781616291587

Current Page Number(s): 109

Location: Top of page, Discourse icon, stem and questions

Original Text: Have students turn and talk to a partner about the question, In what other jobs do people work with animals? Student responses will vary. Sample response: dog walkers, zoo workers, animal shelter workers

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

- In what other jobs do people work with animals? Student responses will vary. Sample response: dog walkers, zoo workers, animal shelter workers
- What can scientists like veterinarians teach us about how to stay safe with animals during classroom investigations? Sample response: to handle animals with care

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

ISBN: 9781616291587

Current Page Number(s): 111

Location: First chart on the page, Record It! column, first item

Original Text: Students can write the answer using words or sentences.

Updated Text: Students can record the answer using words or pictures.

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

ISBN: 9781616291587

Current Page Number(s): 111

Location: Second chart on the page, Record It! column, first item

Original Text: Students can write the answer using words or sentences.

Updated Text: Students can record the answer using words or pictures.

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

ISBN: 9781616291587

Current Page Number(s): 112

Location: First chart on the page, Record It! column, first item

Original Text: Students can write the answer using words or sentences.

Updated Text: Students can record the answer using words or pictures.

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

ISBN: 9781616291587

Current Page Number(s): 57

Location: Differentiation box, paragraph text

Original Text: If students struggle with identifying the stages of the lima bean life cycle, have them consider different phases of their own lives and how they have grown and changed. Then, post and display images of the different stages of a lima bean's life cycle. Work with students to put them in order. Students should understand that lima beans begin as seeds, grow to seedlings and eventually adults, and then produce seeds so the cycle can start over. Make the connection to their lives by stating that both people and lima beans start small and grow.

Updated Text: If students struggle with identifying the stages of the lima bean life cycle, have them consider different phases of their own lives and how they have grown and changed. Then, post and display images of the different stages of a lima bean's life cycle. Work with students to put them in order. Students should understand that lima beans begin as seeds, grow to seedlings and eventually adults, and then produce seeds so the cycle can start over. Make the connection to their lives by stating that both people and lima beans start small and grow. Consider allowing students to use a signal such as a hand gesture when they do not understand spoken language during classroom instruction or interactions.

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

ISBN: 9781616291587

Current Page Number(s): 71

Location: Chart, Record It! column, first item

Original Text: Students can write the answer using words or sentences.

Updated Text: Students can record the answer using words or pictures.

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

ISBN: 9781616291587

Current Page Number(s): 72

Location: Chart, Record It! column, first item

Original Text: Students can write the answer using words or sentences.

Updated Text: Students can record the answer using words or pictures.

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

ISBN: 9781616291587

Current Page Number(s): 73

Location: Chart, Record It! column, first item

Original Text: Students can write the answer using words or sentences.

Updated Text: Students can record the answer using words or pictures.

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

ISBN: 9781616291587

Current Page Number(s): 10

Location: Part 2, Bullet 4

Original Text: • The student materials show a girl using the sink to water her seed. Cups for water are on the materials list so students can fill their cups to water their plants.

Updated Text: • Students can fill the cups that held soil with water to water seeds.

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 12 of 3538

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

ISBN: 9781616291587

Current Page Number(s): 10

Location: Part 3, Bullet 1

Original Text: • Students will make a label for each pot. One will be No Fresh Air, and the other will be Fresh Air.

Updated Text: • Students will make a label for each pot with the masking tape. One will be No Fresh Air, and the other will be Fresh Air.

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

ISBN: 9781616291594

Current Page Number(s): 10

Location: Part 3

Original Text: Make a label for each pot stating that one has No Fresh Air and the other plant has Fresh Air. Take turns with your partner, and write your names on the labels.

Updated Text: Make a label for each pot using the masking tape. One will be No Fresh Air, and the other will be Fresh Air. Take turns with your partner, and write your names on the labels.

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

ISBN: 9781616291587

Current Page Number(s): 23

Location: ELPS chart content, Beginning row

Original Text: Write the words/phrases water, air, sun, and room to grow on the board. Read and have students repeat them. As they watch the video, have students raise their hands when they hear one of the words.

Updated Text: Write the words/phrases water, air, sun, and room to grow on the board. Read and have students repeat them and take notes by drawing pictures. As they watch the video, have students raise their hands when they hear one of the words.

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

ISBN: 9781616291587

Current Page Number(s): 37

Location: First chart on the page, Record It! column, first item

Original Text: Students can write the answer using words or sentences.

Updated Text: Students can record the answer using words or pictures.

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

ISBN: 9781616291587

Current Page Number(s): 37

Location: Second chart on the page, Record It! column, first item

Original Text: Students can write the answer using words or sentences.

Updated Text: Students can record the answer using words or pictures.

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

ISBN: 9781616291587

Current Page Number(s): 38

Location: Chart, Record It! column, first item

Original Text: Students can write the answer using words or sentences.

Updated Text: Students can record the answer using words or pictures.

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

ISBN: 9781616291587

Current Page Number(s): 38

Location: Chart, Record It! column, second item

Original Text: Students can make a chart that lists what might happen to a plant if it does not have space to grow.

Updated Text: Students can make a poster that shows what might happen to a plant if it does not have space to grow.

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

ISBN: 9781616291587

Current Page Number(s): 37

Location: First chart on the page, Record It! column, second item

Original Text: Students can draw and label a picture showing all of the things a plant needs to survive.

Updated Text: Students can create a model of a greenhouse as a solution for growing plants, recording the design and explaining how the solution helps plants meet their needs for survival.

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

ISBN: 9781616291570

Current Page Number(s): 45

Location: Image with video tag

Link to Updated Content:

[View Updated Content](#)

Original Text: New content

Updated Text: See updated content in [URL_for_Updated_Text](#)

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

ISBN: 9781616291570

Current Page Number(s): 53

Location: Image with video tag

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 14 of 3538

Link to Updated Content:

[View Updated Content](#)

Original Text: New content

Updated Text: See updated content in URL_for_Updated_Text

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

ISBN: 9781616291570

Current Page Number(s): 73

Location: Image with video tag

Link to Updated Content:

[View Updated Content](#)

Original Text: New content

Updated Text: See updated content in URL_for_Updated_Text

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

ISBN: 9781616291570

Current Page Number(s): 80

Location: Image with video tag

Link to Updated Content:

[View Updated Content](#)

Original Text: New content

Updated Text: See updated content in URL_for_Updated_Text

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

ISBN: 9781616291532

Current Page Number(s): 128

Location: Turn and Talk, add additional bullet

Original Text: • How do objects in the day look different at night?

• What are other examples of light?

Updated Text: • How do objects in the day look different at night?

• What are other examples of light?

• How can you protect your eyes from the sun's bright light during outside investigations?

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

ISBN: 9781616291556

Current Page Number(s): 35

Location: Above What Did You Figure Out?, insert new Turn and Talk icon with question

Original Text: New content

Updated Text:

What safety rules did you follow during the investigation?

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

ISBN: 9781616291587

Current Page Number(s): 23

Location: Discourse icon, prompt, question, and anno

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

Why do plants need the items discussed in the video? Sample response: to live, survive, and grow

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

- Why do plants need the items discussed in the video? Sample response: to live, survive, and grow
- What tools could you use to measure if a plant is getting its needs met? Sample response: I could use a ruler or blocks to measure if the plant was growing taller.

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

ISBN: 9781616291594

Current Page Number(s): 24

Location: Turn and Talk

Original Text: Why do plants need the items discussed in the video?

Updated Text: • Why do plants need the items discussed in the video?

- What tools could you use to measure if a plant is getting its needs met?

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

ISBN: 9781616291426

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

Location: Unit 3 > Concept 1 > Lesson 2 > Slide 3 > replace 2nd question

Link to Updated Content:

[View Updated Content](#)

Original Text: What patterns do you notice in the day and at night?

Updated Text: Predict what patterns you can observe in the day and at night.

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

ISBN: 9781616291426

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

Location: Unit 3 > Concept 1 > Lesson 2 > Educator Notes > Slide 3 > Setting the Purpose > ASK questions > replace 2nd question

Link to Updated Content:

[View Updated Content](#)

Original Text: • What patterns do you notice in the day and at night? Student responses will vary. Sample response: During the day, we see the sun. During the night, we see the moon.

Updated Text: • Predict what patterns you can observe in the day and at night. Student responses will vary. Sample response: During the day, we see the sun. During the night, we see the moon.

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

ISBN: 9781616291563

Current Page Number(s): 9

Location: ASK questions at top of page

Original Text: ASK • How do day and night create a pattern? Student responses will vary. Sample response: During the day, we see the sun. At night, we see the moon and stars. This happens every day, so it is a pattern.

• What patterns do you notice in the day and at night? Student responses will vary. Sample response: During the day, we see the sun. During the night, we see the moon.

Updated Text: ASK

• How do day and night create a pattern? Student responses will vary. Sample response: During the day, we see the sun. At night, we see the moon and stars. This happens every day, so it is a pattern.

• Predict what patterns you can observe in the day and at night. Student responses will vary. Sample response: During the day, we see the sun. During the night, we see the moon.

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

ISBN: 9781616291426

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/ed1f566d-def6-4088-8fd0-1730b451f53b>

Location: Unit 3 > Concept 1 > Lesson 1 > Slide 9 > Making Connections > body text

Link to Updated Content:

[View Updated Content](#)

Original Text: What objects do you know that are in the sky during the day and at night?

Updated Text: What objects do you predict are in the sky during the day and at night?

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

ISBN: 9781616291426

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/ed1f566d-def6-4088-8fd0-1730b451f53b>

Location: Unit 3 > Concept 1 > Lesson 1 > Educator Notes > Slide 9 > Making Connections > pencil icon > question and anno

Link to Updated Content:

[View Updated Content](#)

Original Text: What objects do you know that are in the sky during the day and at night? Students may provide verbal or written responses. Sample responses would include clouds, the moon, and stars during the night.

Updated Text: What objects do you predict are in the sky during the day and at night? Students may provide verbal or written responses. Sample responses would include clouds, the moon, and stars during the night.

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

ISBN: 9781616291570

Current Page Number(s): 2

Location: Making Connections, body text

Original Text:

What objects do you know that are in the sky during the day and at night?

Updated Text:

What objects do you predict are in the sky during the day and at night?

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

ISBN: 9781616291563

Current Page Number(s): 5

Location: Making Connections, pencil box question and anno

Original Text: What objects do you know that are in the sky during the day and at night? Student drawings will vary. Sample drawings would include clouds, the moon, and stars during the night.

Updated Text: What objects do you predict are in the sky during the day and at night? Student drawings will vary. Sample drawings would include clouds, the moon, and stars during the night.

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

ISBN: 9781616291426

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

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

Original Text: Day and night are a pattern that we notice from Earth.

Updated Text: Day and night is a pattern that we notice from Earth.

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

ISBN: 9781616291570

Current Page Number(s): 4

Location: Below I can statement, first sentence

Original Text: Day and night are a pattern that we notice from Earth.

Updated Text: Day and night is a pattern that we notice from Earth.

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

ISBN: 9781616291549

Current Page Number(s): xvii

Location: Water, Rocks, and Soil > lesson 2 head

Original Text: Lesson 2: Comparing Rocks, Water, and Soil

Updated Text: Lesson 2: Observing Water, Rocks, and Soil

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

ISBN: 9781616291549

Current Page Number(s): xvii

Location: Water, Rocks, and Soil > lesson 2 > first bullet

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 18 of 3538

Original Text: • Rocks

Updated Text: • Rock

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

ISBN: 9781616291549

Current Page Number(s): 48

Location: Materials list > first bullet

Original Text: • Rocks

Updated Text: • Rock

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

ISBN: 9781616291549

Current Page Number(s): 8

Location: Lesson 2, Material List

Original Text: • Rock kit • Hand lens • Safety goggles (per student) • Pencils or crayons

Updated Text: • Obsidian • Granite • Halite • Slate • Hand lens • Pencils or crayons

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

ISBN: 9781616291525

Current Page Number(s): xii

Location: Unit Standards

Link to Updated Content:

[View Updated Content](#)

Original Text: New content

Updated Text: See updated content in URL_for_Updated_Text

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

ISBN: 9781616291525

Current Page Number(s): xxiv

Location: Standards Alignment

Link to Updated Content:

[View Updated Content](#)

Original Text: New content

Updated Text: See updated content in URL_for_Updated_Text

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

ISBN: 9781616291549

Current Page Number(s): x

Location: Unit Standards

Link to Updated Content:

[View Updated Content](#)

Original Text: New content

Updated Text: See updated content in URL_for_Updated_Text

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

ISBN: 9781616291549

Current Page Number(s): xviii

Location: Standards Alignment

Link to Updated Content:

[View Updated Content](#)

Original Text: New content

Updated Text: See updated content in URL_for_Updated_Text

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

ISBN: 9781616291563

Current Page Number(s): x

Location: Unit Standards

Link to Updated Content:

[View Updated Content](#)

Original Text: New content

Updated Text: See updated content in URL_for_Updated_Text

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

ISBN: 9781616291563

Current Page Number(s): xviii

Location: Standards Alignment

Link to Updated Content:

[View Updated Content](#)

Original Text: New content

Updated Text: See updated content in URL_for_Updated_Text

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

ISBN: 9781616291587

Current Page Number(s): xii

Location: Unit Standards

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Link to Updated Content:

[View Updated Content](#)

Original Text: New content

Updated Text: See updated content in URL_for_Updated_Text

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

ISBN: 9781616291587

Current Page Number(s): xxii

Location: Standards Alignment

Link to Updated Content:

[View Updated Content](#)

Original Text: New content

Updated Text: See updated content in URL_for_Updated_Text

Publisher: EduSmart

Science, Grade K

Program: *2024 EduSmart Science Grade K: ELPS*

Component: *2024 Edusmart Science Grade K*

ISBN: 9781939511096-GK

Link to Current Content:

[View Current Content](#)

Current Page Number(s): none

Location: none

Link to Updated Content:

[View Updated Content](#)

Original Text: none

Updated Text: none

Component: *2024 Edusmart Science Grade K*

ISBN: 9781939511096-GK

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 1

Location: top of page

Link to Updated Content:

[View Updated Content](#)

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 21 of 3538

Original Text: Objective: Students explore and identify objects that are attracted to magnets. Students will analyze data by identifying any significant patterns found in objects attracted to a magnet

Updated Text: Background Information

Some objects are attracted to a magnet, and some are not. If an object is magnetic, it is made of materials that contain special properties called magnetism. These materials are called magnetic materials. Examples of magnetic materials include iron, nickel, and cobalt. Note: Aluminum is not magnetic even though it is a metal. Most metals are actually not magnetic. Iron is magnetic, and iron is in many, many objects.

Placing a magnet near an object is a factor or condition that can cause objects to either change or stay the same. In other words, sometimes the effect is a change, and sometimes the effect is no change at all. When a magnet is placed near an object, the object will respond by either moving toward the

magnet, away from the magnet, or it will not move at all. When conditions change, such as moving the magnet further away from objects, the response can still be either moving toward the magnet, away

from the magnet, or not moving at all. However, the objects might not be in the same category. For example, if a paper clip moved toward the magnet when the magnet was close, it might respond differently when the magnet is farther away, such as not moving at all.

As students investigate, encourage them to find and describe if conditions change how magnetic objects respond to a magnet.

Objective: Students explore and identify objects that are attracted to magnets. Students will analyze data by identifying any significant patterns found in objects attracted to a magnet and factors that affect change in the motion of some objects.

Component: 2024 Edusmart Science Grade K

ISBN: 9781939511096-GK

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 12

Location: question 2

Link to Updated Content:

[View Updated Content](#)

Original Text: 2.What made a shadow on the table? the cup

Updated Text: 2.What made a shadow on the table?

Component: 2024 Edusmart Science Grade K

ISBN: 9781939511096-GK

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 6

Location: images

Link to Updated Content:

[View Updated Content](#)

Original Text: 6 images per page

Updated Text: 2 images per page

Component: 2024 Edusmart Science Grade K

ISBN: 9781939511096-GK

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 2

Location: step 7

Link to Updated Content:

[View Updated Content](#)

Original Text: Help students measure and compare how much each plant has grown. Measure once per week for several weeks to prove which plant was more successful.

Updated Text: Teachers can use a strip of paper or sentence strip that has easy to see measurement labels and hang next to the plant or stick inside of the cup. Measure once per week for several weeks to prove which plant was more successful.

Component: 2024 Edusmart Science Grade K

ISBN: 9781939511096-GK

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 1

Location: introduction

Link to Updated Content:

[View Updated Content](#)

Original Text: none

Updated Text: A new playground is opening at your school, and they want to use these new rocks to build their equipment. However, they want to make sure that all children will be able to use their equipment. Your challenge as an engineer is to design playground equipment that can be used by those who cannot walk, who either use crutches or wheelchairs.

Component: 2024 Edusmart Science Grade K

ISBN: 9781939511096-GK

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 1

Location: introduction

Link to Updated Content:

[View Updated Content](#)

Original Text: In this activity, you will be engineers that use what you know about rocks and shapes of rocks to design a new piece of playground equipment. You will be using this rock candy to create your final model which will represent your playground equipment. Once the final model is done, you will draw your design.

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Updated Text: In this activity, you will be engineers that use what you know about rocks and shapes of rocks to design a new piece of playground equipment. You will be using this rock candy to create your final model which will represent your playground equipment made for children who cannot walk. Once the final model is done, you will draw your design.

Component: 2024 Edusmart Science Grade K

ISBN: 9781939511096-GK

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 2

Location: performance task

Link to Updated Content:

[View Updated Content](#)

Original Text: Goal: Your task is to create piece of playground equipment for your school that you designed and built using the new colored rocks. You will use your rock candy to create a prototype of your playground and discover any problems your design may have so they can be solved. • Role: You are an engineer, and your team is trying to solve the problem of building playground equipment with a new material- colored rocks! • Audience: Your target audience is the teachers and principals at your school. • Situation: The challenge is to create a new piece of playground equipment made from colored rocks that will be safe, fun, and easy to build. • Product: Your goal is to plan out and create a drawing that illustrates your design of playground equipment, and the final model using your colored rocks. It needs to specify how many colored rocks are needed. You should also be able to communicate any problems you had during design and how you solved them before completing the final model. • Success Criteria: You will be successful if your playground equipment is easy to build with colored rocks and fun for your fellow students to play on!

Updated Text: Goal: Your task is to create a piece of playground equipment for your school that accommodates children who cannot walk. You will design and build using the new colored rocks. You will use your rock candy to create a prototype of your playground and discover any problems your design may have so they can be solved.

- Role: You are an engineer, and your team is trying to solve the problem of building playground equipment with a new material- colored rocks!
- Audience: Your target audience is the teachers and principals at your school.
- Situation: The challenge is to create a new piece of playground equipment made from colored rocks that will be safe, fun, and easy to build.
- Product: Your goal is to plan out and create a drawing that illustrates your design of playground equipment, and the final model using your colored rocks. It needs to specify how many colored rocks are needed. You should also be able to communicate any problems you had during design and how you solved them before completing the final model.
- Success Criteria: You will be successful if your playground equipment is easy to build with colored rocks and fun for ALL of your fellow students to play on!

Component: 2024 Edusmart Science Grade K

ISBN: 9781939511096-GK

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 2

Location: design analysis

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Link to Updated Content:

[View Updated Content](#)

Original Text: none

Updated Text: How will you ensure students using crutches or wheelchairs can use the equipment?

Publisher: EduSmart

Science, Grade K

Program: 2024 EduSmart Science Grade K: TEKS

Component: 2024 Edusmart Science Grade K

ISBN: 9781939511096

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 1

Location: top of page

Link to Updated Content:

[View Updated Content](#)

Original Text: Objective: Students explore and identify objects that are attracted to magnets. Students will analyze data by identifying any significant patterns found in objects attracted to a magnet

Updated Text: Background Information

Some objects are attracted to a magnet, and some are not. If an object is magnetic, it is made of materials that contain special properties called magnetism. These materials are called magnetic materials. Examples of magnetic materials include iron, nickel, and cobalt. Note: Aluminum is not magnetic even though it is a metal. Most metals are actually not magnetic. Iron is magnetic, and iron is in many, many objects.

Placing a magnet near an object is a factor or condition that can cause objects to either change or stay the same. In other words, sometimes the effect is a change, and sometimes the effect is no change at all. When a magnet is placed near an object, the object will respond by either moving toward the magnet, away from the magnet, or it will not move at all. When conditions change, such as moving the magnet further away from objects, the response can still be either moving toward the magnet, away from the magnet, or not moving at all. However, the objects might not be in the same category. For example, if a paper clip moved toward the magnet when the magnet was close, it might respond differently when the magnet is farther away, such as not moving at all.

As students investigate, encourage them to find and describe if conditions change how magnetic objects respond to a magnet.

Objective: Students explore and identify objects that are attracted to magnets. Students will analyze data by identifying any significant patterns found in objects attracted to a magnet and factors that affect change in the motion of some objects.

Component: 2024 Edusmart Science Grade K

ISBN: 9781939511096

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 12

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 25 of 3538

Location: question 2

Link to Updated Content:

[View Updated Content](#)

Original Text: 2.What made a shadow on the table? the cup

Updated Text: 2.What made a shadow on the table?

Component: 2024 Edusmart Science Grade K

ISBN: 9781939511096

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 6

Location: images

Link to Updated Content:

[View Updated Content](#)

Original Text: 6 images per page

Updated Text: 2 images per page

Component: 2024 Edusmart Science Grade K

ISBN: 9781939511096

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 2

Location: step 7

Link to Updated Content:

[View Updated Content](#)

Original Text: Help students measure and compare how much each plant has grown. Measure once per week for several weeks to prove which plant was more successful.

Updated Text: Teachers can use a strip of paper or sentence strip that has easy to see measurement labels and hang next to the plant or stick inside of the cup. Measure once per week for several weeks to prove which plant was more successful.

Component: 2024 Edusmart Science Grade K

ISBN: 9781939511096

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 1

Location: introduction

Link to Updated Content:

[View Updated Content](#)

Original Text: In this activity, you will be engineers that use what you know about rocks and shapes of rocks to design a new piece of playground equipment. You will be using this rock candy to create your final model which will represent your playground equipment. Once the final model is done, you will draw your design.

Updated Text: In this activity, you will be engineers that use what you know about rocks and shapes of rocks to design a new piece of playground equipment. You will be using this rock candy to create your final model which will represent your playground equipment made for children who cannot walk. Once the final model is done, you will draw your design.

Component: 2024 Edusmart Science Grade K

ISBN: 9781939511096

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 2

Location: performance task

Link to Updated Content:

[View Updated Content](#)

Original Text: Goal: Your task is to create piece of playground equipment for your school that you designed and built using the new colored rocks. You will use your rock candy to create a prototype of your playground and discover any problems your design may have so they can be solved. • Role: You are an engineer, and your team is trying to solve the problem of building playground equipment with a new material- colored rocks! • Audience: Your target audience is the teachers and principals at your school. • Situation: The challenge is to create a new piece of playground equipment made from colored rocks that will be safe, fun, and easy to build. • Product: Your goal is to plan out and create a drawing that illustrates your design of playground equipment, and the final model using your colored rocks. It needs to specify how many colored rocks are needed. You should also be able to communicate any problems you had during design and how you solved them before completing the final model. • Success Criteria: You will be successful if your playground equipment is easy to build with colored rocks and fun for your fellow students to play on!

Updated Text: Goal: Your task is to create a piece of playground equipment for your school that accommodates children who cannot walk. You will design and build using the new colored rocks. You will use your rock candy to create a prototype of your playground and discover any problems your design may have so they can be solved.

- Role: You are an engineer, and your team is trying to solve the problem of building playground equipment with a new material- colored rocks!
- Audience: Your target audience is the teachers and principals at your school.
- Situation: The challenge is to create a new piece of playground equipment made from colored rocks that will be safe, fun, and easy to build.
- Product: Your goal is to plan out and create a drawing that illustrates your design of playground equipment, and the final model using your colored rocks. It needs to specify how many colored rocks are needed. You should also be able to communicate any problems you had during design and how you solved them before completing the final model.
- Success Criteria: You will be successful if your playground equipment is easy to build with colored rocks and fun for ALL of your fellow students to play on!

Component: 2024 Edusmart Science Grade K

ISBN: 9781939511096

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 1

Location: top of page

Link to Updated Content:

[View Updated Content](#)

Original Text: Objective: Students explore and identify objects that are attracted to magnets. Students will analyze data by identifying any significant patterns found in objects attracted to a magnet

Updated Text: Background Information

Some objects are attracted to a magnet, and some are not. If an object is magnetic, it is made of materials that contain special properties called magnetism. These materials are called magnetic materials. Examples of magnetic materials include iron, nickel, and cobalt. Note: Aluminum is not magnetic even though it is a metal. Most metals are actually not magnetic. Iron is magnetic, and iron is in many, many objects.

Placing a magnet near an object is a factor or condition that can cause objects to either change or stay the same. In other words, sometimes the effect is a change, and sometimes the effect is no change at all. When a magnet is placed near an object, the object will respond by either moving toward the

magnet, away from the magnet, or it will not move at all. When conditions change, such as moving the magnet further away from objects, the response can still be either moving toward the magnet, away

from the magnet, or not moving at all. However, the objects might not be in the same category. For example, if a paper clip moved toward the magnet when the magnet was close, it might respond differently when the magnet is farther away, such as not moving at all.

As students investigate, encourage them to find and describe if conditions change how magnetic objects respond to a magnet.

Objective: Students explore and identify objects that are attracted to magnets. Students will analyze data by identifying any significant patterns found in objects attracted to a magnet and factors that affect change in the motion of some objects.

Component: 2024 Edusmart Science Grade K

ISBN: 9781939511096

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 12

Location: question 2

Link to Updated Content:

[View Updated Content](#)

Original Text: 2.What made a shadow on the table? the cup

Updated Text: 2.What made a shadow on the table?

Component: 2024 Edusmart Science Grade K

ISBN: 9781939511096

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 6

Location: images

Link to Updated Content:

[View Updated Content](#)

Original Text: 6 images per page

Updated Text: 2 images per page

Component: 2024 Edusmart Science Grade K

ISBN: 9781939511096

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 2

Location: step 7

Link to Updated Content:

[View Updated Content](#)

Original Text: Help students measure and compare how much each plant has grown. Measure once per week for several weeks to prove which plant was more successful.

Updated Text: Teachers can use a strip of paper or sentence strip that has easy to see measurement labels and hang next to the plant or stick inside of the cup. Measure once per week for several weeks to prove which plant was more successful.

Component: 2024 Edusmart Science Grade K

ISBN: 9781939511096

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 1

Location: introduction

Link to Updated Content:

[View Updated Content](#)

Original Text: In this activity, you will be engineers that use what you know about rocks and shapes of rocks to design a new piece of playground equipment. You will be using this rock candy to create your final model which will represent your playground equipment. Once the final model is done, you will draw your design.

Updated Text: In this activity, you will be engineers that use what you know about rocks and shapes of rocks to design a new piece of playground equipment. You will be using this rock candy to create your final model which will represent your playground equipment made for children who cannot walk. Once the final model is done, you will draw your design.

Component: 2024 Edusmart Science Grade K

ISBN: 9781939511096

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 2

Location: performance task

Link to Updated Content:

[View Updated Content](#)

Original Text: Goal: Your task is to create piece of playground equipment for your school that you designed and built using the new colored rocks. You will use your rock candy to create a prototype of your playground and discover any problems your design may have so they can be solved. • Role: You are an engineer, and your team is trying to solve the problem of building playground equipment with a new material- colored rocks! • Audience: Your target audience is the teachers and principals at your school. • Situation: The challenge is to create a new piece of playground equipment made from colored rocks that will be safe, fun, and easy to build. • Product: Your goal is to plan out and create a drawing that illustrates your design of playground equipment, and the final model using your colored rocks. It needs to specify how many colored rocks are needed. You should also be able to communicate any problems you had during design and how you solved them before completing the final model. • Success Criteria: You will be successful if your playground equipment is easy to build with colored rocks and fun for your fellow students to play on!

Updated Text: Goal: Your task is to create a piece of playground equipment for your school that accommodates children who cannot walk. You will design and build using the new colored rocks. You will use your rock candy to create a prototype of your playground and discover any problems your design may have so they can be solved.

- Role: You are an engineer, and your team is trying to solve the problem of building playground equipment with a new material- colored rocks!
- Audience: Your target audience is the teachers and principals at your school.
- Situation: The challenge is to create a new piece of playground equipment made from colored rocks that will be safe, fun, and easy to build.
- Product: Your goal is to plan out and create a drawing that illustrates your design of playground equipment, and the final model using your colored rocks. It needs to specify how many colored rocks are needed. You should also be able to communicate any problems you had during design and how you solved them before completing the final model.
- Success Criteria: You will be successful if your playground equipment is easy to build with colored rocks and fun for ALL of your fellow students to play on!

Publisher: Houghton Mifflin Harcourt

Science, Grade K

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

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

ISBN: 9780358860181

Link to Current Content:

[View Current Content](#)

Current Page Number(s): TEKS K.1-K.5 Skills & Themes Bank p. 23

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 30 of 3538

Location: Item 36, prompt

Original Text: "Josh wants to solve the problem using smaller objects first. Which objects can Josh use as a model to solve the problem?"

Updated Text: "Josh's toy box will not stay closed. Josh wants to solve the problem with smaller objects first so he wants to build a model. Which objects can Josh use as a model to solve the problem?"

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

ISBN: 9780358841531

Link to Current Content:

[View Current Content](#)

Current Page Number(s): T6

Location: Light and Materials, Day 2

Original Text: "Observe Light"

Updated Text: "Explore Light"

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

ISBN: 9780358860181

Link to Current Content:

[View Current Content](#)

Current Page Number(s): The Matter (TEKS K.6) Test, p.1

Location: Test Title

Original Text: "The Matter"

Updated Text: "Matter"

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

ISBN: 9780358860181

Link to Current Content:

[View Current Content](#)

Current Page Number(s): Assessment Guide Answer Key, TEKS K.6 tab

Location: Matter (TEKS K.6) Test, Question 4, Content TEKS column

Original Text: "K.6.Ax"

Updated Text: "K.6.A"

Component: *HMH Into Science Texas Student Edition Print Consumable Grade K*

ISBN: 9780358861638

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p.11

Location: Properties of Matter, captions for each image

Original Text: N/A

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 31 of 3538

Updated Text: "Texture is a property you can feel. The marble is hard. The cotton ball is soft."
"Material is what an object is made from. The blue block is made from of foam. The other block is wood."
"Color is a property you can see. One pear is green. The other pear is red."
"Shape is another property you can see. One block is a square. The other is a triangle."

Component: *HMH Into Science Texas Student Edition Print Consumable Grade K*

ISBN: 9780358861638

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p.18

Location: Science in Careers, bottom of page, teacher prompt

Original Text: "Draw a line under the picture that shows a chemist at work in a lab."

Updated Text: N/A

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

ISBN: 9780358841531

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p.9

Location: First column, top of page, Steps 1-2

Original Text: "If children are unsure about how to record their findings, model filling in the chart for one of the objects."

Updated Text: "It may be helpful to give students the option to record by tracing shapes or using crayons to record the color of the objects on the tray. Model filling in the chart for one of the objects."

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

ISBN: 9780358841531

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p.3

Location: Column 2, Day 3, Preparation Tips,

Original Text: "Provide groups of objects that vary in size and number so that children are able to compare."

Updated Text: "Children will be comparing the size of the individual item in each bowl and the quantity of items in each bowl. As you prepare each bowl with materials, make sure the amount of items in each bowl varies so students can make a clear comparison (such as few marbles, many cotton balls) about relative quantity."

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

ISBN: 9780358841531

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p.12

Location: Column 2, Preparation Tips

Original Text: "Provide groups of objects that vary in size and number so that children are able to compare."

Updated Text: "Children will be comparing the size of the individual item in each bowl and the quantity of items in each bowl. As you prepare each bowl with materials, make sure the amount of items in each bowl varies so students can make a clear comparison (such as few marbles, many cotton balls) about relative quantity."

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

ISBN: 9780358841531

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p.16

Location: Science in Careers, Column 1, paragraph 1, after first sentence, insert Support for Children's Answers

Original Text: N/A

Updated Text: "What do chemists do? Draw a circle around the true sentences. B.C."

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

ISBN: 9780358860181

Link to Current Content:

[View Current Content](#)

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

Location: Force and Motion (TEKS K.7) Test, Question 4, Prompt Table

Original Text: N/A

Updated Text: New column in student response table, row two with label "Attract."

Component: *HMH Into Science Texas Student Edition Print Consumable Grade K*

ISBN: 9780358861638

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p.27

Location: Step 2, middle of page, second sentence

Original Text: "Predict which objects the magnet will pull."

Updated Text: "Predict which objects the magnet will pull. Share your ideas with a partner."

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

ISBN: 9780358859703

Link to Current Content:

[View Current Content](#)

Current Page Number(s): Screen 3

Location: Step 2, second sentence

Original Text: "Predict which objects the magnet will pull."

Updated Text: "Predict which objects the magnet will pull. Share your ideas with a partner."

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 33 of 3538

Component: *HMH Into Science Texas Student Edition Print Consumable Grade K*

ISBN: 9780358861638

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p.28

Location: Step 6, after first sentence

Original Text: N/A

Updated Text: ... "Share your ideas with a partner."

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

ISBN: 9780358859703

Link to Current Content:

[View Current Content](#)

Current Page Number(s): Screen 3

Location: Step 6, after first sentence

Original Text: "What is cause and effect? Ask another question you have about your investigation."

Updated Text: "What is cause and effect? Share your ideas with a partner. Ask another question you have about your investigation."

Component: *HMH Into Science Texas Student Edition Print Consumable Grade K*

ISBN: 9780358861638

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p.30

Location: Exit Ticket, bottom of page, teacher prompt

Original Text: "Look at the picture with many items. Predict which items will be pulled to a magnet. Circle each item that will be pulled to a magnet."

Updated Text: "Look at the top picture and predict which items will be pulled to a magnet. Look at the bottom three pictures and circle the items that match your prediction."

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

ISBN: 9780358859703

Link to Current Content:

[View Current Content](#)

Current Page Number(s): Screen 6

Location: Exit Ticket, after second sentence

Original Text: N/A

Updated Text: ... "Choose the pictures below that match your prediction."

Component: *HMH Into Science Texas Student Edition Print Consumable Grade K*

ISBN: 9780358861638

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p.33

Location: bottom of page, Step 5

Original Text: "Describe how you can use a magnet to push or pull an object."

Updated Text: "Work with a partner to describe how you can use a magnet to push or pull an object."

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

ISBN: 9780358859703

Link to Current Content:

[View Current Content](#)

Current Page Number(s): Screen 3

Location: Step 5, bottom of the screen

Original Text: "Describe how you can use a magnet to push or pull an object."

Updated Text: "Work with a partner to describe how you can use a magnet to push or pull an object."

Component: *HMH Into Science Texas Student Edition Print Consumable Grade K*

ISBN: 9780358861638

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p.37

Location: Read, Write, Share, bottom of page, teacher prompt

Original Text: "Tell, draw, or write two things in the classroom that are in motion. Share your work with others."

Updated Text: "Draw or write two things in the classroom that are in motion. Share your work with others."

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

ISBN: 9780358841531

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p.27

Location: Column 1, Steps 3-5, after last sentence

Original Text: N/A

Updated Text: "Students may want to draw instead of write objects that were pulled or not pulled by the magnet to record their findings."

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

ISBN: 9780358841531

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p.29

Location: Support for Children's Answers

Original Text: "Look at the picture with many items. Predict which items will be pulled to a magnet. Circle each item that will be pulled to a magnet."

Updated Text: "Look at the top picture and predict which items will be pulled to a magnet. Look at the bottom three pictures and circle the items that match your prediction."

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

ISBN: 9780358860181

Link to Current Content:

[View Current Content](#)

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

Location: Light (TEKS K.8) Test, Item 5, Answer Choices A and C

Original Text: "A. You can see the book."

"C. You cannot see anything in the room."

Updated Text: "A. Cal can see the book."

"B. Cal cannot see anything in the room."

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

ISBN: 9780358860181

Link to Current Content:

[View Current Content](#)

Current Page Number(s): All About Light (TEKS K.8.A) Quiz, p. 2

Location: All About Light (TEKS K.8.A) Quiz, Question 3, table column 2 title

Original Text: "More Light"

Updated Text: "Medium Light"

Component: *HMH Into Science Texas Student Edition Print Consumable Grade K*

ISBN: 9780358861638

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p.61

Location: Bottom of page, after Step 1

Original Text: N/A

Updated Text: Table with two columns and two rows.

Title: "Wax Paper"

Columns heads: "Light Passes Through", "Light Does Not Pass Through"

Component: *HMH Into Science Texas Student Edition Print Consumable Grade K*

ISBN: 9780358861638

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 113 (existing pages 113-114 becomes new pages 114-115)

Location: Top of page, caption 1, caption 2

Original Text: N/A

Updated Text: "How can you tell the difference between day and night?"

[Caption 1] "The sky is light in the day. We can see the sun. Objects in the sky are easy to see."

[Caption 2] "The sky is dark at night. We can see the moon and stars in the sky."

Component: *HMH Into Science Texas Student Edition Print Consumable Grade K*

ISBN: 9780358861638

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 113 (existing pages 113-114 becomes new pages 114-115)

Location: Bottom of page

Original Text: N/A

Updated Text: "Draw a line to identify things you observe in the day. Identify things you observe at night."

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

ISBN: 9780358841531

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 104

Location: Column 1

Original Text: N/A

Updated Text: "Have children watch the videos to observe the characteristics of day and night." "Support for Children's Answers,

Draw a line to identify things you observe in the day. Identify things you observe at night. Day: sun, clouds Night: moon, stars"

Component: *HMH Into Science Texas Student Edition Print Consumable Grade K*

ISBN: 9780358861638

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p.123

Location: Step 2, last line

Original Text: "Describe and draw."

Updated Text: "Describe or show the colors."

Component: *HMH Into Science Texas Student Edition Print Consumable Grade K*

ISBN: 9780358861638

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p.123

Location: Step 3, last line

Original Text: "Describe and draw."

Updated Text: "Describe or draw the textures."

Component: *HMH Into Science Texas Student Edition Print Consumable Grade K*

ISBN: 9780358861638

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p.123

Location: Step 4, last line

Original Text: "Describe and draw."

Updated Text: "Describe or draw the shapes."

Component: *HMH Into Science Texas Student Edition Print Consumable Grade K*

ISBN: 9780358861638

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p.140

Location: 2nd and 3rd image

Original Text: Middle image shows sunset (sun near horizon on left)

Bottom image shows midday (sun high in the middle of the sky)

Updated Text: Middle image shows midday (sun high in the middle of the sky)

Bottom image shows sunset (sun near horizon on left)

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

ISBN: 9780358841531

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p.140

Location: Middle of second column, Lead a Group Discussion, lines 4–6

Original Text: "Use the sentence frames in the Claims, Evidence, and Reasoning section."

Updated Text: N/A

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

ISBN: 9780358841531

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p.140

Location: Middle of first column, activity title

Original Text: "Observe Weather Patterns"

Updated Text: "Observe Seasons"

Component: *HMH Into Science Texas Student Edition Print Consumable Grade K*

ISBN: 9780358861638

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p.197

Location: Middle of page, Caption 2, second image

Original Text: "Water cleans the body."

Updated Text: "Water cleans people and animals."

Component: *HMH Into Science Texas Student Edition Print Consumable Grade K*

ISBN: 9780358861638

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p.202

Location: Bottom of page, Teacher prompt

Original Text: "Draw a line under the picture that shows a soil scientist testing soil."

Updated Text: N/A

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

ISBN: 9780358841531

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p.169

Location: Preparation Tips, before first sentence

Original Text: "Some children may benefit from having additional pictures observe of rocks, soil, and water in use and in their natural state."

Updated Text: "Print a set of picture cards for each child or partnership prior to starting the activity. Some children may benefit from having additional pictures observe of rocks, soil, and water in use and in their natural state."

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

ISBN: 9780358841531

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

Current Page Number(s): p.174

Location: Preparation Tips, before first sentence

Original Text: "Some children may benefit from having additional pictures observe of rocks, soil, and water in use and in their natural state."

Updated Text: "Print a set of picture cards for each child or partnership prior to starting the activity. Some children may benefit from having additional pictures observe of rocks, soil, and water in use and in their natural state."

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

ISBN: 9780358841531

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

Current Page Number(s): p.180

Location: Column 1, Learning Objective

Original Text: "Children will describe properties of rocks, soil, and water, and give examples of how they are used."

Updated Text: "Children will understand how natural resources are part of a system and generate practical uses for rocks, soil, and water."

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

ISBN: 9780358860181

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

Current Page Number(s): What Plants Need (TEKS K.12.A) Quiz, p.4

Location: What Plants Need (TEKS K.12.A) Quiz, Item 7, Question and Answer choices

Original Text: "Which is another way the students can tell each other how the seed grows?"

A. "write in their science journals."
C."tell their teacher what happened

Updated Text: "Which is another way the class can tell each other about how the seed grows? "

A. "plant new seeds"
C. "look at the plants and sit quietly."

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

ISBN: 9780358841531

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p.196

Location: Column 2, Learning Objective

Original Text: "Children will plan and conduct an investigation to identify that plants need sunlight."

Updated Text: "Children will be able to observe and identify that plants need sunlight."

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

ISBN: 9780358841531

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p.193

Location: Column 2, Step 5, first sentence

Original Text: "After five days, have children complete the Stability and Change Themes Organizer to identify what changes and what stays the same. When comparing their plants, encourage children to tell how the plant that was not watered changed."

Updated Text: "After five days, have children draw the same plants from Step 1. As children compare their drawings, encourage them to explain how the plant that did not get water changed. You may also want to complete the Stability and Change Science Themes Organizer to further help children identify what changed or stayed the same."

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

ISBN: 9780358841531

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p.197

Location: Column 1, Step 4, last sentence

Original Text: "... Have children complete the Stability and Change Science Themes Organizer to identify what changes and what stays the same."

Updated Text: "... As children draw each plant, encourage them to discuss and compare their observations with a partner. You may also want children to complete the Stability and Change Science Themes Organizer to help identify how the plants changed and stayed the same."

Component: *HMH Into Science Texas Student Edition Print Consumable Grade K*

ISBN: 9780358861638

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p.223

Location: Bottom of page, Teacher Prompt

Original Text: "Share your drawings of the plant when it gets everything it needs. Tell what the plant needs."

Updated Text: "There is a problem with this plant. What do you think the problem is? Share your drawing of the plant when it gets everything it needs."

Component: *HMH Into Science Texas Student Edition Print Consumable Grade K*

ISBN: 9780358861638

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p.218

Location: Bottom of page, Teacher Prompt

Original Text: "Plants need space for their roots, stems, and leaves. Color the space between the young plants."

Updated Text: "Plants need space for their roots, stems, and leaves."

Component: *HMH Into Science Texas Student Edition Print Consumable Grade K*

ISBN: 9780358861638

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p.238

Location: Bottom of page

Original Text: N/A

Updated Text: "Make a claim about what your animal needs to live and grow."

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

ISBN: 9780358841531

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p.244

Location: Column 2, Preparation Tips, after last sentence

Original Text: N/A

Updated Text: "Children will observe the plant growth over two weeks before completing Part 2."

Publisher: McGraw Hill

Science, Grade K

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

Component: *McGraw Hill Texas Science, Grade K Student Edition*

ISBN: 9780077006709

Current Page Number(s): 14

Location: Top of the page, next to the heading "Models and Visuals"

Original Text: N/A

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 42 of 3538

Updated Text: [Engage with the Page icon]

Component: McGraw Hill Texas Science, Grade K Student Edition

ISBN: 9780077006709

Current Page Number(s): 52

Location: Top of the page, next to the heading "Magnets Pull Objects"

Original Text: [Engage with the Page icon]

Updated Text: N/A

Component: McGraw Hill Texas Science, Grade K Student Edition

ISBN: 9780077006709

Current Page Number(s): 102

Location: Bottom half of the page in the Write About It! section

Original Text: [2-5 Word Web graphic organizer]

Updated Text: [K-2 Simple Word Web graphic organizer]

Component: McGraw Hill Texas Science, Grade K Student Edition

ISBN: 9780077006709

Current Page Number(s): 134

Location: Top of the page, next to the Build Your Skill heading

Original Text: N/A

Updated Text: [Engage with the Page icon]

Component: McGraw Hill Texas Science, Grade K Student Edition

ISBN: 9780077006709

Current Page Number(s): 164

Location: Top of the page, next to the Sun and Clouds heading

Original Text: N/A

Updated Text: [Talk About It icon]

Component: McGraw Hill Texas Science, Grade K Student Edition

ISBN: 9780077006709

Current Page Number(s): 164

Location: Bottom of the page, below "DIRECTIONS"

Original Text: N/A

Updated Text: Talk About It How can the descriptions in the text help you illustrate objects in the sky?

Component: McGraw Hill Texas Science, Grade K Student Edition

ISBN: 9780077006709

Current Page Number(s): 178

Location: Top of the page, next to the Patterns heading

Original Text: N/A

Updated Text: [Engage with the Page icon]

Component: McGraw Hill Texas Science, Grade K Student Edition

ISBN: 9780077006709

Current Page Number(s): 221

Location: Sample answer annotation circles on both photos

Original Text: N/A

Updated Text: Sample answers:

Component: McGraw Hill Texas Science, Grade K Student Edition

ISBN: 9780077006709

Current Page Number(s): 223

Location: Sentences 4-6

Original Text: But she didn't mind.

Ynes Mexia loved learning.

Ynes Mexia loved plants.

Updated Text: She helped people learn more about plants.

She helped save Redwood trees.

Component: McGraw Hill Texas Science, Grade K Student Edition

ISBN: 9780077006709

Current Page Number(s): 248

Location: Middle right, photo of woodpecker

Original Text: Photo of woodpecker

Updated Text: Photo of spotted nutcracker

Component: McGraw Hill Texas Science, Grade K Teacher Edition

ISBN: 9781265514716

Current Page Number(s): 3I

Location: Day 2 Assess, Below Quick Check Section

Original Text: N/A

Updated Text: Review the cognitive verbs and Scientific and Engineering Practices and post the word cards on the Interactive Word Wall. [gray pill] 5 min

Component: McGraw Hill Texas Science, Grade K Teacher Edition

ISBN: 9781265514716

Current Page Number(s): 3J

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 44 of 3538

Location: Day 3 Teach:

Original Text: Delete yellow box: Review the cognitive verbs and Scientific and Engineering Practices and post the word cards on the Interactive Word Wall. [5 min]

Updated Text: N/A

Component: McGraw Hill Texas Science, Grade K Teacher Edition

ISBN: 9781265514716

Current Page Number(s): 3J

Location: Day 5 Teach, gray bar

Original Text: 20 min

Updated Text: 25 min

Component: McGraw Hill Texas Science, Grade K Teacher Edition

ISBN: 9781265514716

Current Page Number(s): 3J

Location: Day 5 Teach, Make a Noise Maker

Original Text: 10 min

Updated Text: 15 min

Component: McGraw Hill Texas Science, Grade K Teacher Edition

ISBN: 9781265514716

Current Page Number(s): 3J

Location: Day 5 Teach

Original Text: Make a Noise Maker

Updated Text: Build a Noise Maker

Component: McGraw Hill Texas Science, Grade K Teacher Edition

ISBN: 9781265514716

Current Page Number(s): 3J

Location: Day 5 Teach

Original Text: Make a Noise Maker Students design and build something that makes noise.

10 min

Continue to add words, students' work, and artifacts to the Interactive Word Wall.

1 min

Connect to the Chapter Question 1 min

Updated Text: Connect to the Chapter Question

Continue to add words, students' work, and artifacts to the Interactive Word Wall.

1 min

Make a Noise Maker Students design and build something that makes noise.

10 min

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 45 of 3538

Component: McGraw Hill Texas Science, Grade K Teacher Edition

ISBN: 9781265514716

Current Page Number(s): 3J

Location: Day 5 Assess, Gray Bar

Original Text: 10 min

Updated Text: 5 min

Component: McGraw Hill Texas Science, Grade K Teacher Edition

ISBN: 9781265514716

Current Page Number(s): 3J

Location: Day 5 Assess

Original Text: Quick Check Ask which step of the engineering design process involves drawing a design. 5 min

Updated Text: N/A

Component: McGraw Hill Texas Science, Grade K Teacher Edition

ISBN: 9781265514716

Current Page Number(s): 9

Location: Talk About It section

Original Text: N/A

Updated Text: Students should name the five senses (touch, taste, smell, hearing, and sight) and describe how they use them to observe. They may mention different plants that George Washington Carver used in his inventions.

Component: McGraw Hill Texas Science, Grade K Teacher Edition

ISBN: 9781265514716

Current Page Number(s): 11

Location: 2nd column, under Apply It, 4th paragraph

Original Text: Ask: How do you know which sweet potato is longer? Sample answer: I used more paper clips to measure the longer sweet potato.

Updated Text: [THEME] Scale, Proportion, and Quantity Ask: How do you know which sweet potato is longer? Sample answer: I used more paper clips to measure the longer sweet potato. [TEKS] K.5C

Component: McGraw Hill Texas Science, Grade K Teacher Edition

ISBN: 9781265514716

Current Page Number(s): 13

Location: 2nd Column, ASSESS bar and the content below it

Original Text: ASSESS 10 min

Check for Understanding

Quick Check Ask: Which step of the engineering design

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 46 of 3538

process involves drawing a design? Sample answer: Make a Plan

Back to the Big Idea.

Updated Text: N/A

Component: McGraw Hill Texas Science, Grade K Teacher Edition

ISBN: 9781265514716

Current Page Number(s): 14A

Location: Top Right, Next to Clock Icon

Original Text: 15 min

Updated Text: 20 min

Component: McGraw Hill Texas Science, Grade K Teacher Edition

ISBN: 9781265514716

Current Page Number(s): 14A

Location: Under HOI Video Screenshot

Original Text: Make a Noise Maker

Updated Text: Build a Noise Maker

Component: McGraw Hill Texas Science, Grade K Teacher Edition

ISBN: 9781265514716

Current Page Number(s): 14A

Location: HOI: Test the Design/Improve the Design: Step 4

Original Text: Students should test their prototypes to determine if they make noise as they intended.

Updated Text: Students should test their prototypes to determine whether they make noise as they intended.

Component: McGraw Hill Texas Science, Grade K Teacher Edition

ISBN: 9781265514716

Current Page Number(s): 14A

Location: Under Communicate

Original Text: what worked and did not work about them

Updated Text: in terms of what worked and what did not work.

Component: McGraw Hill Texas Science, Grade K Teacher Edition

ISBN: 9781265514716

Current Page Number(s): 14A

Location: Above the Brainstorm head

Original Text: N/A

Updated Text: Science Mindset Collaboration is an important science skill. Help students collaborate by encouraging them to listen to one another's ideas. Students may also assign each group member a different task to complete the investigation.

Component: McGraw Hill Texas Science, Grade K Teacher Edition

ISBN: 9781265514716

Current Page Number(s): 25E

Location: STEAM Stations, Engineering Station

Original Text: Engineering | Observe Categories

REINFORCE | Use to Intervene Students observe categorized groups of objects and find the object that does not belong. They compare answers with a partner to practice communicating explanations and collaborating with others.

EXTEND | Use to Accelerate Solidify understanding. Students draw a group of objects in their notebook, including one object that does not belong. If there is time, their partner finds the object that does not belong. TEKS K.3B, K.3C FINE ARTS Art K.1A, K.2A

Updated Text: Technology | Design an App

REINFORCE | Use to Intervene Build real-world connections. Students work with their classroom device to observe and discuss the colors and shapes used to design icons.

EXTEND | Use to Accelerate Students practice engineering by creating, drawing, and labeling their own application icon. [TEKS] K.1G [TECH] K.5A, K.6A [FINE ARTS] Art K.2A

Component: McGraw Hill Texas Science, Grade K Teacher Edition

ISBN: 9781265514716

Current Page Number(s): 25E

Location: STEAM Stations, Engineering Station

Original Text: Photo of Legos

Updated Text: Photo of boy with laptop

Component: McGraw Hill Texas Science, Grade K Teacher Edition

ISBN: 9781265514716

Current Page Number(s): 25E

Location: STEAM Stations, Math Station, after EXTEND | Use to Accelerate

Original Text: Have students complete the picture graph by adding circles in the empty row.

Updated Text: Students complete the picture graph by adding circles in the empty row.

Component: McGraw Hill Texas Science, Grade K Teacher Edition

ISBN: 9781265514716

Current Page Number(s): 25E

Location: STEAM Stations, Science Station, sentence after Reinforce | Use to Intervene

Original Text: Provide pattern blocks and prompt students to sort them by color, shape, and more.

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 48 of 3538

Updated Text: Students sort pattern blocks by color, shape, and more.

Component: McGraw Hill Texas Science, Grade K Teacher Edition

ISBN: 9781265514716

Current Page Number(s): 25E

Location: STEAM Stations, Science Station, sentence after EXTEND | Use to Accelerate, 2nd sentence

Original Text: Once students have sorted their pattern blocks, they can create designs with their groups.

Updated Text: After sorting their pattern blocks, students can create designs with their groups.

Component: McGraw Hill Texas Science, Grade K Teacher Edition

ISBN: 9781265514716

Current Page Number(s): 34

Location: ASSESS Notebooking

Original Text: Have students continue Step 3 of the Claim, Evidence, Reasoning Routine by adding any additional evidence or reasoning.

Updated Text: Have students continue Step 3 of the Claim, Evidence, Reasoning Routine by adding any additional evidence or reasoning to the class claim.

Component: McGraw Hill Texas Science, Grade K Teacher Edition

ISBN: 9781265514716

Current Page Number(s): 34

Location: Write About It, 4 Points

Original Text: The student (1) created a video game character; (2) identified the different colors and shapes used to draw the character; (3) included vocabulary words; (4) used vocabulary words correctly.

Updated Text: The student (1) drew a video game character; (2) wrote a sentence about their character; (3) identified the different colors and shapes used to draw the character; (3) used vocabulary words to label their drawing; (4) used vocabulary words correctly.

Component: McGraw Hill Texas Science, Grade K Teacher Edition

ISBN: 9781265514716

Current Page Number(s): 37E

Location: STEAM Stations, Science Station, sentence after Reinforce / Use to intervene, 1st sentence

Original Text: Have students

Updated Text: Students

Component: McGraw Hill Texas Science, Grade K Teacher Edition

ISBN: 9781265514716

Current Page Number(s): 37E

Location: STEAM Stations, Technology Station

Original Text: Technology | Design an App

REINFORCE | Use to Intervene Build real-world connections.
Have students work with their classroom device to observe
and discuss the colors and shapes used to design icons.

EXTEND | Use to Accelerate Students practice engineering by
creating, drawing, and labeling their own application icon.
TEKS K.1G TECH K.5A, K.6A FINE ARTS Art K.2A

Updated Text: Engineering | Build It! REINFORCE | Use to Intervene Have students build their own pencil holder or other
useful product. They should discuss the color, shape, size, texture, and material of their product.

EXTEND | Use to Accelerate Students apply the engineering design process by testing and improving the design of their
product. [TEKS] K.1B [FINE ARTS] Art K.2A

Component: McGraw Hill Texas Science, Grade K Teacher Edition

ISBN: 9781265514716

Current Page Number(s): 37E

Location: STEAM Stations, Technology Station

Original Text: photo of child

Updated Text: photo of pencil case

Component: McGraw Hill Texas Science, Grade K Teacher Edition

ISBN: 9781265514716

Current Page Number(s): 52D

Location: Communicate, Item 6, sentence after Sample answer

Original Text: The magnet pulled the paper clip, the metal ball, the metal spoon, and the other bar magnet toward it.

Updated Text: The magnet picked up the paper clip, the metal ball, the metal spoon, and the other bar magnet.

Component: McGraw Hill Texas Science, Grade K Teacher Edition

ISBN: 9781265514716

Current Page Number(s): 52D

Location: Communicate, Item 7, sentence after Sample answer

Original Text: I was surprised that the magnet did not pull the penny or the aluminum foil.

Updated Text: I was surprised that the magnet did not pick up the penny or the aluminum foil.

Component: McGraw Hill Texas Science, Grade K Teacher Edition

ISBN: 9781265514716

Current Page Number(s): 52D

Location: Communicate, Item 8, sentence after Sample answer

Original Text: The other group said that the magnet pulled the objects made of steel.

Updated Text: The other group said that the magnet picked up the objects made of steel.

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 50 of 3538

Component: McGraw Hill Texas Science, Grade K Teacher Edition

ISBN: 9781265514716

Current Page Number(s): 52D

Location: Communicate, Item 9, sentence after Sample answer

Original Text: No. I thought the magnet would pull all metal objects, but it only pulled some metal objects.

Updated Text: Yes, I thought the magnet would pick up some metals and not pick up others and that is what I observed.

Component: McGraw Hill Texas Science, Grade K Teacher Edition

ISBN: 9781265514716

Current Page Number(s): 55

Location: 2nd column, Key Moment

Original Text: Virtual Field trip inside Key Moment

Updated Text: Virtual Field Trip moved outside Key Moment

Component: McGraw Hill Texas Science, Grade K Teacher Edition

ISBN: 9781265514716

Current Page Number(s): 55

Location: 2nd column, sentence before Investigation Connection

Original Text: Read and discuss the text with students.

Updated Text: N/A

Component: McGraw Hill Texas Science, Grade K Teacher Edition

ISBN: 9781265514716

Current Page Number(s): 55

Location: 2nd column, heading after Virtual Field Trip

Original Text: Recycling Center

Updated Text: N/A

Component: McGraw Hill Texas Science, Grade K Teacher Edition

ISBN: 9781265514716

Current Page Number(s): 55

Location: 2nd column, Claim, Evidence, Reasoning section, sample answer, 1st sentence

Original Text: I claim that magnets pull some metals. My claim is valid because the magnet pulled a paper clip.

Updated Text: I claim that a magnet can pull objects made of some metals. My claim is valid because the magnet pulled a paper clip made of metal but did not pull other metals.

Component: McGraw Hill Texas Science, Grade K Teacher Edition

ISBN: 9781265514716

Current Page Number(s): 55

Location: 2nd column, Check for Understanding section, after REINFORCE | Use to Intervene, 1st sentence

Original Text: have them use the Act It Out graphic organizer to play a vocabulary game.

Updated Text: have them use the Act It Out game to reinforce concepts.

Component: McGraw Hill Texas Science, Grade K Teacher Edition

ISBN: 9781265514716

Current Page Number(s): 64

Location: 1st column, Visual Literacy section, 2nd sample answer

Original Text: the window

Updated Text: the window on the first photo and the light bulb in the second photo

Component: McGraw Hill Texas Science, Grade K Teacher Edition

ISBN: 9781265514716

Current Page Number(s): 64

Location: 1st column, between Key Moment and Visual Literacy

Original Text: N/A

Updated Text: Read and discuss text with students.

Component: McGraw Hill Texas Science, Grade K Teacher Edition

ISBN: 9781265514716

Current Page Number(s): 64

Location: 1st column, between 2nd Key Moment and Investigation Connection

Original Text: Read and discuss text with students.

Updated Text: N/A

Component: McGraw Hill Texas Science, Grade K Teacher Edition

ISBN: 9781265514716

Current Page Number(s): 64

Location: 1st column, TEACH section, Key Moment and Investigation Connection section

Original Text: Key Moment Investigation Connection

Notebooking After reading, students build on what they have learned by looking back to make a connection between the photos of the bright and dim light and their Investigation. They should be able to determine that they saw their mystery object better in bright light

Updated Text: N/A

Component: McGraw Hill Texas Science, Grade K Teacher Edition

ISBN: 9781265514716

Current Page Number(s): 64

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 52 of 3538

Location: 1st column, TEACH section, after IWW

Original Text: N/A

Updated Text: Talk About It Have students describe objects in dim light and bright light. Help them understand that dim light makes colors and other details more difficult to see.

Science Mindset Kindergarten students are becoming more aware of the perspectives of others. Encourage them to think about how others see things by having them look at an object from different places around the room and describing how the object looked different.

Component: McGraw Hill Texas Science, Grade K Teacher Edition

ISBN: 9781265514716

Current Page Number(s): 64

Location: Visual Literacy head

Original Text: Incorrect heading size

Updated Text: Corrected heading size

Component: McGraw Hill Texas Science, Grade K Teacher Edition

ISBN: 9781265514716

Current Page Number(s): 65

Location: ASSESS gray bar

Original Text: N/A

Updated Text: clock icon and "10 min".

Component: McGraw Hill Texas Science, Grade K Teacher Edition

ISBN: 9781265514716

Current Page Number(s): 65

Location: top of the wrap

Original Text: N/A

Updated Text: KEY MOMENT Investigation Connection Notebooking After reading, students build on what they have learned by looking back to make a connection between the photos of the bright and dim light and their Investigation. They should be able to determine that they saw their mystery object better in bright light.

Component: McGraw Hill Texas Science, Grade K Teacher Edition

ISBN: 9781265514716

Current Page Number(s): 65

Location: 2nd column, 2nd and 3rd paragraph

Original Text: Talk About It Have students describe objects in dim light and bright light. Help them understand that dim light makes colors and other details more difficult to see.

Science Mindset Kindergarten students are becoming more aware of the perspectives of others. Encourage them to think about how others see things by having them look at an

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 53 of 3538

object
from different places around the room and describing how the
object looked different.

Updated Text: N/A

Component: McGraw Hill Texas Science, Grade K Teacher Edition

ISBN: 9781265514716

Current Page Number(s): 65

Location: Science Mindset last sentence

Original Text: Encourage them to think about how others see things by having them look at an object from different places around the room and describing how the object looked different.

Updated Text: Encourage them to think about how others see things by having them look at an object from different places around the room and describing how the object looked different from each different place.

Component: McGraw Hill Texas Science, Grade K Teacher Edition

ISBN: 9781265514716

Current Page Number(s): 65

Location: 2nd column, under Claim, Evidence, Reasoning, 2nd paragraph

Original Text: Sample answer: I claim that we see objects better in bright light. My claim is valid because I saw my mystery object better in bright light.

Updated Text: Sample answer: I claim that bright light makes objects easier to see. You cannot see objects without light. My claim is valid because I saw my mystery object better in bright light but not as well when it was dark."

Component: McGraw Hill Texas Science, Grade K Teacher Edition

ISBN: 9781265514716

Current Page Number(s): 79

Location: Right Column, Bottom

Original Text: N/A

Updated Text: NOTE: Opaque and transparent are difficult vocabulary words for Kindergarten students. Remind students that transparent objects let light pass through and that opaque objects block light. Students should not be graded on their knowledge of these terms, but on their understanding of the concepts behind them.

Component: McGraw Hill Texas Science, Grade K Teacher Edition

ISBN: 9781265514716

Current Page Number(s): 79

Location: 2nd column, under GET READY, after 1st sentence

Original Text: N/A

Updated Text: Download the Show What YOU Know support and rubric.
 Download the STEM Project Teacher Support.
 Preview the Chapter Test.

Component: McGraw Hill Texas Science, Grade K Teacher Edition

ISBN: 9781265514716

Current Page Number(s): 79

Location: 1st column, Digital Spotlight, after 1st sentence

Original Text: 1:37

Updated Text: 2:33

Component: McGraw Hill Texas Science, Grade K Teacher Edition

ISBN: 9781265514716

Current Page Number(s): 98

Location: 1st column, after Interactive Word Wall

Original Text: THEME Structure and Function Continue to add words, realia, and drawings to the wall as students make more connections.

Use sentence stems and frames to help students understand structure and function and practice citing evidence:

Updated Text: Continue to add words, realia, and drawings to the wall as students make more connections.

[THEME] Structure and Function Use sentence stems and frames to help students understand structure and function and practice citing evidence:

Component: McGraw Hill Texas Science, Grade K Teacher Edition

ISBN: 9781265514716

Current Page Number(s): 98

Location: 1st column, Below Interactive Word Wall box

Original Text: N/A

Updated Text: KEY MOMENT

Visual Literacy

Read the Photo Guide students through the See-Scan-Analyze thinking process.

Ask: How can some houses use soil? Sample answer: They may be made of bricks. Ask: How do people play in soil? Sample answer: They play in sand.

Component: McGraw Hill Texas Science, Grade K Teacher Edition

ISBN: 9781265514716

Current Page Number(s): 99

Location: 2nd column, KEY MOMENT box

Original Text: KEY MOMENT Visual Literacy

Read the Photo Guide students through the See-Scan-Analyze thinking process.

Ask: How can some houses use soil? Sample answer: They

may be made of bricks. Ask: How do people play in soil?
Sample answer: They play in sand.

Updated Text: N/A

Component: McGraw Hill Texas Science, Grade K Teacher Edition

ISBN: 9781265514716

Current Page Number(s): 99

Location: 2nd column, above Differentiation Tip

Original Text: N/A

Updated Text: [icon] Talk About It Have students discuss ways they have use rocks and soil in small groups. Students may have used rocks to create art or as a paperweight.

Component: McGraw Hill Texas Science, Grade K Teacher Edition

ISBN: 9781265514716

Current Page Number(s): 99

Location: 2nd column, before THEME

Original Text: N/A

Updated Text: [play button icon]

Component: McGraw Hill Texas Science, Grade K Teacher Edition

ISBN: 9781265514716

Current Page Number(s): 99

Location: ASSESS: CER, sample answer

Original Text: I claim that people use soil to grow plants and build things. My claim is valid because I read about how soil is used.

Updated Text: I claim that people use rocks for building and soil for growing plants. My claim is valid because I saw and read about how soil and rocks are used for buildings and growing grass.

Component: McGraw Hill Texas Science, Grade K Teacher Edition

ISBN: 9781265514716

Current Page Number(s): 99

Location: ASSESS: after REINFORCE

Original Text: N/A

Updated Text: | Use to Intervene

Component: McGraw Hill Texas Science, Grade K Teacher Edition

ISBN: 9781265514716

Current Page Number(s): 101

Location: Digital Spotlight

Original Text: photo of garden

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 56 of 3538

Updated Text: image of GrowNYC logo

Component: McGraw Hill Texas Science, Grade K Teacher Edition

ISBN: 9781265514716

Current Page Number(s): 165

Location: Under ASSESS bar, Quick Check, First Sentence

Original Text: Have students complete the Frayer Model graphic organizer to practice lesson vocabulary.

Updated Text: Have students complete the Frayer Model vocabulary resource.

Component: McGraw Hill Texas Science, Grade K Teacher Edition

ISBN: 9781265514716

Current Page Number(s): 165

Location: Below the Key Moment

Original Text: N/A

Updated Text: Talk About It Have students discuss the words that describe the color, shape, and texture of the Sun and clouds. Discuss how these words can help them illustrate the objects.

Component: McGraw Hill Texas Science, Grade K Teacher Edition

ISBN: 9781265514716

Current Page Number(s): 208A

Location: First column, the paragraph that begins with "NOTE"

Original Text: soak seeds in water

Updated Text: the lima beans

Component: McGraw Hill Texas Science, Grade K Teacher Edition

ISBN: 9781265514716

Current Page Number(s): 208A

Location: Second column, Under Investigate, Step 7

Original Text: N/A

Updated Text: Insert as first sentence in Step 7: Explain that scientists draw pictures, write descriptions, and take photos to record life cycle changes. Demonstrate how to draw pictures and add labels.

Component: McGraw Hill Texas Science, Grade K Teacher Edition

ISBN: 9781265514716

Current Page Number(s): 208A

Location: Second column, Under Investigate

Original Text: Step 8

Updated Text: Steps 8–10

Component: McGraw Hill Texas Science, Grade K Teacher Edition

ISBN: 9781265514716

Current Page Number(s): 208A

Location: Second column, Under Communicate, First Paragraph

Original Text: Have students share their drawings with another group.

Updated Text: Have students share their drawings in the data table with another group.

Component: McGraw Hill Texas Science, Grade K Teacher Edition

ISBN: 9781265514716

Current Page Number(s): 215

Location: 2nd column, under TEACH, 2nd paragraph

Original Text: Use the Four Corners strategy. Assign each of the four corners of the room with one of the possible responses to the probe. Have students go to the corner representing the response they agree with and discuss as a class.

Updated Text: Use the Fingers Under Chin/Five Fingers strategy. Explain to students that the number of fingers they hold up will represent the person from the probe that they agree with. Charlotte can be one finger, Mateo can be two fingers, and Mirabel can be three fingers. Ask students to use their fingers to show who they agree with.

Publisher: Savvas Learning

Science, Grade K

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

Component: Grade K Digital Components

ISBN: 9781428553767

Link to Current Content:

[View Current Content](#)

Current Page Number(s): See Link

Location: SEPs and Themes Preview Activity: Make a Sundial

Link to Updated Content:

[View Updated Content](#)

Original Text: Student Edition

8. Analyze/Explain what are the advantages and limitations of your model? [4 write-on lines]

9. Evaluate What changes would you make to improve your model? [5 write-on lines]

Updated Text: Student Edition

8. Analyze/Explain Talk to a partner. One advantage of my model was _____. One limitation of my model was _____.

9. Evaluate Draw. Talk to a partner. Here are ways I can improve my model. [drawing box] I can _____

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 58 of 3538

Component: *Grade K Digital Components*

ISBN: 9781428553767

Link to Current Content:

[View Current Content](#)

Current Page Number(s): See Link

Location: SEPs and Themes Preview Activity: Make a Sundial

Link to Updated Content:

[View Updated Content](#)

Original Text: Teacher Guide/Annos

8. Analyze/Explain what are the advantages and limitations of your model?[4 write-on lines] Sample answer: Advantage: I can see how the shadow moved. Limitations: The model does not work on a cloudy day.

9. Evaluate What changes would you make to improve your model? [5 write-on lines] Sample answer: I can put numbers on the plate to make a clock. I can put it in a place that gets more sunlight.

Updated Text: Teacher Guide/Annos

8. Analyze/Explain Talk to a partner. One advantage of my model was I can see how the shadow moved. One limitation of my model was the model does not work on a cloudy day.

9. Evaluate Draw. Talk to a partner. Here are ways I can improve my model. [drawing box] Sample answers: I can put numbers on the plate to make a clock. I can put it in a place that gets more sunlight.

Component: *Grade K Digital Components*

ISBN: 9781428553767

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 1, 2, 3, 4

Location: Grade K, Topic 2, Topic Test, Items 1-6

Link to Updated Content:

[View Updated Content](#)

Original Text: see link:

<https://docs.google.com/document/d/1QxZlvDmezgPZNIwuQYVvuVziTGWhZWF0SbwVXHwSX3Y/edit?usp=sharing>

Updated Text: Grade K, Topic 2, Topic Test, items 1-6 are revised for readability. see link:

https://media.pk12ls.com/curriculum/science/texas2025/gradeK/GK_Top02_TopicTest_TXS25_EN_TE.pdf

Component: *Grade K Teacher Guide*

ISBN: 9781323223314

Current Page Number(s): Topic Overview

Location: Connect to Literacy Box

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 59 of 3538

Original Text: minor column

Component: *Grade K Teacher Guide*

ISBN: 9781323223314

Current Page Number(s): Topic Overview

Location: Connect to Literacy Box

Original Text: Recommended Trade Books

Updated Text: We will change this to Optional Trade Books

Component: *Grade K Teacher Guide*

ISBN: 9781323223314

Current Page Number(s): Topic Planner

Location: ELAR Row

Original Text: ELAR

Updated Text: We will add MATH TEKS and SS TEKS, when appropriate

Component: *Grade K Teacher Guide*

ISBN: 9781323223314

Current Page Number(s): Topic Planner

Location: Assessment box

Component: *Grade K Teacher Guide*

ISBN: 9781323223314

Current Page Number(s): Topic Wrap-Up

Location: major column

Original Text: N/A

Component: *Grade K Teacher Guide*

ISBN: 9781323223314

Current Page Number(s): Topic Wrap-Up

Location: minor column

Original Text: N/A

Updated Text: Below the listed Assessment assets we will add Spiraling Content Activity

Component: *Grade K Teacher Guide*

ISBN: 9781323223314

Current Page Number(s): Experience-At-A-Glance

Location: The TEKS box on the right page of the Experience at a Glance pages.

Original Text: TEKS

Updated Text: We will add labels that say SEP TEKS and RTC TEKS so that is clear to the teacher the types of TEKS that are covered in the Experience.

Component: *Grade K Teacher Guide*

ISBN: 9781323223314

Current Page Number(s): Throughout Topic and Experience pages

Location: Differentiated Instruction boxes

Original Text: Differentiated Instruction boxes currently include two activity ideas with run-in bold titles for the activities.

Updated Text: We will add the headings STRIVING, CHALLENGE and SPECIAL NEEDS to these activities to help teachers more easily identify them.

Component: *Grade K Teacher Guide*

ISBN: 9781323223314

Current Page Number(s): Throughout Experience pages

Location: Side column

Original Text: Original text, includes references to the activities found in the Student Activity Companion.

Updated Text: We are adding page numbers to these references to make it easier for teachers and students to navigate to the activity.

Component: *Grade K Teacher Guide*

ISBN: 9781323223314

Current Page Number(s): 6

Location: Topic 1 Overview, Preview the Topic

Original Text: Preview the Topic

In this topic, students learn about how different objects can be classified. First, in Experience 1, they will identify observable physical properties of objects, including shape, color, texture, and material. Then, in Experience 2, they will generate ways to classify objects based on physical properties.

Preview the Phenomenon

Students watch and respond to a short Anchoring Phenomenon Video that shows a variety of small objects scattered on a table. As students progress through the two experiences, they will use sense-making activities to help them answer the Anchoring Phenomenon question, How can we organize these things?

Updated Text: Preview the Topic

In this topic, students learn about how different objects can be classified. First, in Experience 1, they will identify observable physical properties of objects, including shape, color, texture, and material. Then, in Experience 2, they will generate ways to classify objects based on physical properties.

As you progress through the topic, connect the activities back to Pre-K Theme 1-Hello School! Students can apply what they learned in Theme 1 about the describing the color, size, and shape of common objects (PK.VI.A.1).

Preview the Phenomenon

Students watch and respond to a short Anchoring Phenomenon Video that shows a variety of small objects scattered on a table. As students progress through the two experiences, they will use sense-making activities to help them answer the

Anchoring Phenomenon question, How can we organize these things?

Topic Readiness Test and Remediation

Students answer questions to show what they already know about Objects by completing a printed or online Topic Readiness Test. For students who have difficulty on the test, assign the corresponding remediation items on Realize.

Component: *Grade K Teacher Guide*

ISBN: 9781323223314

Current Page Number(s): 7

Location: ENGLISH LANGUAGE PROFICIENCY STANDARDS ENGLISH LANGUAGE ARTS AND READING STANDARDS

Original Text: ENGLISH LANGUAGE PROFICIENCY STANDARDS

Listening 2C Learn new language structures, expressions, and basic and academic language heard during classroom instruction and interactions.

Speaking 3G Express opinions, ideas, and feelings ranging from communicating single words and short phrases to participating in extended discussions on a variety of social and grade-appropriate academic topics.

Speaking 3H Narrate, describe, and explain with increasing specificity and detail as more English is acquired.

Reading 4C Develop basic sight vocabulary, derive meaning of environmental print, and comprehend English vocabulary and language structures used routinely in written classroom materials.

Also Speaking 3F; Reading 4F

ENGLISH LANGUAGE ARTS AND READING STANDARDS

ELAR K.3C Identify and use words that name actions; directions; positions; sequences; categories such as colors, shapes, and textures; and locations.

Updated Text: ENGLISH LANGUAGE PROFICIENCY STANDARDS

Listening 2C Learn new language structures, expressions, and basic and academic language heard during classroom instruction and interactions.

Speaking 3H Narrate, describe, and explain with increasing specificity and detail as more English is acquired.

Reading 4C Develop basic sight vocabulary, derive meaning of environmental print, and comprehend English vocabulary and language structures used routinely in written classroom materials.

Also Speaking 3F, 3G; Reading 4F

MATH and ENGLISH LANGUAGE ARTS AND READING TEKS

ELAR K.3C Identify and use words that name actions; directions; positions; sequences; categories such as colors, shapes, and textures; and locations.

Math K.6A Identify two-dimensional shapes, including circles, triangles, rectangles, and squares as special rectangles.

Math K.8A Collect, sort, and organize data into two or three categories.

SOCIAL STUDIES STANDARDS^[P]_[SEP]

K.13.B Identify different kinds of historical sources and artifacts and explain how they can be used to study the past.^[P]_[SEP]

K.14.C Communicate information visually, orally, or in writing based on knowledge and experiences in social studies.

Component: *Grade K Teacher Guide*

ISBN: 9781323223314

Current Page Number(s): 7

Location: Home Connection Box

Original Text: Classification at Home Have students work with an adult to look for groups of objects at home. Mention some examples, such as a drawer of silverware, a tool chest in the garage, or a sock drawer in the bedroom. Students

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 62 of 3538

should draw one example they find and bring their drawing to class. Make a chart in the classroom science area where students' drawings can be displayed. Students can add to the list of groups during the topic.

Updated Text: Classification at Home Have students work with an adult to look for groups of objects at home. Mention some examples, such as a drawer of silverware, a tool chest in the garage, or a sock drawer in the bedroom. Students should draw one example they find and bring their drawing to class. Make a chart in the classroom science area where students' drawings can be displayed. Students can add to the list of groups during the topic.

Share the Topic School-to-Home letter with parents and caregivers to provide information that supports student learning. Use the Home Communication Guide for additional ideas to bring home learning into the classroom.

Component: *Grade K Teacher Guide*

ISBN: 9781323223314

Current Page Number(s): 16

Location: Differentiated Instruction Box

Original Text: Support for Students Explain that students will identify properties to guess what object is hidden in the bag. First, have a student pick up the bag and describe the shape, sound, and weight of the object inside. Then have the student put a hand inside to feel it. Encourage students to verbalize what they are observing before they guess the object.

Updated Text: Striving Explain that students will identify properties to guess what object is hidden in the bag. First, have a student pick up the bag and describe the shape, sound, and weight of the object inside. Then have the student put a hand inside to feel it. Encourage students to verbalize what they are observing before they guess the object.

Special Needs This activity is one in which students who need tactile experiences to be successful can take a lead role. Have these students pick up the bag and describe the shape, sound, and weight of the object inside. Then have the student put a hand inside to feel it. Encourage these students to describe to the class what they are observing as they feel each object.

Component: *Grade K Teacher Guide*

ISBN: 9781323223314

Current Page Number(s): 20

Location: Experience 2, At-A-Glance, Objective

Original Text: Students will classify objects using different properties.

Updated Text: Students will use scientific practices to conduct simple descriptive investigations to identify and classify objects using physical properties.

Component: *Grade K Teacher Guide*

ISBN: 9781323223314

Current Page Number(s): 24

Location: Differentiated Instruction Box

Original Text: Challenge Have groups of students classify buttons or other objects into three categories, such as round, square, and triangular. Allow the groups to identify

their own categories. Afterward, have groups compare how they classified the objects. Discuss that it is okay for classifications to vary as long as a group can identify the properties they used to sort the objects.

Updated Text: Striving For students who need additional support classifying objects, have them draw three large circles on three separate sheets of paper. Have them label the circles with the words round, square, triangular. Students can then put the buttons in the correct circles to classify them.

Challenge Have groups of students classify buttons or other objects into three categories, such as round, square, and triangular. Allow the groups to identify their own categories. Afterward, have groups compare how they classified the objects. Discuss that it is okay for classifications to vary as long as a group can identify the properties they used to sort the objects.

Component: *Grade K Teacher Guide*

ISBN: 9781323223314

Current Page Number(s): 30

Location: Topic 2, Overview, Preview the Topic

Original Text: Preview the Topic

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

Preview the Anchoring Phenomenon

Students watch and respond to a short Anchoring Phenomenon Video of different materials sorted at a recycling plant. A large drum magnet is used to sort magnetic materials from non-magnetic materials. As students progress through the Experiences, they will answer the Anchoring Phenomenon question, How do we sort these objects faster?

Updated Text: Preview the Topic

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

As you progress through the topic, connect the activities back to Topic 1, Objects. Students can apply what they learned in Topic 1 about properties of objects (TEKS K.6A) and ways to classify objects with how objects interact with various materials in Topic 2.

Preview the Anchoring Phenomenon

Students watch and respond to a short Anchoring Phenomenon Video of different materials sorted at a recycling plant. A large drum magnet is used to sort magnetic materials from non-magnetic materials. As students progress through the Experiences, they will answer the Anchoring Phenomenon question, How do we sort these objects faster?

Topic Readiness Test and Remediation

Students answer questions to show what they already know about Magnets and Motion by completing a printed or online Topic Readiness Test. For students who have difficulty on the test, assign the corresponding remediation items on Realize.

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Component: *Grade K Teacher Guide*

ISBN: 9781323223314

Current Page Number(s): 31

Location: SCIENTIFIC AND ENGINEERING PRACTICES TEKS

Original Text: SCIENTIFIC AND ENGINEERING PRACTICES TEKS

K.1A Ask questions and define problems based on observations or information from text, phenomena, models, or investigations.

K.1E Collect observations and measurement as evidence.

K.3A Develop explanations and propose solutions supported by data and models.

Also K.1C, K.3B, K.3C

RECURRING THEMES AND CONCEPTS TEKS

K.5A Identify and use patterns to describe phenomena or design solutions.

K.5B Investigate and predict cause and effect relationships in science.

ENGLISH LANGUAGE PROFICIENCY STANDARDS

Listening 2C Learn new language structures, expressions, and basic and academic vocabulary heard during classroom instruction and interactions.

Listening 2E Use visual, contextual, and linguistic support to enhance and confirm understanding of increasingly complex and elaborated spoken language.

Speaking 3D Speak using grade-level content area vocabulary in context to internalize new English words and build academic language proficiency.

Reading 4F Use visual and contextual support and support from peers and teachers to read grade-appropriate content area text, enhance and confirm understanding, and develop vocabulary, grasp of language structures, and background knowledge needed to comprehend increasingly challenging language.

MATH and ENGLISH LANGUAGE ARTS AND READING TEKS

MATH K.1B Use a problem-solving model that incorporates analyzing given information, formulating a plan or strategy, determining a solution, justifying the solution, and evaluating the problem-solving process and the reasonableness of the solution.

ELAR K.1C Share information and ideas by speaking audibly and clearly using the conventions of language.

ELAR K.5F Make inferences and use evidence to support understanding with adult assistance.

ELAR K.6B Provide an oral, pictorial, or written response to a text.

Also ELAR K.6D, K.6E, K.6F

Updated Text: SCIENTIFIC AND ENGINEERING PRACTICES TEKS

K.3A Develop explanations and propose solutions supported by data and models.

Also K.1A, K.1E, K.1C, K.3B, K.3C

RECURRING THEMES AND CONCEPTS TEKS

K.5A Identify and use patterns to describe phenomena or design solutions.

K.5B Investigate and predict cause and effect relationships in science.

ENGLISH LANGUAGE PROFICIENCY STANDARDS

Listening 2C Learn new language structures, expressions, and basic and academic vocabulary heard during classroom instruction and interactions.

Speaking 3D Speak using grade-level content area vocabulary in context to

Proclamation 2024: Report of Editorial Changes (11/08/2023)

internalize new English words and build academic language proficiency.
Reading 4F Use visual and contextual support and support from peers and teachers to read grade-appropriate content area text, enhance and confirm understanding, and develop vocabulary, grasp of language structures, and background knowledge needed to comprehend increasingly challenging language.
Also Listening 2E

MATH and ENGLISH LANGUAGE ARTS AND READING TEKS

MATH K.1B Use a problem-solving model that incorporates analyzing given information, formulating a plan or strategy, determining a solution, justifying the solution, and evaluating the problem-solving process and the reasonableness of the solution.
ELAR K.1C Share information and ideas by speaking audibly and clearly using the conventions of language.
ELAR K.6B Provide an oral, pictorial, or written response to a text.
Also ELAR K.5F, K.6D, K.6E, K.6F

SOCIAL STUDIES TEKS

K.14.C Communicate information visually, orally, or in writing based on knowledge and experiences in social studies.
Also K.14.E

Component: *Grade K Teacher Guide*

ISBN: 9781323223314

Current Page Number(s): 31

Location: Home Connection Box

Original Text: Magnets at Home Create a chart that shows every day uses of magnets. Post the chart in your classroom's science area. As students learn about how magnets interact with different materials, encourage them to work with an adult at home to identify different ways magnets are used in their home. Invite students to draw or write their observations on the chart and share them with the class.

Updated Text: Magnets at Home Create a chart that shows every day uses of magnets. Post the chart in your classroom's science area. As students learn about how magnets interact with different materials, encourage them to work with an adult at home to identify different ways magnets are used in their home. Invite students to draw or write their observations on the chart and share them with the class.

Share the Topic School-to-Home letter with parents and caregivers to provide information that supports student learning. Use the Home Communication Guide for additional ideas to bring home learning into the classroom.

Component: *Grade K Teacher Guide*

ISBN: 9781323223314

Current Page Number(s): 36

Location: Experience 1, At-A-Glance, Objective

Original Text: Students will describe and predict how a magnet can interact with different materials.

Updated Text: Students will use scientific practices to plan and conduct simple investigations to describe and predict the cause-and-effect relationships of how a magnet can interact with different materials.

Component: *Grade K Teacher Guide*

ISBN: 9781323223314

Current Page Number(s): 38

Location: Related Phenomenon

Original Text: As an alternative to the Everyday Phenomenon, consider showing a video of a magnetic street sweeper or broom. Ask students what they think helps the sweeper pickup the metal objects.

Updated Text: As an alternative to the Everyday Phenomenon, consider showing a video of a magnetic street sweeper or broom being used on a local street or company. Ask students what they think helps the sweeper pickup the metal objects.

Component: *Grade K Teacher Guide*

ISBN: 9781323223314

Current Page Number(s): 44

Location: Experience 2, At-A-Glance, Objective

Original Text: Students will describe and predict how a magnet can push or pull objects.

Updated Text: Students will investigate to describe and predict the cause-and-effect relationships about how a magnet can push or pull objects.

Component: *Grade K Teacher Guide*

ISBN: 9781323223314

Current Page Number(s): 46

Location: Related Phenomenon

Original Text: As an alternative Everyday Phenomenon, consider showing a video to highlight how magnetic forces allow Maglev trains to move and reach speeds of more than 300 miles per hour.

Updated Text: As an alternative Everyday Phenomenon, consider showing a video to highlight how magnetic forces allow Maglev trains to move and reach speeds of more than 300 miles per hour. Show students the concepts for the planned Dallas to Houston high-speed train.

Component: *Grade K Teacher Guide*

ISBN: 9781323223314

Current Page Number(s): 48

Location: Differentiated Instruction Box

Original Text: Practice Using Magnets Let students practice moving the paper clip around freely with the magnet before they attempt to guide it more carefully through the maze. Encourage them to try pushing as well as pulling the paper clip with the magnet to see which works better for them.

Updated Text: Striving Let students practice moving the paper clip around freely with the magnet before they attempt to guide it more carefully through the maze. Encourage them to try pushing as well as pulling the paper clip with the magnet to see which works better for them.

Special Needs For students who have language disorders such as cognitive-communication disorders, they may not know how to listen when someone is speaking to them. Model this process by having one student tell what they observed. Then you listen carefully and then repeat what the student said back to them. Throughout this activity, have students use this technique to ensure everyone knows when to listen and when to speak.

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 67 of 3538

Component: *Grade K Teacher Guide*

ISBN: 9781323223314

Current Page Number(s): N/A

Location: Side column of most pages, Topic Overview right page, Topic Planners, and Experience At-a-Glance

Original Text: Initial list of TEKS standards

Updated Text: Added appropriate TEKS standards to many places to include a more comprehensive list.

Component: *Grade K Teacher Guide*

ISBN: 9781323223314

Current Page Number(s): Topic Overview

Location: Home Connection Box

Original Text: N/A

Updated Text: (insert second paragraph)Share the Topic School-to-Home letter with parents and caregivers to provide information that supports student learning. Use the Home Communication Guide for additional ideas to bring home learning into the classroom.

Component: *Grade K Teacher Guide*

ISBN: 9781323223314

Current Page Number(s): Topic Planner

Location: Fast Track

Original Text: FAST TRACK Use the activities with a check mark to fast-track your teaching.

Updated Text: FAST TRACK Use the activities with a check mark to fast-track your teaching.

You will find editable versions of the Topic Planner and Experience At-a-Glance pages, and Daily Planners in your digital course on Realize.

Component: *Grade K Teacher Guide*

ISBN: 9781323223314

Current Page Number(s): N/A

Location: Topic Planner, Experience At-A-Glance, Experience Explain/Elaborate

Original Text: Additional STEAM Activity

Updated Text: STEAM Activity

Component: *Grade K Teacher Guide*

ISBN: 9781323223314

Current Page Number(s): 54

Location: Topic 3, Light and Shadows, Overview

Original Text: Preview the Topic

In this topic, students learn that the effects of light can be observed in everyday light. In Experience 1, students communicate the idea that light sources, such as

Proclamation 2024: Report of Editorial Changes (11/08/2023)

the sun or a flashlight, enable us to see, but objects in dim or bright light can look different. In Experience 2, students demonstrate and explain how light can travel through some objects, such as a window or a glass, but it is blocked by other objects, sometimes creating a shadow.

Preview the Anchoring Phenomenon

Students watch and respond to a short Anchoring Phenomenon Video of illuminated paper lanterns floating on water at night and then explore how different light sources and properties of materials affect the appearance of what is seen. As students progress through the experiences, they will answer the Anchoring Phenomenon question, What are these lanterns made of that lets us see them in the dark?

Updated Text: Preview the Topic

In this topic, students learn that the effects of light can be observed in everyday light. In Experience 1, students communicate the idea that light sources, such as the sun or a flashlight, enable us to see, but objects in dim or bright light can look different. In Experience 2, students demonstrate and explain how light can travel through some objects, such as a window or a glass, but it is blocked by other objects, sometimes creating a shadow.

As you progress through the topic, connect the activities back to Topic 1 Objects. Students can apply what they learned in Topic 1 including observable physical properties of objects including shape, color, and material (K.6).

Preview the Anchoring Phenomenon

Students watch and respond to a short Anchoring Phenomenon Video of illuminated paper lanterns floating on water at night and then explore how different light sources and properties of materials affect the appearance of what is seen. As students progress through the experiences, they will answer the Anchoring Phenomenon question, What are the lanterns made of that lets us see them in the dark?

Topic Readiness Test and Remediation

Students answer questions to show what they already know about Light and Shadows by completing a printed or online Topic Readiness Test. For students who have difficulty on the test, assign the corresponding remediation items on Realize.

Component: *Grade K Teacher Guide*

ISBN: 9781323223314

Current Page Number(s): 55

Location: ENGLISH LANGUAGE PROFICIENCY STANDARDS

Original Text: ENGLISH LANGUAGE PROFICIENCY STANDARDS

Learning Strategies 1B Monitor oral and written language production and employ self corrective techniques or other resource.

Listening 2C Learn new language structures, expressions, and basic and academic vocabulary heard during classroom instructions and interactions.

Reading 4C Develop basic sight vocabulary, derive meaning of environmental print, and comprehend English vocabulary

Proclamation 2024: Report of Editorial Changes (11/08/2023)

and language structures used routinely in written classroom materials.

Also Speaking 3B; Reading 4F

Updated Text: ENGLISH LANGUAGE PROFICIENCY STANDARDS

Learning Strategies 1B Monitor oral and written language production and employ self corrective techniques or other resource.

Listening 2C Learn new language structures, expressions, and basic and academic vocabulary heard during classroom instructions and interactions.

Also Speaking 3B; Reading 4C, 4F

Component: *Grade K Teacher Guide*

ISBN: 9781323223314

Current Page Number(s): 55

Location: ENGLISH LANGUAGE ARTS AND READING STANDARDS

Original Text: ENGLISH LANGUAGE ARTS AND READING TEKS

ELAR K.3B Use illustrations and texts the student is able to read or hear to learn or clarify word meanings.

ELAR K.5C Make and confirm predictions using text features and structures with adult assistance.

Updated Text: MATH and ENGLISH LANGUAGE ARTS AND READING TEKS

MATH K.1D Communicate mathematical ideas, reasoning, and their implications using multiple representations, including symbols, diagrams, graphs, and language as appropriate.

ELAR K.3B Use illustrations and texts the student is able to read or hear to learn or clarify word meanings.

ELAR K.5C Make and confirm predictions using text features and structures with adult assistance.

SOCIAL STUDIES TEKS

SS K.13.A Identify and state facts based on relevant evidence.

SS K.13.B Identify different kinds of historical sources and artifacts and explain how they can be used to study the past.

Component: *Grade K Teacher Guide*

ISBN: 9781323223314

Current Page Number(s): 58

Location: Topic 3 Launch

Original Text: Anchoring Phenomenon Video

- Have students watch the short Anchoring Phenomenon video of paper lanterns floating on water. Ask What do you think the lanterns are made of that lets us see them in the dark? Do not explain to students what the lanterns are made of or how they are illuminated.

- Lead a class discussion about what students think is happening in the video. Accept all ideas at this time. As students complete the sense-making activities in this topic, they will return to the Anchoring Phenomenon with greater clarity. Remind students that learning, like science, is an iterative process. It's okay to

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 70 of 3538

start with one idea and revise your idea as you get more information.

- A water lantern festival is held in San Antonio each October at Elmendorf Lake Park. The floating lanterns are made from rice paper and wood and illuminated with LED candles.

Updated Text: Anchoring Phenomenon Video

- Have students watch the short Anchoring Phenomenon video of paper lanterns floating on water. Ask What do you think the lanterns are made of that lets us see them in the dark? Do not explain to students what the lanterns are made of or how they are illuminated.

- Lead a class discussion about what students think is happening in the video. Accept all ideas at this time. As students complete the sense-making activities in this topic, they will return to the Anchoring Phenomenon with greater clarity. Remind students that learning, like science, is an iterative process. It's okay to start with one idea and revise your idea as you get more information.

TEXAS CONNECTION A water lantern festival is held in San Antonio each October at Elmendorf Lake Park. The floating lanterns are made from rice paper and wood and illuminated with LED candles.

Component: *Grade K Teacher Guide*

ISBN: 9781323223314

Current Page Number(s): 60

Location: Experience 1, At-A-Glance, Objective

Original Text: Objective

Students will compare the effects of different amounts of light on the appearance of objects.

Updated Text: Objective

Students will collect observations and measurements as evidence and identify and use patterns to compare the effects of different amount of light on the appearance of objects.

Component: *Grade K Teacher Guide*

ISBN: 9781323223314

Current Page Number(s): 62

Location: Related Phenomenon

Original Text: Related Phenomenon

As an alternative Everyday Phenomenon, consider showing a video of people gathered around a campfire or children holding sparklers at night. Focus on comparing how people or objects look when they are close to a light source versus when they are far away from the light source.

Updated Text: Related Phenomenon

As an alternative Everyday Phenomenon, consider showing photos or videos of the many different light festivals or shows that are held in Texas such as the Night Lights at Texas Motorplex, Houston's Freedom Over Texas Fourth of July, or Lanterns in the Garden at the Fort Worth Botanic Garden. Focus on comparing how people or objects look when they are close to a light source versus when they are far away from the light source.

Component: *Grade K Teacher Guide*

ISBN: 9781323223314

Current Page Number(s): 64

Location: Differentiated Instruction Box

Original Text: Sequencing To reinforce understanding, model the sequence of steps, beginning with how to look through the hole with just one eye. Give students time to practice holding the box close enough, but not touching, to their face to keep light out of the box. You may wish to have students wash their hands before taking turns with the box.

Updated Text: Striving To reinforce understanding, model the sequence of steps, beginning with how to look through the hole with just one eye. Give students time to practice holding the box close enough, but not touching, to their face to keep light out of the box. You may wish to have students wash their hands before taking turns with the box.

Special Needs For students who have visual impairments, this activity may present significant challenges. Pair the visually impaired student with another sighted student. Have the sighted student explain in detail what they see as they look into the box. Then have the visually impaired student repeat back what the other student saw.

Component: *Grade K Teacher Guide*

ISBN: 9781323223314

Current Page Number(s): 68

Location: Experience 2, At-A-Glance, Objective

Original Text: Objective
Students will demonstrate
and explain that light
travels through some
objects and is blocked by
other objects.

Updated Text: Objectives
Students will use tools to observe, test, and compare to demonstrate and explain that light travels through some objects and is blocked by other objects.

Students will identify and use patterns to describe how light travels through some objects and is blocked by other objects.

Component: *Grade K Teacher Guide*

ISBN: 9781323223314

Current Page Number(s): 70

Location: Related Phenomenon

Original Text: As an alternative Everyday Phenomenon, consider showing a video of a shadow puppet show.

Updated Text: As an alternative Everyday Phenomenon, consider showing a video of different shadow puppet shows that have been performed in Texas.

Component: *Grade K Teacher Guide*

ISBN: 9781323223314

Current Page Number(s): 72

Location: Differentiated Instruction Box

Original Text: Challenge Ask students what other materials they would like to test. Have them predict how the materials will interact with light. Then have them test their predictions.

Updated Text: Striving Some students may have the misconception that an object can only make one kind of shadow shape. You may wish to demonstrate using a flashlight, how the shape of the shadow changes as the light source moves closer and farther away and how the shadow changes as the light source is shown from a different direction.

Challenge Ask students what other materials they would like to test. Have them predict how the materials will interact with light. Then have them test their predictions.

Component: *Grade K Teacher Guide*

ISBN: 9781323223314

Current Page Number(s): 78

Location: Topic 4, Patterns in the Sky, Overview

Original Text: Preview the Topic

In this topic, students explore recognizable patterns in the natural world and among objects in the sky. Additionally, students will understand that the natural world includes earth materials and systems that can be observed. First, in Experience 1, students observe, describe, and draw the objects they see in the day sky and night sky, as well as identify and describe patterns of day and night. Then, in Experience 2, students use weather tools to observe, describe, and record weather measurements where they live. Finally, in Experience 3, students observe and identify different types of weather commonly experienced during each season.

Preview the Anchoring Phenomenon

Students watch and respond to a short Anchoring Phenomenon Video that shows weather in different seasons. As students progress through the Experiences, they will answer the Anchoring Phenomenon question How do you know what to wear?

Updated Text: Preview the Topic

In this topic, students explore recognizable patterns in the natural world and among objects in the sky. Additionally, students will understand that the natural world includes earth materials and systems that can be observed. First, in Experience 1, students observe, describe, and draw the objects they see in the day sky and night sky, as well as identify and describe patterns of day and night. Then, in Experience 2, students use weather tools to observe, describe, and record weather measurements where they live. Finally, in Experience 3, students observe and identify different types of weather commonly experienced during each season.

(insert new paragraph)

As you progress through the topic, connect the activities back to Topic 1 Objects. Students can apply what they learned in Topic 1 including observing the properties of objects. Additionally, students will continue to use scientific practices such as collecting observations and recording data using pictures and words (K1.E, K1.F).

Preview the Anchoring Phenomenon

Students watch and respond to a short Anchoring Phenomenon Video that shows weather in different seasons. As students progress through the Experiences, they will answer the Anchoring Phenomenon question How do you know what to wear?

(insert new paragraph)

Topic Readiness Test and Remediation

(body text) Students answer questions to show what they already know about Patterns in the Sky by completing a printed or online Topic Readiness Test. For students who have difficulty on the test, assign the corresponding remediation items on Re

Component: *Grade K Teacher Guide*

ISBN: 9781323223314

Current Page Number(s): 79

Location: SCIENTIFIC AND ENGINEERING PRACTICES TEKS

Original Text: K.1D Use tools, including windsock, demonstration thermometer, rain gauge, ribbons, and non-standard measuring items, to observe, measure, test, and compare.

K.1F Record and organize data using pictures, numbers, words, symbols, and simple graphs.

K.1G Develop and use models to represent phenomena, objects, and processes, or design a prototype for a solution to a problem.

Also K.1A, K.1F, K.2A, K.2B, K.3A, K.3B, K.3C, K.4B

Updated Text: K.1D Use tools, including windsock, demonstration thermometer, rain gauge, ribbons, and non-standard measuring items, to observe, measure, test, and compare.

K.1F Record and organize data using pictures, numbers, words, symbols, and simple graphs.

Also K.1A, K.1F, K.1G, K.2A, K.2B, K.3A, K.3B, K.3C, K.4B

(insert new paragraph)

SOCIAL STUDIES TEKS

SS

K.13A Identify and state facts based on relevant evidence.

Also K.14C

Component: *Grade K Teacher Guide*

ISBN: 9781323223314

Current Page Number(s): 79

Location: Collaborate with the Community

Original Text: Invite a Meteorologist

Ask a meteorologist at a local television station to visit your classroom, either in person or via video conferencing. Invite students to use what they have learned in the Stations to brainstorm relevant questions in advance that they can ask the

meteorologist. Questions can focus on the weather and the tools used to measure it.

Updated Text: Invite a Meteorologist
Ask a meteorologist at a local television station to visit your classroom, either in person or via video conferencing. Invite students to use what they have learned in the Stations to brainstorm relevant questions in advance that they can ask the meteorologist. Questions can focus on the weather and the tools used to measure it.

(insert new Home Connections box and paragraph)
School-to-Home Letter Share the Topic School-to-Home letter with parents and caregivers to provide information that supports student learning. Use the Home Communication Guide for additional ideas to bring home learning into the classroom.

Component: *Grade K Teacher Guide*

ISBN: 9781323223314

Current Page Number(s): 84

Location: Experience 1, At-A-Glance, Objectives

Original Text: Students will observe, describe, and illustrate objects in the sky as well as identify and predict patterns of day or night.

Updated Text: Students will observe, describe, and illustrate objects in the sky as well as identify and predict patterns of day or night.

Students will analyze data by identifying significant features and patterns of day and night.

Component: *Grade K Teacher Guide*

ISBN: 9781323223314

Current Page Number(s): 86

Location: Experience 1, Engage, Everyday Phenomenon Photo

Original Text: WHAT WILL YOU SEE IN THE SKY NEXT?
Present the Everyday Phenomenon photo.

Updated Text: WHAT WILL YOU SEE IN THE SKY NEXT?
Present the Everyday Phenomenon photo. The side-by-side images show Congress Bridge and downtown Austin during the day and night.

Component: *Grade K Teacher Guide*

ISBN: 9781323223314

Current Page Number(s): 88

Location: Differentiated Instruction Box

Original Text: Challenge For students that are ready for a challenge, give students photos of other daytime skies that look different from the one on the Hands-On Station Card. Challenge students draw labeled pictures of them.

Updated Text: Special Needs For students who need extra assistance organizing their thoughts, have students create a three-column graphic organizer. Instruct them to write one of the three questions in each column and then answer them as they complete the activity.

What can you see in the sky?

How will you use the picture on the card to answer the question?

What will you do in the Hands-On Activity to answer the question?

Challenge For students that are ready for a challenge, give students photos of other daytime skies that look different from the one on the Hands-On Station Card. Challenge students draw labeled pictures of them.

Component: *Grade K Teacher Guide*

ISBN: 9781323223314

Current Page Number(s): 92

Location: Experience 2, At-A-Glance, Objective

Original Text: Objective

Students will observe and describe how weather changes from day to day and that wind is moving air that is all around us.

Updated Text: Objectives

Students will observe and describe how weather changes from day to day and that wind is moving air that is all around us.

(insert new paragraph)

Students will record and organize data and patterns using pictures, numbers, words, symbols, and simple graphics.

Component: *Grade K Teacher Guide*

ISBN: 9781323223314

Current Page Number(s): 92

Location: Experience 2, At-A-Glance, TEKS

Original Text: K.10B Observe and describe weather changes from day to day and over seasons.

K.10C Identify evidence that supports the idea that air is all around us and demonstrate that wind is moving air using items such as a windsock, pinwheel, or ribbon.

K.1D Use tools, including windsock, demonstration thermometer, rain gauge, ribbons, non-standard measuring items, to observe, measure, test, and compare.

K.1F Record and organize data using pictures, numbers, words, symbols, and simple graphs.

Also K.3A, K.3B, K.5A

Updated Text: K.10B Observe and describe weather changes from day to day and over seasons.

K.10C Identify evidence that supports the idea that air is all around us and demonstrate that wind is moving air using items such as a windsock, pinwheel, or ribbon.

K.1D Use tools, including windsock, demonstration thermometer, rain gauge, ribbons, non-standard measuring items, to observe, measure, test, and compare.

K.5A Identify and use patterns to describe phenomena or design solutions.

Also K.1F, K.3A, K.3B, K.5A

Component: *Grade K Teacher Guide*

ISBN: 9781323223314

Current Page Number(s): 104

Location: Differentiated Instruction Box

Original Text: Asking Questions If students are confused about which season is being shown in the four pictures, ask them questions such as:

- In what season do you see flowers on trees?
- In what season do you see fruit on trees?
- In what season do the leaves fall off trees?
- In what season do trees not have any leaves?

Updated Text: Striving If students are confused about which season is being shown in the four pictures, ask them questions such as:

- In what season do you see flowers on trees?
- In what season do you see fruit on trees?
- In what season do the leaves fall off trees?
- In what season do trees not have any leaves?

Challenge Have students who are ready for a challenge choose an outdoor object and draw four pictures of the object, one picture for each season. Have them label each picture with the season it represents.

Component: *Grade K Teacher Guide*

ISBN: 9781323223314

Current Page Number(s): 110

Location: Topic 5, Rocks, Soil, and Water, Overview

Original Text: Preview the Topic

In this topic, students learn about rocks and other natural resources. First, in Experience 1, they observe, describe, and classify rocks by size, shape, color, and texture. Then, in Experience 2, they observe and give examples of how people use rocks, soil, and water every day.

Preview the Anchoring Phenomenon

materials, such as rock, clay, soil, water, concrete, and minerals, that are used to make objects, such as bridges, roads, and pottery. As students progress through the experiences, they will answer the Anchoring Phenomenon question, Where do you think we get the materials to make these objects?

Updated Text: Preview the Topic

In this topic, students learn about rocks and other natural resources. First, in Experience 1, they observe, describe, and classify rocks by size, shape, color, and texture. Then, in Experience 2, they observe and give examples of how people use rocks, soil, and water every day.

(insert new paragraph)

As you progress through the topic, connect the activities back to Pre-K Theme 9 Earth, Moon, and Sky where students have learned to observe, investigate, describe, and discuss earth materials, and their properties and uses (PK.VI.C.1). Connections can also be made to Grade K Topic 1, Properties of Matter. Students can apply what they learned in Topic 1 to Identify and record observable physical properties of objects, including shape, color, texture, and material, and generate ways to classify objects (TEKS K.6)

Preview the Anchoring Phenomenon

materials, such as rock, clay, soil, water, concrete, and minerals, that are used to make objects, such as bridges, roads, and pottery. As students progress through the experiences, they will answer the Anchoring Phenomenon question, Where do you think we get the materials to make these objects?

(insert new paragraph)

Topic Readiness Test and Remediation

Students answer questions to show what they already know about Rocks, Soils, and Water by completing a printed or online Topic Readiness Test. For students who have difficulty on the test, assign the corresponding remediation items on Realize.

Component: *Grade K Teacher Guide*

ISBN: 9781323223314

Current Page Number(s): 111

Location: ENGLISH LANGUAGE ARTS AND READING TEKS

Original Text: ENGLISH LANGUAGE ARTS AND READING TEKS

ELAR K.3C Identify and use words that name actions; directions, positions, sequences, categories such as colors, shapes, and textures; and locations.
Also ELAR K.1C, K.6F

Updated Text: MATH and ENGLISH LANGUAGE ARTS AND READING TEKS

MATH K.7A Give an example of a measurable attribute of a given object, including length, capacity, and weight.

MATH K.7B Compare two objects with a common measurable attribute to see which object has more of/less of the attribute and describe the difference.

ELAR K.3C Identify and use words that name actions; directions, positions, sequences, categories such as colors, shapes, and textures; and locations.
Also ELAR K.1C, K.6F

Component: *Grade K Teacher Guide*

ISBN: 9781323223314

Current Page Number(s): 118

Location: Related Phenomenon

Original Text: As an alternative Everyday Phenomenon, consider a demo in which you sort a group of everyday objects, such as buttons, by at least three observable properties, such as color, shape, and size.

Updated Text: As an alternative Everyday Phenomenon, display examples or photos of different kinds of rocks (limestone, coal, and gypsum), minerals (feldspar and pyrite) and gems (blue quartz tourmaline) commonly found in Texas. Ask students identify the different ways these examples can be described.

Component: *Grade K Teacher Guide*

ISBN: 9781323223314

Current Page Number(s): 124

Location: Experience 2, At-A-Glance, Objective

Original Text: Objective

Students will observe and give examples of how people use rocks, soil, and water every day.

Updated Text: Objectives

Students will observe and give examples of how people use rocks, soil, and water every day.

Students will collect and record observations about how rocks, soil, and water are used in the area.

Component: *Grade K Teacher Guide*

ISBN: 9781323223314

Current Page Number(s): 128

Location: Explore, During the Stations, Hands-On Station

Original Text: SAFETY Make sure to choose a safe location for the walk. Check for plant allergies. Remind students to wash their hands after touching rocks or soil.

Demonstrate safe practices during investigations as outlined in Texas Education Agency-approved safety standards.

Updated Text: SAFETY Make sure to choose a safe location for the walk. Check for plant allergies. Remind students to wash their hands after touching rocks or soil.

Demonstrate safe practices during investigations as outlined in Texas Education Agency-approved safety standards.

(edit, moved paragraph to new location under Safety Note)

When planning your walk, ensure that you consider students who may have mobility issues. Plan routes that allow full and easy access for all students; for example, try to avoid hills or similar inclines.

Component: *Grade K Teacher Guide*

ISBN: 9781323223314

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 79 of 3538

Current Page Number(s): 128

Location: Differentiated Instruction Box

Original Text: Support for Students When planning your walk, ensure that you consider students who may have mobility issues. Plan routes that allow full and easy access for all students; for example, try to avoid hills or similar inclines.

Consider taking photos of resources encountered on the walk and provide these to students who are unable to accompany the class outside.

Updated Text: Special Needs Have students with speech impairments and their partners to work in a relatively quiet part of the classroom. If necessary, allow them to use single words or short phrases to tell their partner about their picture. They can point to a part of their drawing and say words and phrases such as rock house, grow plants, and drink water. Be available to provide any assistance as needed.

Challenge For students who are ready for a challenge, have them make a chart of how the rocks, soil, and water are use in the area and draw pictures of other places where they have seen rocks soil, and water are used.

Component: *Grade K Teacher Guide*

ISBN: 9781323223314

Current Page Number(s): 134

Location: Topic 6, Plants, Overview

Original Text: Preview the Topic

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

Preview the Anchoring Phenomenon

Students will watch and respond to a short Anchoring Phenomenon Video that shows how flowering plants use visual and sensory features to attract pollinators.

The video shows flowers that look and smell very different from more familiar plants. As students progress through the Experiences, they will answer the Anchoring Phenomenon question Why do plants look and smell the way they do?

Updated Text: Preview the Topic

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

(insert new paragraph) As you progress through the topic, connect the activities back to Pre-K Theme 6, From Farm to Table. Students can apply how to observe, investigate, describe, and discuss the characteristics of organisms (PK.VI.B.1) and describe the life cycles of organisms (PK.VI.B.2). Students can also apply what they learned in Topic 5 Rocks, Soil, and Water about the practical uses for soil and water (TEKS K.11A) with the needs of plants in Topic 6.

Preview the Anchoring Phenomenon

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 80 of 3538

Students will watch and respond to a short Anchoring Phenomenon Video that shows how flowering plants use visual and sensory features to attract pollinators.

The video shows flowers that look and smell very different from more familiar plants. As students progress through the Experiences, they will answer the Anchoring Phenomenon question Why do plants look and smell the way they do?

(insert new)Topic Readiness Test and Remediation

Students answer questions to show what they already know about Plants by completing a printed or online Topic Readiness Test. For students who have difficulty on the test, assign the corresponding remediation items on Realize.

Component: *Grade K Teacher Guide*

ISBN: 9781323223314

Current Page Number(s): 135

Location: RECURRING THEMES AND CONCEPTS ENGLISH LANGUAGE ARTS AND READING TEKS

Original Text: RECURRING THEMES AND CONCEPTS TEKS

K.5B Investigate and predict cause-and-effect relationships in science.

K.5F Describe the relationship between the structure and function of objects, organisms, and systems.

Also K.5D, K.5G

ENGLISH LANGUAGE ARTS AND READING TEKS

ELAR K.3B Use illustrations and texts the student is able to read or hear to learn or clarify word meanings.

ELAR K.3C Identify and use words that name actions; directions; positions; sequences; categories such as colors, shapes, and textures; and locations.

ELAR K.5F Make inferences and use evidence to support understanding with adult assistance. Evaluate details to determine what is most important with adult assistance.

Also ELAR K.5C, K.5G, K.6E, K.8Diii, K.9C

Updated Text: RECURRING THEMES AND CONCEPTS TEKS

K.5F Describe the relationship between the structure and function of objects, organisms, and systems.

Also K.5B, K.5D, K.5G

MATH and ENGLISH LANGUAGE ARTS AND READING TEKS

MATH 8.A Collect, sort, and organize data into two or three categories.

Also K6.D, K.7A, K.7B

ELAR K.3B Use illustrations and texts the student is able to read or hear to learn or clarify word meanings.

Also ELAR K.3C, K.5C, K.5F, K.5G, K.6E, K.8Diii, K.9C

SOCIAL STUDIES TEKS

SS K.15A Use democratic procedures to collaborate with others when making decisions on issues in the classroom, school, or community.

Component: *Grade K Teacher Guide*

ISBN: 9781323223314

Current Page Number(s): 140

Location: Experience 1, At-A-Glance

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 81 of 3538

Original Text: Objective

Students will identify the structures and functions of plant parts, including roots, stems, leaves, flowers, and fruits.

TEKS

K.3B Communicate explanations and solutions individually and collaboratively in a variety of settings and formats.

Also K.3A, K.3C, K.4B, K.5D, K.5F

Updated Text: Objectives

Students will identify the structures and functions of plant parts, including roots, stems, leaves, flowers, and fruit.

Students will use hand lenses to observe and compare the parts of plants.

TEKS, SEP TEKS, RTC TEKS

RTC K.5D Examine the parts of a whole to define or model a system.

Also K.3A, K.3B, K.3C, K.4B, K.5F

Component: *Grade K Teacher Guide*

ISBN: 9781323223314

Current Page Number(s): 142

Location: Related Phenomenon

Original Text: As an alternative Everyday Phenomenon, consider showing students a small flowering plant and identifying the different parts. Obtain a small potted flower, such as a geranium, and carefully uproot it so that students can view the entire plant. Point out that roots are usually underground while the leaves, stem, and flowers are above ground. Allow students to examine the plant parts while keeping the Everyday Phenomenon question in mind as they think about and explain the functions of the different plant parts.

Updated Text: As an alternative Everyday Phenomenon, consider showing students small flowering plants that are native to Texas and identify the different parts. Obtain a small potted plant, such as Texas lantana, Black-eyed Susan, or Rock Rose, and carefully uproot it so that students can view the entire plant. Point out that roots are usually underground while the leaves, stem, and flowers are above ground. Allow students to examine the plant parts while keeping the Everyday Phenomenon question in mind as they think about and explain the functions of the different plant parts.

Component: *Grade K Teacher Guide*

ISBN: 9781323223314

Current Page Number(s): 144

Location: Explore, During the Stations, Hands-On Station

Original Text: GUIDE STUDENT PLANNING Explain to students that they should carefully review the instructions for the Activity before beginning their work. Advise them to ensure they have gathered all of the materials they will need and have these organized on their table or workspace before they begin. Answer any questions students may have about the Activity.

DIFFERENTIATED INSTRUCTION

Model Using a Hand Lens Model how to use a hand lens for students who may be unfamiliar with its use. Pair students who may have difficulty working with a hand lens or observing the plant with students who are able to use the required tools. Provide extra time and support for students who may be

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 82 of 3538

struggling with the Station work. Allow students who work more quickly or finish their work early to preview the pictures in the Read About It.

Challenge Invite students who feel comfortable using a hand lens to observe other objects in the classroom. Invite students to draw their observations.

Updated Text: GUIDE STUDENT PLANNING Explain to students that they should carefully review the instructions for the Activity before beginning their work. Advise them to ensure they have gathered all of the materials they will need and have these organized on their table or workspace before they begin. Answer any questions students may have about the Activity.

Model how to use a hand lens for students who may be unfamiliar with its use. Pair students who may have difficulty working with a hand lens or observing the plant with students who are able to use the required tools.

DIFFERENTIATED INSTRUCTION

SPECIAL NEEDS Allow students who have difficulty working in groups to work alone to observe the plants. Have them sit in a less crowded part of the room. After they make their observations, have them participate in class discussions.

CHALLENGE Invite students to draw their observations of the plant parts they observe next to the plant pictured on the activity sheet. Have students compare how the shapes of the different plant parts are alike or different.

Component: *Grade K Teacher Guide*

ISBN: 9781323223314

Current Page Number(s): 148

Location: Experience 2, At-A-Glance, Objective; TEKS

Original Text: Objective

Students will observe, identify, and describe how plants depend on air, sunlight, water, nutrients in soil, and space to grow.

TEKS

K.12A Observe and identify the dependence of plants on air, sunlight, water, nutrients in the soil, space, and air to grow.

K.1D Use tools, including hand lenses, goggles, trays, notebooks, small paper cups, samples (soil, seeds, and plants), and life cycle models, to observe, measure, test, and compare.

K.1E Collect observations as evidence.

K.1F Record and organize data.

Also K.3A, K.3B, K.3C, K.5B, K.5G

Updated Text: Objectives

Students will observe, identify, and describe how plants depend on air, sunlight, water, nutrients in soil, and space to grow.

Students will use their observations of plants growing in different conditions as evidence that plants must have their needs met to grow.

TEKS, SEP TEKS, RTC TEKS

K.12A Observe and identify the dependence of plants on air, sunlight, water, nutrients in the soil, space, and air to grow.

K.1E Collect observations as evidence.

Proclamation 2024: Report of Editorial Changes (11/08/2023)

K.1F Record and organize data.

K.5B Investigate and predict cause-and-effect relationships in science.

Also K.1D, K.3A, K.3B, K.3C, K.5B, K.5

Component: *Grade K Teacher Guide*

ISBN: 9781323223314

Current Page Number(s): 152

Location: Differentiated Instruction Box

Original Text: Challenge Once the investigation is finished, invite students to rehabilitate their plants by giving them the item they were deprived of. Then invite students to continue to care for the plants. Students can continue to record their observations of their plants in their Science Notebooks.

Updated Text: Challenge Once the investigation is finished, invite students to rehabilitate their plants by giving them the item they were deprived of. Then invite students to continue to care for the plants. Students can continue to record their observations of their plants in a science notebook.

Component: *Grade K Teacher Guide*

ISBN: 9781323223314

Current Page Number(s): 156

Location: Experience 3, At-A-Glance, Objective

Original Text: Objective

Students will identify, record, and model the steps within a simple life cycle, including the changes from seed, seedling, plant, flower, and fruit, and identify that young plants have parts that resemble parts of the parent plant.

Updated Text: Objectives

Students will identify, record, and model the steps within a simple life cycle, including the changes from seed, seedling, plant, flower, and fruit.

Students will use models to identify and explain that young plants have parts that resemble parts of the parent plant.

Component: *Grade K Teacher Guide*

ISBN: 9781323223314

Current Page Number(s): 158

Location: Related Phenomenon

Original Text: Animal Life Cycles As an alternative Everyday Phenomenon, show students pictures or a video of young animals with their parents. Guide students to recognize the parts of the young animals that are similar to parts of the parents.

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Display a photo of a young animal such as a puppy or bear cub (or pause the video), point to a forelimb, and Ask What will happen as the animal gets older? (Students should respond that the legs will get longer, or that the animal will grow larger.) Help students recognize the parallels between young animals and their parents, with young plants and parent plants.

Updated Text: Animal Life Cycles As an alternative Everyday Phenomenon, show students pictures or a video of young animals with their parents that are native to Texas such as the Black-tailed jack rabbit, Texas horned lizard, or the Black-tailed prairie dog. Guide students to recognize the parts of the young animals that are similar to parts of the parents. Display a photo of a young animal (or pause the video), point to a forelimb, and Ask What will happen as the animal gets older? (Students should respond that the legs will get longer, or that the animal will grow larger.) Help students recognize the parallels between young animals and their parents, with young plants and parent plants.

Component: *Grade K Teacher Guide*

ISBN: 9781323223314

Current Page Number(s): 160

Location: Differentiated Instruction Box

Original Text: Apply Learning Work with students to recall the names of plant parts they learned in Experience 1. Show students a parent plant, and point to each plant part as you say its name and point to the word on the Hands-On Activity. Repeat this with a seedling. Guide students to recognize the similarities and differences between the two plants. Then invite students to complete the Hands-On Activity independently.

Updated Text: Striving Work with students to recall the names of plant parts they learned in Experience 1. Show students a parent plant, and point to each plant part as you say its name and point to the word on the Hands-On Activity. Repeat this with a seedling. Guide students to recognize the similarities and differences between the two plants. Then invite students to complete the Hands-On Activity independently.

Challenge Have interested students make a short picture book about how plants grow and change. They can use pictures that they draw or find in magazines, pictures that they print from the internet, or photos that they take. Have them write words, phrases, and sentences to explain what they are showing in the pictures.

Component: *Grade K Teacher Guide*

ISBN: 9781323223314

Current Page Number(s): 166

Location: Topic 7, Animals, Overview

Original Text: Preview the Topic

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

As you progress through the topic, connect the activities back to Topic 6, Plants. Students can apply what they learned in Topic 6 about how plants depend on air, water, soil nutrients, and space with the needs of animals in Topic 7.

Proclamation 2024: Report of Editorial Changes (11/08/2023)

PREVIEW ANCHORING PHENOMENON

Students watch and respond to a short Anchoring Phenomenon video of a pelican catching a fish. As students progress through the experiences, they will answer the Anchoring Phenomenon question, Why does a pelican have a large mouth and wings?

Updated Text: Preview the Topic

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

As you progress through the topic, connect the activities back to Topic 6, Plants. Students can apply what they learned in Topic 6 about how plants depend on air, water, soil nutrients, and space with the needs of animals (K.12B) in Topic 7.

PREVIEW ANCHORING PHENOMENON

Students watch and respond to a short Anchoring Phenomenon video of a pelican catching a fish. As students progress through the experiences, they will answer the Anchoring Phenomenon question, Why does a pelican have a large mouth and wings?

Topic Readiness Test and Remediation

Students answer questions to show what they already know about Animals by completing a printed or online Topic Readiness Test. For students who have difficulty on the test, assign the corresponding remediation items on Realize.

Component: *Grade K Teacher Guide*

ISBN: 9781323223314

Current Page Number(s): 167

Location: ENGLISH LANGUAGE ARTS AND READING TEKS

Original Text: ENGLISH LANGUAGE ARTS AND READING TEKS

ELAR K.6B Provide an oral, pictorial, or written response to a text.

ELAR K.6F Respond using newly acquired vocabulary as appropriate.

Updated Text: ENGLISH LANGUAGE ARTS AND READING TEKS

ELAR K.6B Provide an oral, pictorial, or written response to a text.

ELAR K.6F Respond using newly acquired vocabulary as appropriate.

SOCIAL STUDIES TEKS

SS K.13.A Identify and state facts based on relevant evidence.

Also SS K.14.C

Component: *Grade K Teacher Guide*

ISBN: 9781323223314

Current Page Number(s): 170

Location: Topic 7, Launch

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 86 of 3538

Original Text: Anchoring Phenomenon Video

- Have students watch and respond to the Anchoring Phenomenon video about a pelican catching a fish. Ask Why does a pelican have a large mouth and wings? Do not explain to students what they are watching or how the pelican captures its food.
- Lead a class discussion about what students think is happening in the video. Accept all ideas at this time. As students complete the sense-making activities in this topic, they will return to the Anchoring Phenomenon with greater clarity. Remind students that learning, like science, is an iterative process. It's okay to start with one idea and revise your idea as you get more information.

Updated Text: Anchoring Phenomenon Video

- Have students watch and respond to the Anchoring Phenomenon video about a pelican catching a fish. Ask Why does a pelican have a large mouth and wings? Do not explain to students what they are watching or how the pelican captures its food.
- Lead a class discussion about what students think is happening in the video. Accept all ideas at this time. As students complete the sense-making activities in this topic, they will return to the Anchoring Phenomenon with greater clarity. Remind students that learning, like science, is an iterative process. It's okay to start with one idea and revise your idea as you get more information.

Texas Connection There are several types of pelicans that live in Texas. Large colonies of Eastern Brown Pelicans can be found in Corpus Christi Bay. American White Pelicans are found throughout the state in both coastal and inland areas.

Component: *Grade K Teacher Guide*

ISBN: 9781323223314

Current Page Number(s): 172

Location: Experience 1, Animal Parts, At a Glance

Original Text: Objective

Students will identify that animals have different structures that interact with the environment and help the animals survive.

Updated Text: Objectives

Students will identify that animals have different structures that interact with the environment and help the animals survive.

Students will describe the relationship between the structure and function of body parts shown on a mask they make.

Component: *Grade K Teacher Guide*

ISBN: 9781323223314

Current Page Number(s): 180

Location: Experience 2, Needs of Animals, At a Glance

Original Text: Objective

Students will identify and describe how animals are dependent on their environment to meet their needs.

TEKS

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 87 of 3538

K.3C Listen actively to others' explanations to identify important evidence and engage respectfully in scientific discussion.

Updated Text: Objectives

Students will identify and describe how animals are dependent on their environment to meet their needs.

Students will write words to record data about how an animal meets its needs.

TEKS

K.5F Describe the relationship between structure and function of objects.

Also K.3C

Component: *Grade K Teacher Guide*

ISBN: 9781323223314

Current Page Number(s): 184

Location: Experience 2, Needs of Animals, 5Es

Original Text: GUIDE STUDENT PLANNING Explain that investigations can be used to answer a question or test predictions. Read aloud the question on the Hands-On Station

Card: What do animals need?

Ask:

- What words will you use to identify what need each animal is meeting?
- How will you decide which word goes with each animal?

DIFFERENTIATED INSTRUCTION

Concept Web To reinforce understanding, give pairs of students a concept web graphic organizer. In the middle, have them draw or write the name of one of the animals on the worksheet. In the outside spaces, tell them to write the needs their animal must meet to survive.

Challenge For students who are ready for a challenge, invite them to draw a new habitat and add animals meeting different needs. For example, they might draw animals in an ocean or a city park habitat. Students can use a draw and-write graphic organizer.

Updated Text: GUIDE STUDENT PLANNING Explain that investigations can be used to answer a question or test predictions. Read aloud the question on the Hands-On Station

Card: What do animals need?

Ask:

- What words will you use to identify what need each animal is meeting?
- How will you decide which word goes with each animal?

Concept Web To reinforce understanding, give pairs of students a concept web graphic organizer. In the middle, have them draw or write the name of one of the animals on the worksheet. In the outside spaces, tell them to write the needs their animal must meet to survive.

DIFFERENTIATED INSTRUCTION

Special Needs To aid students with hearing impairments, remind all students that when they speak, they should speak slowly with the correct volume for the situation, look at the person they are speaking to, and say their words clearly. As

Proclamation 2024: Report of Editorial Changes (11/08/2023)

students discuss the environment and animals they chose, echo what students say when their speaking is not clear or loud enough.

Challenge For students who are ready for a challenge, invite them to draw a new habitat and add animals meeting different needs. For example, they might draw animals in an ocean or a city park habitat. Students can use a draw and-write graphic organizer.

Component: *Grade K Teacher Guide*

ISBN: 9781323223314

Current Page Number(s): 3

Location: SEPs Preview Instruction

Original Text: Analyze Data and Use Models Activity

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

Updated Text: Analyze Data and Use Models Activity

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

Component: *Grade K Teacher Guide*

ISBN: 9781323223314

Current Page Number(s): XVI

Location: It's So Flexible

Original Text: outdated example Experience At-A-Glance pages.

Updated Text: updated example Experience At-A-Glance pages.

Component: *Grade K Student Activity Companion*

ISBN: 9781323223291

Current Page Number(s): 38

Location: Hands-On Station Activity

Original Text: 3. Share Explain how you sorted the rocks.

Updated Text: 3. Describe Explain how you sorted the rocks.

Component: *Grade K Digital Component*

ISBN: 9781428553767

Current Page Number(s): Exit Ticket slide

Location: Key Ideas Presentation, Exit Ticket Slide, Teacher Support notes

Original Text: Exit Ticket

Teacher Support

Updated Text: Exit Ticket

Teacher Support

If students need additional support, use this scaffolding and guidance for just-in-time learning acceleration.

Component: *Grade K Digital Component*

ISBN: 9781428553767

Current Page Number(s): 3

Location: SEPS and Themes Preview Activity, Design a Ramp

Original Text: 5. Experiment Test your model. Does the model work?
6. Improve Write one way to make it better.

Updated Text: 5. Experiment Test your model. Does the model work?
6. Identify What does the model show? What does the model NOT show?
7. Improve Write one way to make it better.

Publisher: Studies Weekly

Science, Grade K

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

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

ISBN: 9781649783745TE

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

Current Page Number(s): 2

Location: Printable: Studies Weekly Online, Unit 4, "Exploring Natural Bridge Caverns: Home Letter" (PDF pg. 2)

Original Text: The vocabulary terms that they need to know are:

Updated Text: The new vocabulary that your student should know are:

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

ISBN: 9781649783745TE

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

Current Page Number(s): N/A

Location: Studies Weekly Online, Unit 4, Activity 1, (PDF pgs. 1-4)

Original Text: N/A

Updated Text: (add Student and teacher facing) Activity 1 Missing Wellness materials

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

ISBN: 9781649783752SE8

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

Current Page Number(s): 4

Location: Student Edition, Unit 4, Activity 5 (PDF pg. 3)

Original Text: 4

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 90 of 3538

Updated Text: (replace #4) 5

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

ISBN: 9781649783745TE

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

Current Page Number(s): 4.26

Location: Teacher Edition, Unit 4, Activity 6, Explore Path (PDF pg. 26)

Original Text: N/A

Updated Text: (Add text)

2. Have students hold the glow-in-the-dark items at different distances from the light sources.

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

ISBN: 9781649783745TE

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

Current Page Number(s): 1-34

Location: Teacher Edition, Unit 4, Activity 6, Coverage Chart and left-hand columns (PDF pgs. 1-34)

Original Text: N/A

Updated Text: (Add capitalization and punctuation) Formatting in coverage chart ELPS
(Add capitalization and punctuation) Formatting in left-hand columns for ELAR and MATH

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

ISBN: 9781649783745TE

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

Current Page Number(s): 4.6

Location: Teacher Edition, Unit 4, Student Support Resources Chart (PDF pg. 6)

Original Text: phenomenon video

Updated Text: (Delete) phenomenon video

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

ISBN: 9781649783745TE

Current Page Number(s): N/A

Location: Printable: Studies Weekly Online, Unit 4, Activity 1, "Cavern Image"

Original Text: N/A

Updated Text: (add printable image to SWO) "Cavern Image"

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 91 of 3538

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

ISBN: 9781649783745TE

Current Page Number(s): N/A

Location: Printable: Studies Weekly Online, Unit 4, Activity 2, Explore Path "Dark and Light Art Image"

Original Text: N/A

Updated Text: (add printable image to SWO) "Dark and Light Art Image"

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

ISBN: 9781649783745TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 4.23

Location: Teacher Edition, Unit 4, Activity 5, "Natural Light Art", left-hand column (PDF pg. 23)

Original Text: Poster Pal icon in left-hand column

Updated Text: (delete) Poster Pal icon in left-hand column

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

ISBN: 9781649783745TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 4.10

Location: Teacher Edition, Unit 4, Activity 1, Explore Path, left-hand column (PDF pg. 10)

Original Text: N/A

Updated Text: (add thumbnail left-hand column) Wellness printable

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

ISBN: 9781649783745TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 4.1

Location: Teacher Edition, Unit 4, Activity 1, left-hand column (PDF pg. 10)

Original Text: Poster Pal icon in left-hand column

Updated Text: (remove) Poster Pal icon

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

ISBN: 9781649783745TE

Link to Current Content:

[View Current Content](#)

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Current Page Number(s): 4.29

Location: Teacher Edition, Activity 8, left-hand column (PDF pg. 28)

Original Text: Demonstrate Safety

Use Appropriate Tools

Updated Text: (remove from left-hand column) "Demonstrate Safety" and "Use Appropriate Tools"

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

ISBN: 9781649783745TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 4.34

Location: Teacher Edition, Activity 10, left-hand column (PDF pg. 34)

Original Text: materials in left-hand column

Updated Text: (delete) materials in left-hand column

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

ISBN: 9781649783745TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 4.34

Location: Teacher Edition, Unit 4, Activity 10, left-hand column (PDF pg. 34)

Original Text: RTC button and Cause and Effect

Updated Text: (delete) Cause and Effect and RTC button

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

ISBN: 9781649783745TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 4.34

Location: Teacher Edition, Unit 4, Activity 10, left-hand column (PDF pg. 34)

Original Text: N/A

Updated Text: (ADD) ELPS 4F and ELPS button to activity 10 left-hand column

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

ISBN: 9781649783745TE

Link to Current Content:

[View Current Content](#)

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 93 of 3538

Current Page Number(s): 4.25

Location: Teacher Edition, Unit 4, Activity 6, left-hand column (PDF pg. 25)

Original Text: N/A

Updated Text: (add to left-hand column) K.7 B, C, D ELAR standards and descriptions

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

ISBN: 9781649783745TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 4.25

Location: Teacher Edition, Unit 4, Activity 6, left-hand column (PDF pg. 25)

Original Text: Energy and Matter

Stability and Change

Updated Text: (delete)

Energy and Matter

Stability and Change

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

ISBN: 9781649783745TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 4.23

Location: Teacher Edition, Unit 4, Activity 5, "Natural Light Art", left-hand column (PDF pg. 23)

Original Text: Activity 5 does not need PP icon in sidebar

Updated Text: (delete) Poster Pal icon in left-hand column

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

ISBN: 9781649783745TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 4.3

Location: Teacher Edition, Unit 4, Standards Coverage Chart, (PDF pg. 3)

Original Text: N/A

Updated Text: (add) K.5 Stability and Change G: **Describe how factors or conditions can cause objects, organisms, and systems to either change or stay the same.** (Activity 6)

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

ISBN: 9781649783745TE

Link to Current Content:

[View Current Content](#)

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 94 of 3538

Current Page Number(s): 4.3

Location: Teacher Edition, Unit 4, Standards Coverage Chart, (PDF pg. 3)

Original Text: N/A

Updated Text: In the Standards coverage chart, the RTC Energy and Matter should be listed and bolded as follows: K. 5 Identify Forms of Energy (add bullet and bolding) E: **Identify forms of energy** and properties of matter. (Activity 6)

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

ISBN: 9781649783752SE8

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 1-2

Location: Printable: Studies Weekly Online, Unit 2, "Home Learning Letter" (PDF pg. 1-2)

Original Text: N/A

Updated Text: describe: to tell about something with words, pictures, figures, or models

material: what something is made of

object: a physical thing that is observed using your senses

physical: something you can experience by seeing or touching

property: an observed or measured characteristic that can be used to describe or identify matter

senses: how living things see, taste, touch, and hear things in the world

texture: a property that tells how something feels

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

ISBN: 9781649783745TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 2.3

Location: Teacher Edition, Unit 2, Standards Coverage Chart (PDF pg. 3)

Original Text: K.3: Listen Actively and Discuss C: Listen actively to others' explanation to identify important evidence and engage respectfully in scientific discussion. (Activities 1, 5)

Updated Text: K.3: Listen Actively and Discuss C: Listen actively to others' explanation to identify important evidence and engage respectfully in scientific discussion. (Activities 1, 5, 9)

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

ISBN: 9781649783745TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 2.30

Location: Teacher Edition, Unit 2, Activity 7, left-hand column (PDF pg. 30)

Original Text: N/A

Updated Text: Collect and Organize Data

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

ISBN: 9781649783745TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 2.34

Location: Teacher Edition, Unit 2, Activity 9, left-hand column (PDF pg. 34)

Original Text: N/A

Updated Text: Energy and Matter (RTC button)

Energy and Matter (text)

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

ISBN: 9781649783745TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 2.25

Location: Teacher Edition, Unit 2, Activity 5, left-hand column (PDF pg. 25)

Original Text: N/a

Updated Text: (addition of text) Collect Evidence

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

ISBN: 9781649783745TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 2.11

Location: Teacher Edition, Unit 2, Activity 1, left-hand column (PDF pg. 11)

Original Text: N/A

Updated Text: (addition of ELP) 1E

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

ISBN: 9781649783745TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 2.28

Location: Teacher Edition, Unit 2, Activity 6, left-hand column (PDF pg. 28)

Original Text: 3I

Updated Text: (delete) 3I

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

ISBN: 9781649783745TE

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 96 of 3538

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 2.18

Location: Teacher Edition, Unit 2, Activity 3, left-hand column (PDF pg. 18)

Original Text: (RTC's) Patterns
Scale, Proportion and Quantity
Patterns

Updated Text: (RTC's)
Patterns
Scale, Proportion and Quantity
Energy and Matter

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

ISBN: 9781649783745TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 2.18

Location: Teacher Edition, Unit 2, Activity 3, left-hand column (PDF pg. 18)

Original Text:

Patterns
Scale, Proportion and Quantity
Patterns

Updated Text: Patterns
Scale, Proportion and Quantity
Energy and Matter

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

ISBN: 9781649783745TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 2.4

Location: Teacher Edition, Unit 2, Standards Coverage Chart (PDF pg. 3)

Original Text: K.1: Geometry and Measurement: A: Identify two-dimensional shapes, including circles, triangles, rectangles, and squares as special rectangles. (Activity 3) E: Classify and sort a variety of regular and irregular two- and three-dimensional figures regardless of orientation or size. (Activities 5, 7, 8) D: Identify attributes of two-dimensional shapes using informal and formal geometric language interchangeably. (Activity 3) K.2: Geometry and Measurement: B: Read, write, and represent whole numbers from 0 to at least 20 with and without objects or pictures. (Activity 2)

Updated Text: K.6: Geometry and Measurement A: **Identify two-dimensional shapes, including circles, triangles, rectangles, and squares as special rectangles.** (Activity 3) E: **Classify and sort a variety of regular and irregular two- and three-dimensional figures regardless of orientation or size.** (Activities 5, 7, 8) D: **Identify attributes of two-dimensional shapes using informal and formal geometric language interchangeably.** (Activity 3) K.2: Number and Operations: B: Read, **write, and represent whole numbers from 0 to at least 20 with and without objects or pictures.** (Activity 2)

Proclamation 2024: Report of Editorial Changes (11/08/2023)

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

ISBN: 9781649783745TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 3

Location: Student Edition, Unit 2, Activity 7, (PDF pg. 2)

Original Text: N/A

Updated Text: (add SEP button) Collect Evidence

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

ISBN: 9781649783745TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 4

Location: Studies Weekly Online, Unit 2, Poster Pal, Activity 10 (PDF pg. 4)

Original Text: N/A

Updated Text: (add text) Claims, Evidence, Reasoning (3 boxes added to the Poster Pal with text above)

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

ISBN: 9781649783745TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 2.28

Location: Teacher Edition, Unit 2, Activity 6, left-hand column (PDF pg. 28)

Original Text: 3I and ELPS button

Updated Text: (deleted) 3I and ELPS button

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

ISBN: 9781649783745TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 2.28

Location: Teacher Edition, Unit 2 Activity 6, "Independent Work", Step 2 (PDF pg. 28)

Original Text: a. As you circulate, engage students in speaking about the properties they notice are the same in their student editions, allowing them to provide reasoning to support their choices. [ELPS 3I]

Updated Text: a. As you circulate, engage students in speaking about the properties they notice are the same in their student editions, allowing them to provide reasoning to support their choices.

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

ISBN: 9781649783745TE

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 98 of 3538

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 2.15, 2.21, 2.28

Location: Teacher Edition, Unit 2, Activities 2, 4, 6, left-hand column (PDF pgs. 15, 21, 28)

Original Text: Coloring Supplies

Updated Text:

(replace text with) Coloring Materials

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

ISBN: 9781649783745TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 2.30

Location: Teacher Edition, Unit 2, Activity 7, left-hand column (PDF pg. 30)

Original Text: N/A

Updated Text: Activity 7: Add The Explore Path the "Find the Match" printable thumbnail to the sidebar.

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

ISBN: 9781649783745TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 2.13

Location: Teacher Edition, Unit 2, Activity 1, left-hand column (PDF pg. 13)

Original Text: objects

Updated Text: (delete s) object

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

ISBN: 9781649783745TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 2.15

Location: Teacher Edition, Unit 2, Activity 2, left-hand column (PDF pg. 15)

Original Text: N/A

Updated Text: (add) ELPS icon

(add text) 1E

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

ISBN: 9781649783745TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 2.16

Location: Teacher Edition, Unit 2, Activity 2, "Vocabulary" Step 7 (PDF pg. 16)

Original Text: 7. Have students turn to a science partner and use the words "color" or "property" in a sentence.

Updated Text: (add elps) 7. Have students turn to a science partner and use the words "color" or "property" in a sentence. [ELPS 1E]

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

ISBN: 9781649783752SE8

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 2

Location: Printable: Studies Weekly Online, Unit 3, "Engineering Design: Miguel's Train Trouble: Home Letter" (PDF pg. 2)

Original Text: The vocabulary terms that they need to know are:

Updated Text: The new vocabulary that your student should know are:

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

ISBN: 9781649783752SE8

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 2

Location: Printable: Studies Weekly Online, Unit 3, "Engineering Design: Miguel's Train Trouble: Home Letter" (PDF pg. 2)

Original Text: N/A

Updated Text: (Added the following vocabulary)

motion: when the position of an object changes

position: where something is placed in relation to other objects

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

ISBN: 9781649783745TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 1

Location: Printable: Studies Weekly Online, Unit 3, "Wellness: What is a Growth Mindset" (PDF pg. 1)

Original Text: growth mindset (unbolded)

Updated Text: **growth mindset**

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

ISBN: 9781649783752SE8

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

Current Page Number(s): 3

Location: Student Edition, Unit 3, Activity 9, "Applied Science Writing" (PDF pg. 2)

Original Text: N/A

Updated Text: (Added number 9 and green designed Explore Path border and header "Applied Science Writing" to the blue box at the bottom of the page)

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

ISBN: 9781649783745TE

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

Current Page Number(s): 3.3

Location: Teacher Edition, Unit 3, Standards Coverage Chart (PDF pg. 3)

Original Text: (No bolding or punctuation in SEP section of Standards Coverage Chart)

Updated Text: (Added bolding and punctuation to SEP portion of Standards Coverage Chart. See below.)

K.1: Ask Questions and Define Problems

A: Ask questions and define problems based on observations or information from text, phenomena, models, or investigations. (Activities 1, 3)

K.1: Plan and Conduct Investigations and Design Solutions

B: Use scientific practices to plan and conduct simple descriptive investigations and use engineering practices to design solutions to problems. (Activities 6-9)

K.1: Collect Evidence

E: Collect observations and measurements **as evidence.** (Activities 2, 3, 4, 9)

K.1: Collect and Organize Data

F: Record and organize data using pictures, numbers, **words,** symbols, and simple graphs. (Activities 2, 4, and 9)

K.1: Develop and Use Models

G: Develop and use models to represent phenomena, objects, and processes **or design a prototype for a solution to a problem.** (Activity 8)

K.2: Analyze Data

B: Analyze data by identifying significant features and patterns. (Activities 2, 3, 4, 9)

K.2: Evaluate Engineering Designs

D: Evaluate a design or object using criteria to determine if it works as intended. (Activities 9 and 10)

K.3 Develop Explanations and Propose Solutions

A: Develop explanations and propose solutions supported by data and models. (Activities 7, 8, 10)

K.3: Listen Actively and Discuss

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 101 of 3538

C: Listen actively to others' explanations to identify important evidence **and engage respectfully in scientific discussion.**
(Activities 1, 3, 4, 5, 7)

K.4: Explore Scientists, Engineers, and Resources

B: Identify scientists and engineers such as Isaac Newton, Mae Jemison, and Ynes Mexia and explore what different scientists and engineers do. (Activity 6)

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

ISBN: 9781649783745TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 3.6 and 3.28

Location: Teacher Edition, Unit 3, Unit Materials Chart (PDF pg. 6)Teacher Edition, Unit 3, Activity 7, left-hand column (PDF pg. 28)

Original Text: game chips (located under Discovery Path Materials)

Updated Text: (PDF pg. 6; moved "game chips" to Explore Path Materials)

(PDF pg. 28; moved "game chips" to the left-hand column of Explore Path)

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

ISBN: 9781649783745TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 3.18

Location: Teacher Edition, Unit 3, Activity 3, left-hand column (PDF pg. 18)

Original Text: N/A

Updated Text: (Added SEP text to left-hand column)

Define Problems

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

ISBN: 9781649783745TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 3.3

Location: Teacher Edition, Unit 3, Standards Coverage Chart (PDF pg. 3)

Original Text: Develop and Use Models (and description)

Develop and Use Models (and description)

Updated Text: (Removed duplicate and description)

Develop and Use Models

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

ISBN: 9781649783745TE

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 102 of 3538

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 3.3

Location: Teacher Edition, Unit 3, Standards Coverage Chart (PDF pg. 3)

Original Text: RTC

K.5: Patterns

Activities 2, 3, 5, 7, 9

Updated Text: (Added Activity 8)

RTC

K.5: Patterns

Activities 2, 3, 5, 7, 8, 9

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

ISBN: 9781649783745TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 3.13

Location: Teacher Edition, Unit 3, Activity 1, left-hand column (PDF pg. 13)

Original Text: RTC (button)

Cause and Effect

Updated Text: (Removed RTC button and Cause and Effect)

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

ISBN: 9781649783745TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 3.33

Location: Teacher Edition, Unit 3, Activity 9, left-hand column (PDF pg. 33)

Original Text: SEP

Evaluate Designs

Collect Evidence

Collect and Organize Data

Design Solutions

Propose Solution

Updated Text: (Added Analyze Data; Removed Propose Solutions; Reordered List)

SEP

Design Solutions

Collect and Organize Data

Collect Evidence

Analyze Data

Evaluate Solutions

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 103 of 3538

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

ISBN: 9781649783745TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 3.31

Location: Teacher Edition, Unit 3, Activity 8 (PDF pg. 31)

Original Text: ELAR K.1D: work collaboratively with others by following agreed-upon rules for discussion; including taking turns; and

Updated Text: (Removed ELAR K.1D and standard description from left-hand column)

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

ISBN: 9781649783745TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 3.26, 3.28, 3.29, 3.31

Location: Teacher Edition, Unit 3, Activities 6, 7, 8, left-hand columns (PDF pgs. 26, 28, 31)

Original Text: (ELAR and Math standards in the left-hand columns are incorrectly capitalized and punctuated);and is at the end of several standard descriptions)

Updated Text: (Corrected the capitalization and punctuation in all ELAR and Math standards in the left hand column) (Removed all instances of ;and)

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

ISBN: 9781649783745TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 3.2

Location: Teacher Edition, Unit 3, Standards Coverage Chart (PDF pg. 2)

Original Text: (EDP step) Define

Updated Text:

(Replaced with) Develop

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

ISBN: 9781649783745TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 3.6

Location: Teacher Edition, Unit 3, Activity 10, "Activity Header" (PDF pg. 36)

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 104 of 3538

Original Text: Improve-Elaborate

Updated Text: (Replaced with) Improve- Optimize

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

ISBN: 9781649783745TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 3.14, 3.17, 3.19, 3.22, 3.27, 3.30, 3.32, 3.35

Location: Teacher Edition, Unit 3, Activities 1-4 and 6-9 (PDF pg. 14, 17, 19, 22, 27, 30, 32, 35)

Original Text: (Formative Assessment Descriptions)

(Activities 1 - 4)

Use the "Define" section of the Engineering Design Rubric printable to check for proficiency of the success criteria.

(Activity 6)

Use the "Ideate" section of the Engineering Design Rubric printable to check for proficiency of the success criteria.

(Activity 7)

Use the "Plan" section of the Engineering Design Rubric printable to check for proficiency of the success criteria.

(Activity 8)

Use the creation of their design and the "Create" section of the Engineering Design Rubric printable to check for proficiency of the success criteria.

(Activity 9)

Use the "Test" section of the Engineering Design Rubric printable to check for proficiency of the success criteria.

Updated Text: (Updated Formative Assessment Descriptions. See below.)

(Activity 1)

Use the Engineering Design Rubric printable and student edition answers to check for proficiency of the success criteria.

(Activity 2)

Use student edition responses and the Engineering Design Rubric printable to check for proficiency of the success criteria.

(Activity 3)

Use student participation and the 'Define' section of the Engineering Design Rubric printable to check for proficiency of the success criteria.

(Activity 4)

Use student edition responses and the 'Define' section of the Engineering Design Rubric printable to check for proficiency of the success criteria.

(Activity 6)

Use student edition responses and the 'Ideate' section of the Engineering Design Rubric printable to check for proficiency of the success criteria.

(Activity 7)

Use student participation and the 'Plan' section of the Engineering Design Rubric printable to check for proficiency of the

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 105 of 3538

success criteria.

(Activity 8)

Use the student artifact of their created solution and the 'Create' section of the Engineering Design Rubric to check for proficiency of the success criteria.

(Activity 9)

Use student participation and the 'Test' section of the Engineering Design Rubric to check for proficiency of the success criteria.

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

ISBN: 9781649783745TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 3.9

Location: Teacher Edition, Unit 3, Success Criteria Chart (PDF pg. 9)

Original Text: (Formative Assessment Evidence)

9. Test; Student Artifact Engineering Design Rubric

Updated Text: (Formative Assessment Evidence)

9. Test; Participation Engineering Design Rubric

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

ISBN: 9781649783745TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 3.28

Location: Teacher Edition, Unit 3, Activity 7, "Teacher Note" (PDF pg. 28)

Original Text: N/A

Updated Text: (Added text)

See the "Engineering Design Materials" printable as a visual if needed for activities 7, 8 and 9.

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

ISBN: 9781649783745TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 3.20

Location: Teacher Edition, Unit 3, left-hand column, (PDF pg. 20) Teacher Edition, Unit 3, Explore Path, "Magnetic Toys" Step 1

Original Text: Magnetic Toys

Updated Text: My Magnetic Toy

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 106 of 3538

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

ISBN: 9781649783745TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 4

Location: Printable, Studies Weekly Online, Unit 3, Answer Key (PDF pg. 4)

Original Text: N/A

Updated Text: (Added EDP rubric to the end of the answer key)

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

ISBN: 9781649783745TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 3.2

Location: Teacher Edition, Unit 3, Activity Summary Chart, Day 5 (PDF pg. 2)

Original Text: Adventure Reader

Updated Text: Adventure Reader: Magnets Can Solve Problems

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

ISBN: 9781649783745TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 3.23

Location: Teacher Edition, Unit 3, Activity 5, "Whole Group" Step 1 (PDF pg. 23)

Original Text: Adventure Reader: Magnets Can Solve

Updated Text: Adventure Reader: Magnets Can Solve Problems

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

ISBN: 9781649783745TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 3.1-3.36

Location: Teacher Edition, Unit 3, left-hand columns, (PDF pgs. 1-36)

Original Text: (Standard descriptions end with a semicolon in the left hand column)

Updated Text: (Removed the semicolons at the end of standard descriptions and replaced each with a period)

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

ISBN: 9781649783745TE

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 3.33

Location: Teacher Edition, Unit 3, Activity 9, left-hand column (PDF pg. 33)

Original Text: N/A

Updated Text: (Added Poster Pal icon in sidebar)

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

ISBN: 9781649783752SE8

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 2

Location: Printable: Studies Weekly Online, Unit 5, "Engineering Design: Save the Puppet Show: Home Letter" (PDF pg. 2)

Original Text: The vocabulary terms that they need to know are:

Updated Text: The new vocabulary that your student should know are:

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

ISBN: 9781649783745TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 2

Location: Printable: Studies Weekly Online, Unit 5 "Home Learning Letter" (PDF pg. 2)

Original Text: light
light source

Updated Text: (delete)

light

light source

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

ISBN: 9781649783745TE

Link to Current Content:

[View Current Content](#)

Location: Printable: Studies Weekly Online, Unit 5, Activity 2, "Light and Shadow Cards" (PDF pg. 1)

Original Text: Light and Shadow

Updated Text: (add text) Light and Shadow Cards

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

ISBN: 9781649783745TE

Link to Current Content:

[View Current Content](#)

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 108 of 3538

Location: Printable: Studies Weekly Online, Unit 5, Activity 6 "Color, Size and Shape"

Original Text: Color, Size and Shape

Updated Text: (add text) Color, Size and Shape Sort

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

ISBN: 9781649783752SE8

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 1

Location: Studies Weekly Online, Unit 5, Student Edition, Activity 6 (pg. 1)

Original Text: materials

Updated Text: (bold text) **materials**

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

ISBN: 9781649783745TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 1-3

Location: Printable: Studies Weekly Online, Unit 5, "Save the Puppet Show: Answer Keys" (PDF pgs. 1-3)

Original Text: (Act. 8) Artifacts may vary but should reflect a designed solution to the engineering problem.

(Act. 9) Answers may vary but could include a variety of student drawing depicting the results of testing their designs.

Updated Text: Act. 8 replace text) Use the student artifact of their created solution to evaluate their understanding and mastery of the success criteria.

(Act. 9 replace text) Use student participation to check for proficiency of the success criteria.

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

ISBN: 9781649783745TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Location: Printable: Studies Weekly Online, Unit 5, "Wellness: Making Choices"

Original Text: N/A

Updated Text: (Add) teacher-facing Wellness Lesson Plan content

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

ISBN: 9781649783745TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 5.3-5.4

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 109 of 3538

Location: Teacher Edition, Unit 5, Standards Coverage Chart (PDF pgs. 3-4)

Original Text: (all standards)

Updated Text: (add) capitalization, bullets, and missing punctuation

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

ISBN: 9781649783745TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 5.33

Location: Teacher Edition, Unit 5, Activity 9, "Whole Group" Step 1 (PDF pg. 33)

Original Text: N/A

Updated Text: (add step 1) 1. Direct students' attention to middle of their student edition, with the street scene and puppet show stage.

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

ISBN: 9781649783745TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 5.13

Location: Teacher Edition, Unit 5, Activity 2 left-hand column (PDF pg. 13)

Original Text: N/A

Updated Text: (add thumbnail) Shadow Search printable

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

ISBN: 9781649783745TE

Link to Current Content:

[View Current Content](#)

Location: Teacher Edition, Unit 5, Activity 5, "Teacher Note" Step 1, "Whole Group" Step 1 (PDF pg. 22)

Original Text: Adventure Reader: Shadows and Light Printable

Updated Text: (change to bold and green in both places) **Adventure Reader: Shadows and Light Printable**

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

ISBN: 9781649783745TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 5.2

Location: Teacher Edition, Unit 5, Activity Summary Chart (PDF pg. 2)

Original Text: Week 8: Golf Course Engineers

Week 9: Golf Course Engineers

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 110 of 3538

Updated Text: (Update both gray rows)

Week 11: Engineering Design: Save the Puppet Show

Week 12: Engineering Design: Save the Puppet Show

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

ISBN: 9781649783745TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 5.2

Location: Teacher Edition, Unit 5, Activity Summary Chart, Activity 10, EDP column (PDF pg. 2)

Original Text: Elaborate

Updated Text: (deleted) Elaborate

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

ISBN: 9781649783745TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 5.11

Location: Teacher Edition, Unit 5, Activity 1, Explore Path, left-hand column (PDF pg. 11)

Original Text: Math connection 1.8A

Updated Text: (deleted) Math 1.8A, MATH button and all content

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

ISBN: 9781649783745TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 5.30 and 5.32

Location: Teacher Edition, Unit 5, Activities 8 & 9, Activity Headers (PDF pgs. 30 & 32)

Original Text: Develop Solutions

Updated Text: (delete solutions) Develop

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

ISBN: 9781649783745TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 5.11

Location: Teacher Edition, Unit 5, Activity 1, Explore Path (PDF pg. 11)

Original Text: Wellness lesson guide steps 1-6

Updated Text: (delete steps 1-6) Wellness: Making Choices

In this Explore Path opportunity, students will participate in learning the ways they make choices and decisions in their lives.

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

ISBN: 9781649783745TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 5.35

Location: Teacher Edition, Unit 5, Activity 10, left-hand column (PDF pg. 35)

Original Text: Poster Pal icon in left-hand column

Updated Text: (delete) Poster Pal icon

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

ISBN: 9781649783745TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 5.31

Location: Teacher Edition, Unit 5, Activity 8, Explore Path, Step 1, Sentence 2 (PDF pg. 31)

Original Text: What is something you can wear that can block light?

Updated Text: (replace text) What is something you can carry or wear that can block light?

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

ISBN: 9781649783745TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 5.1 and 5.3

Location: Teacher Edition, Unit 5, Unit Masthead and Standards Coverage Chart, 1st row (PDF pgs. 1 and 3)

Original Text: Physical Science

Updated Text: (replace with) Matter and Its Properties

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

ISBN: 9781649783745TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 5.13

Location: Teacher Edition, Unit 5, left-hand column (PDF pg. 13)

Original Text: **shadow:** dark shapes that are made when something blocks light

Updated Text: (replace text) **shadow:** dark shapes that become visible when something blocks light

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

ISBN: 9781649783752SE8

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 2

Location: Student Edition, Unit 5, Activity 7 (PDF pg. 2)

Original Text: Plan to Save the Puppet Show

My plan to save puppet show

Updated Text: (delete 2nd My Plan to Save the Puppet Show) Plan to Save the Puppet Show

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

ISBN: 9781649783745TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 5.3

Location: Teacher Edition, Unit 5, Standards Coverage Chart (PDF pgs. 3-4)

Original Text: K.5: Cause and Effect B: **Investigate and predict cause-and-effect relationships in science.** (Activities 1,2,3,4,5,6,7,8,9,10)

Updated Text: K.5: Cause and Effect B: **Investigate and predict cause-and-effect relationships in science.** (All Activities)

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

ISBN: 9781649783752SE8

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 2

Location: Printable: Studies Weekly Online, Unit 6, "I Spy in the Sky: Home Letter" (PDF pg. 2)

Original Text: The vocabulary terms that they need to know are:

Updated Text: The new vocabulary that your student should know are:

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

ISBN: 9781649783745TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 6.19

Location: Teacher Edition, Unit 6, Activity 4, "Misconception" (PDF pg. 19)

Original Text: Misconception: The sun goes behind the hills when it sets. Explain to students that the sun has a pattern of movement around the Earth, and you just can't see it at night. Let students know that they will learn more about the patterns of the sun, Earth, and moon in their next unit.

Updated Text: Misconception: The sun goes across the sky and sets each day. Explain to students that although it looks like the sun is moving across the sky, the sun doesn't actually move. The Earth's rotation causes the sun to appear to

Proclamation 2024: Report of Editorial Changes (11/08/2023)

move across the sky. The pattern continues at night, but we can't see it. Let students know that they will learn more about the patterns of the sun, Earth, and moon in their next unit.

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

ISBN: 9781649783745TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Location: Studies Weekly Online, Unit 6, I Spy in the Sky: Topic Background Information Podcast

Original Text: Humans live their lives by the day and night cycle. When the sun rises, we start our days. We wake up and go to school. When the sun sets and the moon rises, our days come to an end. We settle into bed to sleep. These real-world connections engage students. Because day and night are such integral parts of our lives, students love exploring the patterns and characteristics of the two times of day.

Updated Text: Humans live their lives by the day and night cycle. When the sun rises, we start our days. We wake up and go to school. When the sun sets, our days come to an end. We settle into bed to sleep. These real-world connections engage students. Because day and night are such integral parts of our lives, students love exploring the patterns and characteristics of the two times of day.

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

ISBN: 9781649783745TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Location: Studies Weekly Online, Unit 6, I Spy in the Sky: Topic Background Information Podcast

Original Text: In kindergarten, students will identify, describe, and predict the patterns of day and night and their observable characteristics. Day and night happen every day, and they follow a similar pattern. Patterns are things that repeat. The sun rises in one part of the sky, causing daytime. Throughout the day, the sun moves across the sky, then sets on the other side. When the sun sets, the moon rises in one part of the sky. Sometimes, the moon's size and shape are different. Even though the moon's appearance changes, it continues to move the same way throughout the sky. Eventually, the moon sets on the other side, and the sun rises again. This sun-and-moon pattern repeats daily, and it causes a pattern of day and night.

Updated Text: In kindergarten, students will identify, describe, and predict the patterns of day and night and their observable characteristics. Day and night happen every day, and they follow a similar pattern. Patterns are things that repeat. The sun rises in one part of the sky, causing daytime. Throughout the day, the sun moves across the sky, then sets on the other side. The moon rises in the same part of the sky where the sun rises. Sometimes, the moon looks different. Its size and shape seems to change. Even though the moon's appearance changes, it continues to move the same way throughout the sky. Eventually, the moon sets on the other side of the sky, and the sun rises again. This sun-and-moon pattern repeats daily, and it causes a pattern of day and night.

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

ISBN: 9781649783752SE8

Current Page Number(s): TE pg. 6.2, 6.7, 6.16SE pg. 3

Location: Teacher Edition, Unit 6, Activity Summary Chart, Success Criteria Chart, Activity 3 (PDF pgs. 2, 7, 16) Student Edition, Unit 6, Activity 3 (PDF pg. 2)

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Original Text: Mae and Me and All About Mae in the TE

Updated Text: (replace all with) All About Mae and Me

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

ISBN: 9781649783745TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 6.3

Location: Teacher Edition, Unit 6, Standards Coverage Chart, ELPS (PDF pg. 3)

Original Text: ELPS 4F to

Updated Text: (bold the word to in ELPS 4F) **peers and teachers to** read grade-.....

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

ISBN: 9781649783745TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 6.16

Location: Teacher Edition, Unit 6, Activity 3, left-hand column (PDF pg. 16)

Original Text: K.3B

Updated Text: (replace with) K.2 B

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

ISBN: 9781649783745TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 3

Location: Printable: Studies Weekly Online, Unit 6, Activity 1, Explore Path, "Wellness" (PDF pg. 3)

Original Text: Update header I Spy in the Sky

Updated Text: (replace title in masthead) Save the Puppet Show

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

ISBN: 9781649783745TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 6.16, 6.17

Location: Teacher Edition, Unit 6, Activity 3 "Reading to Learn" Step 5b and "Vocabulary" Step 14a (PDF pgs. 16 and 17)

Original Text: **Think-Aloud Model:**

Updated Text: (Add italics to all text) ***Think-Aloud Model: In this.....***

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 115 of 3538

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

ISBN: 9781649783745TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 1

Location: Printable: Studies Weekly Online, Unit 6, Activity 1, Explore Path, "Wellness" (PDF pg. 1)

Original Text: N/A

Updated Text: (Add text to Wellness Lesson Plan -replace step 2 and 3, then continue with existing numbering and content)

2. Using the Days of the Week printable, lead students in naming each day of the week.

3. Have students write and trace the days of the week on their printable, and color the row that aligns with the day of the week it is today.

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

ISBN: 9781649783745TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 6.16

Location: Teacher Edition, Unit 6, Activity 3, left-hand column (PDF pg. 16)

Original Text: N/A

Updated Text: (add) missing gina sign language printable thumbnail from sidebar

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

ISBN: 9781649783745TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 3

Location: Student Editon, Unit 6, Activity 3 (PDF pg. 2)

Original Text: (delete) SE SEP icon

Updated Text: (Add button) Analyze Data

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

ISBN: 9781649783745TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 6.3

Location: Teacher Edition, Unit 6, Standards Coverage Chart, Top-left column (PDF pg. 3)

Original Text: Strand Name

Updated Text: Earth and Space

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

ISBN: 9781649783745TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 6.2

Location: Teacher Edition, Unit 6, Activity 4, Explore Path title (PDF pg. 20)

Original Text: Design a Shelter for Your Animal

Updated Text: (replace title) Patterns

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

ISBN: 9781649783745TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 6.14

Location: Teacher Edition, Unit 6, Activity 2, "Independent Work" Step 3 (PDF pg 14)

Original Text: (bolded and green) "**Can You Identify Day and Night?**"

Updated Text: (unbolded and changed to black text) Can You Identify Day and Night?

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

ISBN: 9781649783752SE8

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 2

Location: Printable: Studies Weekly Online, Unit 7, "Look Up at the Sky: Home Letter" (PDF pg. 2)

Original Text: The vocabulary terms that they need to know are:

Updated Text: The new vocabulary that your student should know are:

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

ISBN: 9781649783745TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Location: Studies Weekly Online, Unit 7, Look Up at the Sky: Topic Background Podcast

Original Text: The sun is very bright! It is so bright, in fact, that we cannot look directly at the sun. The sun is actually white, but we see it as yellow and orange. The sun is round and moves throughout Earth's sky during the day. This creates the misconception that the sun moves, not the Earth.

Updated Text: The sun is very bright! It is so bright, in fact, that we cannot look directly at the sun. If we were in space, the sun would look white. Here on Earth, we see it as yellow and orange. The sun is round and moves throughout Earth's sky during the day. This creates the misconception that the sun moves, not the Earth.

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

ISBN: 9781649783745TE

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

Current Page Number(s): 7.23

Location: Teacher Edition, Unit 7, Activity 4, "Discovery Path" (PDF pg. 23)

Original Text: N/A

Updated Text: (Add step 4 text)

4. Direct students' attention to their student editions, and have them illustrate a model of the sun, moon and Earth in their student edition.

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

ISBN: 9781649783745TE

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

Current Page Number(s): 7.18

Location: Teacher Edition, Unit 7, Activity 3, left-hand column (PDF pg. 18)

Original Text: Flashlights (one per pair)

Gina Sign Language

Updated Text: (replace capital F)
flashlights

(add thumbnail) gina sign language printable

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

ISBN: 9781649783745TE

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

Current Page Number(s): 7.14

Location: Teacher Edition, Unit 7, Activity 2, left-hand column (PDF pg. 14)

Original Text: Gina Sign Language
Cloud Types

Updated Text: (add thumbnail) Gina Sign Language printable

(add thumbnail) Cloud Types printable

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

ISBN: 9781649783745TE

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 118 of 3538

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 7.22

Location: Teacher Edition, Unit 7, Activity 4, "Discovery Path" (PDF pg. 22)

Original Text:

Gina Sign Language

Adventure Reader: Look Up at the Sky

Updated Text: (add thumbnail) Gina Sign Language

(add thumbnail) Adventure Reader: Look Up at the Sky

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

ISBN: 9781649783745TE

Link to Current Content:

[View Current Content](#)

Location: Teacher Edition, Unit 7, Activity 3 and 4, left-hand columns (PDF pgs. 18, 22)

Original Text: My Star Story

Updated Text: (replace text) My Star Story

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

ISBN: 9781649783745TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): SWO

Location: Studies Weekly Online, Unit 7, Activities 2, 3, 4

Original Text: Activity 2: sky Activity 3: stars Activity 3: moon Activity 3: "Draw (or write about)... Activity 4: "Draw (or write about)..."

Updated Text: (Activity 2 bold) **sky** (Activity 3 bold) **stars** (Activity 3 bold) **moon** (Activity 3 replace text) Draw the night sky.. (Activity 4 replace text) Draw...

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

ISBN: 9781649783752SE8

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 2, 3, 4

Location: Student Edition, Unit 7, Activities 2, 3, 4 (PDF pgs. 2-3)

Original Text: RTCs in activity 2 don't match between SE and TE

RTCs in activity 3 don't match between SE and TE

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 119 of 3538

SEPs in activity 4 don't match between SE and TE

Updated Text: (replace buttons) Activity 2:

SEP Collect and Organize Data

RTC Stability and Change button

(replace buttons) Activity 3:

SEP Collect Evidence

RTC Patterns

(replace buttons) Activity 4:

SEP Collect Evidence

RTC System and System Models

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

ISBN: 9781649783745TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 7.2

Location: Teacher Edition, Unit 7, Activity Summary Chart, Activity 5, 5E column (PDF pg. 2)

Original Text: Explain

Updated Text: (replace text) Elaborate

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

ISBN: 9781649783745TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 7.10

Location: Teacher Edition, Unit 7, Activity 1, left-hand column (PDF pg. 10)

Original Text: N/A

Updated Text: (add)

dry sponge

water

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

ISBN: 9781649783745TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 7.22

Location: Teacher Edition, Unit 7, Activity 4, Activity Header (PDF pg. 22)

Original Text: Our Big, Bright Sun - Explore

Updated Text: (replace with) Our Big, Bright Sun - Elaborate

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 120 of 3538

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

ISBN: 9781649783752SE8

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 4

Location: Studies Weekly Online and Student Edition, Unit 7, Activity 4, Activity title (PDF pg. 3)

Original Text: Our Big Bright Sun

Updated Text: (add comma to SE and SWO)

Our Big, Bright Sun

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

ISBN: 9781649783745TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 1

Location: Printable: Studies Weekly Online, Unit 7, Activity 1 (PDF pg. 1)

Original Text:

Self Assessment

Students will self-assess by circling a thumbs up or thumbs down and writing the number of questions they wrote about the phenomenon.

Updated Text: (add hyphen) Self-Assessment

(change description to)

Use the Questioning Self Assessment printable to check for proficiency of the success criteria.

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

ISBN: 9781649783745TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 2

Location: Printable: Studies Weekly Online, Unit 7, Activity 1, Explore Path, "Wellness" , footer (PDF pg. 2)

Original Text: Animal Discovery

Updated Text: (replace with) Look Up at the Sky

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

ISBN: 9781649783745TE

Link to Current Content:

[View Current Content](#)

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Current Page Number(s): 7.25

Location: Teacher Edition, Unit 7, Activity 5, "Collaborative Learning" (PDF pg. 25)

Original Text: N/A

Updated Text: Activity 5, REPLACE and add additional text to step 2, then continue numbering after addition

2. Show students the Sun, Moon, Earth model.

3. **Ask:** What do you notice about the Sun, Moon and Earth model? (red text) **(Answers may vary but could include students' observations about the size of the Moon, Sun and Earth, or how far or close they are, or the colors or other details.)**

4. Say: Pay attention to the size, shape, and distance as you think about creating your own Sun, Moon, and Earth model.

(continue with numbering after adding additional text above)

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

ISBN: 9781649783752SE8

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 2

Location: Printable: Studies Weekly Online, Unit 8, "Rock On: Home Letter" (PDF pg. 2)

Original Text: The vocabulary terms that they need to know are:

Updated Text: The new vocabulary that your student should know are:

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

ISBN: 9781649783745TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 2

Location: Printable: Studies Weekly Online, Unit 8, "Home Learning Letter" (PDF pg. 2)

Original Text: classify, color, describe, property, shape, size, texture

Updated Text: (Delete text) classify, color, describe, property, shape, size, texture

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

ISBN: 9781649783745TE

Link to Current Content:

[View Current Content](#)

Location: Teacher Edition, Unit 8, Activity 1, left-hand column (PDF pg. 10)

Original Text: N/A

Updated Text: (add thumbnails to left-hand column)

Wellness

Rock Sample Teacher Instruction Page

Rock Sample Picture Cards

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 122 of 3538

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

ISBN: 9781649783745TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 8.34

Location: Teacher Edition, Unit 8, Activities 2, 3, 4, 6, 7, 9 and 10, left-hand columns (PDF pgs. 1-34)

Original Text:

N/A

Updated Text: (add thumbnails to left-hand columns)

Activity 2:

Rock Sample Picture Cards

Rock Sample Teacher Instruction Page

Activity 3: Rock Sample Picture Cards and 3D shapes

Activity 4: Rock Sample Picture Cards

Activity 6:

Rock Sample Picture Cards

Rock Sample Teacher Instruction Page

Activity 7: Rock Sample Picture Cards

Activity 9: Rock Sample Picture Cards

Activity 10:

What is a Geologist and I am a Geologist

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

ISBN: 9781649783745TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 8.10

Location: Teacher Edition, Unit 8, Activity 1, left-hand column (PDF pg. 10)

Original Text: 2I, 3E, A)

Updated Text: (delete 2I, 3E) 1A

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

ISBN: 9781649783745TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 8.13

Location: Teacher Edition, Unit 8, Activity 1, "Formative Assessment" left-hand column (PDF pg. 13)

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 123 of 3538

Original Text: N/A

Updated Text: (add printable thumbnail) self-assessment printable

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

ISBN: 9781649783745TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): SWO SE Act 2,7, 9

Location: Teacher Edition, Unit 8, Activities 2, 7, and 9 (SWO)

Original Text: Activity 2: This is my rock sort drawing.

Activity 7: Directions: Collect rocks in your classroom. Collect rocks outside. Draw (or write about) your rocks. My rock collection.

Activity 9: open response answer

Updated Text: (replace text)

Activity 2: Directions: Draw your rock sort.

(replace text and add prompt for students to draw on their student edition)

Activity 7: Directions Collect rocks in your classroom. Collect rocks outside. Draw your rocks. My Rock Collection.

(Change type of answer) Yes No answer option

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

ISBN: 9781649783745TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 8.4

Location: Teacher Edition, Unit 8, Standards Coverage Chart, "Misconceptions" (PDF pg. 3)

Original Text: Rocks cannot be classified.

Updated Text: (delete) Rocks cannot be classified.

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

ISBN: 9781649783745TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 8.5

Location: Teacher Edition, Unit 8, Materials List (PDF pg. 5)

Original Text: N/A

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 124 of 3538

Updated Text: (add to Explore Path materials list) rock activity 5

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

ISBN: 9781649783745TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 8.5

Location: Teacher Edition, Unit 8, Activity 6, Materials List (PDF pg. 5)

Original Text: (discovery path) sand paper, various grit numbers

Updated Text: (move to explore path) sand paper, various grit numbers (activity 6)

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

ISBN: 9781649783745TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 8.4

Location: Teacher Edition, Unit 8, Standards Coverage Chart "Misconceptions" (PDF pg. 4)

Original Text: Rocks are brown/all the same color.

Updated Text: Rocks are brown or all the same color.

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

ISBN: 9781649783745TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 8.10

Location: Teacher Edition, Unit 8, Activity 1, left-hand column (PDF pg. 10)

Original Text: ELPS 2I, 3E, 3D

Updated Text: (add ELPS) 1A

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

ISBN: 9781649783745TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 8.23

Location: Teacher Edition, Unit 8, Activity 5, left-hand column (PDF pg. 23)

Original Text: MATH

Updated Text: (description is correct Add) ELAR icon

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 125 of 3538

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

ISBN: 9781649783745TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 8.3

Location: Teacher Edition, Unit 8, Standards Coverage Chart, "RTCs" (PDF pg. 3)

Original Text: (Activities 2, 3, 4, 7, 8, 9)

Updated Text: (Add activity 6) (Activities 2, 3, 4,6, 7, 8, 9)

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

ISBN: 9781649783745TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 8.28

Location: Teacher Edition, Unit 8, Activity 7 left-hand column (PDF pg. 28)

Original Text: Collect and Organize Data
Develop and Use Models

Updated Text: (add SEP) Collect Evidence
(delete) Collect and Organize Data

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

ISBN: 9781649783752SE8

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 3

Location: Student Edition, Unit 8, Activity 7 (PDF pg. 2)

Original Text: N/A

Updated Text: (add RTC button) Patterns

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

ISBN: 9781649783745TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 1

Location: Printable: Studies Weekly Online, Unit 8, "Teacher Instructions" (PDF pg. 1)

Original Text: Rock On!

Updated Text: (Replace title) Rock Sample Teacher Instruction Page

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

ISBN: 9781649783745TE

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 126 of 3538

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 1-4

Location: Printable: Studies Weekly Online, Unit 8, "Answer Keys" (PDF pgs. 1-4)

Original Text: Activity 1: Student Edition Response

Activity 1: Students will self-assess by circling a thumbs-up or thumbs-down and writing the number of questions they wrote about the phenomenon.

Activity 3: Student Artifact

Activity 6: Student Edition Response

Activity 7: Student Artifact

Updated Text: (add hyphen) Activity 1: Self-Assessment

(Update Description)

Use the Questioning Self Assessment printable to check for proficiency of the success criteria.

(Replace assessment type)

Activity 3: Student Edition Response

(Replace assessment type)

Activity 6: Participation

(Replace assessment type)

Activity 7: Participation

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

ISBN: 9781649783745TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 8.26

Location: Teacher Edition, Unit 8, Activity 6, "Collaborative Learning" Step 1 (PDF pg. 26)

Original Text: N/A

Updated Text: (add text)

1. Read the following directions to students.

a. Say: In this activity, you will compare the textures of the rocks in the Rock Sample Picture Cards or sample rock kit using evidence from your observations. Then, you will sort the rocks into groups using a name or description that you choose.

b. Remind students they may use hand lenses to look more closely at a rock's texture if desired.

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

ISBN: 9781649783745TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 8

Location: Teacher Edition, Unit 8, Activity 6, Explore Path, Step 3, bullet 2 (PDF pg. 27)

Original Text: rocks around the school such as....

Updated Text: (replace rocks with) surfaces around the school such as....

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

ISBN: 9781649783752SE8

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 2

Location: Printable: Studies Weekly Online, Unit 9, "Changing Weather: Home Letter" (PDF pg. 2)

Original Text: The vocabulary terms that they need to know are:

Updated Text: The new vocabulary that your student should know are:

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

ISBN: 9781649783745TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 9.17

Location: Teacher Edition, Unit 9, Activity 3, left-hand column (PDF pg. 17)

Original Text: seasons: times of the year that have special features and patterns

Updated Text: (replace text)

seasons: times of the year that have patterns of temperatures and conditions

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

ISBN: 9781649783745TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 9.4

Location: Teacher Edition, Unit 9, Standards Coverage Chart, "ELPS 4G" (PDF pg. 4)

Original Text: *by taking notes*

Updated Text: (un-italicize) by (bold) t in "**taking notes**"

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

ISBN: 9781649783745TE

Link to Current Content:

[View Current Content](#)

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 128 of 3538

Location: Teacher Edition, Unit 9, Activities 2, 3, 4, left-hand columns (PDF pgs. 13, 17, 21)

Original Text: N/A

Updated Text: (add thumbnails to left-hand column)

Activity 2: My Weekly Weather Chart
(Explore Path) What's the Weather

(add thumbnails to left-hand column)

Activity 3: My Weekly Weather Chart
(Explore path) Applied Science Writing

(add thumbnail to left-hand column)

Activity 4: My Weekly Weather Chart

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

ISBN: 9781649783745TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 9.10, 9.17

Location: Teacher Edition, Unit 9, Activities 1 and 3, left-hand columns (PDF pgs. 10, 17)

Original Text: (Activity 1) Wellness

(Activity 3) Applied Science Writing

Updated Text: (replace text)

Activity 1:

Wellness: Moods Can Change

(replace text)

Activity 3:

Changing Weather: Applied Science Weather

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

ISBN: 9781649783745TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): SWO Activities 2 & 3

Location: Studies Weekly Online, Unit 9, Activities 2 and 3

Original Text: Activity 2: Open response

Activity 3: Open response

Updated Text: Activity 2 (add directions) Provide their student edition for students to draw their responses.

Activity 3 (add directions) Provide their student edition for students to draw their responses.

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

ISBN: 9781649783745TE

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 129 of 3538

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Location: Printable: Studies Weekly Online, Unit 9, Activity 1, "Wellness: Moods Can Change"

Original Text: N/A

Updated Text: (add teacher lesson plan directions) Wellness: Moods Can Change

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

ISBN: 9781649783745TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 1

Location: Printable: Studies Weekly Online, Unit 9, Unit Assessment (PDF pg. 1)

Original Text: Texas Science Studies Weekly: Kindergarten Grade

Updated Text: (replace title) Kindergarten

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

ISBN: 9781649783745TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 1-3

Location: Printable: Studies Weekly Online, Unit 9, Answer Keys (PDF pgs.1-3)

Original Text: Update activities 1-4

Updated Text: (Replace with hyphen and correct description) Activity 1:

Self-Assessment

Use the Questioning Self-Assessment printable to check for proficiency of the success criteria.

(Change text description to:)

Activity 2: Use the weather response in the student edition to check for proficiency of the success criteria.

(Change text description to:)

Activity 3: Use the seasons chart in the student edition to check for proficiency of the success criteria.

(Change text description to:)

Activity 4: Use participation to check for proficiency of the success criteria.

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

ISBN: 9781649783745TE

Link to Current Content:

[View Current Content](#)

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 130 of 3538

Current Page Number(s): 2

Location: Printable: Studies Weekly Online, Unit 9, Activity 3, "Example", Answer Keys (PDF pg. 2)

Original Text: Example: For summer, students could have colored the thermometer.....

Updated Text: (replace text)

Example: For summer, students could have drawn symbols to indicate warm weather in the summer box, or symbols to indicate cold weather in the winter box.

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

ISBN: 9781649783752SE8

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 2

Location: Printable: Studies Weekly Online, Unit 10, "Aleki's Windy Solution: Home Letter" (PDF pg. 2)

Original Text: The vocabulary terms that they need to know are:

Updated Text: The new vocabulary that your student should know are:

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

ISBN: 9781649783745TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 10.2, 10.10

Location: Teacher Edition, Unit 10, Activity 1, Activity Titles, (PDF pgs. 2, 10)

Original Text: Activity 1 TE/SWO names don't match; Change SWO to match to TE

Updated Text: (replaced text) Where Did the Wind Go?

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

ISBN: 9781649783745TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 10.2

Location: Printable: Studies Weekly Online, Unit 10 "Home Learning Letter" (PDF pg. 2)

Original Text: change, motion, earth

Updated Text: (deleted) change, motion, earth

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

ISBN: 9781649783745TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 10.10

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 131 of 3538

Location: Teacher Edition, Unit 10, Activity 1, "Introduce Engineering Scenario", Step 4a., 4th sentence (PDF pg. 10)

Original Text: N/A

Updated Text: (replaced text-sentence 4) Aleki wants to prepare for windy days by building his own tool to be able to tell if it is windy outside without having to go outside.

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

ISBN: 9781649783745TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 10.5

Location: Teacher Edition, Unit 10, Materials List, Discovery Path and Explore Path (PDF pg. 5)

Original Text: fans

Updated Text: (replaced text) battery-operated, child-safe, dual-speed fans

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

ISBN: 9781649783745TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 10.5

Location: Teacher Edition, Unit 10, Materials List (PDF pg. 5)

Original Text: fans

Updated Text: (replaced text on both materials lists)
"battery-operated child-safe, dual-speed fans"

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

ISBN: 9781649783745TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 10.15

Location: Teacher Edition, Unit 10, Activity 2, Explore Path

Original Text: N/A

Updated Text: (Added Teacher note to activity 2:) To address asthma or health conditions. Offer option for the teacher to model the activity if this presents a concern. Explore Path Act. #2 teacher note needed for asthma/health conditions etc.

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

ISBN: 9781649783745TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 10.15

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 132 of 3538

Location: Teacher Edition, Unit 10, Activity 4, "Teacher Note" (PDF pg. 15)

Original Text: Entire Teacher Note text

Updated Text: (replaced text)

Teacher Note:

For this activity you will need small, battery operated, child-safe, dual-speed fans.

If you choose to use an electric fan, remind students that when they unplug electrical equipment, they should pull from the plug and not the wire.

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

ISBN: 9781649783745TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 10.24

Location: Teacher Edition, Unit 10, Activity 6, "Teacher Note" Steps 1 and 3 (PDF pg. 24)

Original Text:

Steps 1 and 3

Updated Text: (replace text step 1 and 3)

Teacher Note:

For this activity you will need small, battery operated, child-safe, dual-speed fans.

If you choose to use an electric fan, remind students that when they unplug electrical equipment, they should pull from the plug and not the wire.

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

ISBN: 9781649783752SE8

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 4, 5, 6, 7, 8

Location: Student Edition, Unit 10, Activities 4, 6, 7, 8 (PDF pgs. Week 9 PDF pg. 3, Week 10 PDF pgs. 1-3)

Original Text: Replace missing/wrong SEP buttons in SE

Updated Text: (replaced or added SEP icons)

Activity 4: Collect Evidence

Activity 6: Collect Evidence

Activity 7: Design Solutions

Activity 8: Design Solution

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

ISBN: 9781649783745TE

Link to Current Content:

[View Current Content](#)

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 133 of 3538

Current Page Number(s): 1-3

Location: Printable: Studies Weekly Online, Unit 10 "Answer Keys" (PDF pg. 1-3))

Original Text: Update assessment types and descriptions on answer keys Activities 1-9

Updated Text: (updated descriptions/types on answer key)

Activity 1: Participation

Use the student responses to the engineering problem to check for proficiency of the success criteria. Use the "Define" section of the Engineering Design Rubric printable for guidance.

Activity 2: Participation

Activity 3: Student Edition Responses

Activity 4: Participation

Activity 7: Engineering Design Rubric

Check for proficiency of the success criteria using the 'Ideate' section of the Engineering Design Rubric.

Activity 8: Participation. Use student participation creating the plan, to check for proficiency of the success criteria.

Activity 9: Engineering Design Rubric.

Use the 'Test' section of the Engineering Design Rubric to check for proficiency of the success criteria.

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

ISBN: 9781649783745TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 10.32

Location: Teacher Edition, Unit 10, Activity 9, left-hand column (PDF pg. 32)

Original Text: N/A

Updated Text: (Added thumbnails)

Applied Science Writing: Wind in My World

Plan to Improve

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

ISBN: 9781649783745TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 10.7

Location: Teacher Edition, Unit 10, Activity 2, Success Criteria Chart (PDF pg. 7)

Original Text: Student Edition Response

Updated Text: (changed text) Participation

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 134 of 3538

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

ISBN: 9781649783745TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 10.13

Location: Teacher Edition, Unit 10, Activity 2, left-hand column (PDF pg. 13)

Original Text: activity 2; missing printable thumbnail from sidebar

Updated Text: (added thumbnail) Breathe and Explore printable

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

ISBN: 9781649783745TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 10.34

Location: Teacher Edition, Unit 10, Activity 10, left-hand column (PDF pg. 34)

Original Text: Poster Pal thumbnail

Updated Text: (deleted) Poster Pal thumbnail

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

ISBN: 9781649783745TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 1

Location: Printable: Studies Weekly Online, Unit 10, "Teacher Instruction Page" (PDF pg. 1)

Original Text: plastic straws (2)

Updated Text: (updated text) plastic straws (four per student)

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

ISBN: 9781649783745TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 3

Location: Printable: Studies Weekly Online, Unit 10, "Answer Keys" (PDF pg 3)

Original Text: Ideate and Plan

Updated Text: (replaced text) Ideate

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

ISBN: 9781649783745TE

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 3

Location: Printable: Studies Weekly Online, Unit 10, "Answer Keys" (PDF pg 3)

Original Text: How many times did your prediction match your evidence?

Updated Text: (replaced text) How many times were you right?

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

ISBN: 9781649783745TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 10.10

Location: Teacher Edition, Unit 10, Activity 1, left-hand column (PDF pg. 10)

Original Text: Wellness: Moving My Body

Updated Text: (replaced text) Wellness: Lots of Ways to Move

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

ISBN: 9781649783745TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 1-34

Location: Studies Weekly Online: Student Edition, Unit 10, Activities 2, 7, 8, 9 (Online content)

Original Text: Missing/incorrect student directions

Updated Text: (Addeed/Replaced student directions)

(Activity 2)

Use a separate piece of paper or complete your answers in your student editon.

(Activity 7)

Use a separate piece of paper or complete your answers in your student editon.

(Activity 8)

Use a separate piece of paper or complete your answers in your student editon.

(Activity 9)

Use a separate piece of paper or complete your answers in your student editon.

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

ISBN: 9781649783745TE

Link to Current Content:

[View Current Content](#)

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 136 of 3538

Current Page Number(s): 10.1-10.34

Location: Teacher Edition, Unit 10, "Materials" (PDF pgs. 1-34)

Original Text: added materials

Updated Text: Unit Materials List:
(replaced text) coloring materials

(added activity number 3) tissue

(added activity 4 materials)

(bullets)

6 in length of yarn (one per student)

book (one per student)

coloring materials (as needed)

cotton balls (one per student)

glue sticks (one per student)

scissors (one per student)

small wrapped candy (one per student)

two-speed, electric fan, child-safe (5)

(deleted double-text) two-speed electric fan

(added explore path materials for Activity 8)

cotton balls (one per student)

plastic straws (one per student)

Activity 6:

(replaced text) coloring materials

Activity 2:

(added material to left-hand column)

tissue (1)

Activity 2:

(moved materials to discovery path)

kazoos (24)

straws (6)

Activity 8:

(replaced text) stackable math cubes (10 per student)

Activity 9:

(added text) coloring materials

Activity 10:

(added all materials to unit materials list)

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

ISBN: 9781649783745TE

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 137 of 3538

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 10.7

Location: Teacher Edition, Unit 10 Activity Summary Chart, Activity 8 (PDF pg. 7)

Original Text: blue outline around activity 8 on the Success Criteria Table

Updated Text: (removed blue border) Activity 8

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

ISBN: 9781649783752SE8

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 1

Location: Student Edition, Unit 10, Activity 1 (PDF pg. 1) Teacher Edition, Activity 1, left-hand column (PDF pg. 10)

Original Text: N/A

Updated Text: (changed button on TE and SE) Design Solutions

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

ISBN: 9781649783745TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 2

Location: Teacher Edition, Activity 10, "EDP column" Activity Summary Chart, Activities 7 and 9 (PDF pg. 2)

Original Text: Activity 7: Define

Activity 9: Develop

Updated Text: (updated text)

Activity 7: Develop

Activity 9: Optimize

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

ISBN: 9781649783745TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 1-34

Location: Teacher Edition, Unit 10, Activities 2, 7, 8, 9, left-hand columns (PDF pgs. 1-34)

Original Text: Activity 7: Science or Windmills and Turbines printable

Updated Text: (Added thumbnail) Activity 2: Breathe and Explore

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 138 of 3538

(Delete the text 'printable' off sidebar) Activity 7:

(moved text to discovery path) Wind Device: Teacher Instruction Page

(Added thumbnails) Activity 9: Applied Science Writing: Wind in My World and (explore path) Plan to Improve

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

ISBN: 9781649783745TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 10.5

Location: Teacher Edition, Unit 10, Materials List, Discovery Path and Explore Path (PDF pg. 5)

Original Text: fans

Updated Text: (replaced text) battery-operated, child-safe, dual-speed fans

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

ISBN: 9781649783745TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 10.1-10.34

Location: Teacher Edition, Unit 10, "Materials" (PDF pgs. 1-34)

Original Text: missing/wrong materials

Updated Text: Unit Materials List:

(replaced text) coloring materials (added activity number 3)

tissue (added activity 4 materials)

(bullets)

6 in length of yarn (one per student) book (one per student) coloring materials (as needed) cotton balls (one per student) glue sticks (one per student) scissors (one per student) small wrapped candy (one per student) two-speed, electric fan, child-safe (5) (deleted double-text) two-speed electric fan (added explore path materials for

Activity 8) cotton balls (one per student) plastic straws (one per student)

Activity 6: (replaced text) coloring materials

Activity 2: (added material to left-hand column) tissue (1)

Activity 2: (moved materials to discovery path) kazoos (24) straws (6)

Activity 8: (replaced text) stackable math cubes (10 per student)

Activity 9: (added text) coloring materials Activity 10: (added all materials to unit materials list)

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

ISBN: 9781649783752SE8

Link to Current Content:

[View Current Content](#)

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 139 of 3538

Current Page Number(s): 2

Location: Printable: Studies Weekly Online, Unit 11, "Rock, Water, and Soil Explorers: Home Letter" (PDF pg. 2)

Original Text: The vocabulary terms that they need to know are:

Updated Text: The new vocabulary that your student should know are:

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

ISBN: 9781649783752SE8

Link to Current Content:

[View Current Content](#)

Current Page Number(s): SWO

Location: Studies Weekly Online, Unit 11, Activity 9 "Phenomenon Explanation"

Original Text: N/A

Updated Text: (added Applied Science Writing and Make an Additional Model) student-facing content for activity 9

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

ISBN: 9781649783745TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 2

Location: Printable: Studies Weekly Online, Unit 11, "Home Learning Letter" (PDF pg. 2)

Original Text: Earth materials, function, structure, rocks

Updated Text: (Deleted text) Earth materials, function, structure, rocks

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

ISBN: 9781649783745TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 11.5

Location: Teacher Edition, Unit 11, Materials List, Explore Path (PDF pg. 5)

Original Text: N/A

Updated Text: (added Explore Path materials)

plastic cups, blue

glue sticks

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

ISBN: 9781649783745TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 11.7

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 140 of 3538

Location: Teacher Edition, Unit 11, Success Criteria Chart, Activities 1, 5, 8 (PDF pg. 7)

Original Text:

Activity 1: I can make observations about a phenomenon and ask questions based on what I notice or wonder about.

Activity 5: I can read about the practical uses for soil, water and rocks.

Activity 8: I can generate examples of the uses of water in everyday life.

Updated Text: Activity 1: (deleted about) I can make observations about a phenomenon and ask questions based on what I notice or wonder.

Activity 5: (replaced text) I can read and collect evidence about the practical uses for soil, water, and rocks.

Activity 8: (replaced text) I can generate examples and draw a model of practical uses for rocks, soil, and water.

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

ISBN: 9781649783745TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 11.17

Location: Teacher Edition, Unit 11, Activity 3, Explore Path, "Soil Sort" (PDF pg. 17)

Original Text: 7. 8. 9. 10. 11

8. Ask:

Updated Text: (changed numbering, bolded text)

1. 2. 3. 4. 5.

2. Ask:

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

ISBN: 9781649783745TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 11.26

Location: Teacher Edition, Unit 11, Activity 7, left-hand column (PDF pg. 26)

Original Text: Collect Observations

Updated Text: (replaced text) Collect Evidence

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

ISBN: 9781649783745TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 11.7

Location: Teacher Edition, Unit 11, Success Criteria Chart, Activities 7, 9 (PDF pg. 7)

Original Text: Activity 7: Participation
Activity 9: Student Edition Response

Updated Text: (replaced formative assessment types)
Activity 7: Student Edition Response Activity 9: Writing Sample

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

ISBN: 9781649783745TE

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

Current Page Number(s): 1

Location: Printable: Studies Weekly Online, Unit 11, "Answer Key" (PDF pg. 1)

Original Text: Activity 1: Self Assessment
Activity 1: Use the Questioning Self Assessment printable....

Updated Text: (replace text)
Activity 1: Self-Assessment needs a hyphen
Activity 1: Use the Questioning Self-Assessment to check for proficiency of the success criteria.

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

ISBN: 9781649783745TE

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

Current Page Number(s): 11.5

Location: Teacher Edition, Unit 11, Activity 3, left-hand column (PDF pg. 15)

Original Text: soil: the material that covers the land and plants grow in.

Updated Text: soil: material covering the Earth that plants grow in

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

ISBN: 9781649783745TE

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

Current Page Number(s): 11.19

Location: Teacher Edition, Unit 11, Activity 4, Whole Group, Step 5 (PDF pg. 19)

Original Text: ELP 4F

Updated Text: (add s) ELPS 4F

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

ISBN: 9781649783745TE

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

Current Page Number(s): 11.29

Location: Teacher Edition, Unit 11, Activity 8, left-hand column (PDF pg. 29)

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 142 of 3538

Original Text: N/A

Updated Text: (add printable thumbnail and text)

Mini Jackson

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

ISBN: 9781649783745TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 11.33

Location: Teacher Edition, Unit 11, Activity 9, Explore Path, "Title" (PDF pg. 33)

Original Text: Make an Additional Mode

Updated Text: (add 'l') Make an Additional Model

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

ISBN: 9781649783745TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 11.1-11.34

Location: Teacher Edition, Unit 11, Left-hand columns, Activities 1-10 (PDF pgs. 1-34)

Original Text: left-hand columns

Updated Text: Check ALL sidebar ELAR and Math capitalization and formatting.

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

ISBN: 9781649783745TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 11.5 and 11.15

Location: Teacher Edition, Unit 11, Materials List, Activity 3, left-hand column (PDF pg. 5 & 15)

Original Text: tape 2

Updated Text: tape 2, 3

tape (one roll)

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

ISBN: 9781649783745TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 11.3

Location: Teacher Edition, Unit 11, Standards Coverage Chart, "SEP K.1 G.", ELPS standards (PDF pg. 3)

Original Text: **evidence**

Updated Text: (bolded "e" at the end of "evidence in SEP) **evidence**

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 143 of 3538

(capitalized first word in all ELPS)

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

ISBN: 9781649783745TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 11.6

Location: Teacher Edition, Unit 11, Student Support Resources Chart (PDF pg. 6)

Original Text: Phenomenon video in student support chart

Updated Text: (deleted) Phenomenon Video in Student Support chart

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

ISBN: 9781649783745TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 11.7

Location: Teacher Edition, Unit 11, Success Criteria Chart, Activity 7 (PDF pg. 7)

Original Text: Uses for Soil

Updated Text: (replace text) My Use of Soil

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

ISBN: 9781649783752SE8

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 2

Location: Printable: Studies Weekly Online, Unit 12, "Plant Needs: Home Letter" (PDF pg. 2)

Original Text: The vocabulary terms that they need to know are:

Updated Text: The new vocabulary that your student should know are:

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

ISBN: 9781649783745TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 2

Location: Printable: Studies Weekly Online, Unit 12, "Home Learning Letter" (PDF pg. 2)

Original Text: environment, plant (and definitions)

REVIEW the following terms and air and water

nutrients

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 144 of 3538

Updated Text: (deleted)
(words and definitions) environment, plant

(deleted) REVIEW the following terms and air and water

(delete s) nutrient

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

ISBN: 9781649783745TE

Current Page Number(s): 1-2

Location: Printable: Studies Weekly Online, Unit 12, Activity 2, "Cress Plant Journal" (PDF pgs. 1-2)

Original Text: **TRR Approved New Content**

Drawing with no sprouts Drawing with possible sprouts Drawing with possible visible sprouts Drawing with visible sprouts

Updated Text: (replaced answer key text) Drawing with soil and no sprouts. Drawing with soil and possible sprouts.
Drawing with soil and visible sprouts. Drawing with soil and visible sprouts.

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

ISBN: 9781649783745TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 12.16

Location: Teacher Edition, Unit 12, Activity 3, "Vocabulary" Step 9 (PDF pg. 16)

Original Text: 9. Discuss: Describe how you feel.....

Updated Text: (replaced all text from step 9)

9. **Discuss:** Describe how you feel if you haven't had a drink of water for a while during the day, or right after recess? How do you feel? (red text) **(thirsty, wanting a drink of water)**

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

ISBN: 9781649783745TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 12.16

Location: Teacher Edition, Unit 12, Activity 1, "Introduce Phenomenon and Record Observations, Step 2a. (PDF pg 10)

Original Text: Dallas Arboretum Botanical Garden

Updated Text: (added and)
Dallas Arboretum and Botanical Garden

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

ISBN: 9781649783745TE

Link to Current Content:

[View Current Content](#)

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 145 of 3538

Current Page Number(s): 1-4

Location: Printable: Studies Weekly Online, Unit 12, "Word Wall Cards" (PDF pgs. 1-4)

Original Text: nutrients

Updated Text: (deleted s) nutrient

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

ISBN: 9781649783745TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 12.19

Location: Teacher Edition, Unit 12, Standards Coverage Chart, (PDF pg. 4) Activity 4, left-hand column (PDF pg. 19)

Original Text: N/A

Updated Text: Activity 4 (added to left-hand column) **environment:** all of the things around us (added text Standards Coverage Chart) **environment:** all of the things around us

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

ISBN: 9781649783745TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 12.2, 12.10, 12.12

Location: Teacher Edition, Unit 12, Activity Summary Chart, Activity 1 left-hand column, Activity 1 Explore Path (PDF pgs. 2, 10, 12)

Original Text: Caring For My Mind

Updated Text: (replaced all titles) How Do You Feel?

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

ISBN: 9781649783745TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 1-2

Location: Printable: Studies Weekly Online, Unit 12, "Answer Keys" (PDF pgs. 1-2)

Original Text: Activity 1: Self Assessment

Activity 3: Use student edition responses to check for proficiency of the success criteria.

Activity 4: Participation

Updated Text: (added hyphen) Activity 1: Self-Assessment

(changed description) Activity 3: Use students' responses circling whether plants are lacking space or nutrients in the student edition to check for proficiency of the success criteria.

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 146 of 3538

(replaced formative assessment text) Activity 4: Student Edition Response

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

ISBN: 9781649783745TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 2

Location: Printable: Studies Weekly Online, Unit 12, "Answer Keys" (PDF pg. 2)

Original Text: N/A

Updated Text: (added designed picture showing answers) "Match the Needs" answers

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

ISBN: 9781649783745TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 12.1-12.21

Location: Teacher Edition, Unit 12, left-hand columns (PDF pgs. 1-21)

Original Text: ELAR and MATH missing capitalizaion and punctuation

Updated Text: (added) capitalization of standards and punctuation

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

ISBN: 9781649783745TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 12.14

Location: Teacher Edition, Unit 12, left-hand column, "Reading to Learn" Step 3 (PDF pg 14)

Original Text: N/A

Updated Text: (added) MATH button K.2A Count forward and backward to at least 20 with and without objects.

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

ISBN: 9781649783752SE8

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 4

Location: Student Edition, Unit 12, Activity 4, "SEP and RTC icons" (PDF pg. 3)

Original Text: incorrect icons in SE

Updated Text:

(changed icons in SE)

SEP: Communicate Explanations and Solutions
RTC: Systems and System Models

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

ISBN: 9781649783745TE

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

Current Page Number(s): 12.1

Location: Teacher Edition, Unit 12, "Science Standard" (PDF pg. 1)

Original Text: Science Standard K.12

Updated Text: (added A) Science Standard K.12A

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

ISBN: 9781649783752SE8

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

Current Page Number(s): 2

Location: Printable: Studies Weekly Online, Unit 13, "Animal Discovery: Home Letter" (PDF pg. 2)

Original Text: The vocabulary terms that they need to know are:

Updated Text: The new vocabulary that your student should know are:

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

ISBN: 9781649783745TE

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

Current Page Number(s): SWO

Location: Studies Weekly Online, Unit 13, Activity 9, "Phenomenon Explanation"

Original Text: N/A

Updated Text: (added content for Activity 9)

Phenomenon Explanation

Use this time to share your model with your partner. Make sure to explain how your model shows the needs of animals.

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

ISBN: 9781649783745TE

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

Current Page Number(s): 2

Location: Studies Weekly Online, Unit 13, "Home Learning Letter" (PDF pg. 2)

Original Text: review vocabulary: air, characteristic, dependence, needs, space, water

Updated Text: (deleted) review vocabulary: air, characteristic, dependence, needs, space, water

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Component: Texas Science Studies Weekly: Kindergarten Student Edition with Online Access

ISBN: 9781649783752SE8

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 3

Location: Student Edition, Unit 13, Activity 8, "Animal Needs" (PDF pg. 2)

Original Text: Animal Needs

Animals have needs. Identify and draw their needs. Draw a model to show everything an animal needs.

Updated Text: (deleted) Draw a model to show everything an animal needs.

Animal Needs

Animals have needs. Identify and draw their needs.

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

ISBN: 9781649783745TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 1

Location: Printable: Studies Weekly Online, Unit 13, Activity 3, "My Animal Needs Water" footer (PDF pg. 1)

Original Text: (footer) Activity 4

Updated Text: (replace activity number)

Activity 3

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

ISBN: 9781649783745TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 1-2

Location: Printable: Studies Weekly Online, Unit 13, "Answer Keys" (PDF pgs. 1-2)

Original Text:

Activity 1: Self-Assessment needs a hyphen

Activity 4: Student edition answers don't match answer key.

Updated Text: (added hyphen) Activity 1: Self-Assessment

(replaced text student edition answers- top box)

Activity 4:

Students should circle air, water and the dog bone, and write (dog). Students should circle the orange, flower, and air and write the word bug. Students should draw themselves and circle their needs sandwich, apple, water, and air and their own name with a capital letter.

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 149 of 3538

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

ISBN: 9781649783745TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): SWO

Location: Studies Weekly Online, Unit 13, Activities 2, 6, 7

Original Text: Activity 2 , 6, 7 need alignment to SE text

Updated Text: (Matched text and order to the SE)

Activity 2:

(aligned to SE text)

(added panel) This needs to be done on a different piece of paper.

Activity 6:

(aligned to SE text)

(added panel) This needs to be done on a different piece of paper.

Activity 7:

(aligned to SE text)

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

ISBN: 9781649783745TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 1

Location: Printable: Studies Weekly Online, Unit 13, Activity 7 "My Animal's Shelter" footer (PDF pg. 1)

Original Text: Animal Discover

Updated Text: (added y) Animal Discovery

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

ISBN: 9781649783745TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 13.26

Location: Teacher Edition, Unit 13, Activity 7, left-hand column (PDF pg. 26)

Original Text: N/A

Updated Text: (added) thumbnail "Animal Shelter Match" to sidebar

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

ISBN: 9781649783745TE

Link to Current Content:

[View Current Content](#)

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 150 of 3538

Current Page Number(s): 13.25

Location: Teacher Edition, Unit 13, Activity 6, "Success Criteria Chart" (PDF pg. 7)

Original Text: Student Edition Response

Updated Text: (changed to) Participation

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

ISBN: 9781649783745TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 2

Location: Student Edition, Unit 13, Activity 7 (PDF pg. 2)

Original Text: shelter

Updated Text: (bolded) **shelter**

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

ISBN: 9781649783745TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 13.7 and 13.16

Location: Teacher Edition, Unit 13, "Materials" (PDF pgs. 7 and 16)

Original Text: Missing materials

Updated Text: (added Unit-level materials)

Activity 2: Explore Path

timer

(added left-hand column materials)

Activity 3: Discovery Path

coloring materials

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

ISBN: 9781649783745TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 13.13

Location: Teacher Edition, Unit 13, Activity 2, "Misconception" Student-Driven Inquiry, after Step 5 (PDF pg 13)

Original Text: Insects and humans are not animals. Explain that.....

Updated Text: Insects are not animals. Explain to students that there are many types of animals, including insects and even animals that live in water, like fish.

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 151 of 3538

Humans are not animals. Explain to students that humans are also animals and have needs just like all other animals on Earth.

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

ISBN: 9781649783745TE

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

Current Page Number(s): 1-34

Location: Teacher Edition, Activity 1, Standards Coverage Chart, Activity left-hand columns (PDF pgs. 1-34)

Original Text: Missing standards and activities from standards coverage chart.

Updated Text: (Added standards)
(Activity 1)
(delete ing) Ask Questions

Ask Questions and Define Problems
(add activity 6)

(added standard and activities)

K.1: Collect Evidence

E: Collect observations and measurements as evidence. (Activities 2, 3, 4, 6, 7)

Activity 4: (left-hand column added) Collect and Organize Data

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

ISBN: 9781649783745TE

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

Current Page Number(s): 1-34

Location: Teacher Edition, Unit 13, ELPS in Standards Coverage Chart and left-hand columns

Original Text: activity 1 missing ELPS 1A Activity 2 missing ELPS 5B Standards Coverage Chart: Missing activity 4 listed with ELPS 3B Standards Coverage Chart: Missing ELPS 3D Activity 9 missing ELPS 3B

Updated Text: (added ELPS) Activity 1: - Added ELPS 1A to the left-hand column Activity 2: Added ELPS 5B to the left-hand column (added elps) Standards Coverage Chart: (added Activity 4) ELPS 3B (Added to the Standards coverage table:) 3.D: **Speak using grade-level content area vocabulary in context to internalize new English words and build academic language proficiency.** (Activities 6, 7) Activity 9: Added ELPS 3B to the left-hand column

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

ISBN: 9781649783745TE

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

Current Page Number(s): 13. 17

Location: Teacher Edition, Unit 13, Activity 3, "Collaborative Learning" Step 4 (PDF pg. 17)

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 152 of 3538

Original Text: math standard formatting

Updated Text: (moved MATH citation)
In line with Collaborative Learning Step 4

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

ISBN: 9781649783745TE

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

Current Page Number(s): 13.11

Location: Teacher Edition, Unit 13, Activity 1 "Introduce Phenomenon" (PDF pg. 11)

Original Text: Intrdouce Phenomenon

Updated Text: (replaced text) Create a Student-Driven Question Board

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

ISBN: 9781649783745TE

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

Current Page Number(s): 13.3

Location: Teacher Edition, Unit 13, Standards Coverage Chart, ELPS 3B (PDF pg. 3)

Original Text: pictures

Updated Text: (bolded) **pictures**

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

ISBN: 9781649783745TE

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

Current Page Number(s): 13.10

Location: Teacher Edition, Unit 13, Activity 1, "Introduce Phenomenon and Record Observations" Step 2a (PDF pg. 10)

Original Text: there
used
to be.

Updated Text: (moved text to be on one line)
used to be.

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

ISBN: 9781649783745TE

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

Current Page Number(s): 13.13

Location: Teacher Edition, Unit 13, Activity 2, "Teacher Note" (PDF pg. 13)

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 153 of 3538

Original Text: N/A

Updated Text: (added text)

Be aware of students with physical limitations. In this activity, students are experiencing evidence of animals need for air by participating in holding their breath. If students have respiratory conditions, demonstrate the activity yourself and allow students to observe.

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

ISBN: 9781649783745TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 13.29

Location: Teacher Edition, Unit 13, Activity 8, "Whole Group" Step 5a; 2nd bullet (PDF pg. 29)

Original Text: What animal do you like?

Updated Text: (replaced text)

What animal or animals do you like?

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

ISBN: 9781649783745TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 13. 25

Location: Teacher Edition, Unit 13, Activity 6, Explore Path, "Hula Hoop Game" (PDF pg. 25)

Original Text: N/A

Updated Text: (added steps 1 and 2, continue existing text at step 3)

1. Spread hula hoops a distance away from each other around an area where it is safe for students to run.
2. Line students up away from the hula hoops.

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

ISBN: 9781649783745TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 13.32

Location: Teacher Edition, Unit 13, Activity 9, Explore Path "Applied Science Writing" (PDF pg. 32)

Original Text: 2. Have students....

Updated Text: (replace text in step 2)

2. Write about a time at school within the past week when you have felt like you needed more space? Maybe you were in a line that felt cramped for example. Write about a time you needed shelter? Have you ever moved underneath something at recess or on your way to or from school because of the weather? Write about a time at school you would have wanted unlimited drinks from the water fountain or your water bottle.

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

ISBN: 9781649783745TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 13.21 and 13.34

Location: Teacher Edition, Unit 13, Activities 5 and 10, "Success Criteria" (PDF pgs. 21 and 34)

Original Text: Activity 5 N/A

Activity 10: Provide students with.....

Updated Text: Activity 5 (added text)

I can develop and use a model to show the relationship between animals and their needs.

Activity 10 (replaced text)

I can apply my learning to write, read, and illustrate text.

(moved text that was under success criteria to teacher note)

Provide students with.... text and Update text to:

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

ISBN: 9781649783752SE8

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 3

Location: Student Edition, Unit 13, Activity 8, middle spread, right side (PDF pg. 2)

Original Text: Animal Needs

Updated Text: (Added activity #8)

8 Animal Needs

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

ISBN: 9781649783745TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 13.27

Location: Teacher Edition, Unit 13, Activity 7, "Whole Group" Step 4 (PDF pg. 27)

Original Text: (double-space) shelter is important

Updated Text: (deleted space) shelter is important.

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

ISBN: 9781649783745TE

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

Current Page Number(s): 13.24

Location: Teacher Edition, Unit 13, Activity 6, left-hand column (PDF pg. 24)

Original Text: ELAR at Step 5

Updated Text: (move up ELAR to Step 3)

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

ISBN: 9781649783745TE

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

Current Page Number(s): 13.26

Location: Teacher Edition, Unit 13, Activity 7, "Whole Group" Step 1 (PDF pg. 26)

Original Text: 1. Lead students to engage.....

Updated Text: (updated text)

1. Lead students to engage with the photos on the Poster pal, point to each photo one at a time, allowing student discourse as they gather observations about the animals, humans, and their shelter.

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

ISBN: 9781649783745TE

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

Current Page Number(s): 13.2

Location: Teacher Edition, Unit 13, Activity 4, Explore Path, "I Can Eat Good Food" (PDF pg. 20)

Original Text: N/A

Updated Text: (added missing brackets to end of Explore Path description)

...fuel their bodies. [Connection to Health and Wellness]

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

ISBN: 9781649783752SE8

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

Current Page Number(s): 2

Location: Printable: Studies Weekly Online, Unit 14, "Wonderful Plants: Home Letter" (PDF pg. 2)

Original Text: The vocabulary terms that they need to know are:

Updated Text: The new vocabulary that your student should know are:

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

ISBN: 9781649783745TE

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 156 of 3538

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 2

Location: Printable: Studies Weekly Online, "Home Learning Letter" (PDF pg. 2)

Original Text: flower

nutrients, plants

Updated Text: (added s) flowers

(Deleted) Review the following terms: nutrients, plants

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

ISBN: 9781649783745TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 14.26

Location: Teacher Edition, Unit 14, Activity 6, "Vocabulary" Step 8 (PDF pg. 26)

Original Text: areparts

Updated Text: (added space) are parts

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

ISBN: 9781649783745TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 14.19

Location: Teacher Edition, Unit 14, Activity 3, Explore Path, "Leaf Rubbings" (PDF pg. 19)

Original Text: Leaf Rubbings

Updated Text: (deleted s) Leaf Rubbing

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

ISBN: 9781649783745TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 14.18

Location: Teacher Edition, Unit 14, Activity 3, left-hand column (PDF pg. 18)

Original Text:

5.6A: Construct.....

Updated Text: (replaced with correct standard)

K.2C: Count a set of objects up to at least 20 and demonstrate that the last number said tells the number of objects in the set regardless of their arrangement or order.

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 157 of 3538

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

ISBN: 9781649783745TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 14.32

Location: Teacher Edition, Unit 14, Activity 8, "Teacher Note" Step b. (PDF pg. 32)

Original Text: N/A

Updated Text: (added to teacher note after step a)

b. Option: if you don't want to use suggested classroom materials, students can draw and color their plant models instead.

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

ISBN: 9781649783745TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 14.20 and 14.25

Location: Teacher Edition, Unit 14, Activity 5 and 6, "Lesson Headers" (PDF pgs 20 and 25)

Original Text: Activity 5: Explain

Activity 6: Elaborate

Updated Text: (changed text)

Activity 5: Elaborate

Activity 6: Explore

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

ISBN: 9781649783752SE8

Current Page Number(s): 3

Location: Student Edition, Unit 14, Activity 3, "SEP button" (PDF pg. 2)

Original Text: Activity 3: Analyze Data button

Activity 6: Ask Questions button

Updated Text: (replaced button)

Activity 3: Collect and Organize Data button

Activity 6: Analyze Data button

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

ISBN: 9781649783745TE

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 158 of 3538

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 14.15

Location: Teacher Edition, Unit 14, Activity 2, "Reflect and Connect" Step 1a (PDF pg. 15)

Original Text: **[ELPS 3D]**

Updated Text: (unbolded) [ELPS 3D]

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

ISBN: 9781649783745TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 1

Location: Printable: Studies Weekly Online, "Answer Keys" (PDF pg 1)

Original Text: Student Edition Response

Updated Text: (replaced text) Participation

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

ISBN: 9781649783752SE8

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 2

Location: Printable: Studies Weekly Online, Unit 15, "Amazing Animals: Home Letter" (PDF pg. 2)

Original Text: The vocabulary terms that they need to know are:

Updated Text: The new vocabulary that your student should know are:

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

ISBN: 9781649783745TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 2

Location: Printable: Studies Weekly Online, Unit 15, "Home Letters" PDF pg. 2)

Original Text: Review the following terms: interact, structure, and function

Updated Text: (deleted)

Review the following terms: interact, structure, and function

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

ISBN: 9781649783745TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 1-3

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 159 of 3538

Location: Printable: Studies Weekly Online, Unit 15, "Answer Keys" (PDF pgs 1-3)

Original Text: Answer key fixes needed

Updated Text: (updated assessment description)

Activity 1:

Use the Questioning Self-Assessment printable to check for proficiency of the success criteria.

(Updated assessment description)

Activity 2: Answers may vary but could include students circling all of the eyes of the animals and drawing an animal and themselves with eyes.

(updated formative assessment type)

Activity 3:

Participation

(updated formative assessment type)

Activity 4: participation.

(updated assessment description)

Use anecdotal data from students' conversations about the ways animals move to check for proficiency of the success criteria.

(updated student edition answers)

Activity 6: Students should trace the word grasp and circle a face to indicate how helpful they think grasping is.

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

ISBN: 9781649783745TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 15.3 and 15.4

Location: Teacher Edition, Unit 15, Standards Coverage Chart "SEP K.2A and ELPS 4F" (PDF pg. 4 and 5)

Original Text: such as their

to

Updated Text: (bolded text in SEP K.2A) such as their

(bolded text in ELPS 4F) to

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

ISBN: 9781649783745TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 1

Location: Printable: Studies Weekly Online, Unit 15, Activity 3 "Sight and Sound System Model" (PDF pg.1)

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 160 of 3538

Original Text: Sound System Model printable and title on SWO

Updated Text: (replaced text) Sight and Sound System Model

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

ISBN: 9781649783745TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 15.29

Location: Teacher Edition, Unit 15, Activity 7, left-hand column (PDF pg. 29)

Original Text: Wellness

Updated Text: (replaced text) Wellness: My Needs

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

ISBN: 9781649783745TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 15.35

Location: Teacher Edition, Unit 15, Activity 10, Success Criteria (PDF pg. 35)

Original Text: N/A

Updated Text: (replaced text) I can identify the different structures that allow armadillos to interact with their environment.

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

ISBN: 9781649783745TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 15.2, 15.17, 15.19

Location: Teacher Edition, Unit 15, "Activity Summary Chart" Activity 3, "Explore Path" title, Activity 3 "left-hand column" (PDF pgs. 2, 17, 19)

Original Text: Sound System Model

Updated Text: (replaced text) Sight and Sound System Model

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

ISBN: 9781649783745TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 15.5, 15.25

Location: Teacher Edition, Unit 15, "Materials List" and Activity 6, "Teacher Note" and "left-hand column" (PDF pgs. 5 and 25)

Original Text: scissors

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 161 of 3538

Updated Text: (replace text) child-safe scissors

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

ISBN: 9781649783745TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 15.25

Location: Teacher Edition, Unit 15, Activity 6, "Teacher Note" (PDF pg. 25)

Original Text:

N/A

Updated Text: (added text)

Be aware of student allergies. This activity asks for a student volunteer to have masking tape touch and stick to their hand, to demonstrate the importance of using their thumbs to grasp. If you would like to use a different material such as a ribbon, or sweatband to fix the student volunteers thumb to their hand, use your discretion.

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

ISBN: 9781649783752SE8

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 2

Location: Printable: Studies Weekly Online, Unit 16, "Watch It Grow: Home Letter" (PDF pg. 2)

Original Text: The vocabulary terms that they need to know are:

Updated Text: The new vocabulary that your student should know are:

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

ISBN: 9781649783745TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 2

Location: Studies Weekly Online, Unit 16, "Home Learning Letter" (PDF pg. 2)

Original Text: Review the following terms: needs, roots, stem, structure, soil, flower and fruit

Updated Text: (deleted) Review the following terms: needs, roots, stem, structure, soil, flower and fruit

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

ISBN: 9781649783745TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 4

Location: Studies Weekly Online: Unit 16, Poster Pal, Activity 8, (PDF pg. 4)

Original Text: Ynes Mexia grew up in Texas. She enjoyed nature. She wanted to save all of Earth's plants. She loved the tall, old redwood trees. She wanted to protect them. Ynes grew up to be a botanist. That means she studied plants. Some of the plants she studied are named after her.

Updated Text: (replaced text She loved the tall, old redwood trees in California.

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

ISBN: 9781649783745TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 16.20

Location: Teacher Edition, Unit 16, Activity 4, left-hand column (PDF pg. 20)

Original Text: prepared seedlings (from Activity 3)

Updated Text: (replaced text) pre-sprouted seedlings (from activity 3)

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

ISBN: 9781649783745TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 2

Location: Printable: Studies Weekly Online, Unit 16, "Performance Task" (PDF pg. 2)

Original Text: tomato image

Updated Text: (replaced image) apple image

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

ISBN: 9781649783745TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 16.4

Location: Teacher Edition, Unit 16, Standards Coverage Chart, "Misconceptions" (PDF pg. 4)

Original Text: The life cycle ends.

Updated Text: (replaced text) The life cycle of plants ends.

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

ISBN: 9781649783745TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 16.4

Location: Teacher Edition, Unit 16, Standards Coverage Chart, "ELPS 1D" (PDF pg. 4)

Original Text: such as

Updated Text: (bolded) **such as**

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 163 of 3538

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

ISBN: 9781649783745TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 16.12

Location: Teacher Edition, Unit 16, Activity 1, "left-hand column" (PDF pg. 12)

Original Text: Guiding question

Updated Text: (moved text to "Create a Student-Driven Question Board" Step 2a) **Guiding Question:** How can Miguel explain the changes he sees in the apples he observes?

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

ISBN: 9781649783745TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 16.27

Location: Teacher Edition, Unit 16, Activity 6, Explore Path, "Whole Group", Step 1 (PDF pg. 27)

Original Text: *Say: You are going to create a Plant Crown to take home.*

Updated Text: (added text, bolding and color) **Say:** *You are going to create a (green, bolded text) **Plant Life Cycle Crown** to take home.*

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

ISBN: 9781649783745TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 2-3

Location: Printable: Studies Weekly Online, Unit 16, Activity 3 "Answer Keys" (PDF pg. 2-3)

Original Text: Student Artifact

Updated Text: (replaced assessment type) Student Edition Response

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

ISBN: 9781649783745TE

Link to Current Content:

[View Current Content](#)

Location: Teacher Edition, Unit 16, Activities, 1, 8, 9, left-hand column (PDF pgs 1-36)

Original Text:

Activity 1: What is Change?

Activity 9: Applied Science Writing

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 164 of 3538

Updated Text: (capitalize 'is') Activity 1: What Is Change?

(add :) Activity 9: Watch It Grow: Applied Science Writing

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

ISBN: 9781649783745TE

Link to Current Content:

[View Current Content](#)

Location: Printable: Studies Weekly Online, Unit 16 (PDF pgs. 1-4)

Original Text: update text

Updated Text: Activity 2: Use students' participation in the seed investigation to check for proficiency of the success criteria.

Activity 3 Use students' responses in the student edition to check for proficiency of the success criteria.

Activity 4 Use students' responses in the student edition to check for proficiency of the success criteria.

Activity 7 Use students' responses in the student edition to check for proficiency of the success criteria.

Activity 8 Use student participation to check for proficiency of the success criteria.

Activity 9 Use students' responses in the student edition to check for proficiency of the success criteria.

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

ISBN: 9781649783745TE

Current Page Number(s): SWO

Location: Studies Weekly Online, Unit 16, Activities 3 and 9

Original Text: N/A

Updated Text: (added panel for students to write on a piece of paper)

Activity 3, Activity 9

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

ISBN: 9781649783745TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 1

Location: Printable: Studies Weekly Online, Unit 16, Activity 1, "Pre-Scsprouting Peas and Lettuce Seeds Teacher Instruction Page" (PDF pg. 1

Original Text: N/A

Updated Text: (added photos)

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 165 of 3538

Component: Texas Science Studies Weekly: Kindergarten Student Edition with Online Access

ISBN: 9781649783752SE8

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 2

Location: Printable: Studies Weekly Online, Unit 17, "Plants Have Parents?: Home Letter" (PDF pg. 2)

Original Text: The vocabulary terms that they need to know are:

Updated Text: The new vocabulary that your student should know are:

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

ISBN: 9781649783745TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 2

Location: Printable: Studies Weekly Online, Unit 17, "Home Learning Letter" (PDF pg. 2)

Original Text: N/A

Review the following terms: needs, roots, stem, structure, soil, flower, fruit, seed, seedling, life cycle, and leaves

Updated Text: (add text)

needle: a thin, pointed leaf on certain types of plants

resemble: to be similar or close to the same

tree: a tall plant with a stem called a trunk and branches that grow leaves

(deleted) Review the following terms: needs, roots, stem, structure, soil, flower, fruit, seed, seedling, life cycle, and leaves

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

ISBN: 9781649783752SE8

Current Page Number(s): 1-4

Location: Student Edition, Unit 17, Activities 4, 6, 7 (PDF pgs. 1-4)

Original Text: updated buttons

Updated Text: (add correct SEP and RTC buttons)

Activity 1 SEP Ask Questions and Define Problems

Activity 4 RTCs Patterns

Activity 6 RTCs Patterns

Activity 6 (Add SEP button) Advantages and Limitations of Models

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 166 of 3538

Activity 7: RTC Patterns

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

ISBN: 9781649783745TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 17.25

Location: Teacher Edition, Unit 17, Activity 6, "left-hand column" (PDF pg. 25)

Original Text: N/A

Updated Text:

(added SEP) Advantages and Limitations of Models

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

ISBN: 9781649783745TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 17.2 and 17.12

Location: Teacher Edition, Unit 17, Activity 1, Explore Path (PDF pgs. 2 and 12)

Original Text: What Is Change?

Updated Text: (change text) Wellness: Trust

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

ISBN: 9781649783745TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 17.31 and 17.32

Location: Teacher Edition, Unit 17, Activity 9, left-hand column, "Explore Path" (PDF pgs. 31-32)

Original Text: Applied Science Writing

Updated Text: Activity 9 (updated left-hand column) Plants Have Parents: Applied Science Writing" Activity 9: (changed text) Explore Path Title Activity 9 Plants Have Parents: Applied Science Writing

Activity 9: (Changed green text in Lesson Guide) to: (green text, bolded) **Plants Have Parents: Applied Science Writing**

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

ISBN: 9781649783745TE

Link to Current Content:

[View Current Content](#)

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 167 of 3538

Current Page Number(s): 17.11 and 17.12

Location: Teacher Edition, Unit 17, Activity 1, left-hand column (PDF pg. 12)

Original Text: misplaced guiding question

Updated Text: (moved the guiding question in the left-side column next to #3 under "Create a student-driven question board")

Guiding question...

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

ISBN: 9781649783745TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 17.30

Location: Teacher Edition, Unit 17, Activity 8, "Formative Assessment" (PDF pg. 30)

Original Text: Student Edition Response

Use students' responses.....

Updated Text: (changed evidence) Participation

(changed description) Use student participation to check for proficiency of the success criteria.

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

ISBN: 9781649783752SE8

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 1

Location: Student Edition, Unit 17, Activity 1 (PDF pg. 1)

Original Text: Collect Evidence button

Updated Text: (replaced SEP button) Ask Questions and Define Problems

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

ISBN: 9781649783745TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 4

Location: Studies Weekly Online: Activity 4

Original Text:

N/A

Updated Text: (changed directions on SWO) Draw how young plants look like their parents.

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

ISBN: 9781649783745TE

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 168 of 3538

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 2

Location: Printable: Studies Weekly Online, "Trust" (PDF pg. 2)

Original Text: honest

Updated Text: (bolded text) **honest**

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

ISBN: 9781649783745TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 1-5

Location: Printable: Studies Weekly Online, Unit 17 "Answer Keys" (PDF pgs. 1-5)

Original Text: Assessment types

Updated Text: (Changed Answer Key Assessment types pink box)

Activity 1 Self-Assessment

Activity 2 Participation

Activity 3 Student Edition Response
(change text)

Activity 3: Use students' responses in the student edition to check for proficiency of the success criteria.

Activity 7 Student Edition Response

Activity 8 Participation

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

ISBN: 9781649783745TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 17.20

Location: Teacher Edition, Unit 17, Activity 4, "Whole Group" Step 4 (PDF pg. 20)

Original Text: N/A

Updated Text: (added additional text: step 4 WHOLE GROUP)

4. Have students turn and ask a science partner using content-based vocabulary, what their claim is about what the young plant will look like.

a. This is an opportunity for students to ask for information ranging from using a very limited bank of high-frequency, high-need, concrete vocabulary, including key words and expressions needed for basic communication in academic and social contexts, to using abstract and content-based vocabulary during extended speaking assignments. [ELPS 3F]

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

ISBN: 9781649783752SE8

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 169 of 3538

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 4

Location: Student Edition, Unit 3, Activity 4, (PDF pg 3)

Original Text: Investigate Magnet Pulls

Updated Text: (Replaced title) Investigate Magnet Pushes

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

ISBN: 9781649783752SE8

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 3

Location: Student Edition, Unit 3, Activity 10 (PDF pg. 3)

Original Text: Test

Updated Text: (Replaced Title) Improve

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

ISBN: 9781649783745TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 3.28

Location: Teacher Edition, Unit 3, Activity 7 (PDF pg. 28)

Original Text: N/A

Updated Text: (Added Math K.1G and standard description in the left-hand column below Math K.1B description. See below.) Math K.1G: Compare sets of objects up to at least 20 in each set using comparative language.

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

ISBN: 9781649783745TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 3.31

Location: Teacher Edition, Unit 3, Activity 8 (PDF pg. 31)

Original Text: ELPS 3C (in left hand column)

Updated Text:

(Removed ELPS 3C from left-hand column)

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

ISBN: 9781649783745TE

Link to Current Content:

[View Current Content](#)

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 170 of 3538

Current Page Number(s): 3.4

Location: Teacher Edition, Unit 3, Standards Coverage Chart (PDF pg. 4)

Original Text: ELPS 3: Speaking C: Speaking using a variety of grammatical structures, sentence lengths, sentence types, and connecting words with increasing accuracy and ease as more English is acquired. (Activities 4, 8)

Updated Text: (removed) ELPS 3: Speaking C: Speaking using a variety of grammatical structures, sentence lengths, sentence types, and connecting words with increasing accuracy and ease as more English is acquired. (Activities 4, 8)

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

ISBN: 9781649783745TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 3.18

Location: Teacher Edition, Unit 3, Activity 3 (PDF pg. 18)

Original Text: ELPS 1A, 2D (left hand column)

Updated Text: (Removed ELPS 1A from left-hand column) ELPS 2D

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

ISBN: 9781649783745TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 3.9

Location: Teacher Edition, Unit 3, Success Criteria Chart (PDF pg. 9)

Original Text: (Success Criteria column)

(Activity 2) I can research how a magnet causes different things to happen with different materials.

(Activity 6) I can come up with ideas to solve problems using the effects of magnet pushes and pulls.

(Activity 8) I can create a solution using magnets that works to solve an engineering problem using magnets.

Updated Text: (Updated Success Criteria in the chart. See below.)

(Activity 2) I can research how a magnet causes effects with different materials.

(Activity 6) I can plan a solution to a problem using the effects of magnet pushes and pulls.

(Activity 8) I can create a solution using magnets to see if it works to solve a problem

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

ISBN: 9781649783745TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 3.25

Location: Teacher Edition, Unit 3, Success Criteria Chart (PDF pg. 25)

Original Text: I can plan a solution to a problem using the effects of magnet pushes and pull.

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 171 of 3538

Updated Text: (Added an "s" to the word "pull". See below.)

Success Criteria I can plan a solution to a problem using the effects of magnet pushes and pulls.

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

ISBN: 9781649783745TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 3.15

Location: Teacher Edition, Unit 3, Activity 2, left-hand column (PDF pg. 15)

Original Text: - Engineering design video and video icon - Miguel's Train Teacher instruction page

Updated Text:

(Removed from Activity 2 left-hand column)

Engineering design video and video icon -

Miguel's Train Teacher instruction page

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

ISBN: 9781649783745TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 3.1-3.36

Location: Teacher Edition, Unit 3, Unit materials list, left-hand columns (PDF pgs. 1-36)

Original Text: incorrect/missing text

Updated Text: (rewordeded) activity 1 sidebar to say: Magnetic toy trains or prepared magnetic trains (one per student see teacher note) (add to left-hand column) Circle magnets are listed for activity two in the materials list, but they are not listed in the activity sidebar for activity 2. *add to act. 2 sidebar (Unit materials list Restated) Magnetic toy trains or prepared magnetic trains 1, 2, 3, 5, 7, 8, 10 (added Magnetic toy trains or prepared magnetic trains) left-hand columns for activities 1, 2, 3, 5, 7, 8, 10 (added to unit materials list, Activity 2) Small rocks

(Added Circle magnets to unit materials list for activity 4) (circle magnets (24) o (Removed activity 10 from discovery unit materials list) remove all materials (REMOVED from the unit materials list, activity 5) Activity ONLY needs coloring materials: (added unit 6 materials to Unit materials list) -Engineering materials, - bar magnets (see left-hand column Activity 6) (added materials to activity 9) Bowls (replaced text) Activity 9 materials with built solutions T

OVERALL NOTE: all activity 5 and 10 materials belong in the EXPLORE path materials list

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

ISBN: 9781649783745TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 1-2

Location: Studies Weekly Online, Unit 1, Week 1, Poster Pal, Activities 2, 5, "Intorduction to Science And Engineering" (PDF pg. 1-2)

Original Text: '*Intorduction*' to Science and Engineering

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 172 of 3538

Updated Text: (fixed typo) Introduction

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

ISBN: 9781649783745TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 1.26

Location: Teacher Edition, Unit 1 Week 2, Activity 2, "Collaborative Learning" (PDF pg. 10)

Original Text: Collaborative Learning

Updated Text: Whole Group

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

ISBN: 9781649783745TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 2

Location: Studies Weekly Online, Unit 1, Week 2, Poster Pal, Activity 4, "Scale, Proportion, and Quantity" (PDF pg. 2)

Original Text: Activity 4

Updated Text: Activity 4, 5

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

ISBN: 9781649783745TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 1.18

Location: Teacher Edition, Unit 1, Week 2, "Standards Coverage Chart" (PDF pg. 2)

Original Text: 3: Speaking G: Express opinions, ideas, and feelings ranging from communicating single words and short phrases to participating in extended discussions on a variety of social and grade-appropriate academic topics. (Activity 3)

Updated Text: 3: Speaking G: Express opinions, ideas, and feelings ranging from communicating single words and short phrases to participating in extended discussions on a variety of social and grade-appropriate academic topics. (Activity 2)

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

ISBN: 9781649783745TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 1.24

Location: Teacher Edition, Unit 1, Week 2, Activity 1, "Formative Assessment" (PDF pg. 8)

Original Text: Use the Patterns printable to check for proficiency of the success criteria.

Updated Text: Use participation and the Patterns printable to check for proficiency of the success criteria.

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 173 of 3538

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

ISBN: 9781649783745TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): PDF pg. 5

Location: PDF pg. 5

Original Text: n/a

Updated Text: fixed mindset

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

ISBN: 9781649783745TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 1.2

Location: Teacher Edition, Unit 1, Week 1, Standards Coverage Chart (pg. 1.2)

Original Text: 1: Learning Strategies

A: Use prior knowledge and experiences to understand meanings in English. (Activity 2)

2: Listening

C: Learn new language structures, expressions, and basic and academic vocabulary heard during classroom instruction and interactions. (Activities 3, 4)

Updated Text: (Added activity 1 to both)

1: Learning Strategies

A: Use prior knowledge and experiences to understand meanings in English. (Activities 1, 2)

2: Listening

C: Learn new language structures, expressions, and basic and academic vocabulary heard during classroom instruction and interactions. (Activities 1, 3, 4)

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

ISBN: 9781649783745TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Location: Teacher Edition, Unit 1, Week 1, Activity 4, PDF pg 15, Introduce Activity Step 3 & pg 16, Vocabulary Step 4

Original Text: N/A

Updated Text: Added: MISCONCEPTION BUTTON

True success comes from talent, not effort. Explain to students that scientists don't always find answers or solve problems the first time, and often times have to keep trying many times to succeed.

Added: MISCONCEPTION BUTTON

In science, you have to be accurate and precise at all times because there is no room for errors.

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

ISBN: 9781649783745TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 1.15

Location: Teacher Edition, Unit 1, Week 1, Activity 4, PDF pg. 15, left-hand column

Original Text: Fixed Mindset Sort

Updated Text: (changed titles) Growth Mindset Example Cards

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

ISBN: 9781649783745TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 1.1 and 1.4

Location: Teacher Edition, Unit 1, Week 1, Activity Summary Chart (PDF pg. 1) and Success Criteria Chart (PDF pg. 2)

Original Text: Team Work

Updated Text: (deleted space) Teamwork

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

ISBN: 9781649783745TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 1.3

Location: Teacher Edition, Unit 1, Week 1, Teacher Support Resources Chart (PDF pg. 3)

Original Text: N/A

Updated Text: Let's Investigate: Safety First Content Video

Let's Investigate: Using the Right Tools Content Video

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

ISBN: 9781649783745TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 1.11

Location: Teacher Edition, Unit 1, Week 1, Activity 2 (PDF pg. 11)

Original Text: 10. Watch the video, The Five Senses.

Updated Text: (Deleted) 10. Watch the video, The Five Senses.

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

ISBN: 9781649783745TE

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 175 of 3538

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 1.3

Location: Teacher Edition, Unit 1, Week 1, Materials List (PDF pg. 3)

Original Text: cups
coloring supplies
stackable math cubes

Updated Text:

(updated text)

plastic or paper cups

(Deleted) coloring supplies

(Deleted) stackable math cubes

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

ISBN: 9781649783745TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 1.1

Location: Teacher Edition, Unit 1, Week 1, Activity 2, left-hand column (PDF pg. 10)

Original Text: N/A

Updated Text: (Added vocabulary term) **tool**: a device used to solve a problem

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

ISBN: 9781649783745TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 1.11

Location: Teacher Edition, Unit 1, Week 1, Activity 2, Collaborative Learning, Step 3 (PDF pg. 11)

Original Text: N/A

Updated Text: (added text)

3. Have students give their ideas for class safety rules by participating in a discussion using multi-word responses.

a. This is an opportunity for students to internalize new academic language by using and reusing it in meaningful ways in speaking activities that build concept and language attainment. [ELPS 1A, 1E]

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

ISBN: 9781649783752SE8

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Location: Student Edition, Unit 1 Week 1, (PDF pgs. 1-3)

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 176 of 3538

Original Text: N/A

Updated Text: (Added buttons in SE)

Activity 1: Listen Actively and Discuss

Activity 2: Ask Questions and Define Problems

Activity 3: Ask Questions and Define Problems

Activity 4: Listen Actively and Discuss

Activity 5: Listen Actively and Discuss

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

ISBN: 9781649783752SE8

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 1

Location: Student Edition, Unit 1 Week 1, (PDF pg. 1)

Original Text: science, scientist, engineer and engineering

Updated Text: (bolded text) **science, scientist, engineer and engineering**

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

ISBN: 9781649783745TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 1.24

Location: Teacher Edition, Unit 1, Week 2, Activity 1, "Formative Assessment" (PDF pg. 8)

Original Text: Use the Patterns printable to check for proficiency of the success criteria.

Updated Text: (updated text) Use participation and the Patterns printable to check for proficiency of the success criteria.

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

ISBN: 9781649783752SE8

Link to Current Content:

[View Current Content](#)

Location: Student Edition, Unit 1 Week 2, Activities 1-4 (PDF pgs 1-3)

Original Text: patterns, cause and effect, system, model, scale proportion, quantity

Updated Text: (bold text) **patterns, cause and effect, system, model, scale proportion, quantity**

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

ISBN: 9781649783752SE8

Link to Current Content:

[View Current Content](#)

Location: Student Edition, Unit 1, Week 2, Activity 5 (PDF pg. 3)

Original Text: N/A

Updated Text: Add Scale, Proportion, and Quantity button icon

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 177 of 3538

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

ISBN: 9781649783745TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 1.30

Location: Teacher Edition, Unit 1, Week 2, Activity 3 (PDF pg. 12)

Original Text: Accommodations Consider individual circumstances to create an inclusive classroom culture. When it comes to the system and function of students' bodies. These could include any modality or physical accommodations. Ensure students are aware and respectful of differences individuals may have.

Updated Text: (Added Updated Text) Accommodations Consider individual circumstances regarding body systems and functions. Ensure students are aware and respectful of differences people may have. Provide accommodations for modalities or physical activities as necessary.

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

ISBN: 9781649783745TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 1.20 and 1.21

Location: Teacher Edition, Unit 1, Week 2, Standards Coverage Chart, (PDF pg. 12)

Original Text: **model**: a visual or 3D representation of a process, system, or idea, typically on a smaller scale than the original part: **some** but not all of something **pattern**: something that has order, follows rules, and repeats **proportion**: when the size of a part or number is compared to other parts or a whole **scale**: an object's size in relation to other objects **stability**: when something works well and is not likely to change **structure**: the way something is made or the parts of a living thing **system**: a group of related things that work together as a whole **quantity**: an exact or measured amount

Updated Text: **model**: a visual or 3D representation of a process, system, or idea, typically on a smaller scale than the original part: **some** but not all of something

pattern: something that has order, follows rules, and repeats **proportion**: when the size of a part or number is compared to other parts or a whole **quantity**: an exact or measured amount

scale: an object's size in relation to other objects **stability**: when something works well and is not likely to change

structure: the way something is made or the parts of a living thing **system**: a group of related things that work together as a whole

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

ISBN: 9781649783745TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 1.20 & 1.28

Location: Teacher Edition, Unit 1, Week 2, Standards Coverage Chart (PDF pg. 2) Teacher Edition, Unit 1, Week 2, Activity 2, Vocabulary, Step 6 (PDF pg. 10)

Original Text: N/A

Updated Text: 6. Ask: What caused the car to move?

7. Say: Turn to a science partner and reuse the vocabulary term 'cause and effect' in a meaningful way.

a. This is an opportunity for students to internalize new basic language by using it and reusing it in meaningful ways in speaking activities that build concept and language attainment. [ELPS 1E]

1E; internalize new basic language by using and reusing it in meaningful ways in speaking activities that build concept and language attainment. (Activity 2)

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

ISBN: 9781649783745TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 1.43

Location: Teacher Edition, Unit 1, Week 3, Activity 1, Reading to Learn, Step 5 (PDF pg. 8)

Original Text: N/A

Updated Text: 5. **Say:** *Draw or write your observations and questions in your student editions.*

a. This is an opportunity for students to internalize new basic language by using and reusing vocabulary in meaningful ways in writing activities to build conceptual and language attainment. [ELPS 1E]

6. Allow students time to draw or write in their student editions.

(Added 1E to left-hand column)

(Added to coverage chart)

1E: Internalize new basic language by using and reusing it in meaningful ways in writing activities that build concept and language attainment. (Activities 1, 5)

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

ISBN: 9781649783745TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 1.37 & 1.51

Location: Teacher Edition, Unit 1, Week 3, Activity 5, Collaborative Learning Step 6 (PDF pg. 16) Teacher Edition, Unit 1, Week 3, Standards Coverage Chart (PDF pg. 2)

Original Text: N/A

Updated Text: 6. Say: You will write or draw a picture of your claim of what you think is in the box. Then you will write or draw the evidence you can hear and feel. a. This is an opportunity to internalize new academic language by using and reusing it in meaningful ways in writing activities that build concept and language attainment. [ELPS 1E, 5B]

add 1E to left-side column

Coverage chart E: **Internalize new basic and academic language by using and reusing it in meaningful ways in speaking and writing activities that build concept and language attainment.** (Activity 5)

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

ISBN: 9781649783752SE8

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

Current Page Number(s): 2-4

Location: Student Edition, Unit 1, Week 4, Activities 2, 3, 4, 5 (PDF pgs. 2-3)

Original Text: N/A

Updated Text: (add button) Activity 2: Plan and Conduct Investigations
(add button) Activity 3: Develop Models
(add button) Activity 4: Collect and Organize Data
(add button) Activity 5: Communicate Explanations and Solutions

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

ISBN: 9781649783745TE

Current Page Number(s): N/A

Location: Studies Weekly Online, Teacher Edition, Unit Level "Teacher Resources," ELD Student Edition

Original Text: N/A

Updated Text: (Removed all publisher design notes from "Speaker Notes")
(Removed all answer keys from student-facing slides)
(Removed all leveling indicators from student-facing slides)

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

ISBN: 9781649783745TE

Current Page Number(s): N/A

Location: Studies Weekly Online, Teacher Edition, Unit Level "Teacher Resources," ELD Teacher Edition

Original Text: N/A

Updated Text: (Removed all publisher design notes from "Speaker Notes")

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

ISBN: 9781649783745TE

Current Page Number(s): 7

Location: Studies Weekly Online, Teacher Edition, Unit 17, "Teacher Resources," Unit 17 ELD Student Edition, Slide 7

Original Text: Use this slide to review with students the content for this week.

Updated Text: (Removed teacher-facing direction)

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

ISBN: 9781649783745TE

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

Current Page Number(s): 16.5

Location: Teacher Edition, Unit 16, Unit Materials List (PDF pg. 5)

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 180 of 3538

Original Text: pre-sprouted lettuce seedlings 3, 4

pre-sprouted pea seedlings 3, 4

Updated Text: (added activity numbers)

pre-sprouted lettuce seedlings 3, 4, 6, 7

pre-sprouted pea seedlings 3, 4, 6, 7

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

ISBN: 9781649783745TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 1.2

Location: Teacher Edition, Unit 1, Week 1, Standards Coverage Chart, "Misconceptions" (PDF pg. 2)

Original Text: - In science...

- True success...

Updated Text: (switched the order of misconceptions)

- True success...

- In science,

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

ISBN: 9781649783745TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 1.8

Location: Teacher Edition, Unit 1, Week 1, Activity 1, left-hand column, "Vocabulary" (PDF pg. 8)

Original Text: (red text) **engineer:** (definition)

(red text) **engineering:** (definition)

Updated Text: (switched order of listed vocabulary)

(red text) **engineering:** (definition)

(red text) **engineer:** (definition)

Publisher: TPS Publishing

Science, Grade K

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

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

ISBN: 9781788057912

Link to Current Content:

[View Current Content](#)

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 181 of 3538

Current Page Number(s): Page 83

Location: First paragraph

Original Text: We can only see so far with our telescopes.

Updated Text: We can see other galaxies with our telescopes, but less clearly.

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

ISBN: 9781788057912

Link to Current Content:

[View Current Content](#)

Current Page Number(s): Page 81

Location: Last paragraph

Original Text: solar is a word that describes the energy from the Sun," she explained.

Updated Text: solar is a word that can be used to describe energy from the Sun," she explained.

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

ISBN: 9781788057912

Link to Current Content:

[View Current Content](#)

Current Page Number(s): Page 81

Location: Bolded text

Original Text: The Sun is a ball of fire

Updated Text: The Sun is a ball of hot gas

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

ISBN: 9781788057912

Link to Current Content:

[View Current Content](#)

Current Page Number(s): Page 138

Location: Last paragraph

Original Text: Farmers use the seeds to grow food.

Updated Text: Famers use the seeds to grow plants for food.

Component: *STEAM Activity Guide - Kindergarten Teacher Edition*

ISBN: 9781788057950

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 84

Location: Digital Frog

Original Text: n/a

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 182 of 3538

Updated Text: Remove reference to Digital Frog

Component: *Teacher Textbook - Kindergarten Science*

ISBN: 9781788057936

Current Page Number(s): ii, xiv, xv, xxxii

Location: Digital Frog

Original Text: n/a

Updated Text: Remove reference to Digital Frog

Component: *Teacher Textbook - Kindergarten Science*

ISBN: 9781788057936

Link to Current Content:

[View Current Content](#)

Current Page Number(s): Page I

Location: Unit Column

Original Text: 1 – Scientific and Engineering Practices

The student asks questions, identifies problems, and plans and safely conducts classroom, laboratory, and field investigations to answer questions, explain phenomena, or design solutions using appropriate tools and models.

The student knows the contributions of scientists and recognizes the importance of scientific research and innovation on society.

Updated Text: 1 – Scientific and Engineering Practices

The student asks questions, identifies problems, and plans and safely conducts classroom, laboratory, and field investigations to answer questions, explain phenomena, or design solutions using appropriate tools and models.

The student analyzes and interprets data to derive meaning, identify features and patterns, and discover relationships or correlations to develop evidence-based arguments or evaluate designs.

The student develops evidence-based explanations and communicates findings, conclusions, and proposed solutions.

The student knows the contributions of scientists and recognizes the importance of scientific research and innovation on society.

Recurring themes and concepts. The student uses recurring themes and concepts to make connections across disciplines. Note: Content for TEKS 1 to 5 appears within all other Units. Examples are provided in the Texas Essential Knowledge and Skills section and detailed in correlations.

Component: *Teacher Textbook - Kindergarten Science*

ISBN: 9781788057936

Link to Current Content:

[View Current Content](#)

Current Page Number(s): Page Iv

Location: Text

Original Text: 1 – Scientific and Engineering Practices

The student asks questions, identifies problems, and plans and safely conducts classroom, laboratory, and field investigations to answer questions, explain phenomena, or design solutions using appropriate tools and models.

The student knows the contributions of scientists and recognizes the importance of scientific research and innovation on society.

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 183 of 3538

Updated Text: 1 – Scientific and Engineering Practices

The student asks questions, identifies problems, and plans and safely conducts classroom, laboratory, and field investigations to answer questions, explain phenomena, or design solutions using appropriate tools and models.

The student analyzes and interprets data to derive meaning, identify features and patterns, and discover relationships or correlations to develop evidence-based arguments or evaluate designs.

The student develops evidence-based explanations and communicates findings, conclusions, and proposed solutions.

The student knows the contributions of scientists and recognizes the importance of scientific research and innovation on society.

Recurring themes and concepts. The student uses recurring themes and concepts to make connections across disciplines. Note: Content for TEKS 1 to 5 appears within all other Units.

Component: *Teacher Textbook - Kindergarten Science*

ISBN: 9781788057936

Link to Current Content:

[View Current Content](#)

Current Page Number(s): Page ivi

Location: Text

Original Text: 1 – Scientific and Engineering Practices

The student asks questions, identifies problems, and plans and safely conducts classroom, laboratory, and field investigations to answer questions, explain phenomena, or design solutions using appropriate tools and models.

The student knows the contributions of scientists and recognizes the importance of scientific research and innovation on society.

Updated Text: 1 – Scientific and Engineering Practices

The student asks questions, identifies problems, and plans and safely conducts classroom, laboratory, and field investigations to answer questions, explain phenomena, or design solutions using appropriate tools and models.

The student analyzes and interprets data to derive meaning, identify features and patterns, and discover relationships or correlations to develop evidence-based arguments or evaluate designs.

The student develops evidence-based explanations and communicates findings, conclusions, and proposed solutions.

The student knows the contributions of scientists and recognizes the importance of scientific research and innovation on society.

Recurring themes and concepts. The student uses recurring themes and concepts to make connections across disciplines. Note: Content for TEKS 1 to 5 appears within all other Units.

Component: *Teacher Textbook - Kindergarten Science*

ISBN: 9781788057936

Link to Current Content:

[View Current Content](#)

Current Page Number(s): Page lxiv

Location: Text

Original Text: 1 – Scientific and Engineering Practices

The student, for at least 40% of instructional time, asks questions, identifies problems, and plans and safely conducts classroom, laboratory, and field investigations to answer questions, explain phenomena, or design solutions using appropriate tools and models.

The student analyzes and interprets data to derive meaning, identify features and patterns, and discover relationships or

correlations to develop evidence-based arguments or evaluate designs.

The student develops evidence-based explanations and communicates findings, conclusions, and proposed solutions. The student knows the contributions of scientists and recognizes the importance of scientific research and innovation on society.

The student understands that recurring themes and concepts provide a framework for making connections across disciplines.

Updated Text: 5 – Organisms and environments

The student knows that plants and animals depend on the environment to meet their basic needs for survival.

The student knows that organisms resemble their parents and have structures and undergo processes that help them interact and survive within their environments.

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

ISBN: 9781788057912

Link to Current Content:

[View Current Content](#)

Current Page Number(s): Page 6

Location: Last paragraph

Original Text: N/A

Updated Text: Discuss the results with the students. Ask students what they expected to happen with their experiment if their prediction was correct. For example the ice cubes melted in the glass in the Sun as it was all liquid, but not in the glass in the shade where there were solid ice cubes in the glass. What actually happened? Does this evidence support their prediction? They should summarize using quantitative and descriptive words.

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

ISBN: 9781788057912

Link to Current Content:

[View Current Content](#)

Current Page Number(s): Page 5

Location: End of the comprehension skills section

Original Text: N/A

Updated Text: The guidance listed above may be used generally for all activities where discussion and argumentation are anticipated. For example the discussion of evidence to support a claim.

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

ISBN: 9781788057912

Link to Current Content:

[View Current Content](#)

Current Page Number(s): Page 3

Location: Add to Idea box guidance

Original Text: N/A

Updated Text: Idea Boxes

Idea boxes placed throughout the chapter text function to provide opportunities for collaborative discussion of content, review of content introduced, and focus on certain content that is harder to grasp. Guidance on how to use the idea boxes can be found in the Comprehension Skills section. However, before reading each chapter prepare for the idea boxes by:

- Reviewing the chapter and idea boxes and planning for the time taken for each box to be implemented (guidance on how long each idea box will take to implement can be found in the Learn by Doing Activity Reader Books Scope and Sequence that can be found in the TPS Online Library Teacher Support).
- Reading the chapter and planning where in the text to stop for the Idea box; this should be an appropriate break from the text that can be used to implement the idea box.
- Planning to have at hand any materials needed to implement the Idea box.
- Reviewing the task information contained within the Idea boxes.

Component: *Assessment Generator*

ISBN: 9781788059640

Link to Current Content:

[View Current Content](#)

Current Page Number(s): ID 178

Location: Question

Original Text: It gets colder when the sun goes down. Which is the cause and which is the effect?

Updated Text: It gets colder when the Earth rotates away from the Sun and day becomes night. Which is the cause and which is the effect?

Component: *Assessment Generator*

ISBN: 9781788059640

Link to Current Content:

[View Current Content](#)

Current Page Number(s): ID 107

Location: Answer options

Original Text: Eyes and legs; Eyes and arms; Eyes and head

Updated Text: The question and choices will be changed as follows:
Eyes, arms and legs; Eyes and ears; Eyes and head

Component: *Assessment Generator*

ISBN: 9781788059640

Link to Current Content:

[View Current Content](#)

Current Page Number(s): ID 283

Location: Question

Original Text: Which of these describes daytime? Think of looking up at the sky in the day and at night.

Updated Text: It is currently dark outside, what do you predict the sky will look like in 12 hours from now?

Component: *Assessment Generator*

ISBN: 9781788059640

Link to Current Content:

[View Current Content](#)

Current Page Number(s): ID 284

Location: Answer options

Original Text: A glowing moon

Updated Text: A glowing moon in a dark sky.

Component: *Student Textbook - Kindergarten Science*

ISBN: 9781788057943

Link to Current Content:

[View Current Content](#)

Current Page Number(s): Page 2

Location: Penultimate line

Original Text: Aquariums and terrariums have a lot of glass.

Updated Text: Aquariums and terrariums can be made of glass or plastic.

Component: *Student Textbook - Kindergarten Science*

ISBN: 9781788057943

Link to Current Content:

[View Current Content](#)

Current Page Number(s): Page 9

Location: Terrarium

Original Text: Sealed transparent containers in which plants are grown.

Updated Text: a transparent enclosed container where plants can grow. A terrarium may also include small animals for example lizards.

Component: *Student Textbook - Kindergarten Science*

ISBN: 9781788057943

Link to Current Content:

[View Current Content](#)

Current Page Number(s): Page 10

Location: Number 3

Original Text: A terrarium is made of glass.

Updated Text: A terrarium can be made of glass.

Component: *Assessment Guide - Kindergarten Teacher Edition*

ISBN: 9781788057974

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 187 of 3538

Link to Current Content:

[View Current Content](#)

Current Page Number(s): Page 145

Location: Question 3

Original Text: Which of these would not happen in a storm?

1. lightning
2. wind
3. rain
4. sunshine

Updated Text: 3. Which of these words describes a thunderstorm?

1. Loud noises
2. Silence
3. Still and calm weather
4. Lightening

Publisher: Accelerate Learning Inc.

Science, Grade 1

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

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

ISBN: 9798888266793

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 5, 7, 8

Location: Sections titled:

- Explaining Why Water Conservation Is Important
- Describing Ways to Conserve Water

Link to Updated Content:

[View Updated Content](#)

Original Text: Adjusted language to highlight natural resources in Texas

Updated Text: Texas natural resources include water, soil, trees and plants, minerals, wind, sun, oil, gas and coal. (Image Include a natural resources map of Texas). The three R's of conservation. are reduce (use less), reuse (use again), and recycle (use for a different purpose). Beginning water conservation efforts at home and school helps students understand how everyone is responsible for ensuring that there is enough available fresh water.

Publisher: Discovery Education Inc

Science, Grade 1

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

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

ISBN: 9781616291631

Current Page Number(s): 11

Location: Safety box

Original Text: • Remind students to follow all lab safety guidelines.

- Remind students to keep objects away from their eyes, nose, and mouth.

Updated Text: • Remind students to follow all lab safety guidelines.

- Remind students to keep objects away from their eyes, nose, and mouth.
- Review the safety procedures for each station and how students will safely transition between stations.

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

ISBN: 9781616291655

Current Page Number(s): 10

Location: Safety

Original Text: • Follow all lab safety guidelines.

- Keep objects away from your eyes, nose, and mouth.

Updated Text: • Follow all lab safety guidelines.

- Keep objects away from your eyes, nose, and mouth.
- Walk to each station.

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

ISBN: 9781616291631

Current Page Number(s): 93

Location: What Did You Figure Out, pencil box content

Original Text: The pictures show waste being moved. Draw a line to match the picture to the sentence. The picture of aluminum cans falling is matched with "Waste is pulled down." The picture of the man pushing the recycling bin is matched with "Waste is pushed along the ground." The picture of bottles moving up the conveyor belt is matched with "Waste is pulled up."

Updated Text: Engineers design machines and devices to move waste. Draw a line to match the image of each machine to its job. The picture of belts moving objects at a recycling plant is matched with "A belt pulls waste up and down to sort objects." The picture of the man pushing the recycling bin is matched with "A container wheels waste to a recycling truck." The picture of a garbage truck is matched with "A truck transports waste to a recycling plant."

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

ISBN: 9781616291655

Current Page Number(s): 101

Location: What Did You Figure Out, direction line

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 189 of 3538

Original Text: The pictures show waste being moved. Draw a line to match the picture to the sentence.

Updated Text: Engineers design machines and devices to move waste. Draw a line to match the image of each machine to its job.

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

ISBN: 9781616291655

Current Page Number(s): 101

Location: What Did You Figure Out, answer options

Original Text: Waste is pushed along the ground.

Waste is pulled up.

Waste is
pulled down.

Updated Text: A container wheels waste to a recycling plant.

A belt pulls waste up and down to sort objects.

A truck transports waste to a recycling plant.

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

ISBN: 9781616291433

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

Location: Unit 1 > Concept 2 > Lesson 9 > Slide 10 > What Did You Figure Out, direction line

Original Text: The pictures show waste being moved. Draw a line to match the picture to the sentence.

Updated Text: Engineers design machines and devices to move waste. Draw a line to match the image of each machine to its job.

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

ISBN: 9781616291433

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

Location: Unit 1 > Concept 2 > Lesson 9 > Slide 10 > What Did You Figure Out, answer options

Original Text: Waste is pushed along the ground.

Waste is pulled up.

Waste is pulled down.

Updated Text: A container wheels waste to a recycling plant.

A belt pulls waste up and down to sort objects.

A truck transports waste to a recycling plant.

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

ISBN: 9781616291433

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

Location: Unit 1 > Concept 2 > Lesson 9 > Educator Notes > Slide 10 > What Did You Figure Out, text following pencil icon

Original Text: The pictures show waste being moved. Draw a line to match the picture to the sentence. The picture of aluminum cans falling is matched with "Waste is pulled down." The picture of the man pushing the recycling bin is

matched with "Waste is pushed along the ground." The picture of bottles moving up the conveyor belt is matched with "Waste is pulled up."

Updated Text: Engineers design machines and devices to move waste. Draw a line to match the image of each machine to its job. The picture of belts moving objects at a recycling plant is matched with "A belt pulls waste up and down to sort objects." The picture of the man pushing the recycling bin is matched with "A container wheels waste to a recycling truck." The picture of a garbage truck is matched with "A truck transports waste to a recycling plant."

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

ISBN: 9781616291631

Current Page Number(s): xxiii

Location: Advance Prep

Original Text: You should be able to darken the room for the investigation. Students should have a mostly clear desk to conduct their investigations.

Updated Text: You should be able to darken the room for the investigation. Students should have a mostly clear desk to conduct their investigations. Use beakers if possible or another clear container so that students can observe the glow sticks without having to remove them from the water. If you wish, you may consider using alternative materials such as gummy candy, sugar cubes, or colored ice cubes instead of the glow sticks.

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

ISBN: 9781616291631

Current Page Number(s): 106

Location: Preparation

Original Text: You should be able to darken the room for the investigation. Students should have a mostly clear desk to conduct their investigations.

Updated Text: You should be able to darken the room for the investigation. Students should have a mostly clear desk to conduct their investigations. Use beakers if possible or another clear container so that students can observe the glow sticks without having to remove them from the water. If you wish, you may consider using alternative materials such as gummy candy, sugar cubes, or colored ice cubes instead of the glow sticks.

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

ISBN: 9781616291433

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/22a7f33e-2484-4440-860f-867d50974401>

Location: Unit 1 > Concept 3 > Lesson 3 > Educator Notes > Slide 6

Original Text: Explain that the purpose of this interactive is to use a thermometer to identify materials that are hot and cold. Students will match a material with a given temperature, using a table to record their data. You may want to model how to use the table for data collection. Demonstrate the interactive by reading the introduction, and then click the continue button. Model how to drag the slider on the thermometer to see examples of things that are each temperature. Point out that the temperature is given in both degrees Celsius and degrees Fahrenheit. Point out to students that Fahrenheit is used most often in the United States but that Celsius is the scale scientists use so they will use the Celsius scale when they record their data. Explain that some thermometers show the temperature in both Celsius and Fahrenheit, while others show only one form. Students should continue dragging the bar up and down the thermometer to see various materials and temperatures. Check for understanding, and support students as needed.

Updated Text: Explain that the purpose of this interactive is to use a thermometer to identify changes to common objects when heat is added or removed. Students will first select water, butter, or ice cubes. Then, they will select "add heat" or

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 191 of 3538

"remove heat." You may want to model how to read the thermometer. Point out that the temperature is given in both degrees Celsius and degrees Fahrenheit. Point out to students that Fahrenheit is used most often in the United States but that Celsius is the scale scientists use, so students will use the Celsius scale when they record their data. Explain that some thermometers show the temperature in both Celsius and Fahrenheit, while others show only one form. As students explore, ask them to verbally explain how the materials change by heating and cooling. Check for understanding, and support students as needed.

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

ISBN: 9781616291433

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/22a7f33e-2484-4440-860f-867d50974401>

Location: Unit 1 > Concept 3 > Lesson 3 > Educator Notes > Slide 7

Original Text: Explain that the purpose of this interactive is to use a thermometer to identify materials that are hot and cold. Students will match a material with a given temperature, using a table to record their data. You may want to model how to use the table for data collection. Demonstrate the interactive by reading the introduction, and then click the continue button. Model how to drag the slider on the thermometer to see examples of things that are each temperature. Point out that the temperature is given in both degrees Celsius and degrees Fahrenheit. Point out to students that Fahrenheit is used most often in the United States but that Celsius is the scale scientists use so they will use the Celsius scale when they record their data. Explain that some thermometers show the temperature in both Celsius and Fahrenheit, while others show only one form. Students should continue dragging the bar up and down the thermometer to see various materials and temperatures. Check for understanding, and support students as needed.

Updated Text: Explain that the purpose of this interactive is to use a thermometer to identify changes to common objects when heat is added or removed. Students will first select water, butter, or ice cubes. Then, they will select "add heat" or "remove heat." You may want to model how to read the thermometer. Point out that the temperature is given in both degrees Celsius and degrees Fahrenheit. Point out to students that Fahrenheit is used most often in the United States but that Celsius is the scale scientists use, so students will use the Celsius scale when they record their data. Explain that some thermometers show the temperature in both Celsius and Fahrenheit, while others show only one form. As students explore, ask them to verbally explain how the materials change by heating and cooling. Check for understanding, and support students as needed.

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

ISBN: 9781616291631

Current Page Number(s): 113

Location: Using the Interactive, first paragraph

Original Text: Explain that the purpose of this interactive is to use a thermometer to identify materials that are hot and cold. Students will match a material with a given temperature, using a table to record their data. You may want to model how to use the table for data collection. Demonstrate the interactive by reading the introduction, and then click the continue button. Model how to drag the slider on the thermometer to see examples of things that are each temperature. Point out that the temperature is given in both degrees Celsius and degrees Fahrenheit. Point out to students that Fahrenheit is used most often in the United States but that Celsius is the scale scientists use so they will use the Celsius scale when they record their data. Explain that some thermometers show the temperature in both Celsius and Fahrenheit, while others show only one form. Students should continue dragging the bar up and down the thermometer to see various materials and temperatures. Check for understanding, and support students as needed.

Updated Text: Explain that the purpose of this interactive is to use a thermometer to identify changes to common objects when heat is added or removed. Students will first select water, butter, or ice cubes. Then, they will select "add heat" or "remove heat." You may want to model how to read the thermometer. Point out that the temperature is given in both degrees Celsius and degrees Fahrenheit. Point out to students that Fahrenheit is used most often in the United States but that Celsius is the scale scientists use, so students will use the Celsius scale when they record their data. Explain that

some thermometers show the temperature in both Celsius and Fahrenheit, while others show only one form. As students explore, ask them to verbally explain how the materials change by heating and cooling. Check for understanding, and support students as needed.

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

ISBN: 9781616291679

Current Page Number(s): 34

Location: Setting the Purpose, first sentence

Original Text: Show the real-world phenomenon video again from the Engage lesson.

Updated Text: Display the real-world phenomenon hands-on investigation again from the Engage lesson.

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

ISBN: 9781616291679

Current Page Number(s): 100

Location: Reading Strategies, Before Reading

Original Text: Use the SOS Strategy: Three Truths, One Lie to engage students in the text. Write three true ideas and one false idea based on the content of the text. During reading, have students find evidence that shows which ones are true and which is the lie.

Updated Text: Use the SOS Strategy: Three Truths, One Lie to engage students in the text. Write three true ideas and one false idea based on the content of the text. During reading, have students find evidence that shows which ideas are true and which one is the lie.

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

ISBN: 9781616291693

Current Page Number(s): 106

Location: Sentences above the heading "Cool Spring"

Original Text: Read or listen to the text. Place a check mark next to the activities you do when it is cold.

Updated Text: Read or listen to the text. Look for the activities you can do in the spring.

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

ISBN: 9781616291679

Current Page Number(s): 101

Location: During Reading paragraph

Original Text: Read the text aloud as students follow along, stopping to discuss the images and other key ideas and details. Encourage students to listen carefully while looking at the pictures to make connections. You may also use the immersive reader to play the audio or read the text aloud to students. Remind students to find evidence for the Three Truths, One Lie strategy.

Updated Text: Read the text aloud as students follow along, stopping to discuss the images and other key ideas and details. Encourage students to listen carefully while looking at the pictures to make connections.

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

ISBN: 9781616291679

Current Page Number(s): 101

Location: During Reading, blue pencil box

Original Text: Place a check mark next to the activities you do when it is cold. Students should place a check mark next to the picture of the children playing in the snow.

Updated Text: Look for the activities you can do in the spring. Students should identify the picture of the children playing soccer.

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

ISBN: 9781616291693

Current Page Number(s): 110

Location: Turn and Talk

Original Text: • What is the weather like during your favorite season?

• What can you do during your favorite season? Explain.

Updated Text: • What are the hottest and coldest seasons of the year?

• What is the weather like during your favorite season?

• What can you do during your favorite season? Explain.

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

ISBN: 9781616291679

Current Page Number(s): 103

Location: Turn and Talk

Original Text:

Have students turn and talk about the following questions.

• What is the weather like during your favorite season? Student responses will vary. Sample response: The weather is hot.

• What can you do during your favorite season? Explain why. Student responses will vary. Sample response: You can go to the pool and swim. When it is hot in summer, I like to cool off.

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

• What are the hottest and coldest seasons of the year? Sample response: The hottest season is summer. The coldest season is winter.

• What is the weather like during your favorite season? Student responses will vary. Sample response: The weather is hot.

• What can you do during your favorite season? Explain why. Student responses will vary. Sample response: You can go to the pool and swim. When it is hot in summer, I like to cool off.

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

ISBN: 9781616291693

Current Page Number(s): 13

Location: Materials

Original Text: • Paper plates, 4

• Disposable gloves

• Hand lens

• Plastic cup with sandy soil

- Plastic cup with clay soil
- Plastic cup with potting soil
- Plastic cup with compost soil

Updated Text: • Paper plates, 4

- Disposable gloves
- Hand lens
- Plastic cup with sandy soil, 140 g (5 oz)
- Plastic cup with clay soil, 140 g (5 oz)
- Plastic cup with potting soil, 140 g (5 oz)
- Plastic cup with compost soil, 140 g (5 oz)

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

ISBN: 9781616291679

Current Page Number(s): xx

Location: All About Soil, materials list

Original Text: • Paper plates, 4

- Disposable gloves
- Hand lens
- Plastic cup with sandy soil, 140 gm (5 oz)
- Plastic cup with clay soil, 140 g m(5 oz)
- Plastic cup with potting soil, 140 gm (5 oz)
- Plastic cup with compost soil, 140 gm (5 oz)

Updated Text: • Paper plates, 4

- Disposable gloves
- Hand lens
- Plastic cup with sandy soil, 140 g (5 oz)
- Plastic cup with clay soil, 140 g (5 oz)
- Plastic cup with potting soil, 140 g (5 oz)
- Plastic cup with compost soil, 140 g (5 oz)

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

ISBN: 9781616291679

Current Page Number(s): 10

Location: Materials List

Original Text: • Paper plates, 4

- Disposable gloves
- Hand lens
- Plastic cup with sandy soil
- Plastic cup with clay soil
- Plastic cup with potting soil
- Plastic cup with compost soil

Updated Text: • Paper plates, 4

- Disposable gloves
- Hand lens
- Plastic cup with sandy soil, 140 g (5 oz)
- Plastic cup with clay soil, 140 g (5 oz)

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 195 of 3538

- Plastic cup with potting soil, 140 g (5 oz)
- Plastic cup with compost soil, 140 g (5 oz)

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

ISBN: 9781616291433

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/2c7f2180-6f06-4549-beeb-a832a84605ec>

Location: Unit 2 > Concept 1 > Lesson 2 > Slide 7 > Materials

Original Text: • Paper plates, 4

- Disposable gloves
- Hand lens
- Plastic cup with sandy soil
- Plastic cup with clay soil
- Plastic cup with potting soil
- Plastic cup with compost soil

Updated Text: • Paper plates, 4

- Disposable gloves
- Hand lens
- Plastic cup with sandy soil, 140 g (5 oz)
- Plastic cup with clay soil, 140 g (5 oz)
- Plastic cup with potting soil, 140 g (5 oz)
- Plastic cup with compost soil, 140 g (5 oz)

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

ISBN: 9781616291433

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/2c7f2180-6f06-4549-beeb-a832a84605ec>

Location: Unit 2 > Concept 1 > Lesson 2 > Educator Notes > Slide 7 > Materials List

Original Text: • Paper plates, 4

- Disposable gloves
- Hand lens
- Plastic cup with sandy soil
- Plastic cup with clay soil
- Plastic cup with potting soil
- Plastic cup with compost soil

Updated Text: • Paper plates, 4

- Disposable gloves
- Hand lens
- Plastic cup with sandy soil, 140 g (5 oz)
- Plastic cup with clay soil, 140 g (5 oz)
- Plastic cup with potting soil, 140 g (5 oz)
- Plastic cup with compost soil, 140 g (5 oz)

Component: *Science Techbook for Texas by Discovery Education: Grade 1 Unit 4 Teacher Edition*

ISBN: 9781616291747

Current Page Number(s): xvi

Location: Lesson 1: What Structures Help Animals Survive?, Materials

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 196 of 3538

Original Text: • Cup filled with dried black beans, 240 mL (about 8 oz)

- Cup filled with elbow macaroni, 240 mL (about 8 oz)
- Small paper cups, 90 mL (about 3 oz each), 2
- Masking tape, about 3.5 m (4 yd)
- Plastic straw

Updated Text: • Cup filled with dried black beans, 90 mL (about 3 oz)

- Cup filled with elbow macaroni, 90 mL (about 3 oz)
- Small paper cups, 90 mL (about 3 oz each), 2
- Masking tape, about 3.5 m (4 yd)
- Plastic straw

Component: *Science Techbook for Texas by Discovery Education: Grade 1 Unit 4 Teacher Edition*

ISBN: 9781616291747

Current Page Number(s): 4

Location: Materials List

Original Text: • Cup filled with dried black beans, 240 mL (about 8 oz)

- Cup filled with elbow macaroni, 240 mL (about 8 oz)
- Small paper cups, 90 mL (about 3 oz each), 2
- Masking tape, about 3.5 m (4 yd)
- Plastic straw

Updated Text: • Cup filled with dried black beans, 90 mL (about 3 oz)

- Cup filled with elbow macaroni, 90 mL (about 3 oz)
- Small paper cups, 90 mL (about 3 oz each), 2
- Masking tape, about 3.5 m (4 yd)
- Plastic straw

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

ISBN: 9781616291433

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/f2fbb81e-f3e7-4782-9556-44bca0345507>

Location: Unit 4 > Concept 1 > Lesson 1 > Slide 8 > Materials

Original Text: • Cup filled with dried black beans, 240 mL (about 8 oz)

- Cup filled with elbow macaroni, 240 mL (about 8 oz)
- Small paper cups, 90 mL (about 3 oz each), 2
- Masking tape, about 3.5 m (4 yd)
- Plastic straw

Updated Text: • Cup filled with dried black beans, 90 mL (about 3 oz)

- Cup filled with elbow macaroni, 90 mL (about 3 oz)
- Small paper cups, 90 mL (about 3 oz each), 2
- Masking tape, about 3.5 m (4 yd)
- Plastic straw

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

ISBN: 9781616291433

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/f2fbb81e-f3e7-4782-9556-44bca0345507>

Location: Unit 4 > Concept 1 > Lesson 1 > Educator Notes > Slide 8 > Materials List

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 197 of 3538

Original Text: • Cup filled with dried black beans, 240 mL (about 8 oz)

- Cup filled with elbow macaroni, 240 mL (about 8 oz)
- Small paper cups, 90 mL (about 3 oz each), 2
- Masking tape, about 3.5 m (4 yd)
- Plastic straw

Updated Text: • Cup filled with dried black beans, 90 mL (about 3 oz)

- Cup filled with elbow macaroni, 90 mL (about 3 oz)
- Small paper cups, 90 mL (about 3 oz each), 2
- Masking tape, about 3.5 m (4 yd)
- Plastic straw

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

ISBN: 9781616291631

Current Page Number(s): 12

Location: Investigating Objects, bulleted list, second bullet

Original Text: • Ask a few students to summarize the instructions in their own words for the class.

Updated Text: • Ask a few students to summarize the instructions and the safety guidelines in their own words for the class.

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

ISBN: 9781616291655

Current Page Number(s): 113

Location: Part 2, Step 3

Original Text: 3. Record the results.

Updated Text: 3. Record the results using words, symbols, or pictures.

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

ISBN: 9781616291631

Current Page Number(s): 109

Location: Part 2, bullet 5

Original Text: • Tell students to use words or pictures to record what they see in the data collection tool.

Updated Text: • Tell students to use words, symbols, or pictures to record what they see in the data collection tool.

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

ISBN: 9781616291655

Current Page Number(s): 112

Location: Part 1, Step 6

Original Text: 6. Record the results.

Updated Text: 6. Record the results using words, symbols, or pictures.

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

ISBN: 9781616291631

Current Page Number(s): 108

Location: Part 1, bullet 8

Original Text: • Instruct students to use words or pictures to record what they see in the data collection tool.

Updated Text: • Instruct students to use words, symbols, or pictures to record what they see in the data collection tool.

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

ISBN: 9781616291655

Current Page Number(s): 116

Location: Direction text above the table

Original Text: Draw an example of an object that is hot and one that is cold.

Updated Text: Draw an example of an object that is hot and one that is cold. You can also draw symbols.

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

ISBN: 9781616291631

Current Page Number(s): 113

Location: Pencil box, black question text

Original Text: Draw an example of an object that is hot and one that is cold.

Updated Text: Draw an example of an object that is hot and one that is cold. You can also draw symbols.

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

ISBN: 9781616291631

Current Page Number(s): 121

Location: ASK questions

Original Text: • What did you find interesting in the video? Student responses will vary. Sample response: I really liked the song about heat changing things.

• Do you think an ice pop would still melt outside during the winter? Why or why not? Sample response: It would still melt but not as quickly.

Updated Text: • What did you find interesting in the video? Student responses will vary. Sample response: I really liked the song about heat changing things.

• Do you think an ice pop would still melt outside during the winter? Why or why not? Sample response: It would still melt but not as quickly.

• What foods did you see changed in the video? Sample response: I saw popcorn pop, a marshmallow being cooked, and an ice pop melting in the sun.

• Can these changes be reversed? Sample response: The ice pop can be refrozen but the changes to the marshmallow and the popcorn cannot be reversed.

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

ISBN: 9781616291631

Current Page Number(s): 62

Location: Part 2

Original Text: Have students use their senses to explore the objects.

Updated Text: Have students use their senses to explore the objects. Discuss how in the image, the magnifying glass is a tool that can be used to examine bumpy objects more closely. Encourage students to think about how an object's texture might affect how it moves.

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

ISBN: 9781616291631

Current Page Number(s): 60

Location: Preparation, first paragraph, last sentence

Original Text: Allow students to use these objects to predict and test movement of additional objects.

Updated Text: Students will be using the objects as tools to test their ideas about motion.

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

ISBN: 9781616291655

Current Page Number(s): 72

Location: Safety box

Original Text: • Follow all lab safety guidelines.

- Stay with your group and teacher.
- Do not touch any object without your teacher's permission.

Updated Text: • Follow all lab safety guidelines.

- Stay with your group and teacher.
- Do not touch any object without your teacher's permission.
- Remember to demonstrate safe practices while you are investigating outside of your classroom.

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

ISBN: 9781616291631

Current Page Number(s): 69

Location: Safety box

Original Text: • Follow all lab safety guidelines.

- Have students stay within their groups and with you.
- Tell students not to touch any object without your permission.

Updated Text: • Follow all lab safety guidelines.

- Have students stay within their groups and with you.
- Tell students not to touch any object without your permission.
- Remind students to demonstrate safe practices while investigating outside of your classroom.

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

ISBN: 9781616291631

Current Page Number(s): 70

Location: Investigating Moving Objects, first paragraph

Original Text: Call the class together, and go to the first object. If several objects are in the same area, divide the class into groups, and rotate groups among the different objects. You may find the following tips helpful prior to the investigation:

Updated Text: Call the class together, and go to the first object. If several objects are in the same area, divide the class into groups, and rotate groups among the different objects. Students will be using the objects as tools to test their ideas about motion. You may find the following tips helpful prior to the investigation:

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

ISBN: 9781616291655

Current Page Number(s): 70

Location: Paragraph above the image, below the objective

Original Text: You can move things with a push or a pull. How does the door to your classroom move when you open it?

How does the door move when you close it?

Updated Text: You can move things with a push or a pull. How do you open a door? How do you close it? How does a door move when you push it?

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

ISBN: 9781616291631

Current Page Number(s): 94

Location: Lesson Objectives

Original Text: By the end of the lesson, students will be able to

- explain how pushes and pulls affect the motion of objects

Updated Text: By the end of the lesson, students will be able to

- explain how pushes and pulls can start or stop motion
- explain how pushes and pulls can change an object's speed or direction

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

ISBN: 9781616291679

Current Page Number(s): 66

Location: Differentiation box, English Language Learners, first paragraph, first sentence

Original Text: Provide students with sentence frames to which they can verbally respond in order to share their ideas about physical properties, such as:

Updated Text: Ask students to share what they know about Earth's water. Provide students with sentence frames to which they can verbally respond in order to share their ideas about physical properties, such as:

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

ISBN: 9781616291693

Current Page Number(s): 81

Location: Second paragraph

Original Text: Think about the many uses of water and where water is found.

Updated Text: Think about the many uses of water and where water is found. How can you conserve water?

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 201 of 3538

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

ISBN: 9781616291693

Current Page Number(s): 91

Location: Turn and Talk question

Original Text: Why do scientists test water?

Updated Text: Why do scientists use their tools to observe, test, and compare water samples?

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

ISBN: 9781616291679

Current Page Number(s): 81

Location: After Reading, after full paragraph 2, Discourse question

Original Text: Have students turn and talk with a partner about the following question. Why do scientists test water?

Sample response: to learn about its properties and look for chemicals, organisms, and particles

Updated Text: Have students turn and talk with a partner about the following question. Why do scientists use their tools to observe, test, and compare water samples? Sample response: to learn about its properties and look for chemicals, organisms, and particles

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

ISBN: 9781616291679

Current Page Number(s): 83

Location: Chart, Record It! column, second item

Original Text: Students can create a chart with photos of puddles, rivers, lakes, and oceans and then add words to compare and contrast them.

Updated Text: Students can create a chart with photos of puddles, rivers, lakes, and oceans and then add related words (color, clarity, size, shape, or salinity) to compare and contrast them.

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

ISBN: 9781616291679

Current Page Number(s): 23

Location: Pencil box, magenta italics anno text

Original Text: Student responses will vary. Sample response: Students may draw sand mixed in soil, sand in a sandbox, a sandcastle, or a beach with sand.

Updated Text: Sample response: Students may draw particles of sand of various shapes and sizes, sand of different colors, sand mixed with other components such as soil, smooth- or rough-textured sand in a sandbox, as a sandcastle, or on the beach.

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

ISBN: 9781616291693

Current Page Number(s): 28

Location: Different Soils paragraph text

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Original Text: Soil can be heavy or light. Soil can be rough or smooth. Soil can be different colors. There are different kinds of soil.

Updated Text: Soil can be heavy or light. Soil can be rough or smooth. Soil can be different colors. There are different kinds of soil. How might you draw the many different shapes of sand particles?

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

ISBN: 9781616291679

Current Page Number(s): 92

Location: Pencil box, magenta italics anno text

Original Text: Sample response: The seasons have usual patterns of temperature and rain or snow. The seasons repeat in the same order.

Updated Text: Sample response: The seasons have the same patterns of temperature and rain or snow. The seasons repeat in the same order.

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

ISBN: 9781616291679

Current Page Number(s): 93

Location: Supporting Science Themes, second bullet text

Original Text: • Each season has certain weather usually associated with it.

Updated Text: • Each season has a certain type of weather usually associated with it.

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

ISBN: 9781616291679

Current Page Number(s): 91

Location: Making Connections, Discourse item, magenta italic anno text

Original Text: Sample Response: I noticed the weather kept changing. I wonder why some places do not have snow.

Updated Text: I noticed the weather kept changing. I saw rain, snow, sun, and clouds. I heard the wind. I wonder why some places do not have snow.

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

ISBN: 9781616291679

Current Page Number(s): 97

Location: Paragraph below ASK questions

Original Text: Consider having students wait until they have finished grouping all the pictures to write or draw their groupings, as some students may reconsider their groupings as they work. Instead of having students write or draw their groupings, consider taking photos of their groupings and sharing them with the class.

Updated Text: Consider having students wait until they have finished grouping all the pictures to write or draw their choices, as some students may reconsider as they work. Instead of having students write or draw their seasons, consider taking photos of their work to share with the class.

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

ISBN: 9781616291693

Current Page Number(s): 98

Location: "I can" statement with checkbox

Original Text: I can describe the patterns of seasons of the year such as order of occurrence.

Updated Text: I can describe the pattern of how seasons change throughout the year.

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

ISBN: 9781616291679

Current Page Number(s): 94

Location: Student objective text

Original Text: I can describe the patterns of seasons of the year such as order of occurrence.

Updated Text: I can describe the pattern of how seasons change throughout the year.

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

ISBN: 9781616291693

Current Page Number(s): 113

Location: What Did You Figure Out, question stem

Original Text: Which weather most likely would not happen in the summer?

Updated Text: Which symbol shows weather that most likely would NOT happen in the summer?

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

ISBN: 9781616291679

Current Page Number(s): 107

Location: What Did You Figure Out, pencil box, question stem

Original Text: Which weather most likely would not happen in the summer?

Updated Text: Which symbol shows weather that most likely would NOT happen in the summer?

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

ISBN: 9781616291433

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/e9a79825-c9f8-4506-8f0b-4eead04d21eb>

Location: Unit 3 > Concept 2 > Lesson 10 > Educator Notes > Slide 6 > Find It!

Original Text: • Students can find examples in informational texts and online showing how living things depend on other living and nonliving things for survival.

• With adult supervision, students can find an example outside in the field of how living things and nonliving things depend on each other, identifying, describing, and demonstrating the safe practices they used during the field investigation.

Updated Text: • Students can find examples in informational texts and online showing how living things depend on other living and nonliving things for survival.

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

ISBN: 9781616291433

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/93694e45-c714-451e-bd53-a6e5b33bf39f>

Location: Unit 3 > Concept 2 > Lesson 7 > Slide 6 > The Pond paragraph text

Original Text: Anita’s teacher takes her class to a pond. She can see many plants and animals in the pond water. She stays safe outside by staying with the group and not getting too close to the water.

Updated Text: Anita’s teacher takes her class to a pond. She can see many plants and animals in the pond water.

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

ISBN: 9781616291716

Current Page Number(s): 98

Location: Preparation paragraph text

Original Text: Have a whiteboard or poster ready to generate ideas with the class for students to implement in their gardens. Place sets of markers/crayons in the middle of each group’s work space.

Updated Text: This is a great opportunity for students to complete the lesson as a field investigation. Find an area on the school grounds where students would likely be able to build a garden to complete the activities. Have a whiteboard or poster ready to generate ideas with the class for students to implement in their gardens. Place sets of markers or crayons in the middle of each group’s workspace.

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

ISBN: 9781616291730

Current Page Number(s): 100

Location: Safety

Original Text: • Keep materials away from eyes, mouth, and nose.
• Follow all lab safety guidelines.

Updated Text: • Keep materials away from eyes, mouth, and nose.
• Follow all lab safety guidelines.
• Stay with the class when outside.

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

ISBN: 9781616291716

Current Page Number(s): 99

Location: Side column, Safety box

Original Text: • Keep materials away from eyes, mouth, and nose.
• Follow all lab safety guidelines.

Updated Text: • Keep materials away from eyes, mouth, and nose.
• Follow all lab safety guidelines.
• Remind students to stay with the class when outside.

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

ISBN: 9781616291716

Current Page Number(s): 104

Location: ASK questions, first bullet, question text

Original Text: • Think about where you live. What Earth materials were used to build your home?

Updated Text: • Think about where you live. What materials were were chosen by engineers to build your home?

Component: *Science Techbook for Texas by Discovery Education: Grade 1 Unit 4 Teacher Edition*

ISBN: 9781616291747

Current Page Number(s): 45

Location: Making Predictions, first paragraph

Original Text: Explain to students that a cycle is a process that repeats. Life cycles are often illustrated in a circle with arrows. Invite students to look at the bird life cycle image and circle the adult.

Updated Text: Explain to students that a cycle is a process that repeats. Life cycles are often illustrated in a circle with arrows. Invite students to look at the bird life cycle image and identify the repeating pattern that can be seen from the diagram.

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

ISBN: 9781616291433

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/662162fd-bfae-4c25-8b22-18eb6391b193>

Location: Unit 4 > Concept 2 > Lesson 10 > Educator Notes > Slide 6 > Record It!, second bullet

Original Text:

• Students can draw and label a diagram of the life cycle of a plant or animal, organizing and recording the data using pictures, numbers, symbols, and/or words.

Updated Text: • Students can draw and label the life cycle of a plant or animal.

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

ISBN: 9781616291433

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/662162fd-bfae-4c25-8b22-18eb6391b193>

Location: Unit 4 > Concept 2 > Lesson 10 > Educator Notes > Slide 7 > Perform It!

Original Text: • Students can say the answer out loud.

• Students can act out a skit about young animals and their parents to show how they resemble one another.
• Students can make a model of young animals and their parents to show how they resemble one another.

Updated Text: • Students can say the answer out loud.

• Students can act out a skit about young animals and their parents to show how they resemble one another.

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

ISBN: 9781616291433

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/9e66ee05-74e3-4fc4-aca1-86ad53aae0a7>

Location: Unit 3 > Concept 2 > Lesson 9 > Slide 7, paragraph text

Original Text: These animals are having their needs met in their habitat. For animals who live in a zoo, the zoo is their habitat.

Environmental engineers help to figure out the best way to design animal habitats in zoo's so that animals survive.

Updated Text: These animals are having their needs met in their habitat. For animals who live in a zoo, the zoo is their habitat.

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

ISBN: 9781616291433

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/f7246aaf-9b59-423a-9ee1-bac6f5174f33>

Location: Unit 1 > Concept 2 > Lesson 2 > Slide 17, Step 2

Original Text: 2. Observe and record how each object moves.

Make a plan to investigate a new object.

Use the last row to record your results.

Updated Text: 2. Observe and record how each object moves. Use the last row to draw another object.

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

ISBN: 9781616291679

Current Page Number(s): 122

Location: Chart, Record It! column, last item

Original Text: • Make a poster that depicts the answer.

Updated Text: • Create a calendar, chart, or graph using numbers, pictures, symbols, or words to represent the answer.

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

ISBN: 9781616291679

Current Page Number(s): 123

Location: Second chart on page, Perform It! column, second item

Original Text: • Students can perform a skit to demonstrate how the weather affects people's daily lives.

Updated Text: • Students can perform a skit to describe and demonstrate how weather (hot or cold, clear or cloudy, calm or windy, rainy or icy) affects people's daily lives.

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

ISBN: 9781616291631

Current Page Number(s): 122

Location: Discourse icon, insert additional question and anno after existing question and anno

Original Text: What questions do you have after watching? Student responses will vary. Sample response: What other things can heat change?

Updated Text: • What questions do you have after watching? Student responses will vary. Sample response: What other things can heat change?

- What are some foods that have a reversible change after they are heated? Student responses will vary. Sample response: Foods that show a reversible change include ice cream. It can be refrozen after it has melted.

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

ISBN: 9781616291655

Current Page Number(s): 121

Location: Turn and Talk, insert additional question after existing question

Original Text: What questions do you have after watching?

Updated Text: • What questions do you have after watching?

- What are some foods that have a reversible change after they are heated?

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

ISBN: 9781616291679

Current Page Number(s): 81

Location: After Reading, Discourse icon

Original Text: Have students turn and talk with a partner about the following question. Why do scientists test water?

Sample response: to learn about its properties and look for chemicals, organisms, and particles

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

- Why do scientists use their tools to observe, test, and compare water samples? Sample response: to learn about its properties and look for chemicals, organisms, and particles.
- What could you create that would help keep trash out of the water? Sample response: I would build a net that could go into the water to scoop out the trash.
- What other scientists and engineers do similar work? Student responses will vary.

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

ISBN: 9781616291679

Current Page Number(s): 114

Location: Discourse icon

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

How can weather data be collected and organized? Student responses will vary. Sample response: The day's weather can be written every day in a chart and calendar.

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

- What might the weather be like just before and during a storm? Student responses will vary. Sample response: Before the storm, the weather might be cloudy or windy. During the storm, the weather might be rainy or icy.
- How can weather data be recorded and organized? Student responses will vary. Sample response: Weather data can be recorded using words, numbers, or picture symbols and organized using a chart or calendar.

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

ISBN: 9781616291693

Current Page Number(s): 121

Location: Turn and Talk

Original Text: How can weather data be collected and organized?

Updated Text: • What might the weather be like just before and during a storm?
• How can weather data be recorded and organized?

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

ISBN: 9781616291716

Current Page Number(s): 75

Location: After Reading, Discourse icon

Original Text: Have students turn and talk with a partner about the question, Can you think of any other types of scientists that work with animals? Student responses will vary. Sample response: veterinarian, dolphin trainer, and zoologist

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

- Can you think of any other types of scientists that work with animals? Student responses will vary. Sample response: veterinarian, dolphin trainer, and zoologist
- What type of engineer can help design zoo animal habitats? Student responses will vary. Sample response: Environmental engineers help design zoo habitats.

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

ISBN: 9781616291730

Current Page Number(s): 78

Location: Turn and Talk

Original Text: Can you think of any other types of scientists that work with animals?

Updated Text: • Can you think of any other types of scientists that work with animals?

- What type of engineer can help design zoo animal habitats?

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

ISBN: 9781616291716

Current Page Number(s): 105

Location: After the Video, Discourse icon

Original Text: Have students turn and talk to a partner about the question, What natural resources are used to make bricks or concrete? Student responses will vary. Sample response: Bricks are made from clay. Concrete is made of sand, gravel, or crushed stone and water.

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

- What natural resources are used to make bricks or concrete? Student responses will vary. Sample response: Bricks are made from clay. Concrete is made of sand, gravel, or crushed stone and water.
- How does creating bricks help others? Student responses will vary. Sample response: Creating bricks helps others by making it possible to build houses and buildings for people to live in.

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

ISBN: 9781616291730

Current Page Number(s): 109

Location: Turn and Talk

Original Text: What natural resources are used to make bricks or concrete?

Updated Text: • What natural resources are used to make bricks or concrete?
• How does creating bricks help others?

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

ISBN: 9781616291730

Current Page Number(s): 19

Location: Above What Did You Figure Out? header, insert new Turn and Talk icon and question

Original Text: New content

Updated Text: What safety rules did you follow during the investigation?

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

ISBN: 9781616291716

Current Page Number(s): 25

Location: After ASK questions, Discourse icon

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

How do we know that plants are living things? Student responses will vary. Sample response: They grow. They make seeds and grow.

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

- How do we know that plants are living things? Student responses will vary. Sample response: They grow. They make seeds and grow.
- How do we know a rock is nonliving? Sample response: The rock does not have basic needs like living things do. It does not eat to grow. It does not need water or shelter.

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

ISBN: 9781616291730

Current Page Number(s): 28

Location: Turn and Talk

Original Text: How do we know that plants are living things?

Updated Text: • How do we know that plants are living things?
• How do we know a rock is nonliving?

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

ISBN: 9781616291433

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/4efe2aaf-0daa-443e-b576-c08fd5775144>

Location: Unit 4 > Concept 2 > Lesson 2 > Educator Notes > Slide 10 > Part 1 > third bullet

Original Text: • Use the arrows to show how the cycle is a circle.

Updated Text: • Use the arrows to show how the cycle is a circle.

Students may put the picture cards in the following order starting at the space in the top left and following the arrows: eggs, embryo, hatching chick, chick, adult chicken.

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

ISBN: 9781616291433

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/4efe2aaf-0daa-443e-b576-c08fd5775144>

Location: Unit 4 > Concept 2 > Lesson 2 > Educator Notes > Slide 11 > Pencil icon

Original Text: Record your findings in the graphic organizer. Sample response: Students should write or draw a life cycle in this order: egg, hatchling, chick, adult with arrows showing process.

Updated Text: Record your findings in the graphic organizer. Sample response: Students should write or draw a life cycle in this order: eggs, embryo, hatchling, chick, and adult, with arrows showing process.

Component: *Science Techbook for Texas by Discovery Education: Grade 1 Unit 4 Teacher Edition*

ISBN: 9781616291747

Current Page Number(s): 46

Location: Part 1, Pencil box question and anno

Original Text: Record your findings in the graphic organizer. Sample response: Students should write or draw a life cycle in this order: egg, hatchling, chick, adult with arrows showing process.

Updated Text: Record your findings in the graphic organizer. Sample response: Students should write or draw a life cycle in this order: eggs, embryo, hatchling, chick, and adult, with arrows showing process.

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

ISBN: 9781616291433

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/4efe2aaf-0daa-443e-b576-c08fd5775144>

Location: Unit 4 > Concept 2 > Lesson 2 > Educator Notes > Slide 12 > third bullet

Original Text: • Use the arrows to show how the cycle is a circle.

Updated Text: • Use the arrows to show how the cycle is a circle.

Students may put the picture cards in the following order starting at the space in the top and following the arrows: newborn cub, cub, adolescent, adult.

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

ISBN: 9781616291433

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/4efe2aaf-0daa-443e-b576-c08fd5775144>

Location: Unit 4 > Concept 2 > Lesson 2 > Educator Notes > Slide 14 > third bullet

Original Text: • Use the arrows to show how the cycle is a circle.

Updated Text: • Use the arrows to show how the cycle is a circle.

Students may put the picture cards in the following order starting at the space in the top and following the arrows: eggs, free germ, alevin, fry, whitebait, smolt, adult salmon, spawning salmon.

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

ISBN: 9781616291433

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/4efe2aaf-0daa-443e-b576-c08fd5775144>

Location: Unit 4 > Concept 2 > Lesson 2 > Educator Notes > Slide 15 > Part 3 > Pencil icon

Original Text: Record your findings in the graphic organizer. Sample response: Students should write or draw a life cycle in this order: eggs, young fish, adult salmon, spawning salmon with arrows showing process.

Updated Text: Record your findings in the graphic organizer. Sample response: Students should write or draw a life cycle in this order: eggs, free germ, alevin, fry, whitebait, smolt, adult salmon, and spawning salmon, with arrows showing process.

Component: *Science Techbook for Texas by Discovery Education: Grade 1 Unit 4 Teacher Edition*

ISBN: 9781616291747

Current Page Number(s): 47

Location: Part 3, Pencil box, question and anno

Original Text: Record your findings in the graphic organizer. Sample response: Students should write or draw a life cycle in this order: eggs, young fish, adult salmon, spawning salmon with arrows showing process.

Updated Text: Record your findings in the graphic organizer. Sample response: Students should write or draw a life cycle in this order: eggs, free germ, alevin, fry, whitebait, smolt, adult salmon, and spawning salmon, with arrows showing process.

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

ISBN: 9781616291433

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/4efe2aaf-0daa-443e-b576-c08fd5775144>

Location: Unit 4 > Concept 2 > Lesson 2 > Educator Notes > Slide 16 > Part 4 > third bullet

Original Text: • Use the arrows to show how the cycle is a circle.

Updated Text: • Use the arrows to show how the cycle is a circle.

Students may put the picture cards in the following order starting at the space in the top left and following the arrows: caterpillar, caterpillar forming chrysalis, chrysalis, butterfly emerging from chrysalis, adult butterfly.

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

ISBN: 9781616291433

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/4efe2aaf-0daa-443e-b576-c08fd5775144>

Location: Unit 4 > Concept 2 > Lesson 2 > Educator Notes > Slide 17 > Part 4 > Pencil icon

Original Text: Record your findings in the graphic organizer. Sample response: Students should write or draw a life cycle in this order: eggs, caterpillar, chrysalis, adult butterfly with arrows showing process.

Updated Text: Record your findings in the graphic organizer. Sample response: Students should write or draw a life cycle in this order: caterpillar, caterpillar forming chrysalis, chrysalis, butterfly emerging from chrysalis, and adult butterfly, with arrows showing process.

Component: *Science Techbook for Texas by Discovery Education: Grade 1 Unit 4 Teacher Edition*

ISBN: 9781616291747

Current Page Number(s): 48

Location: Part 4, Pencil box question and anno

Original Text: Record your findings in the graphic organizer. Sample response: Students should write or draw a life cycle in this order: eggs, caterpillar, chrysalis, adult butterfly with arrows showing process.

Updated Text: Record your findings in the graphic organizer. Sample response: Students should write or draw a life cycle in this order: caterpillar, caterpillar forming chrysalis, chrysalis, butterfly emerging from chrysalis, and adult butterfly, with arrows showing process.

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

ISBN: 9781616291433

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/4efe2aaf-0daa-443e-b576-c08fd5775144>

Location: Unit 4 > Concept 2 > Lesson 2 > Educator Notes > Slide 18 > Part 5 > third bullet

Original Text: • Use the arrows to show how the cycle is a circle.

Updated Text: • Use the arrows to show how the cycle is a circle.

Students may put the picture cards in the following order starting at the space in the top and following the arrows: bean seeds; germinating bean; seedling with roots; seedling with roots, stem, and leaves; mature plant; flower; seed pod.

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

ISBN: 9781616291433

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/4efe2aaf-0daa-443e-b576-c08fd5775144>

Location: Unit 4 > Concept 2 > Lesson 2 > Educator Notes > Slide 19 > Part 5 > Pencil icon

Original Text: Record your findings in the graphic organizer. Sample response: Students should write or draw a life cycle in this order: beans, seedling, mature plant, flower with arrows showing process.

Updated Text: Record your findings in the graphic organizer. Sample response: Students should write or draw a life cycle in this order: bean seeds; germinating bean; seedling with roots; seedling with roots, stem and leaves; mature plant; flower; and seed pod, with arrows showing process.

Component: *Science Techbook for Texas by Discovery Education: Grade 1 Unit 4 Teacher Edition*

ISBN: 9781616291747

Current Page Number(s): 48

Location: Part 5, Pencil box question and anno

Original Text: Record your findings in the graphic organizer. Sample response: Students should write or draw a life cycle in this order: beans, seedling, mature plant, flower with arrows showing process.

Updated Text: Record your findings in the graphic organizer. Sample response: Students should write or draw a life cycle in this order: bean seeds; germinating bean; seedling with roots; seedling with roots, stem and leaves; mature plant; flower; and seed pod, with arrows showing process.

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

ISBN: 9781616291433

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/f7246aaf-9b59-423a-9ee1-bac6f5174f33>

Location: Unit 1 > Concept 2 > Lesson 2 > Slide 3 > 2nd sentence on slide

Original Text: What happened to each object?

Updated Text: What factors made the object move?

Proclamation 2024: Report of Editorial Changes (11/08/2023)

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

ISBN: 9781616291631

Current Page Number(s): 61

Location: Setting the Purpose, ASK, first question and anno

Original Text: • What happened to each object? Sample response: Both objects moved. The ball fell off the desk.

Updated Text: • What factors made the object move? Sample response: Pushing the object made it move. Falling off the desk made the object fall down.

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

ISBN: 9781616291433

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/BA0E7609-3D29-43ED-B8E1-D75653234DF2>

Location: Unit 2 > Concept 2 > Lesson 6 > Educator Notes > Standards

Original Text: [Standards]

1.10.C

Updated Text: [Standards]

1.10.C, 1.11.B, 1.11.C

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

ISBN: 9781616291433

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/D70A68A6-EFDB-41C8-85CD-6797857D9C8E>

Location: Unit 1 > Concept 3 > Lesson 2 > Educator Notes > Slide 7, add to end of the Preparation note

Original Text: Preparation

You should be able to darken the room for the investigation. Students should have a mostly clear desk to conduct their investigations.

Use beakers if possible or another clear container so that students can observe the glow sticks without having to remove them from the water.

Updated Text: Preparation

You should be able to darken the room for the investigation. Students should have a mostly clear desk to conduct their investigations.

Use beakers if possible or another clear container so that students can observe the glow sticks without having to remove them from the water.

If you wish, you may consider using alternative materials such as gummy candy, sugar cubes, or colored ice cubes instead of the glow sticks.

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

ISBN: 9781616291433

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/d5c45fe2-ba11-40d2-89bf-b5ba3564ad86>

Location: Unit 4 > Concept 2 > Lesson 8 > Supporting Science Themes (Slide 4)

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 214 of 3538

Original Text: We have explored how factors or conditions can cause objects, organisms, or systems to change or stay the same.

As you explored, how would you describe how different factors or conditions caused objects, organisms, or systems to change or stay the same.

Updated Text: We have explored how factors or conditions can cause objects, organisms, or systems to change or stay the same.

As you explored, think about the following questions:

- * What can cause an object to change or stay the same?
- * What can cause an organism to change or stay the same?
- * What can cause a system to change or stay the same?

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

ISBN: 9781616291433

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/d5c45fe2-ba11-40d2-89bf-b5ba3564ad86>

Location: Unit 4 > Concept 2 > Lesson 8 > Educator Notes > Supporting Science Themes (Slide 4)

Original Text: Next, invite students to share what they have explored about the Supporting Science Theme in the concept. Accept all ideas and help students to collaboratively connect their learning across all disciplines.

Updated Text: Next, invite students to share what they have explored about the Supporting Science Theme in the concept. Accept all ideas and help students to collaboratively connect their learning across all disciplines.

Say:

- An object is a nonliving thing. What can cause an object to change or stay the same?
- An organism is a living thing. What can cause an organism to change or stay the same?
- A system has different parts that work together. What can cause a system to change or stay the same?

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

ISBN: 9781616291433

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/29FFD8C6-8762-4FC5-B398-841952BB2FCE>

Location: Unit 4 > Concept 1 > Lesson 6 > Supporting Science Themes (Slide 4)

Original Text: We have explored describing the relationship between the structure and function of objects, organisms, and systems.

As you explored, how did you describe the relationship between the structure and function of objects, organisms, and systems?

Updated Text: We have explored describing the relationship between the structure and function of objects, organisms, and systems.

As you explored, think about the following questions:

- How is structure related to function in an object?
- How is structure related to function in an organism?
- How is structure related to function in a system?

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

ISBN: 9781616291433

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/29FFD8C6-8762-4FC5-B398-841952BB2FCE>

Location: Unit 4 > Concept 1 > Lesson 6 > Educator Notes > Supporting Science Themes (Slide 4)

Original Text: Next, invite students to share what they have explored about the Supporting Science Theme in the concept. Accept all ideas and help students to collaboratively connect their learning across all disciplines.

Updated Text: Next, invite students to share what they have explored about the Supporting Science Theme in the concept. Accept all ideas and help students to collaboratively connect their learning across all disciplines.

Say:

- An object is a nonliving thing. How is structure related to function in an object?
- An organism is a living thing. How is structure related to function in an organism?
- A system has different parts that work together. How is structure related to function in a system?

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

ISBN: 9781616291433

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/29FFD8C6-8762-4FC5-B398-841952BB2FCE>

Location: Unit 4 > Concept 1 > Lesson 6 > Educator Notes > Supporting Science Themes (Slide 4)

Original Text: Say: We have explored Structure and Function as we learned about (Concept).

Updated Text: Say: We have explored Structure and Function as we learned about Comparing Animals.

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

ISBN: 9781616291433

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/A94B0969-5F5D-4BA5-8914-234795B6EB04>

Location: Unit 2 > Concept 2 > Lesson 8 > Educator Notes > Supporting Science Themes (Slide 3)

Original Text: Say: We have explored Scale, Proportion, and Quantity as we learned about Earth's Water.

Next, invite students to share what they have explored about the Supporting Science Theme in the concept. Accept all ideas and help students to collaboratively connect their learning across all disciplines.

Updated Text: Say: We have explored Scale and Quantity as we learned about Earth's Water. Scale is related to size, and quantity is related to numbers and measurements. Scientists use size and numbers to describe what they observe and make measurements.

Next, invite students to share what they have explored about the Supporting Science Theme in the concept. Accept all ideas and help students to collaboratively connect their learning across all disciplines.

Say:

- Size (scale) is how big or small something is. How did we use size (scale) to describe objects?
- Quantity is how much there is of something. How did we use quantity to describe objects?

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

ISBN: 9781616291655

Current Page Number(s): 71

Location: Hands-on Activity > Making Predictions

Original Text: What makes wagons move? Circle the picture that shows your prediction.

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 216 of 3538

Updated Text: What causes a wagon to move? Circle the picture that shows your prediction.

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

ISBN: 9781616291433

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/B4D1ADA1-6845-44FC-AD60-5F6E56DA5FD0>

Location: Unit 1 > Concept 2 > Lesson 3 > Hands-on Activity > Making Predictions (Slide 6)

Original Text: Making Predictions

You pull a wagon. How will it move? Look for the arrow that shows your prediction.

Updated Text: Making Predictions

What causes a wagon to move? Make your prediction.

You pull a wagon. How will it move? Look for the arrow that shows your prediction.

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

ISBN: 9781616291433

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/B77A6588-C428-41C0-95E7-0BE53F58C2DF>

Location: Unit 1 > Concept 2 > Lesson 1 > Educator Notes > Making a Claim (Slide 9)

Original Text: How do objects move?

Updated Text: How do objects move? What causes them to move?

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

ISBN: 9781616291631

Current Page Number(s): 58

Location: Making a Claim

Original Text: How do objects move?

Updated Text: How do objects move? What causes them to move?

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

ISBN: 9781616291433

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/B77A6588-C428-41C0-95E7-0BE53F58C2DF>

Location: Unit 1 > Concept 2 > Lesson 1 > Making a Claim (Slide 9)

Original Text: How do objects move?

Updated Text: How do objects move? What causes them to move?

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

ISBN: 9781616291655

Current Page Number(s): 61

Location: Making a Claim

Original Text: How do objects move?

Updated Text: How do objects move? What causes them to move?

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

ISBN: 9781616291433

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/F7246AAF-9B59-423A-9EE1-BAC6F5174F33>

Location: Unit 1 > Concept 2 > Lesson 2 > Educator Notes > What Did You Figure Out? (Slide 20)

Original Text: Use this opportunity to help students make the connection between the causes in the investigation and the effects.

Updated Text: Use this opportunity to help students make the connection between the causes in the investigation and the effects. Consider using a Cause and Effect graphic organizer to model these connections.

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

ISBN: 9781616291631

Current Page Number(s): 65

Location: What Did You Figure Out?

Original Text: Use this opportunity to help students make the connection between the causes in the investigation and the effects.

Updated Text: Use this opportunity to help students make the connection between the causes in the investigation and the effects. Consider using a Cause and Effect graphic organizer to model these connections.

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

ISBN: 9781616291433

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/0C3D29D8-ED92-4540-A3AE-C2EF26FB31C9>

Location: Unit 3 > Concept 3 > Lesson 3 > Educator Notes > Interactive > Turn and Talk (Slide 8)

Original Text: Turn and Talk

What combination of soil, light, and water produced the best tomato plants?

How do plants use soil and water?

Updated Text: Turn and Talk

What combination of soil, light, and water produced the best tomato plants?

How do plants use soil and water?

Be sure to give everyone a chance to share their ideas and respect each other's ideas.

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

ISBN: 9781616291433

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/01C2221C-B3D7-4045-A94C-34A6C2B08351>

Location: Unit 2 > Concept 2 > Lesson 4 > Video > Turn and Talk (Slide 8)

Original Text:

What can you learn from a model such as the one in the video? What can you not learn from a model?

Updated Text:

What does the model in the video help you to learn? What does the model not show?

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

ISBN: 9781616291433

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/01C2221C-B3D7-4045-A94C-34A6C2B08351>

Location: Unit 2 > Concept 2 > Lesson 4 > Educator Notes > Video > Turn and Talk (Slide 8)

Original Text:

• What can you learn from a model such as the one in the video? What can you not learn from a model? Student responses will vary. Sample student response: The model can help us learn about the properties of different bodies of water on Earth, such as if the water is solid or liquid. The model cannot accurately show all properties, such as size of the bodies of water.

Updated Text:

• What does the model in the video help you to learn? What does the model not show? Student responses will vary. Sample student response: The model can help us learn about the properties of different bodies of water on Earth, such as if the water is solid or liquid. The model cannot accurately show all properties, such as size of the bodies of water.

Help students to understand that models are helpful but have limitations. Say, A model can help us understand things in science. But models cannot show everything. Things that a model cannot show are called limitations.

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

ISBN: 9781616291693

Current Page Number(s): 73

Location: Video > Turn and Talk

Original Text: How would you compare the color of rivers and oceans?

Updated Text: • How would you compare the color of rivers and oceans?

• What does the model in the video help you to learn? What does the model not show?

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

ISBN: 9781616291679

Current Page Number(s): 62

Location: Video > Turn and Talk

Original Text: How would you compare the color of rivers and oceans? Student responses will vary. Sample response: Rivers can be clear, green, or muddy brown. Oceans may be blue or green and usually aren't clear.

Updated Text: • How would you compare the color of rivers and oceans? Student responses will vary. Sample response: Rivers can be clear, green, or muddy brown. Oceans may be blue or green and usually aren't clear.

• What does the model in the video help you to learn? What does the model not show? Student responses will vary. Sample student response: The model can help us learn about the properties of different bodies of water on Earth, such as if the water is solid or liquid. The model cannot accurately show all properties, such as size of the bodies of water.

Help students to understand that models are helpful but have limitations. Say, A model can help us understand things in

science. But models cannot show everything. Things that a model cannot show are called limitations.

Component: *Science Techbook for Texas by Discovery Education: Grade 1 Unit 4 Teacher Edition*

ISBN: 9781616291747

Current Page Number(s): xvi

Location: Materials List > Advance Prep

Original Text: Fill a 240 mL paper cup with elbow macaroni for each group.

Fill another 240 mL paper cup with beans for each group.

Updated Text: Fill a 240 mL plastic cup with elbow macaroni for each group.

Fill another 240 mL plastic cup with beans for each group.

Component: *Science Techbook for Texas by Discovery Education: Grade 1 Unit 4 Teacher Edition*

ISBN: 9781616291747

Current Page Number(s): xvi

Location: Materials List

Original Text: • Cup filled with dried black beans, 240 mL (about 8 oz)

• Cup filled with elbow macaroni, 240 mL (about 8 oz)

Updated Text: • Plastic cup filled with dried black beans, 240 mL (about 8 oz)

• Plastic cup filled with elbow macaroni, 240 mL (about 8 oz)

Component: *Science Techbook for Texas by Discovery Education: Grade 1 Unit 4 Teacher Edition*

ISBN: 9781616291747

Current Page Number(s): 4

Location: Materials List > Preparation

Original Text: Fill a 240 mL paper cup with elbow macaroni for each group.

Fill another 240 mL paper cup with beans for each group.

Updated Text: Fill a 240 mL plastic cup with elbow macaroni for each group.

Fill another 240 mL plastic cup with beans for each group.

Component: *Science Techbook for Texas by Discovery Education: Grade 1 Unit 4 Teacher Edition*

ISBN: 9781616291747

Current Page Number(s): 4

Location: Materials List

Original Text: • Cup filled with dried black beans, 240 mL (about 8 oz)

• Cup filled with elbow macaroni, 240 mL (about 8 oz)

Updated Text: • Plastic cup filled with dried black beans, 240 mL (about 8 oz)

• Plastic cup filled with elbow macaroni, 240 mL (about 8 oz)

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Component: Science Techbook for Texas by Discovery Education: Grade 1 Unit 4 Student Edition

ISBN: 9781616291761

Current Page Number(s): 4

Location: Materials List

Original Text: • Cup filled with dried black beans, 240 mL (about 8 oz)

- Cup filled with elbow macaroni, 240 mL (about 8 oz)

Updated Text: • Plastic cup filled with dried black beans, 240 mL (about 8 oz)

- Plastic cup filled with elbow macaroni, 240 mL (about 8 oz)

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

ISBN: 9781616291433

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/f2fbb81e-f3e7-4782-9556-44bca0345507>

Location: Concept 1 > Lesson 1 > Slide 8 > Materials List

Original Text: • Cup filled with dried black beans, 240 mL (about 8 oz)

- Cup filled with elbow macaroni, 240 mL (about 8 oz)

Updated Text: • Plastic cup filled with dried black beans, 240 mL (about 8 oz)

- Plastic cup filled with elbow macaroni, 240 mL (about 8 oz)

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

ISBN: 9781616291433

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/f2fbb81e-f3e7-4782-9556-44bca0345507>

Location: Concept 1 > Lesson 1 > Educator Notes > Slide 8 > Materials List

Original Text: • Cup filled with dried black beans, 240 mL (about 8 oz)

- Cup filled with elbow macaroni, 240 mL (about 8 oz)

Updated Text: • Plastic cup filled with dried black beans, 240 mL (about 8 oz)

- Plastic cup filled with elbow macaroni, 240 mL (about 8 oz)

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

ISBN: 9781616291433

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/f2fbb81e-f3e7-4782-9556-44bca0345507>

Location: Concept 1 > Lesson 1 > Educator Notes > Slide 8 > Materials List > Preparation

Original Text: Fill a 240 mL paper cup with elbow macaroni for each group.

Fill another 240 mL paper cup with beans for each group.

Updated Text: Fill a 240 mL plastic cup with elbow macaroni for each group.

Fill another 240 mL plastic cup with beans for each group.

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

ISBN: 9781616291679

Current Page Number(s): 26

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 221 of 3538

Location: Texas Essential Knowledge and Skills

Original Text: n/a

Updated Text: [Add standard]

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

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

ISBN: 9781616291631

Current Page Number(s): 120

Location: Texas Essential Knowledge and Skills

Original Text: n/a

Updated Text: [Add standard]

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

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

ISBN: 9781616291631

Current Page Number(s): 44

Location: Texas Essential Knowledge and Skills

Original Text: n/a

Updated Text: [Add standard]

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

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

ISBN: 9781616291631

Current Page Number(s): 120

Location: Texas Essential Knowledge and Skills

Original Text: n/a

Updated Text: [Add standard]

1.8.B Describe how some changes caused by heat may be reversed such as melting butter and other changes cannot be reversed such as cooking an egg or baking a cake.

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

ISBN: 9781616291433

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/765F05AF-7746-4461-8E6A-E45B62A4F5F8>

Location: Unit 2 > Concept 1 > Lesson 5 > Educator Notes > Texas Essential Knowledge and Skills

Original Text: n/a

Updated Text: [Add standard]

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

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

ISBN: 9781616291433

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/8BB2AD1A-E50D-4E18-AAE7-A8573855936F>

Location: Unit 1 > Concept 3 > Lesson 5 > Educator Notes > Texas Essential Knowledge and Skills

Original Text: n/a

Updated Text: [Add standard]

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

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

ISBN: 9781616291433

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/C1C52DEA-8259-4216-A902-587A526B64FB>

Location: Unit 1 > Concept 1 > Lesson 9 > Educator Notes > Texas Essential Knowledge and Skills

Original Text: n/a

Updated Text: [Add standard]

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

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

ISBN: 9781616291433

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/8BB2AD1A-E50D-4E18-AAE7-A8573855936F>

Location: Unit 1 > Concept 3 > Lesson 5 > Educator Notes > Texas Essential Knowledge and Skills

Original Text: n/a

Updated Text: [Add standard]

1.8.B Describe how some changes caused by heat may be reversed such as melting butter and other changes cannot be reversed such as cooking an egg or baking a cake.

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

ISBN: 9781616291631

Current Page Number(s): xii

Location: Unit Standards

Link to Updated Content:

[View Updated Content](#)

Original Text: new content

Updated Text: See updated content in URL_for_Updated_Text

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

ISBN: 9781616291631

Current Page Number(s): xxiv

Location: Standards Alignment

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 223 of 3538

Link to Updated Content:

[View Updated Content](#)

Original Text: new content

Updated Text: See updated content in URL_for_Updated_Text

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

ISBN: 9781616291679

Current Page Number(s): xii

Location: Unit Standards

Link to Updated Content:

[View Updated Content](#)

Original Text: new content

Updated Text: See updated content in URL_for_Updated_Text

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

ISBN: 9781616291679

Current Page Number(s): xxiii

Location: Standards Alignment

Link to Updated Content:

[View Updated Content](#)

Original Text: new content

Updated Text: See updated content in URL_for_Updated_Text

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

ISBN: 9781616291716

Current Page Number(s): xii

Location: Unit Standards

Link to Updated Content:

[View Updated Content](#)

Original Text: new content

Updated Text: See updated content in URL_for_Updated_Text

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

ISBN: 9781616291716

Current Page Number(s): xxiii

Location: Standards Alignment

Link to Updated Content:

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 224 of 3538

[View Updated Content](#)

Original Text: new content

Updated Text: See updated content in URL_for_Updated_Text

Component: *Science Techbook for Texas by Discovery Education: Grade 1 Unit 4 Teacher Edition*

ISBN: 9781616291747

Current Page Number(s): xii

Location: Unit Standards

Link to Updated Content:

[View Updated Content](#)

Original Text: new content

Updated Text: See updated content in URL_for_Updated_Text

Component: *Science Techbook for Texas by Discovery Education: Grade 1 Unit 4 Teacher Edition*

ISBN: 9781616291747

Current Page Number(s): xxiv

Location: Standards Alignment

Link to Updated Content:

[View Updated Content](#)

Original Text: new content

Updated Text: See updated content in URL_for_Updated_Text

Publisher: EduSmart

Science, Grade 1

Program: *2024 EduSmart Science Grade 1: TEKS*

Component: *2024 Edusmart Science Grade 1*

ISBN: 9781939511119

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 2

Location: background information

Link to Updated Content:

[View Updated Content](#)

Original Text: Matter is anything that has mass and takes up space.

Updated Text: Matter is anything that has mass and takes up space. Everything around us is matter that has physical properties that we can observe and identify with our senses, like shape, color, and texture, and attributes such as larger and smaller and heavier and lighter.

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 225 of 3538

Students will first have to learn to successfully observe and identify properties before classifying. They will need to be able to communicate the properties they identify, using grade-appropriate language. When we classify objects based on these properties, we're grouping them based on similarities and differences. Examples of properties:

Shape refers to the form or outline of an object. Objects can have various shapes, such as round, square, rectangular, or triangular. The shape helps us recognize and differentiate different objects.

Color refers to the appearance of an object when light reflects off its surface. Objects can have different colors, such as red, blue, yellow, or green. We can identify and describe objects based on their color.

Texture refers to how an object feels when we touch it. Objects can feel smooth, rough, bumpy, soft, or hard. We can use our sense of touch to explore the texture of different objects.

Size refers to the physical dimensions of an object, such as how big or small it is. We can compare objects based on their size, such as something being taller or shorter, longer or shorter, or bigger or smaller.

Mass refers to how heavy or light an object is. We can compare the mass of different objects by lifting them or using a balance. Objects can be heavy, light, or somewhere in between.

Component: 2024 Edusmart Science Grade 1

ISBN: 9781939511119

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 1

Location: background information

Link to Updated Content:

[View Updated Content](#)

Original Text: Moving water

can pick up and carry (erosion) pieces of soil and rock sediments/particles and eventually drop the soil and rock sediments/particles off in another location (deposition).

Updated Text: Moving water can pick up

and carry pieces of soil and rock sediments/particles and eventually drop the soil and rock sediments/particles off in another location.

Component: 2024 Edusmart Science Grade 1

ISBN: 9781939511119

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 2

Location: background information

Link to Updated Content:

[View Updated Content](#)

Original Text: Matter is anything that has mass and takes up space.

Updated Text: Matter is anything that has mass and takes up space. Everything around us is matter that has physical properties that we can observe and identify with our senses, like shape, color, and texture, and attributes such as larger and smaller and heavier and lighter.

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 226 of 3538

Students will first have to learn to successfully observe and identify properties before classifying. They will need to be able to communicate the properties they identify, using grade-appropriate language. When we classify objects based on these properties, we're grouping them based on similarities and differences. Examples of properties:

Shape refers to the form or outline of an object. Objects can have various shapes, such as round, square, rectangular, or triangular. The shape helps us recognize and differentiate different objects.

Color refers to the appearance of an object when light reflects off its surface. Objects can have different colors, such as red, blue, yellow, or green. We can identify and describe objects based on their color.

Texture refers to how an object feels when we touch it. Objects can feel smooth, rough, bumpy, soft, or hard. We can use our sense of touch to explore the texture of different objects.

Size refers to the physical dimensions of an object, such as how big or small it is. We can compare objects based on their size, such as something being taller or shorter, longer or shorter, or bigger or smaller.

Mass refers to how heavy or light an object is. We can compare the mass of different objects by lifting them or using a balance. Objects can be heavy, light, or somewhere in between.

Component: 2024 Edusmart Science Grade 1

ISBN: 9781939511119

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 1

Location: background information

Link to Updated Content:

[View Updated Content](#)

Original Text: Moving water

can pick up and carry (erosion) pieces of soil and rock sediments/particles and eventually drop the soil and rock sediments/particles off in another location (deposition).

Updated Text: Moving water can pick up

and carry pieces of soil and rock sediments/particles and eventually drop the soil and rock sediments/particles off in another location.

Component: 2024 Edusmart Science Grade 1

ISBN: 9781939511119

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 2

Location: background information

Link to Updated Content:

[View Updated Content](#)

Original Text: Matter is anything that has mass and takes up space.

Updated Text: Matter is anything that has mass and takes up space. Everything around us is matter that has physical properties that we can observe and identify with our senses, like shape, color, and texture, and attributes such as larger and smaller and heavier and lighter.

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Students will first have to learn to successfully observe and identify properties before classifying. They will need to be able to communicate the properties they identify, using grade-appropriate language. When we classify objects based on these properties, we're grouping them based on similarities and differences. Examples of properties:

Shape refers to the form or outline of an object. Objects can have various shapes, such as round, square, rectangular, or triangular. The shape helps us recognize and differentiate different objects.

Color refers to the appearance of an object when light reflects off its surface. Objects can have different colors, such as red, blue, yellow, or green. We can identify and describe objects based on their color.

Texture refers to how an object feels when we touch it. Objects can feel smooth, rough, bumpy, soft, or hard. We can use our sense of touch to explore the texture of different objects.

Size refers to the physical dimensions of an object, such as how big or small it is. We can compare objects based on their size, such as something being taller or shorter, longer or shorter, or bigger or smaller.

Mass refers to how heavy or light an object is. We can compare the mass of different objects by lifting them or using a balance. Objects can be heavy, light, or somewhere in between.

Component: 2024 Edusmart Science Grade 1

ISBN: 9781939511119

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 1

Location: background information

Link to Updated Content:

[View Updated Content](#)

Original Text: Moving water

can pick up and carry (erosion) pieces of soil and rock sediments/particles and eventually drop the soil and rock sediments/particles off in another location (deposition).

Updated Text: Moving water can pick up

and carry pieces of soil and rock sediments/particles and eventually drop the soil and rock sediments/particles off in another location.

Component: 2024 Edusmart Science Grade 1

ISBN: 9781939511119-G1

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 2

Location: background information

Link to Updated Content:

[View Updated Content](#)

Original Text: Matter is anything that has mass and takes up space.

Updated Text: Matter is anything that has mass and takes up space. Everything around us is matter that has physical properties that we can observe and identify with our senses, like shape, color, and texture, and attributes such as larger and smaller and heavier and lighter.

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Students will first have to learn to successfully observe and identify properties before classifying. They will need to be able to communicate the properties they identify, using grade-appropriate language. When we classify objects based on these properties, we're grouping them based on similarities and differences. Examples of properties:

Shape refers to the form or outline of an object. Objects can have various shapes, such as round, square, rectangular, or triangular. The shape helps us recognize and differentiate different objects.

Color refers to the appearance of an object when light reflects off its surface. Objects can have different colors, such as red, blue, yellow, or green. We can identify and describe objects based on their color.

Texture refers to how an object feels when we touch it. Objects can feel smooth, rough, bumpy, soft, or hard. We can use our sense of touch to explore the texture of different objects.

Size refers to the physical dimensions of an object, such as how big or small it is. We can compare objects based on their size, such as something being taller or shorter, longer or shorter, or bigger or smaller.

Mass refers to how heavy or light an object is. We can compare the mass of different objects by lifting them or using a balance. Objects can be heavy, light, or somewhere in between.

Component: 2024 Edusmart Science Grade 1

ISBN: 9781939511119-G1

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 1

Location: background information

Link to Updated Content:

[View Updated Content](#)

Original Text: none

Updated Text: Sometimes, when a change occurs, it can actually make an object more stable or secure. For example, if we reinforce a doghouse with stronger materials or add more support, it can become more stable and sturdier. These changes help the doghouse stay strong and protected, providing a safe place for a dog to rest.

On the other hand, some changes can lead to a need for more changes or modifications in an object like a doghouse. For instance, if we decide to add windows or a door to the doghouse, it may make it more comfortable and improve air circulation. However, these changes might also prompt additional adjustments, such as reinforcing the structure to accommodate the new openings.

Component: 2024 Edusmart Science Grade 1

ISBN: 9781939511119-G1

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 2

Location: reflection questions

Link to Updated Content:

[View Updated Content](#)

Original Text: none

Updated Text: 3. What happens if something in the system changes? Examples- Materials, build time, your group size, building surface. Answers may vary. You may build in a different way, the house or toy may not work as well, or there may be little to no change.

Component: 2024 Edusmart Science Grade 1

ISBN: 9781939511119-G1

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 1

Location: top of page

Link to Updated Content:

[View Updated Content](#)

Original Text: none

Updated Text: Predicting changes caused by heating and cooling is important for understanding the behavior of matter. When a substance is heated or cooled, the increase or decrease in thermal energy can lead to various changes in its physical properties. One of the changes that can occur when heating or cooling a substance is a change of state. When solids are heated, they can melt into a liquid. When liquids are cooled, they can change into a solid.

Component: 2024 Edusmart Science Grade 1

ISBN: 9781939511119-G1

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 3

Location: top of page

Link to Updated Content:

[View Updated Content](#)

Original Text: none

Updated Text: Scientists use tools to measure and compare properties of matter. They will also record descriptive observations of matter that they identify. Recording observations allows them to document, describe, and identify findings, experiences, and ideas. By recording observations, they can refer to them later, compare different observations, and remember important details.

Component: 2024 Edusmart Science Grade 1

ISBN: 9781939511119-G1

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 1

Location: background information

Link to Updated Content:

[View Updated Content](#)

Original Text: Moving water can pick up and carry (erosion) pieces of soil and rock sediments/particles and eventually drop the soil and rock sediments/particles off in another location (deposition).

Updated Text: Moving water can pick up and carry pieces of soil and rock sediments/particles and eventually drop the soil and rock sediments/particles off in another location.

Publisher: Houghton Mifflin Harcourt

Science, Grade 1

Program: *HMH Into Science Texas Hybrid Classroom Package Grade 1: TEKS*

Component: *HMH Into Science Texas Teacher License Digital Grade 1*

ISBN: 9780358860198

Link to Current Content:

[View Current Content](#)

Current Page Number(s): Assessment Guide Answer Key, Grade 1 Skills Bank tab

Location: Skills and Themes Bank, question 48, Question # column

Original Text: "48"

Updated Text: "47"

Component: *HMH Into Science Texas Teacher License Digital Grade 1*

ISBN: 9780358860198

Link to Current Content:

[View Current Content](#)

Current Page Number(s): Assessment Guide Answer Key, Grade 1 Skills Bank tab

Location: Skills and Themes Bank, question 46, Question # column

Original Text: "46"

Updated Text: "48"

Component: *HMH Into Science Texas Teacher License Digital Grade 1*

ISBN: 9780358860198

Link to Current Content:

[View Current Content](#)

Current Page Number(s): TEKS 1.1-1.5 Skills & Themes Bank

Location: Item 42, prompt, last sentence

Original Text: N/A

Updated Text: "Where is the BEST place for Cammi to tell Elliot her plan?"

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 231 of 3538

Component: *HMH Into Science Texas Teacher License Digital Grade 1*

ISBN: 9780358860198

Link to Current Content:

[View Current Content](#)

Current Page Number(s): TEKS 1.1-1.5 Skills & Themes Bank

Location: Item 47, answer choices

Original Text: A. "eyes on speaker"

D. "write notes about the life cycle in science journal."

Updated Text: A. "keeping eyes on speaker."

D. "writing notes about the life cycle in science journal".

Component: *HMH Into Science Texas Teacher License Digital Grade 1*

ISBN: 9780358860198

Link to Current Content:

[View Current Content](#)

Current Page Number(s): Assessment Guide Answer Key, Grade 1 Skills Bank tab

Location: Skills and Themes Bank, question 47, Question # column

Original Text: "47"

Updated Text: "46"

Component: *HMH Into Science Texas Teacher Guide Grade 1*

ISBN: 9780358841548

Link to Current Content:

[View Current Content](#)

Current Page Number(s): P. 50

Location: Column 2, Preparation Tips, paragraph 3, after last sentence

Original Text: N/A

Updated Text: "To clean the beaker and remove the melted crayon, freeze the beaker. Use a wooden craft stick to lift the wax out of the beaker. For easier clean up, grease the beaker before beginning the activity."

Component: *HMH Into Science Texas Student Edition Print Consumable Grade 1*

ISBN: 9780358861645

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 73

Location: Column 1, image 2

Original Text: Image of child running does not include a ball

Updated Text: Image re-cropped to include ball

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 232 of 3538

Component: *HMH Into Science Texas Student Edition Print Consumable Grade 1*

ISBN: 9780358861645

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 73

Location: Column 2, image 3

Original Text: Image of child running does not include a ball

Updated Text: Image re-cropped to include ball

Component: *HMH Into Science Texas Teacher Guide Grade 1*

ISBN: 9780358841548

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 83

Location: Column 1, Step 2, paragraph 2, sentences 1–2

Original Text: "...Change Science Themes Organizer to draw and label the parts of their house. Children can describe how it relates to their solution."

Updated Text: "...Change Science Themes Organizer to show and describe how their model will change the temperature inside the box. Children can also use it to share their solution."

Component: *HMH Into Science Texas Teacher Guide Grade 1*

ISBN: 9780358841548

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 91

Location: Column 2, Exit Ticket/Formative Assessment, sentence 2.

Original Text: "Remind them that heat is not just used to warm our homes and bodies."

Updated Text: "Remind them that heat is not just used to warm our homes."

Component: *HMH Into Science Texas Teacher Guide Grade 1*

ISBN: 9780358841548

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 106

Location: Column 2, paragraph 3, Support for Children's Answers, sentence 2-4

Original Text: "How does the lemonade change? Answer: First the liquid lemonade freezes and becomes a solid. Then it thaws or melts and becomes a liquid again."

Updated Text: "How does the lemonade change? Label the picture to show how it changes. Answer: 1st label: freeze, 2nd label: thaw"

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Component: *HMH Into Science Texas Student Edition Print Consumable Grade 1*

ISBN: 9780358861645

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 134

Location: Column 1, all images

Original Text: From top to bottom, images are park in spring, park in fall, park in winter, park in summer

Updated Text: From top to bottom, images are park in spring, park in summer, park in fall, park in winter

Component: *HMH Into Science Texas Student Edition Print Consumable Grade 1*

ISBN: 9780358861645

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 143

Location: Paragraph 3

Original Text: "An ocean is a huge body of salty water. The water may look clear, blue-green, or cloudy and blue."

Updated Text: "Many trees lose their leaves in winter. Some animals grow thick fur to stay warm. Some have turned white to hide. Other animals sleep in winter."

Component: *HMH Into Science Texas Teacher Guide Grade 1*

ISBN: 9780358841548

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 115

Location: Column 1, Patterns of Seasons, Learning Objective

Original Text: "Children will be able to predict the order of the seasons in the year and describe changes in nature that happen as the seasons change."

Updated Text: "Children will be able to describe and predict the order of the seasons in the year."

Component: *HMH Into Science Texas Teacher Guide Grade 1*

ISBN: 9780358841548

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 115

Location: Column 2, Patterns of Daylight, Learning Objective

Original Text: "Children will be able to describe and predict the patterns of seasons of the year such as order of occurrence and changes in nature."

Updated Text: "Children will be able to describe and predict the patterns of seasons of the year such changes in nature."

Component: *HMH Into Science Texas Teacher Guide Grade 1*

ISBN: 9780358841548

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 117

Location: Column 1, Connection to Community, Seasonal Community Calendar, sentence 1

Original Text: "families"

Updated Text: "parents or guardians"

Component: *HMH Into Science Texas Teacher Guide Grade 1*

ISBN: 9780358841548

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 123

Location: Column 1, Model and Explain, sentence 3

Original Text: "Model noticing that spring is already placed in the second row."

Updated Text: "Use the first entry for spring to model how to complete the exit ticket and to explain your thinking."

Component: *HMH Into Science Texas Teacher Guide Grade 1*

ISBN: 9780358841548

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 128

Location: Column 1, Ed Online Box, item 3

Original Text: "Patterns Science Themes Graphic Organizer"

Updated Text: "Stability and Change Science Themes Organizer"

Component: *HMH Into Science Texas Teacher Guide Grade 1*

ISBN: 9780358841548

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 128

Location: Column 1, Key Learning Activity, Check Children's Understanding, paragraph 2, sentence 2

Original Text: "Patterns Science Themes Graphic Organizer"

Updated Text: "Stability and Change Science Themes Organizer"

Component: *HMH Into Science Texas Student Edition Print Consumable Grade 1*

ISBN: 9780358861645

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 134

Location: Stop, sentence 2

Original Text: "You've finished Day 3."

Updated Text: "You've finished Day 2."

Component: *HMH Into Science Texas Teacher Guide Grade 1*

ISBN: 9780358841548

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 120

Location: Column 1, Learning Objective

Original Text: "Children will be able to predict the order of the seasons in the year and describe changes in nature that happen as the seasons change."

Updated Text: "Children will be able to describe and predict the order of the seasons in the year."

Component: *HMH Into Science Texas Teacher Guide Grade 1*

ISBN: 9780358841548

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 124

Location: Column 1, Learning Objective

Original Text: "Children will be able to describe and predict the patterns of seasons of the year such as order of occurrence and changes in nature."

Updated Text: "Children will be able to describe and predict the patterns of seasons of the year such as changes in nature."

Component: *HMH Into Science Texas Teacher Guide Grade 1*

ISBN: 9780358841548

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 129

Location: Column 2, Model and Explain Strategies, sentence 2

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 236 of 3538

Original Text: "Patterns Science Themes Graphic Organizer"

Updated Text: "Stability and Change Science Themes Organizer"

Component: *HMH Into Science Texas Teacher Guide Grade 1*

ISBN: 9780358841548

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 145

Location: Column 2, Step 4

Original Text: "Children should write their question on a separate piece of paper or discuss them as partners."

Updated Text: "After children record their questions, they can discuss them with a partner."

Component: *HMH Into Science Texas Teacher Guide Grade 1*

ISBN: 9780358841548

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 179

Location: Column 2, Steps 2 and 3

Original Text: "...bodies of water and comparisons of different features for the same pairs of bodies of water."

Updated Text: ".....bodies of water."

Component: *HMH Into Science Texas Teacher Guide Grade 1*

ISBN: 9780358841548

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 179

Location: Column 2, Step 4, sentence 3

Original Text: "Encourage children to see their classmate's personal experience as sources of scientific data."

Updated Text: "Encourage children to listen to their classmate's personal experiences."

Component: *HMH Into Science Texas Teacher Guide Grade 1*

ISBN: 9780358841548

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 189

Location: Column 2, Day 4, Preparation Tips

Original Text: "On at least some of those days, the weather will need to be raining, sleeting, or snowing."

Updated Text: "The activity will work best if precipitation is present on some of the days."

Component: *HMH Into Science Texas Teacher Guide Grade 1*

ISBN: 9780358841548

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 198

Location: Column 2, Preparation Tips, sentence 2

Original Text: "On the last day they also complete Steps 4 and 5."

Updated Text: N/A

Component: *HMH Into Science Texas Teacher Guide Grade 1*

ISBN: 9780358841548

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 213

Location: Column 1, Connection to Community, Water Usage

Original Text: "Water Usage: Have children work with a parent or guardian to list ways in which the family uses water at home. Encourage children to share their lists with the class."

Updated Text: N/A

Component: *HMH Into Science Texas Teacher Guide Grade 1*

ISBN: 9780358841548

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 217

Location: Column 1, Step 1, sentence 3

Original Text: "list all the things they and their families do to use water."

Updated Text: "list all the things they do to use water."

Component: *HMH Into Science Texas Teacher Guide Grade 1*

ISBN: 9780358841548

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 220

Location: Column 2, Preparation Tips, sentence 2

Original Text: N/A

Updated Text: "Pottery clay is very similar to clay soil." after first sentence in paragraph.

Component: *HMH Into Science Texas Teacher Guide Grade 1*

ISBN: 9780358841548

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 221

Location: Column 1, Steps 4–5, paragraph 2, sentence 3

Original Text: N/A

Updated Text: "Inform children that clay is common in many soils. So, students can think about the clay when describing how they used soil." at end of paragraph after "... how they used the rocks and soil."

Component: *HMH Into Science Texas Teacher Guide Grade 1*

ISBN: 9780358841548

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 222

Location: Column 1, Support for Children's Answers, Claims, Evidence, and Reasoning, sentence 2

Original Text: "Tell a partner. Listen to each other's evidence. Talk about how the evidence supports the claim. Tell your reasoning."

Updated Text: "Talk with a partner about your reasoning."

Component: *HMH Into Science Texas Teacher Guide Grade 1*

ISBN: 9780358841548

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 225

Location: Column 2, Steps 5–6, paragraph 1

Original Text: "the seeds grow down"

Updated Text: "the roots grow down"

Component: *HMH Into Science Texas Teacher Guide Grade 1*

ISBN: 9780358841548

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 225

Location: Column 2, Support for Children's Answers, paragraph 5

Original Text: "Explain how you used rocks and soil."

Updated Text: "How did you use patterns to identify how plants use water?"

Component: *HMH Into Science Texas Teacher Guide Grade 1*

ISBN: 9780358841548

Link to Current Content:

[View Current Content](#)

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 239 of 3538

Current Page Number(s): p. 226

Location: Column 1, Support for Children's Answers, Claims, Evidence, and Reasoning, sentence 2

Original Text: "Tell a partner. Listen to each other's evidence. Talk about how the evidence supports the claim. Tell your reasoning."

Updated Text: "Talk with a partner about your reasoning."

Component: *HMH Into Science Texas Student License Digital Grade 1*

ISBN: 9780358859710

Link to Current Content:

[View Current Content](#)

Current Page Number(s): TEKS Lesson 1.11.A, Day 4, Screen 3

Location: Step 2, sentence 1

Original Text: "Give Seed A 1/2 inch of water every day."

Updated Text: "Water Seed A every day."

Component: *HMH Into Science Texas Student Edition Print Consumable Grade 1*

ISBN: 9780358861645

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 251

Location: Step 2, sentence 1

Original Text: "Give Seed A 1/2 inch of water every day."

Updated Text: "Water Seed A every day."

Component: *HMH Into Science Texas Student Edition Print Consumable Grade 1*

ISBN: 9780358861645

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 280

Location: Exit Ticket, sentence 3-4

Original Text: "People and animals need clean water to drink. Animals that live in water need clean water."

Updated Text: N/A

Component: *HMH Into Science Texas Teacher Guide Grade 1*

ISBN: 9780358841548

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 237

Location: Column 1, Do the Math, sentence 1

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 240 of 3538

Original Text: "which child used more water for teeth brushing."

Updated Text: "how much water each child used for teeth brushing."

Component: *HMH Into Science Texas Teacher Guide Grade 1*

ISBN: 9780358841548

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 237

Location: Column 1, Connection to Community, sentence 1

Original Text: "Conserving Water at Home: Have children share with a parent ... by considering tasks such as washing clothes or dishes."

Updated Text: "Community Center Water Conservation: As a class, write a letter or email to a local community center. Lead a class discussion to have children share what they have learned about conserving water, and use their ideas for the letter. Have children ask questions for the community center leaders what they do to conserve water in their building."

Component: *HMH Into Science Texas Teacher Guide Grade 1*

ISBN: 9780358841548

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 237

Location: Column 2, Formative Assessment: TEKS Quiz

Original Text: "Living Things Use Earth Materials"

Updated Text: "Conserve Water"

Component: *HMH Into Science Texas Teacher Guide Grade 1*

ISBN: 9780358841548

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 238

Location: Column 1, Elicit Children's Thinking, sentence 1

Original Text: "Elicit Children's Thinking by asking children to explain why water is an important natural resource. If children struggle, present scenarios that use water, such as washing clothes or cooking pasta, and ask what children might do if they did not have water."

Updated Text: "Elicit Children's Thinking by asking children about why water is such an important natural resource by leading a class discussion about how students use water each day and see water used. If children struggle, present scenarios that use water, such as washing clothes or cooking pasta."

Component: *HMH Into Science Texas Teacher Guide Grade 1*

ISBN: 9780358841548

Link to Current Content:

[View Current Content](#)

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 241 of 3538

Current Page Number(s): p. 241

Location: Column 2, Support for Children's Answers, sentence 1

Original Text: "Support for Children's Answers Describe ways to conserve the water that is being wasted."

Updated Text: "Ask children to describe ways to conserve the water that is being wasted."

Component: *HMH Into Science Texas Teacher Guide Grade 1*

ISBN: 9780358841548

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 242

Location: Column 1, Support for Children's Answers: Claims, Evidence, and Reasoning, sentence 1

Original Text: "Make a claim about how people can use less water."

Updated Text: "Make a claim about how water can be conserved."

Component: *HMH Into Science Texas Teacher Guide Grade 1*

ISBN: 9780358841548

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 242

Location: Column 1, Support for Children's Answers

Original Text: "Support for Children's Answers People and animals need water ... take short showers by setting a timer."

Updated Text: "Support for Children's Answers People and animals need water ... take short showers by setting a timer."

Component: *HMH Into Science Texas Teacher Guide Grade 1*

ISBN: 9780358841548

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 243

Location: Column 1, Check Children's Understanding, sentence 3

Original Text: "the woman is attempting to fix the pipes"

Updated Text: "the woman is fixing the pipes"

Component: *HMH Into Science Texas Teacher Guide Grade 1*

ISBN: 9780358841548

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 245

Location: Column 2, Children as Scientists, sentence 1

Original Text: "scientists often have to test several designs"

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 242 of 3538

Updated Text: "scientists often have to test and improve designs several times"

Component: *HMH Into Science Texas Teacher Guide Grade 1*

ISBN: 9780358841548

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 246

Location: Column 1, Support for Children's Answers: Claims, Evidence, and Reasoning, sentence 1

Original Text: "Make a claim about how and why you can protect water. What is your evidence? Tell a partner. Listen to each other's evidence. Talk about how the evidence supports the claim."

Updated Text: "Make a claim about how you can protect water. What is your evidence? Talk with a partner about the design of your tool as evidence for your claim."

Component: *HMH Into Science Texas Teacher Guide Grade 1*

ISBN: 9780358841548

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 246

Location: Column 1, Performance Indicators, item 3

Original Text: "identify and describe how humans use rocks and soil"

Updated Text: "design a solution to the problem of trash in water"

Component: *HMH Into Science Texas Teacher Guide Grade 1*

ISBN: 9780358841548

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 246

Location: Column 2, Support for Children's Answers, sentence 7

Original Text: "I can help clean up a body of water or a beach."

Updated Text: "I pick up trash that I see by the river."

Component: *HMH Into Science Texas Teacher Guide Grade 1*

ISBN: 9780358841548

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 247

Location: Column 1, Support for Children's Answers

Original Text: "A. People drink it; C. Animals live in it."

Updated Text: "A. child drinking water; C. animal underwater"

Component: *HMH Into Science Texas Teacher Guide Grade 1*

ISBN: 9780358841548

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 249

Location: Column 1, Elicit Children's Thinking, sentence 3-5

Original Text: "Children should have grown in their depth of knowledge about water conservation. What does it mean to conserve water? Why should we conserve water? Why should we work to help keep water clean?"

Updated Text: "Children should have grown in their depth of knowledge about water conservation. If students need extra support, ask questions to elicit children's thinking and prepare them to answer the guiding question. What does it mean to conserve water? Why should we conserve water? Why should we work to help keep water clean?"

Component: *HMH Into Science Texas Teacher Guide Grade 1*

ISBN: 9780358841548

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 249

Location: Column 1, Answer the Guiding Question, Sample Answer

Original Text: "Sample answer: It is important to conserve water because people, animals, and plants need water to live. We should use water wisely and not waste it. We should keep water clean for animals who live in it and for people and animals that drink it."

Updated Text: "Sample answer: Living things need water every day. They need it to drink. Animals that live in water need clean water."

Component: *HMH Into Science Texas Teacher Guide Grade 1*

ISBN: 9780358841548

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 254

Location: Column 2, Language Objective

Original Text: "Orally describe and compare the properties of different types of matter through science investigation with peer collaboration. Write about these properties. ELSP: 3H, 4C"

Updated Text: "To support students in the acquisition and use of scientific language, including vocabulary."

Component: *HMH Into Science Texas Teacher Guide Grade 1*

ISBN: 9780358841548

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 256

Location: Column 1, Activate Prior Knowledge, sentence 1

Original Text: "...click the hot spots to review what plants and animals need..."

Updated Text: "...click the images to review what plants and animals need..."

Component: *HMH Into Science Texas Teacher Guide Grade 1*

ISBN: 9780358841548

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 266

Location: Column 2, Read, Write, Share, After paragraph 1

Original Text: N/A

Updated Text: "Sample answer: The problem is wildfires and droughts have made the toads lose their habitats. A solution could be to make safe habitats for them."

Component: *HMH Into Science Texas Teacher Guide Grade 1*

ISBN: 9780358841548

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 275

Location: Column 1, Support for Children's Answers

Original Text: "Support for Children's Answers GUIDING QUESTION: How do living things depend on living and nonliving things in an environment? Sample answer: A tree provides a home for a bird. Worms live in the dirt."

Updated Text: N/A

Component: *HMH Into Science Texas Teacher Guide Grade 1*

ISBN: 9780358841548

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 271

Location: Column 1, Day 2, Preparation Tips, Sentence 4

Original Text: N/A

Updated Text: "Children should not cut the bottles."

Component: *HMH Into Science Texas Teacher Guide Grade 1*

ISBN: 9780358841548

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 276

Location: Column 2, Preparation Tips, paragraph 1, sentence 3.

Original Text: N/A

Updated Text: "Children should not cut the bottles."

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 245 of 3538

Component: *HMH Into Science Texas Teacher Guide Grade 1*

ISBN: 9780358841548

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 271

Location: Column 2, Day 5, Preparation Tips, sentence 3

Original Text: N/A

Updated Text: "Fish can live multiple years in an aquarium with proper care. Please consider whether you can commit to maintaining the aquarium before beginning this activity. As an alternative, many larger aquarium facilities offer live stream videos of their aquariums online. You can find one of these online so children can conduct their observations. If you do use fish, wait 24 hours after adding water to the aquarium before adding fish."

Component: *HMH Into Science Texas Teacher Guide Grade 1*

ISBN: 9780358841548

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 284

Location: Column 2, Preparation Tips, sentence 3

Original Text: N/A

Updated Text: "Fish can live multiple years in an aquarium with proper care. Please consider whether you can commit to maintaining the aquarium before beginning this activity. As an alternative, many larger aquarium facilities offer live stream videos of their aquariums online. You can find one of these online so children can conduct their observations. If you do use fish, wait 24 hours after adding water to the aquarium before adding fish."

Component: *HMH Into Science Texas Teacher Guide Grade 1*

ISBN: 9780358841548

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 293

Location: Column 1, Day 2, Preparation Tips

Original Text: "The school librarian and other primary grade teachers can help identify books that will be useful for children to use for this activity"

Updated Text: "Gather a variety of books about food chains and animal interactions that children can reference for this activity."

Component: *HMH Into Science Texas Teacher Guide Grade 1*

ISBN: 9780358841548

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 314

Location: Column 1, Sense-Making

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 246 of 3538

Original Text: "Children will understand that animals have body parts that are designed to help them move...."

Updated Text: "Children will understand that animals have body parts to help them move...."

Component: *HMH Into Science Texas Teacher Guide Grade 1*

ISBN: 9780358841548

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 315

Location: Column 1, Do The Math, sentence 2 MOVE TO Column 1, Do the Math, Support for Children's Answers, sentence 2

Original Text: "Children can count the teeth in a partner's mouth or find the information using an online resource."

Updated Text: "Provide children with resources for research such as books or approved websites."

Component: *HMH Into Science Texas Teacher Guide Grade 1*

ISBN: 9780358841548

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 320

Location: Column 1, Sense-Making,

Original Text: "Children will understand that each animal has body parts that are specially designed to help it eat, find food, stay safe, and move within its environment."

Updated Text: "Children will understand that each animal has body parts to help it eat, find food, stay safe, and move within its environment."

Component: *HMH Into Science Texas Teacher Guide Grade 1*

ISBN: 9780358841548

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 334

Location: Column 2, Check Children's Understanding, sentence 1

Original Text: "by having children read about a duck's life cycle. Ask children to tell if a bird and a duck belong to the same family and how they know."

Updated Text: "by reading about the life cycle of a duck. Encourage them to name other birds that hatch from eggs and get bigger as they grow."

Component: *HMH Into Science Texas Teacher Guide Grade 1*

ISBN: 9780358841548

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 334

Location: Column 2, Support for Children's Answers, Sample Answer, sentence 3

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 247 of 3538

Original Text: ".....A duck's feathers change colors as it gets older. A bird's feathers do not change color."

Updated Text: "...The adult duck has webbed feet. My model of an adult bird has sharp talons."

Component: *HMH Into Science Texas Teacher License Digital Grade 1*

ISBN: 9780358860198

Link to Current Content:

[View Current Content](#)

Current Page Number(s): Assessment Guide Answer Key, TEKS 1.13 tab

Location: TEKS Quiz, Animal Life Cycles (TEKS 1.13.B) Quiz, Question 6, Reteaching Support column

Original Text: N/A

Updated Text: "If students miss this item, they may need review of what animals look like during different stages of its life cycle. Show students real world examples of dogs and cats in their life cycles. Have students write down observations."

Component: *HMH Into Science Texas Teacher Guide Grade 1*

ISBN: 9780358841548

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 362

Location: Column 1, Learning Objective

Original Text: "Children will understand that young animals have the same body parts and body coverings as their parents...."

Updated Text: "Children will understand that most young animals have the same body parts and body coverings as their parents...."

Publisher: McGraw Hill

Science, Grade 1

Program: *McGraw Hill Texas Science, Grade 1: TEKS*

Component: *McGraw Hill Texas Science, Grade 1, Student Edition*

ISBN: 9781264901340

Current Page Number(s): 8

Location: Bottom of the page, Talk About It

Original Text: Why would a scientist investigate popcorn?

Updated Text: Identify a scientist you have learned about.

Component: *McGraw Hill Texas Science, Grade 1, Student Edition*

ISBN: 9781264901340

Current Page Number(s): 12

Location: Bottom of the page, Talk About It

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 248 of 3538

Original Text: N/A

Updated Text: Talk About It
Identify an engineer you have learned about.

Component: McGraw Hill Texas Science, Grade 1, Student Edition

ISBN: 9781264901340

Current Page Number(s): 12

Location: First sentence

Original Text: An engineer identifies problems.

Updated Text: Engineers identify problems.

Component: McGraw Hill Texas Science, Grade 1, Student Edition

ISBN: 9781264901340

Current Page Number(s): 12

Location: Sentence on the page above "DIRECTIONS"

Original Text: "prototype" is bold and highlighted

Updated Text: remove bold and highlight

Component: McGraw Hill Texas Science, Grade 1, Student Edition

ISBN: 9781264901340

Current Page Number(s): 16

Location: Photo on the left side of the page, under first paragraph of text.

Original Text: Photo of two young students

Updated Text: Different photo of young students collaborating in a classroom setting.

Component: McGraw Hill Texas Science, Grade 1, Student Edition

ISBN: 9781264901340

Current Page Number(s): 51

Location: Talk About It at the bottom of the page

Original Text: N/A

Updated Text: Talk About It How can you describe the structures by counting and comparing the number of red, blue, and yellow blocks? Tell a partner.

Component: McGraw Hill Texas Science, Grade 1, Student Edition

ISBN: 9781264901340

Current Page Number(s): 61

Location: Bottom of the page, left

Original Text: Video Screenshot of glass blowing in progress

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 249 of 3538

Updated Text: Video Screenshot of finished, blown glass

Component: McGraw Hill Texas Science, Grade 1, Student Edition

ISBN: 9781264901340

Current Page Number(s): 113

Location: The text in Ellie, Sita, and Ren's texting bubbles.

Original Text: Ellie: My mom and I are planting a garden. The soil is clumpy and brown. Is all soil clumpy and brown?

Sita: I think soil is all the same color and texture.

Ren: I think soil can be different colors and textures.

Updated Text: Ellie: My mom and I are planting a garden. I think soil is tiny pieces of rock.

Sita: I think soil is tiny pieces of rock and bits of dead plants and animals that are alive.

Ren: I think soil is tiny pieces of rock and bits of dead plants and animals.

Component: McGraw Hill Texas Science, Grade 1, Student Edition

ISBN: 9781264901340

Current Page Number(s): 219

Location: Bottom of the page, left, video screenshot

Original Text: Photo of bird nest

Updated Text: Illustration of a bird drinking water

Component: McGraw Hill Texas Science, Grade 1, Student Edition

ISBN: 9781264901340

Current Page Number(s): 219

Location: Bottom of the page, center, blue text box

Original Text: Watch Is It Living?

Updated Text: Check out Is It Living?

Component: McGraw Hill Texas Science, Grade 1, Teacher Edition

ISBN: 9781265515836

Current Page Number(s): 31

Location: Day 2, Assess, under Quick Check

Original Text: N/A

Updated Text: Review the cognitive verbs and Scientific and Engineering Practices and post the word cards on the Interactive Word Wall. [5 min]

Component: McGraw Hill Texas Science, Grade 1, Teacher Edition

ISBN: 9781265515836

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 250 of 3538

Current Page Number(s): 3J

Location: Day 3, Teach, under Magnet Investigation

Original Text: Review the cognitive verbs and Scientific and Engineering Practices and post the word cards on the Interactive Word Wall. [5 min]

Updated Text: N/A

Component: McGraw Hill Texas Science, Grade 1, Teacher Edition

ISBN: 9781265515836

Current Page Number(s): 3J

Location: Day 3, Teach, Magnet Investigation

Original Text: 15 min

Updated Text: 20 min

Component: McGraw Hill Texas Science, Grade 1, Teacher Edition

ISBN: 9781265515836

Current Page Number(s): 3J

Location: Day 5, Teach, under Track Time

Original Text: N/A

Updated Text: Move "Continue to add words, students' work, and artifacts to the Interactive Word Wall. [2 min]" above the Track Time section

Component: McGraw Hill Texas Science, Grade 1, Teacher Edition

ISBN: 9781265515836

Current Page Number(s): 3J

Location: Day 5, Assess

Original Text: 10 min

Updated Text: 5 min

Component: McGraw Hill Texas Science, Grade 1, Teacher Edition

ISBN: 9781265515836

Current Page Number(s): 3J

Location: Day 5, Assess

Original Text: Quick Check Students answer questions about the steps of the engineering design process. [5 min]

Updated Text: N/A

Component: McGraw Hill Texas Science, Grade 1, Teacher Edition

ISBN: 9781265515836

Current Page Number(s): 3J

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 251 of 3538

Location: Day 5, Teach

Original Text: 20 min

Updated Text: 25 min

Component: McGraw Hill Texas Science, Grade 1, Teacher Edition

ISBN: 9781265515836

Current Page Number(s): 3J

Location: Day 5, Teach, Track Time

Original Text: 10 min

Updated Text: 15 min

Component: McGraw Hill Texas Science, Grade 1, Teacher Edition

ISBN: 9781265515836

Current Page Number(s): 5

Location: Science Notebooks, last paragraph on the page

Original Text: [icon] Talk About It Begin a classroom discussion about engineers and inventors and what they do. Talk about

how a new invention might help children learn even more than a television.

Updated Text: N/A

Component: McGraw Hill Texas Science, Grade 1, Teacher Edition

ISBN: 9781265515836

Current Page Number(s): 8

Location: Heading

Original Text: Descriptive Investigation

Updated Text: Descriptive Investigations

Component: McGraw Hill Texas Science, Grade 1, Teacher Edition

ISBN: 9781265515836

Current Page Number(s): 10A

Location: Top of the page, Heading

Original Text: Structured Inquiry

Updated Text: Guided Inquiry

Component: McGraw Hill Texas Science, Grade 1, Teacher Edition

ISBN: 9781265515836

Current Page Number(s): 10A

Location: Note, under Materials

Original Text: NOTE: Download the student page for structured inquiry.

Updated Text: NOTE: Download the student page for guided inquiry.

Component: McGraw Hill Texas Science, Grade 1, Teacher Edition

ISBN: 9781265515836

Current Page Number(s): 10A

Location: Predict

Original Text: Students should use their observations to answer the explorable question: Ask: How can you use a magnet to investigate?

Updated Text: Students should discuss and record potential questions they have about magnets. They will choose one question to answer in the following steps.

Component: McGraw Hill Texas Science, Grade 1, Teacher Edition

ISBN: 9781265515836

Current Page Number(s): 10A

Location: Communicate

Original Text: For each item in their bowl, students should be able to answer “yes” for magnetic and “no” for not magnetic. Their results should match what they circled in the table.

Updated Text: For each item in their bowl, students should write out their observations. Their conclusions should match their observations.

Component: McGraw Hill Texas Science, Grade 1, Teacher Edition

ISBN: 9781265515836

Current Page Number(s): 10B

Location: Top of the page, Heading

Original Text: Guided and Open Options

Updated Text: Structured and Open Options

Component: McGraw Hill Texas Science, Grade 1, Teacher Edition

ISBN: 9781265515836

Current Page Number(s): 10B

Location: Under Structured and Open Options

Original Text: For guided and open inquiry, students are expected to develop materials lists, write procedure steps, and determine how they will share their results. Revisions are likely during their investigation.

Updated Text: For structured inquiry, students are given a procedure. For open inquiry, students are expected to develop materials lists, write procedure steps, and determine how they will share their results. Revisions are likely during their investigation.

Component: McGraw Hill Texas Science, Grade 1, Teacher Edition

ISBN: 9781265515836

Current Page Number(s): 10B

Location: Guided Inquiry

Original Text: Guided Inquiry

Updated Text: Structured Inquiry

Component: McGraw Hill Texas Science, Grade 1, Teacher Edition

ISBN: 9781265515836

Current Page Number(s): 10B

Location: Guided Inquiry box

Original Text: Provide the explorable question:

Updated Text: Provide step-by-step instructions to help students investigate the explorable question.

Component: McGraw Hill Texas Science, Grade 1, Teacher Edition

ISBN: 9781265515836

Current Page Number(s): 10B

Location: Open Inquiry

Original Text: Ask students to test other classroom items and predict whether they are magnetic.

Investigations must answer the explorable question.

Updated Text: Step 1: Test items individually to determine if it is magnetic or not.

Step 2: Record their findings in the table.

Step 3: Test other items around the classroom to determine if they are magnetic or not.

Step 4: Discuss the properties of the items that were magnetic. Talk about the properties of the items that were not magnetic.

Component: McGraw Hill Texas Science, Grade 1, Teacher Edition

ISBN: 9781265515836

Current Page Number(s): 10B

Location: Open Inquiry box

Original Text: Students might investigate

Updated Text: Students might investigate different ways to determine if an object is magnetic or not.

Component: McGraw Hill Texas Science, Grade 1, Teacher Edition

ISBN: 9781265515836

Current Page Number(s): 10B

Location: Assess, first paragraph, first sentence

Original Text: "Make a Prediction"

Updated Text: "Predict"

Component: McGraw Hill Texas Science, Grade 1, Teacher Edition

ISBN: 9781265515836

Current Page Number(s): 13

Location: Below the third paragraph, the ASSESS gray bar and the text below it

Original Text: ASSESS 10 min

Check for Understanding

Quick Check Ask: What is the first step of the engineering design process? Sample answer: Identify the Problem Ask:

What is the last step of the engineering design process? Sample answer: Develop the Prototype

Back to the Big Idea Ask: What is the job of an engineer? Sample answer: to design solutions to problems

Updated Text: Ask: What is the first step of the engineering design process? Sample answer: Identify the Problem Ask:

What is the last step of the engineering design process? Sample answer: Develop the Prototype

Ask: What is the job of an engineer? Sample answer: to design solutions to problems

Component: McGraw Hill Texas Science, Grade 1, Teacher Edition

ISBN: 9781265515836

Current Page Number(s): 14A

Location: Materials, after NOTE

Original Text: N/A

Updated Text: Encourage students to save and bring in cardboard tubes in the weeks prior to this activity.

Component: McGraw Hill Texas Science, Grade 1, Teacher Edition

ISBN: 9781265515836

Current Page Number(s): 14A

Location: Heading below Purpose

Original Text: Structured Inquiry

Updated Text: Guided Inquiry

Component: McGraw Hill Texas Science, Grade 1, Teacher Edition

ISBN: 9781265515836

Current Page Number(s): 14A

Location: Track Time, Materials, NOTE, first sentence

Original Text: structured inquiry

Updated Text: guided inquiry

Component: McGraw Hill Texas Science, Grade 1, Teacher Edition

ISBN: 9781265515836

Current Page Number(s): 14A

Location: Second column, first heading

Original Text: Identify a Problem/Brainstorm Solutions

Updated Text: Identify

Component: McGraw Hill Texas Science, Grade 1, Teacher Edition

ISBN: 9781265515836

Current Page Number(s): 14A

Location: Identify a Problem/Brainstorm Solutions

Original Text: Think about how things get from one place to another. Ask:
How can you build a track that gets a marble from one place
to another?

Updated Text: Ask:

How can you build a track that gets a marble from one place
to another?

Students should discuss and record potential solutions to the problem. They will choose one solution to develop in the following steps.

Component: McGraw Hill Texas Science, Grade 1, Teacher Edition

ISBN: 9781265515836

Current Page Number(s): 14B

Location: Header

Original Text: Guided and Open Options

Updated Text: Structured and Open Options

Component: McGraw Hill Texas Science, Grade 1, Teacher Edition

ISBN: 9781265515836

Current Page Number(s): 14B

Location: Guided and Open Options

Original Text: For guided and open inquiry, students are expected to develop materials lists, write procedure steps, and determine how they will share their results. Revisions are likely during their investigation.

Updated Text: For structured inquiry, students are given a procedure. For open inquiry, students are expected to develop materials lists, write procedure steps, and determine how they will share their results. Revisions are likely during their investigation.

Component: McGraw Hill Texas Science, Grade 1, Teacher Edition

ISBN: 9781265515836

Current Page Number(s): 14B

Location: Header

Original Text: Guided Inquiry

Updated Text: Structured Inquiry

Component: McGraw Hill Texas Science, Grade 1, Teacher Edition

ISBN: 9781265515836

Current Page Number(s): 14B

Location: Under header, first gray box

Original Text: Provide explorable question.

Updated Text: Provide step-by-step instructions to help students investigate the explorable question.

Component: McGraw Hill Texas Science, Grade 1, Teacher Edition

ISBN: 9781265515836

Current Page Number(s): 14B

Location: Under Header, first gray box, Example

Original Text: Ask students to make a marble track that is at least one foot long. Investigations must answer the explorable question.

Updated Text: Step 1: Build a track with materials that are provided to get a marble from one place to another.

Step 2: Use objects from the classroom to make an inclined plane for the marble to move.

Step 3: Test the design and think of ways to improve it. Think about what works and what does not work in the design.

Component: McGraw Hill Texas Science, Grade 1, Teacher Edition

ISBN: 9781265515836

Current Page Number(s): 14B

Location: Open Inquiry box, first two sentences

Original Text: Students write their own explorable question. Ask: How can a marble move around a curve without a person touching it?

Updated Text: Students identify their own problem. Ask: What problem could you solve using the Engineering Design Process?

Component: McGraw Hill Texas Science, Grade 1, Teacher Edition

ISBN: 9781265515836

Current Page Number(s): 14B

Location: Under header, second gray box, Plan the Investigation

Original Text: Make sure students choose a testable question. Ask: Can your question be answered by making observations or conducting a test?

Updated Text: Make sure students choose an engineering design problem they can solve using the resources available.

Component: McGraw Hill Texas Science, Grade 1, Teacher Edition

ISBN: 9781265515836

Current Page Number(s): 14B

Location: Assess, first sentence

Original Text: For this investigation, revisit the “Make a Prediction” question from the start of the investigation.

Updated Text: For this investigation, revisit the "Identify" question from the start of the investigation.

Component: McGraw Hill Texas Science, Grade 1, Teacher Edition

ISBN: 9781265515836

Current Page Number(s): 28C

Location: Top right corner of the page

Original Text: N/A

Updated Text: [GO ONLINE] Student recording sheets are available in flexible formats.

Component: McGraw Hill Texas Science, Grade 1, Teacher Edition

ISBN: 9781265515836

Current Page Number(s): 28C

Location: 2nd student mini, under Communicate:

Original Text: N/A

Updated Text: Add a new Item 5: How can you describe the properties of the objects in terms of quantity?

Component: McGraw Hill Texas Science, Grade 1, Teacher Edition

ISBN: 9781265515836

Current Page Number(s): 28C

Location: Below 2nd student mini: Communicate, after Item 4

Original Text: N/A

Updated Text: [insert] 5. Sample answer: There are more crayons than pencils.
(renumber existing answers to 6-8)

Component: McGraw Hill Texas Science, Grade 1, Teacher Edition

ISBN: 9781265515836

Current Page Number(s): 28C

Location: Below 2nd student mini: Make a Claim

Original Text: you can observe objects and put them into groups by ways they are the same.

Updated Text: objects can be classified by the different shapes, variety of colors, and texture.

Component: McGraw Hill Texas Science, Grade 1, Teacher Edition

ISBN: 9781265515836

Current Page Number(s): 31

Location: Assess, paragraph after "My claim is valid because ____."

Original Text: I claim that objects can be classified by shape, color, and texture by putting them into groups. My claim is valid because. I put objects with the same color, texture, and shape together.

Updated Text: My claim is valid because objects were classified and sorted by color, texture, and shape. For example, I sorted crayons with the same color and observed the rough texture of a rope made it easier to climb.

Component: McGraw Hill Texas Science, Grade 1, Teacher Edition

ISBN: 9781265515836

Current Page Number(s): 31

Location: Under Extend, above Assess

Original Text: N/A

Updated Text: Talk About It Start a classroom discussion about what the students circled on the infographic.

Component: McGraw Hill Texas Science, Grade 1, Teacher Edition

ISBN: 9781265515836

Current Page Number(s): 40B

Location: Assess, under Claim, Evidence, Reasoning

Original Text: Ask: How can we classify objects by size?

Updated Text: Ask: How can objects be classified by size?

Component: McGraw Hill Texas Science, Grade 1, Teacher Edition

ISBN: 9781265515836

Current Page Number(s): 40B

Location: Assess, under Talk About It

Original Text: Sample answer: you can find out which things are smaller or larger or heavier or lighter and put them into groups.

Updated Text: Sample answer: objects can be sorted into groups by their size and how heavy they are.

Component: McGraw Hill Texas Science, Grade 1, Teacher Edition

ISBN: 9781265515836

Current Page Number(s): 50D

Location: Communicate

Original Text: I used modeling clay and straws to disassemble and assemble a new object.

Updated Text: I disassembled an object made of modeling clay and straws and assembled a new object using the same clay and straws.

Component: McGraw Hill Texas Science, Grade 1, Teacher Edition

ISBN: 9781265515836

Current Page Number(s): 50D

Location: Bottom of the page, Make a Claim

Original Text: Sample answer: I claim you can take an object apart and put it back together.

Updated Text: Sample answer: I claim that objects can be taken apart and put back together.

Component: McGraw Hill Texas Science, Grade 1, Teacher Edition

ISBN: 9781265515836

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 259 of 3538

Current Page Number(s): 52

Location: Teach, below Promote Rich Vocabulary

Original Text: N/A

Updated Text: [KEY MOMENT] Read and discuss the text with students.

Component: McGraw Hill Texas Science, Grade 1, Teacher Edition

ISBN: 9781265515836

Current Page Number(s): 52

Location: Teach, second paragraph

Original Text: Read the text with students.

Updated Text: N/A

Component: McGraw Hill Texas Science, Grade 1, Teacher Edition

ISBN: 9781265515836

Current Page Number(s): 52

Location: below Interactive Word Wall box

Original Text: N/A

Updated Text: [EB/EL] Scaffold to Support Access

Check students' comprehension by asking information questions, rather than always asking yes/no questions. Say: Look at the photo. What parts do you see? [ELPS] 2D

Component: McGraw Hill Texas Science, Grade 1, Teacher Edition

ISBN: 9781265515836

Current Page Number(s): 53

Location: Access, Claim, Evidence, Reasoning

Original Text: Sample answer: I took apart a toy and put it back together. I used all the parts. The object is a whole made of the parts.

Updated Text: Sample answer: My claim is valid because I took apart a toy and put it back together. I used all the parts. The object is a whole made of the parts. The parts of an object can be the same or different.

Component: McGraw Hill Texas Science, Grade 1, Teacher Edition

ISBN: 9781265515836

Current Page Number(s): 53

Location: EB/EL Scaffold to Support Access

Original Text: [EB/EL] Scaffold to Support Access

Check students' comprehension by asking information questions, rather than always asking yes/no questions. Say: Look at the photo. What parts do you see? [ELPS] 2D

Updated Text: N/A

Component: McGraw Hill Texas Science, Grade 1, Teacher Edition

ISBN: 9781265515836

Current Page Number(s): 53

Location: Digital Spotlight box

Original Text: A Toy Store

Updated Text: Toy Store

Component: McGraw Hill Texas Science, Grade 1, Teacher Edition

ISBN: 9781265515836

Current Page Number(s): 53

Location: Assess, Back to the Big Idea

Original Text: objects

Updated Text: materials

Component: McGraw Hill Texas Science, Grade 1, Teacher Edition

ISBN: 9781265515836

Current Page Number(s): 57D

Location: During Explain, EB/EL Leveled Support

Original Text: Beginning Make a knot. Say: Let's reverse my action. Undo the knot. Repeat the task, once reversing the action and once not. Ask: Did I reverse my action?

Intermediate Make a knot. Say: Let's reverse my action. Undo the knot. Repeat the task. Ask: What did I do?

Advanced/Advanced High Ask students to demonstrate reversing an action, explaining what they're doing to reverse it.

Updated Text: Beginning Make a knot. Say: Let's reverse my action. Undo the knot. Repeat the task, once reversing the action and once not. Ask: Did I reverse my action? Now have students write about it using the word reverse. Use the following sentence frame: I tied a knot. I can _____ the knot by untying it.

Intermediate Make a knot. Say: Let's reverse my action. Undo the knot. Repeat the task. Ask: What did I do? Now have students write about it using the word reserve. Sample answer: You tied a knot. You can reverse the knot by untying it.

Advanced/Advanced High Ask students to demonstrate reversing an action, explaining what they're doing to reverse it. Have students write about it using the word reverse. Sample answer: I took the cap off a marker. When I put it back on, I reverse the action.

Component: McGraw Hill Texas Science, Grade 1, Teacher Edition

ISBN: 9781265515836

Current Page Number(s): 60A

Location: Structured Inquiry, Materials

Original Text: N/A

Updated Text: heat-resistant gloves (teacher use only)

Component: McGraw Hill Texas Science, Grade 1, Teacher Edition

ISBN: 9781265515836

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 261 of 3538

Current Page Number(s): 60A

Location: Structured Inquiry, Materials

Original Text: N/A

Updated Text: tile trivet (teacher use only)

Component: McGraw Hill Texas Science, Grade 1, Teacher Edition

ISBN: 9781265515836

Current Page Number(s): 60A

Location: NOTE last sentence

Original Text: N/A

Updated Text: Set the pan on the trivet after heating.

Component: McGraw Hill Texas Science, Grade 1, Teacher Edition

ISBN: 9781265515836

Current Page Number(s): 60A

Location: Structured Inquiry, Materials

Original Text: 8-in. × 8-in. aluminum foil pan
(teacher use only)

Updated Text: 8-in. × 8-in. aluminum foil pan with water
(teacher use only)

Component: McGraw Hill Texas Science, Grade 1, Teacher Edition

ISBN: 9781265515836

Current Page Number(s): 60A

Location: NOTE, after first sentence

Original Text: N/A

Updated Text: Fill the pan with a half-inch of water.

Component: McGraw Hill Texas Science, Grade 1, Teacher Edition

ISBN: 9781265515836

Current Page Number(s): 60A

Location: Investigate

Original Text: Step 4

Updated Text: Steps 3, 4

Component: McGraw Hill Texas Science, Grade 1, Teacher Edition

ISBN: 9781265515836

Current Page Number(s): 61

Location: Above Explain It Video

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 262 of 3538

Original Text: N/A

Updated Text: [icon] Talk About It Have students discuss whether cooling reversed changes caused by heating during their investigation.

Component: McGraw Hill Texas Science, Grade 1, Teacher Edition

ISBN: 9781265515836

Current Page Number(s): 79D

Location: During Explain, EB/EL leveled support

Original Text: Beginning Push a light object off your desk. Say: I caused the [notebook] to fall. Repeat with another object, repeating what you did, and having students chime in with caused along with you.

Intermediate Push a light object off your desk. Say: I caused the [notebook] to fall. Repeat with another object. Ask: Did I cause the [pencil] to fall?

Advanced/Advanced High Have a student volunteer help you to demonstrate. Place a notebook in front of you and another in front of the student. Have the student push the notebook off the desk onto the floor. Don't push your notebook. Ask: Who caused a notebook to fall? Ask students to explain their answer

Updated Text: Beginning Push a notebook off your desk. Say: I caused the notebook to fall. Have students write using the word cause. Use the following sentence frame: You _____ the notebook to fall. Repeat with another object, repeating what you did, and have students chime in with cause along with you. Provide students with a sentence frame to write about the second object.

Intermediate Push a notebook off your desk. Say: I caused the notebook to fall. Repeat with a pencil. Ask: Who caused the pencil to fall? Have students write using the word cause. Use the following sentence stem: When you moved the pencil, _____. Sample answer: you caused it to fall

Advanced/Advanced High Have a student volunteer help you to demonstrate. Place a notebook in front of you and another in front of the student. Have the student push the notebook off the desk onto the floor. Don't push your notebook. Ask: Who caused the notebook to fall? Have students write using the word cause. Sample answer: My classmate caused the notebook to fall.

Component: McGraw Hill Texas Science, Grade 1, Teacher Edition

ISBN: 9781265515836

Current Page Number(s): 82A

Location: Investigate

Original Text: N/A

Updated Text: Move "Tools and Safety Handbook Teach how to use a thermometer and proper safety practices using the Tools and Safety Handbook." above Steps 1, 2, 7, 8

Component: McGraw Hill Texas Science, Grade 1, Teacher Edition

ISBN: 9781265515836

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 263 of 3538

Current Page Number(s): 82A

Location: Investigate, Steps 1, 2, 7, and 8

Original Text: Show groups how you measure the temperature of the water. Tell them the temperature and have them record it in the data table.

Updated Text: Help students measure the temperature of the water. Have them record it in the data table.

Component: McGraw Hill Texas Science, Grade 1, Teacher Edition

ISBN: 9781265515836

Current Page Number(s): 82D

Location: Below 2nd student mini, Make a Claim

Original Text: Sample answer: I claim that heating butter causes changes to the butter that can change back, or be reversed.

Updated Text: Sample answer: I claim that heating causes changes to food that can be reversed.

Component: McGraw Hill Texas Science, Grade 1, Teacher Edition

ISBN: 9781265515836

Current Page Number(s): 95

Location: Above Connect to the Chapter Question

Original Text: N/A

Updated Text: [icon] Talk About It Encourage students to back up their answers with evidence and reasoning.

Component: McGraw Hill Texas Science, Grade 1, Teacher Edition

ISBN: 9781265515836

Current Page Number(s): 95

Location: Assess, Claim, Evidence, Reasoning, Sample answer

Original Text: Sample answer: I claim that pushes and pulls can change the speed and direction of an object. My claim is valid because I changed the motion of a marble by pushing it in different directions.

Updated Text: Sample answer: My claim is valid because I changed the motion of a marble by pushing it in different directions.

Component: McGraw Hill Texas Science, Grade 1, Teacher Edition

ISBN: 9781265515836

Current Page Number(s): 95

Location: Assess, Claim, Evidence, Reasoning, third sentence

Original Text: I also saw pushes and pulls shown in photos.

Updated Text: I also saw pushes and pulls shown in photos, like a boy kicking a ball. That is a push.

Component: McGraw Hill Texas Science, Grade 1, Teacher Edition

ISBN: 9781265515836

Current Page Number(s): 96

Location: Heading

Original Text: Meet an Engineer

Updated Text: Meet an Engineer and an Astronaut

Component: McGraw Hill Texas Science, Grade 1, Teacher Edition

ISBN: 9781265515836

Current Page Number(s): 109

Location: Assess, last blue question and sample answer

Original Text: Ask: What tools might you need to plan your investigation? Sample answer: to car, ball, masking tape, ramp"

Updated Text: Ask: What pushes and pulls have you used today? Sample answer: I pushed my chair in. I pulled my socks up.

Component: McGraw Hill Texas Science, Grade 1, Teacher Edition

ISBN: 9781265515836

Current Page Number(s): 116A

Location: Zoom In on Soil, Investigate

Original Text: N/A

Updated Text: Step 5: Review the meaning of the verb document. Ask: What are some ways you can document the colors, sizes, textures, and shapes of soil particles? Sample answer: I can document the properties of soil particles by drawing pictures or writing observations.

Component: McGraw Hill Texas Science, Grade 1, Teacher Edition

ISBN: 9781265515836

Current Page Number(s): 116A

Location: Under the video screenshot

Original Text: Preview step-by-step support in the Anytime Investigation video, Zoom In on Soil. 4:00

Updated Text: To see the different uses for photo cards, preview the Anytime Investigation Video, Photo Cards Support. 1:31

Component: McGraw Hill Texas Science, Grade 1, Teacher Edition

ISBN: 9781265515836

Current Page Number(s): 116A

Location: Hands On Investigation, title

Original Text: Zoom in on Soil

Updated Text: Zoom In on Soil

Component: McGraw Hill Texas Science, Grade 1, Teacher Edition

ISBN: 9781265515836

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 265 of 3538

Current Page Number(s): 116A

Location: Hands On Investigation, Purpose

Original Text: Students will observe, compare, describe, and sort components of soil by size, texture, and color

Updated Text: Students will observe, compare, and describe components of soil by size, texture, and color

Component: McGraw Hill Texas Science, Grade 1, Teacher Edition

ISBN: 9781265515836

Current Page Number(s): 116A

Location: Hands On Investigation, Summary

Original Text: flashlight

Updated Text: tweezers

Component: McGraw Hill Texas Science, Grade 1, Teacher Edition

ISBN: 9781265515836

Current Page Number(s): 116A

Location: Note, third sentence

Original Text: plates

Updated Text: pans

Component: McGraw Hill Texas Science, Grade 1, Teacher Edition

ISBN: 9781265515836

Current Page Number(s): 116A

Location: Hands On Investigation, Materials

Original Text: N/A

Updated Text: crayons

Component: McGraw Hill Texas Science, Grade 1, Teacher Edition

ISBN: 9781265515836

Current Page Number(s): 116A

Location: Hands On Investigation, Note

Original Text: label cup 1, 2, and 3

Updated Text: label each cup Soil 1, 2, or 3

Component: McGraw Hill Texas Science, Grade 1, Teacher Edition

ISBN: 9781265515836

Current Page Number(s): 116A

Location: Note, last two sentences

Original Text: cups. Prepare the cups with soil prior to the start of the lesson.

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 266 of 3538

Updated Text: cups prior to the start of the lesson.

Component: McGraw Hill Texas Science, Grade 1, Teacher Edition

ISBN: 9781265515836

Current Page Number(s): 116A

Location: Investigate

Original Text: Step 1 Students may notice the color of the soil, the grain size, and the texture.

Steps 2–4 When students pour the soil and use the tweezers they may notice small rocks, particles, or clumps in the soil samples.

Updated Text: Steps 1-4 When students pour the soil and use the hand lens and tweezers they may notice small rocks, particles, or clumps in the soil samples.

Component: McGraw Hill Texas Science, Grade 1, Teacher Edition

ISBN: 9781265515836

Current Page Number(s): 116A

Location: Investigate

Original Text: samples.

Updated Text: samples. [TEKS] 1.1D

Component: McGraw Hill Texas Science, Grade 1, Teacher Edition

ISBN: 9781265515836

Current Page Number(s): 116A

Location: Tools and Safety Handbook

Original Text: goggles and gloves using the Tools and Safety Handbook.

Updated Text: goggles, tweezers, and a hand lens using the Tools and Safety Handbook. [TEKS] 1.1C

Component: McGraw Hill Texas Science, Grade 1, Teacher Edition

ISBN: 9781265515836

Current Page Number(s): 116A

Location: Above Investigate

Original Text: N/A

Updated Text: Move "Tools and Safety Handbook Review how to use goggles, tweezers, and a hand lens using the Tools and Safety Handbook. [TEKS] 1.1.C" above the Investigate heading.

Component: McGraw Hill Texas Science, Grade 1, Teacher Edition

ISBN: 9781265515836

Current Page Number(s): 116D

Location: Hands On Investigation

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 267 of 3538

Original Text: shape.

Updated Text: shape, and I observed that in the soil samples.

Component: McGraw Hill Texas Science, Grade 1, Teacher Edition

ISBN: 9781265515836

Current Page Number(s): 116D

Location: Hands On Investigation, Make a Claim

Original Text: Sample answer: soil can have different colors, textures, particle sizes, and shapes.

Updated Text: Sample answer: I claim that soil can have different colors, textures, particle sizes, and shapes.

Component: McGraw Hill Texas Science, Grade 1, Teacher Edition

ISBN: 9781265515836

Current Page Number(s): 116

Location: Interactive Word Wall, fourth paragraph

Original Text: Ask: How can you document what you observe during your investigation? Sample answer: I can record my observations in a table.

Updated Text: Ask: How can you document what you observe about the shape of soil particles during your investigation? Sample answer: I can document my observations about the different shapes of soil particles in a table.

Component: McGraw Hill Texas Science, Grade 1, Teacher Edition

ISBN: 9781265515836

Current Page Number(s): 139

Location: Above Looking For More? Try This!

Original Text: N/A

Updated Text: [icon] Talk About It Encourage students to use the word because as they explain their thinking. [TEKS] 1.5B

Component: McGraw Hill Texas Science, Grade 1, Teacher Edition

ISBN: 9781265515836

Current Page Number(s): 139

Location: Assess, Check for Understanding

Original Text: Earth materials.

Updated Text: Earth's materials.

Component: McGraw Hill Texas Science, Grade 1, Teacher Edition

ISBN: 9781265515836

Current Page Number(s): 139

Location: Science Song

Original Text: Science Song Water All Around

Updated Text: Science Song: Water All Around Reinforce concepts about moving water by listening to this song.

Component: McGraw Hill Texas Science, Grade 1, Teacher Edition

ISBN: 9781265515836

Current Page Number(s): 139

Location: Looking For More? Try This!

Original Text: N/A

Updated Text: Move "Ask: How can rain move soil? Sample answer: It can wash loose soil particles down a hill.

Ask: How does flowing water change after it goes downhill and reaches flat land? Sample answer: The water slows down as it reaches flat land." to the top of the column.

Component: McGraw Hill Texas Science, Grade 1, Teacher Edition

ISBN: 9781265515836

Current Page Number(s): 140

Location: Get Ready

Original Text: Download the Cause and Effect graphic organizer.

Updated Text: N/A

Component: McGraw Hill Texas Science, Grade 1, Teacher Edition

ISBN: 9781265515836

Current Page Number(s): 140

Location: Get Ready, last two checkboxes

Original Text: draw conclusions

Updated Text: Draw Conclusions

Component: McGraw Hill Texas Science, Grade 1, Teacher Edition

ISBN: 9781265515836

Current Page Number(s): 140

Location: Get Ready, second checkbox

Original Text: Cue up the video Earth Materials Move.

Updated Text: Cue up the video Earth Materials Move!

Component: McGraw Hill Texas Science, Grade 1, Teacher Edition

ISBN: 9781265515836

Current Page Number(s): 140

Location: Digital Spotlight

Original Text: N/A

Updated Text: 1:47

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 269 of 3538

Component: McGraw Hill Texas Science, Grade 1, Teacher Edition

ISBN: 9781265515836

Current Page Number(s): 140

Location: Teach, below Promote Rich Vocabulary

Original Text: N/A

Updated Text: [Key Moment] Read and Discuss the text with students.

Component: McGraw Hill Texas Science, Grade 1, Teacher Edition

ISBN: 9781265515836

Current Page Number(s): 140

Location: Interactive Word Wall, new paragraph

Original Text: Continue to add words, realia, and drawings to the wall as students make more connections. Use sentence stems and frames to help students see cause-and-effect relationships and practice citing evidence:

Water can move _____ and _____. [TEKS] 1.5B

Updated Text: Continue to add words, realia, and drawings to the wall as students make more connections.

[THEME] Cause and Effect Use sentence stems and frames to help students see cause-and-effect relationships and practice citing evidence:

Water can move _____ and _____. [TEKS] 1.5B

Component: McGraw Hill Texas Science, Grade 1, Teacher Edition

ISBN: 9781265515836

Current Page Number(s): 140

Location: Teach, Below Interactive Word Wall

Original Text: N/A

Updated Text: [icon] EXPLAIN It Video Earth Materials Move! Remind students to be on the lookout for evidence for their claim as they watch the video.

Component: McGraw Hill Texas Science, Grade 1, Teacher Edition

ISBN: 9781265515836

Current Page Number(s): 140

Location: Digital Spotlight

Original Text: Video: Earth Materials
Move

Students observe how Earth materials move with the help of water.

Updated Text: EXPLAIN It Video: Earth Materials
Move!

Students observe how Earth materials move with the help of water.

Component: McGraw Hill Texas Science, Grade 1, Teacher Edition

ISBN: 9781265515836

Current Page Number(s): 140

Location: Digital Spotlight, under Explain It video information

Original Text: N/A

Updated Text: WordLab

Students observe, examine, and practice using vocabulary words.

Component: McGraw Hill Texas Science, Grade 1, Teacher Edition

ISBN: 9781265515836

Current Page Number(s): 140

Location: Digital Spotlight

Original Text: Digital Spotlight

Video: Earth Materials Move

Students observe how Earth materials move with the help of water.

Updated Text: N/A

Component: McGraw Hill Texas Science, Grade 1, Teacher Edition

ISBN: 9781265515836

Current Page Number(s): 141

Location: Claim, Evidence, Reasoning

Original Text: Sample answer: water can move rocks downhill from a mountain. It can also move soil downhill from a stream.

Updated Text: Sample answer: when water was poured on the mound during the investigation, it moved rocks and soil. From the diagram, I observed that a stream carries rocks from the top of a mountain to the ocean.

Component: McGraw Hill Texas Science, Grade 1, Teacher Edition

ISBN: 9781265515836

Current Page Number(s): 141

Location: Visual Literary, first sentence

Original Text: N/A

Updated Text: Guide students through the See-Scan-Analyze thinking process.

Component: McGraw Hill Texas Science, Grade 1, Teacher Edition

ISBN: 9781265515836

Current Page Number(s): 141

Location: Assess, gray bar

Original Text: N/A

Updated Text: [clock icon] 10 min

Component: McGraw Hill Texas Science, Grade 1, Teacher Edition

ISBN: 9781265515836

Current Page Number(s): 141

Location: Assess, Essential Question Check-In

Original Text: draw conclusions

Updated Text: Draw Conclusions

Component: McGraw Hill Texas Science, Grade 1, Teacher Edition

ISBN: 9781265515836

Current Page Number(s): 141

Location: Assess, Reinforce

Original Text: N/A

Updated Text: | Use to Intervene

Component: McGraw Hill Texas Science, Grade 1, Teacher Edition

ISBN: 9781265515836

Current Page Number(s): 162A

Location: Plan/Develop, Step 2

Original Text: N/A

Updated Text: [TEKS] 1.1G

Component: McGraw Hill Texas Science, Grade 1, Teacher Edition

ISBN: 9781265515836

Current Page Number(s): 162A

Location: Structured Inquiry

Original Text: Structured Inquiry

Updated Text: Guided Inquiry

Component: McGraw Hill Texas Science, Grade 1, Teacher Edition

ISBN: 9781265515836

Current Page Number(s): 162A

Location: Structured Inquiry, Note, first sentence

Original Text: NOTE: Download the student page for structured inquiry.

Updated Text: NOTE: Download the student page for guided inquiry.

Component: McGraw Hill Texas Science, Grade 1, Teacher Edition

ISBN: 9781265515836

Current Page Number(s): 162B

Location: Claim, Evidence, Reasoning, under Talk About It

Original Text: Sample answer: humans use earth materials by using rocks to make stepping stones in a garden.

Updated Text: Sample answer: humans use earth materials in different ways and for different reasons.

Component: McGraw Hill Texas Science, Grade 1, Teacher Edition

ISBN: 9781265515836

Current Page Number(s): 162B

Location: Interactive Word Wall, questions and answers

Original Text: Ask: What problem does your design solve? Sample answer: not being able to walk through a garden easily

Ask: What did you consider while designing a solution? Sample answer: The rocks had to be big enough to step on.

Updated Text: Say: Identify a problem your design solves. Sample answer: walking through a garden easily Say: Describe what you considered while designing a solution. Sample answer: The rocks had to be big enough to step on.

Component: McGraw Hill Texas Science, Grade 1, Teacher Edition

ISBN: 9781265515836

Current Page Number(s): 162B

Location: EB/EL, first sentence

Original Text: Write about ways people use rocks, water, and soil.

Updated Text: Ensure students understand how to write about ways people use rocks, water, and soil.

Component: McGraw Hill Texas Science, Grade 1, Teacher Edition

ISBN: 9781265515836

Current Page Number(s): 162B

Location: Heading

Original Text: Guided and Open Options

Updated Text: Structured and Open Options

Component: McGraw Hill Texas Science, Grade 1, Teacher Edition

ISBN: 9781265515836

Current Page Number(s): 162B

Location: Guided and Open Options

Original Text: For guided and open inquiry, students are expected to develop materials lists, write procedure steps, and determine how they will share their results. Revisions are likely during their investigation.

Updated Text: For structured inquiry, students are given a procedure. For open inquiry, students are expected to develop materials lists, write procedure steps, and determine how they will share their results. Revisions are likely during their investigation.

Component: McGraw Hill Texas Science, Grade 1, Teacher Edition

ISBN: 9781265515836

Current Page Number(s): 162B

Location: Heading

Original Text: Guided Inquiry

Updated Text: Structured Inquiry

Component: McGraw Hill Texas Science, Grade 1, Teacher Edition

ISBN: 9781265515836

Current Page Number(s): 162B

Location: Guided Inquiry

Original Text: Provide the explorable question:

Updated Text: Provide step-by-step instructions to help students investigate the explorable question.

Component: McGraw Hill Texas Science, Grade 1, Teacher Edition

ISBN: 9781265515836

Current Page Number(s): 162B

Location: Guided Inquiry, Example

Original Text: Students may change one aspect of their design and see how it changes the results.

Investigations must answer the explorable question.

Updated Text: Option 1: Students may use rocks to build. Stack rocks to build a dam, house, or walkway.

Option 2: Students may work with another group to develop a presentation about one, two, or three of the materials.

Option 3: Students can use soil to build and grow food. The soil can be turned into a garden to grow food. It can also be used to build a soil dam.

Component: McGraw Hill Texas Science, Grade 1, Teacher Edition

ISBN: 9781265515836

Current Page Number(s): 162B

Location: Open Inquiry

Original Text: Students write their own explorable question. Ask: How can a marble move around a curve without a person touching it?

Updated Text: Students identify their own problem. Ask: What problem could you solve using the Engineering Design Process?

Component: McGraw Hill Texas Science, Grade 1, Teacher Edition

ISBN: 9781265515836

Current Page Number(s): 162B

Location: Open Inquiry, Plan the Investigation

Original Text: Make sure students choose a testable question. Ask: Can your question be answered by making observations or conducting a test?

Updated Text: Make sure students choose an engineering design problem they can solve using the resources available.

Component: McGraw Hill Texas Science, Grade 1, Teacher Edition

ISBN: 9781265515836

Current Page Number(s): 166

Location: Teach, beginning of third paragraph

Original Text: N/A

Updated Text: [icon] Talk About It

Component: McGraw Hill Texas Science, Grade 1, Teacher Edition

ISBN: 9781265515836

Current Page Number(s): 166

Location: Apply It

Original Text: Allow students time to talk about which materials would be helpful for crossing the stream and which would not.

Updated Text: Encourage students to think about structure and function as they share ideas. TEKS 1.5F

Component: McGraw Hill Texas Science, Grade 1, Teacher Edition

ISBN: 9781265515836

Current Page Number(s): 166

Location: Get Ready gray bar

Original Text: Text Complexity: 510L

Updated Text: N/A

Component: McGraw Hill Texas Science, Grade 1, Teacher Edition

ISBN: 9781265515836

Current Page Number(s): 166

Location: Notebooking Tip

Original Text: Chunking Over and Above Use notebooks to scaffold chunked content. Recurring Themes and Concepts can be written on quarter- or half-sheets that are anchor tabbed in margins around and over past entries. Tabs can open sideways or upside down. By raising and lowering tabs, students kinesthetically work their way from present (on top) to past (underneath) learning

Updated Text: Student Response to the Text Students use speech bubbles in their notebooks to ask a question, self-question, shout a claim, share something they are thinking, and make a statement. The anchor tabs of speech bubbles are glued in margins near or around related content in the notebook. Students may add speech bubbles independently or when assigned.

Change caption under cover photo to See page 34.

Component: McGraw Hill Texas Science, Grade 1, Teacher Edition

ISBN: 9781265515836

Current Page Number(s): 167

Location: Assess, under Claim, Evidence, Reasoning

Original Text: N/A

Updated Text: "Guide students as they review what they have learned and reflect on their learning. Have them complete the Am I Ready? activity.

Component: McGraw Hill Texas Science, Grade 1, Teacher Edition

ISBN: 9781265515836

Current Page Number(s): 172D

Location: Student mini, Communicate, under Item 4

Original Text: N/A

Updated Text: Add 5. Describe a water condition that causes organisms to change.

Component: McGraw Hill Texas Science, Grade 1, Teacher Edition

ISBN: 9781265515836

Current Page Number(s): 172D

Location: Student mini, above Make a Claim

Original Text: 5. Did your research support your prediction? Use evidence to explain why or why not.

Updated Text: 6. Did your research support your prediction? Use evidence to explain why or why not.

Component: McGraw Hill Texas Science, Grade 1, Teacher Edition

ISBN: 9781265515836

Current Page Number(s): 172D

Location: Below student mini, Communicate, below item 3

Original Text: N/A

Updated Text: Add 4. Sample answer: We need enough water for all living things to survive.

(renumber existing #4 to #5)

Component: McGraw Hill Texas Science, Grade 1, Teacher Edition

ISBN: 9781265515836

Current Page Number(s): 172D

Location: Below student mini, Make a Claim

Original Text: Sample claim: I claim that water conservation is important because all living things need water.

Updated Text: Sample answer: I claim that water conservation is important because all living things need water to survive.

Component: McGraw Hill Texas Science, Grade 1, Teacher Edition

ISBN: 9781265515836

Current Page Number(s): 172D

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 276 of 3538

Location: Below student mini, Communicate section

Original Text: 5. Sample answer: Yes. All living things depend on water.

Updated Text: 6. Sample answer: Yes. My research materials showed that all living things depend on water.

Component: McGraw Hill Texas Science, Grade 1, Teacher Edition

ISBN: 9781265515836

Current Page Number(s): 206A

Location: Hands On Investigation, Predict

Original Text: Look at the photo of the girl with the flower:

Updated Text: Students should use their observations to answer the explorable question.

Component: McGraw Hill Texas Science, Grade 1, Teacher Edition

ISBN: 9781265515836

Current Page Number(s): 206A

Location: Hands On Investigation, Investigate

Original Text: Step 2

Updated Text: Steps 2-5

Component: McGraw Hill Texas Science, Grade 1, Teacher Edition

ISBN: 9781265515836

Current Page Number(s): 206A

Location: Hands On Investigation, Investigate

Original Text: Step 3

Updated Text: Steps 6-7

Component: McGraw Hill Texas Science, Grade 1, Teacher Edition

ISBN: 9781265515836

Current Page Number(s): 206A

Location: Hands On Investigation, Communicate

Original Text: Discuss what each season looks like in your area. Make a chart and list descriptors of each season with words and pictures.

Updated Text: Discuss how the seasons are a repeating pattern. Have students determine what time of year comes next in the pattern. Also discuss what each season looks like in your area. Make a chart and list descriptors of each season with words and pictures.

Component: McGraw Hill Texas Science, Grade 1, Teacher Edition

ISBN: 9781265515836

Current Page Number(s): 222

Location: Teach, under Apply It

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 277 of 3538

Original Text: Ask: What are an animal's basic needs? Sample answer: food and water

Updated Text: [THEME] Patterns Ask: What are an animal's basic needs? Sample answer: food and water. [TEKS] 1.5A

Component: McGraw Hill Texas Science, Grade 1, Teacher Edition

ISBN: 9781265515836

Current Page Number(s): 222

Location: Write About It

Original Text: The student (1) observed and identified living and nonliving things; (2) drew what they observed; (3) labeled their drawing; (4) used vocabulary to label their drawing.

Updated Text: The student (1) drew living things they observed; (2) drew nonliving things they observed; (3) labeled their drawings; (4) used vocabulary.

Component: McGraw Hill Texas Science, Grade 1, Teacher Edition

ISBN: 9781265515836

Current Page Number(s): 235

Location: Header at the top of the page

Original Text: Lesson 2 TEKS 1.12B Aquariums and Terrariums

Updated Text: N/A

Component: McGraw Hill Texas Science, Grade 1, Teacher Edition

ISBN: 9781265515836

Current Page Number(s): 243

Location: Digital Spotlight

Original Text: N/A

Updated Text: EXPLAIN It Video blurb: Word Lab
Students observe, examine, and practice using vocabulary words.

Component: McGraw Hill Texas Science, Grade 1, Teacher Edition

ISBN: 9781265515836

Current Page Number(s): 270

Location: Top of the page, blue header bar

Original Text: TEKS 1.13C

Updated Text: TEKS 1.13B

Component: McGraw Hill Texas Science, Grade 1, Teacher Edition

ISBN: 9781265515836

Current Page Number(s): 270

Location: Get Ready, checklist items

Original Text: Plan for the Simulation on page 272A.

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 278 of 3538

Updated Text: Preview the simulation and plan for the investigation on page 272A.

Component: McGraw Hill Texas Science, Grade 1, Teacher Edition

ISBN: 9781265515836

Current Page Number(s): 270

Location: About the Photo

Original Text: The photo shows a skate case with its young inside, which is known as a mermaid's purse.

Updated Text: The photo shows a skate case with the young skate inside. A skate case is also known as a mermaid's purse.

Component: McGraw Hill Texas Science, Grade 1, Teacher Edition

ISBN: 9781265515836

Current Page Number(s): 270

Location: About the Photo

Original Text: The photo may help students recognize the process that some animals go through as they grow and reproduce.

Updated Text: The photo may help students understand how some animals grow and reproduce.

Component: McGraw Hill Texas Science, Grade 1, Teacher Edition

ISBN: 9781265515836

Current Page Number(s): 271

Location: Digital Spotlight, Engage Video screenshot photo

Original Text: photo of wolves

Updated Text: Photo of two first grade girls working together on a laptop.

Component: McGraw Hill Texas Science, Grade 1, Teacher Edition

ISBN: 9781265515836

Current Page Number(s): 272A

Location: Under Video Screenshot

Original Text: Preview step-by-step support in the Anytime Investigation Video, Fish, Bird, Mammal. 4:00

Updated Text: To understand the general organization and operation of simulations, preview the Anytime Investigation Video, Simulation Support. 6:40

Component: McGraw Hill Texas Science, Grade 1, Teacher Edition

ISBN: 9781265515836

Current Page Number(s): 272A

Location: Under Investigate Heading

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 279 of 3538

Original Text: Encourage students to use evidence from the simulation to answer the questions.

Updated Text: Encourage students to use evidence from the simulation to respond to each prompt.

Component: McGraw Hill Texas Science, Grade 1, Teacher Edition

ISBN: 9781265515836

Current Page Number(s): 272A

Location: Under Investigate Heading

Original Text: N/A

Updated Text: Guide students to share different ways observations can be recorded. Ask: How can you record your observations of the fish? Sample answers: I can draw pictures of what an adult fish looks like. I can write words to describe fish eggs.

Component: McGraw Hill Texas Science, Grade 1, Teacher Edition

ISBN: 9781265515836

Current Page Number(s): 272A

Location: Under Investigate Heading

Original Text: NA

Updated Text: TEKS Pill 1.1D

Component: McGraw Hill Texas Science, Grade 1, Teacher Edition

ISBN: 9781265515836

Current Page Number(s): 272A

Location: Under Investigate Heading

Original Text: NA

Updated Text: TEKS Pill 1.1E, 1.1F

Component: McGraw Hill Texas Science, Grade 1, Teacher Edition

ISBN: 9781265515836

Current Page Number(s): 272

Location: Question and answer under Interactive Word Wall heading

Original Text: Ask: Can you describe a life cycle? Sample answer: the stages a living thing goes through during its life

Updated Text: Say: Describe your observations of the fish life cycle. How can you record your observations? Sample answer: A fish starts life as an egg and changes as it grows. I can draw pictures of the different ways fish look as they grow.

Component: McGraw Hill Texas Science, Grade 1, Teacher Edition

ISBN: 9781265515836

Current Page Number(s): 273

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 280 of 3538

Location: Teach, Investigation Connection, Notebooking

Original Text: After reading, students build on what they have learned by looking back to compare the life cycles of the animals they read about to the life cycles of the fish, bird, and mammal they explored during the simulation. They should be able to indicate that the life cycles of all the animals follow the same order.

Updated Text: After reading, students build on what they have learned by looking back to compare the life cycles of a goose and a chicken.

Component: McGraw Hill Texas Science, Grade 1, Teacher Edition

ISBN: 9781265515836

Current Page Number(s): 274

Location: Top of the page, blue header bar

Original Text: TEKS 1.13C

Updated Text: TEKS 1.13B

Component: McGraw Hill Texas Science, Grade 1, Teacher Edition

ISBN: 9781265515836

Current Page Number(s): 274

Location: Teach, below Key Moment

Original Text: N/A

Updated Text: Talk About It Start a class discussion about the life cycle of a pig.

Component: McGraw Hill Texas Science, Grade 1, Teacher Edition

ISBN: 9781265515836

Current Page Number(s): 274

Location: Key Moment, after Read and discuss text with students.

Original Text: N/A

Updated Text: Visual Literacy Read the Diagram Guide students through the See-Scan-Analyze thinking process.

Ask: What does the diagram show? Sample answer: It shows how a pig changes and grows during its life cycle. Ask: How does a pig change during its life cycle? Sample answer: Pigs become bigger as they get older.

Publisher: Savvas Learning

Science, Grade 1

Program: Texas Experience Science Grade 1 (Print with digital): TEKS

Component: Grade 1 Digital Components

ISBN: 9781428553774

Link to Current Content:

[View Current Content](#)

Current Page Number(s): page 1-6

Location: Grade 1, Topic 4, Topic Test, items 1-6

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 281 of 3538

Link to Updated Content:

[View Updated Content](#)

Original Text: Grade 1, Topic 4, Topic Test, items 1-6 - see link:

https://docs.google.com/document/d/1fb9iQwsKzgF55a21EmOiCS_yJYZwgMcLKrxENNoAicQ/edit?usp=sharing

Updated Text: Grade 1, Topic 4, Topic Test, pages 1-7, items 1-8: see link

https://media.pk12ls.com/curriculum/science/texas2025/grade1/G1_Top04_TopicTest_TXS25_EN_SE_rev.pdf

Component: *Grade 1 Teacher Guide*

ISBN: 9781323223321

Current Page Number(s): Topic Overview

Location: Connect to Literacy Box

Original Text: minor column

Component: *Grade 1 Teacher Guide*

ISBN: 9781323223321

Current Page Number(s): Topic Overview

Location: Connect to Literacy Box

Original Text: Recommended Trade Books

Updated Text: We will change this to Optional Trade Books

Component: *Grade 1 Teacher Guide*

ISBN: 9781323223321

Current Page Number(s): Topic Planner

Location: ELAR Row

Original Text: ELAR

Updated Text: We will add MATH TEKS and SS TEKS, when appropriate

Component: *Grade 1 Teacher Guide*

ISBN: 9781323223321

Current Page Number(s): Topic Planner

Location: Assessment box

Original Text:

Revisit the Anchoring Phenomenon
Topic Test"

Updated Text:

Topic Readiness Test
Revisit the Anchoring Phenomenon
Spiraling Content Activity
Topic Test

Component: *Grade 1 Teacher Guide*

ISBN: 9781323223321

Current Page Number(s): Topic Wrap-Up

Location: major column

Original Text: N/A

Component: *Grade 1 Teacher Guide*

ISBN: 9781323223321

Current Page Number(s): Topic Wrap-Up

Location: minor column

Original Text: N/A

Updated Text: Below the listed Assessment assets we will add Spiraling Content Activity

Component: *Grade 1 Teacher Guide*

ISBN: 9781323223321

Current Page Number(s): Experience-At-A-Glance

Location: The TEKS box on the right page of the Experience at a Glance pages.

Original Text: TEKS

Updated Text: We will add labels that say SEP TEKS and RTC TEKS so that is clear to the teacher the types of TEKS that are covered in the Experience.

Component: *Grade 1 Teacher Guide*

ISBN: 9781323223321

Current Page Number(s): Throughout Topic and Experience pages

Location: Differentiated Instruction boxes

Original Text: Differentiated Instruction boxes currently include two activity ideas with run-in bold titles for the activities.

Updated Text: We will add the headings STRIVING, CHALLENGE and SPECIAL NEEDS to these activities to help teachers more easily identify them.

Component: *Grade 1 Teacher Guide*

ISBN: 9781323223321

Current Page Number(s): Throughout Experience pages

Location: Side column

Original Text: Original text, includes references to the activities found in the Student Activity Companion.

Updated Text: We are adding page numbers to these references to make it easier for teachers and students to navigate to the activity.

Component: *Grade 1 Teacher Guide*

ISBN: 9781323223321

Current Page Number(s): 6

Location: Topic 1 Overview, Preview the Topic

Original Text: Preview the Topic In this topic, students learn about matter and its properties. First, in Experience 1, they demonstrate and explain that a whole object is a system made of organized parts that can be taken apart and put back together again. Then, in Experience 2, students classify objects by observable physical properties such as shape, color, and texture, and by attributes such as size and weight. Finally, in Experience 3, students explain and predict changes in materials that are caused by heating and cooling. Preview the Phenomenon Students watch and respond to a short Anchoring Phenomenon Video that shows a section of a glacier breaking off and falling into the ocean. As students progress through the three Experiences, they will use sense-making activities to help them answer the Anchoring Phenomenon question, What is happening to the glacier?

Component: *Grade 1 Teacher Guide*

ISBN: 9781323223321

Current Page Number(s): 7

Location: SCIENTIFIC AND ENGINEERING PRACTICES TEKS

Original Text: SCIENTIFIC AND ENGINEERING PRACTICES TEKS

1.1A Ask questions and define problems based on observations or information from text, phenomena, models, or investigations.

1.3B Communicate explanations and solutions individually and collaboratively in a variety of settings and formats. Also 1.1B, 1.1D, 1.1G

RECURRING THEMES AND CONCEPTS TEKS

1.5C Describe the properties of objects in terms of relative size (scale) and relative quantity.

1.5D Examine the parts of a whole to define or model a system.

Also 1.5E

ENGLISH LANGUAGE PROFICIENCY STANDARDS

Listening 2D Monitor understanding of spoken language during classroom instruction and interactions and seek clarification as needed.

Speaking 3D Speak using grade-level content area vocabulary in context to internalize new English words and build academic language proficiency.

Also Reading 4D, Writing 5B

MATH and ENGLISH LANGUAGE ARTS AND READING TEKS

Math 1.6A Classify and sort regular and two-dimensional shapes based on attributes using informal geometric language.

ELAR 1.7E Interact with sources in meaningful ways such as illustrating and writing.

Also Math 1.6B; ELAR 1.1B, 1.3B, 1.3D

Updated Text: SCIENTIFIC AND ENGINEERING PRACTICES TEKS

1.1A Ask questions and define problems based on observations or information from text, phenomena, models, or investigations.

Also 1.1B, 1.1D, 1.1G, 1.3B

RECURRING THEMES AND CONCEPTS TEKS

1.5C Describe the properties of objects in terms of relative size (scale) and relative quantity.

Also 1.5D, 1.5E

ENGLISH LANGUAGE PROFICIENCY STANDARDS

Listening 2D Monitor understanding of spoken language during classroom instruction and interactions and seek

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 284 of 3538

clarification as needed.

Speaking 3D Speak using grade-level content area vocabulary in context to internalize new English words and build academic language proficiency.

Also Reading 4D, Writing 5B

MATH and ENGLISH LANGUAGE ARTS AND READING TEKS

Math 1.6A Classify and sort regular and two-dimensional shapes based on attributes using informal geometric language.

ELAR 1.7E Interact with sources in meaningful ways such as illustrating and writing.

Also Math 1.6B; ELAR 1.1B, 1.3B, 1.3D

SOCIAL STUDIES TEKS

SS 1.16.A Identify and state facts based on relevant evidence.

Component: *Grade 1 Teacher Guide*

ISBN: 9781323223321

Current Page Number(s): 7

Location: Home Connection Box

Original Text: Identify Parts of a Whole Object Have students use a wall clock or kitchen timer in their home to practice identifying whole objects and their parts. Have students create a 2-column chart in their Science Notebooks. The head for the first column should be labeled "Whole Object." Students should draw the entire clock or kitchen timer. The head for the other column should be labeled "Parts." Students should draw some of the parts of the clock or timer, such as the hands on a clock or the dial on a timer. Invite students to complete the same exercise with other commonly found objects in the home.

Component: *Grade 1 Teacher Guide*

ISBN: 9781323223321

Current Page Number(s): 16

Location: Differentiated Instruction Box

Original Text: Model Show students how to build a sturdy structure. Place big blocks as the base of the model. Add more blocks. Make sure the pieces are steady and supportive. Suggest to students that it would be better if the model were wider rather than taller. Caution students that the pieces can fall if they are not supported or if the structure becomes too tall.

Challenge Invite students to draw the structure they built on paper. They can then explain their design to other students.

Updated Text: Special Needs Students who need extra assistance organizing their thoughts may have difficulty explaining the structure they built. To help them organize their ideas, draw a horizontal line across the Hands-on Activity sheet to create a compare and contrast graphic organizer. Have students draw the blocks as separate items in the top half of the organizer and the structure they built in the bottom half of the organizer. Ask students to draw a line from the individual block to where they used it in the drawing of the completed structure.

Challenge Invite students to draw the structure they built on paper. They can then explain their design to other students.

Component: *Grade 1 Teacher Guide*

ISBN: 9781323223321

Current Page Number(s): 20

Location: Experience 2 At-A-Glance, Objective

Original Text: Objective Students will observe and classify objects by physical properties including shape, color and texture, and by physical attributes, such as larger or smaller and heavier and lighter.

Component: *Grade 1 Teacher Guide*

ISBN: 9781323223321

Current Page Number(s): 28

Location: Experience 3 At-A-Glance, Objective

Original Text: Objective

Students will observe and investigate how heating and cooling changes materials. They will also predict and explain changes in materials caused by heating or cooling.

Updated Text: Objectives

Students will develop and use models to predict and explain changes in materials caused by heating or cooling. Students will identify forms of energy and properties of matter.

Component: *Grade 1 Teacher Guide*

ISBN: 9781323223321

Current Page Number(s): 32

Location: Differentiated Instruction Box

Original Text: Model Reading Directions Students may become overwhelmed when they first see directions. Model how they can follow the directions by taking one step at a time. Model rereading the Hands-On Station Card. Prompt them to answer item 2 on the Hands-On Activity before doing the investigation. Then guide them, step-by-step, as they do the investigation

Component: *Grade 1 Teacher Guide*

ISBN: 9781323223321

Current Page Number(s): 38

Location: Topic 2, Overview, Preview the Topic

Original Text: Preview the Topic

In this topic, students learn about how heat causes change. First, in Experience 1, students investigate and describe sources of heat and the applications of heat in everyday life. Then, in Experience 2, students describe how some changes caused by heat are reversible, such as melting and refreezing water. Finally, in Experience 3, students will describe how some changes caused by heat are irreversible, such as baking a cake.

Preview the Anchoring Phenomenon

Students watch and respond to a short Anchoring Phenomenon Video that shows how a new bear-shaped crayon is made by melting pieces of old crayons in an oven. As students progress through the three Experiences, they will use sensemaking activities to help them answer the Anchoring Phenomenon question, What do you need to make a bear-shaped crayon?

Component: *Grade 1 Teacher Guide*

ISBN: 9781323223321

Current Page Number(s): 39

Location: SCIENTIFIC AND ENGINEERING PRACTICES TEKS

Original Text: SCIENTIFIC AND ENGINEERING PRACTICES TEKS

1.1B Use scientific practices to plan and conduct simple descriptive investigations and use engineering practices to design solutions to problems.

1.1E Collect observations and measurement as evidence.

1.1F Record and organize data using pictures, numbers, words, symbols, and simple graphs.

Also 1.1C, 1.1E, 1.2B, 1.3A, 1.3B, 1.3C

RECURRING THEMES AND CONCEPTS TEKS

1.5B Investigate and predict cause and effect relationships in science.

1.5E Identify forms of energy and properties of matter.

Also 1.5G

ENGLISH LANGUAGE PROFICIENCY STANDARDS

Listening 2C Learn new language structures, expressions, and basic and academic vocabulary heard during classroom instruction and interactions.

Speaking 3D Speak using grade-level content vocabulary in context to internalize new English words and build academic language proficiency.

Reading 4D Use pre-reading supports such as graphic organizers, illustrations, and pretaught topic-related vocabulary and other prereading activities to enhance comprehension of written text.

Also Listening 2D; Speaking 3E; Reading 4F

ENGLISH LANGUAGE ARTS AND READING TEKS

ELAR 1.1.B Follow, restate, and give oral directions that involve a short, related, sequence of actions.

ELAR 1.3D Identify and use words that name actions, directions, positions, sequences, categories, and locations.

Also ELAR 1.3B, 1.6A, 1.6G, 1.7F, 1.9Diii, 1.10B

Updated Text: SCIENTIFIC AND ENGINEERING PRACTICES TEKS

1.1B Use scientific practices to plan and conduct simple descriptive investigations and use engineering practices to design solutions to problems.

Also 1.1C, 1.1E, 1.1E, 1.2B, 1.3A, 1.3B, 1.3C

RECURRING THEMES AND CONCEPTS TEKS

1.5B Investigate and predict cause and effect relationships in science.

Also 1.5E, 1.5G

ENGLISH LANGUAGE PROFICIENCY STANDARDS

Listening 2C Learn new language structures, expressions, and basic and academic vocabulary heard during classroom instruction and interactions.

Speaking 3D Speak using grade-level content vocabulary in context to internalize new English words and build academic language proficiency.

Reading 4D Use pre-reading supports such as graphic organizers, illustrations, and pretaught topic-related vocabulary and other prereading activities to enhance comprehension of written text.

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Also Listening 2D; Speaking 3E; Reading 4F

MATH and ENGLISH LANGUAGE ARTS AND READING TEKS

Math 1.7 Apply mathematical process standards to select and use units to describe length and time.

ELAR 1.1.B Follow, restate, and give oral directions that involve a short, related, sequence of actions.

Also ELAR 1.3B, 1.3D, 1.6A, 1.6G, 1.7F, 1.9Diii, 1.10B

Component: *Grade 1 Teacher Guide*

ISBN: 9781323223321

Current Page Number(s): 39

Location: Home Connection Box

Original Text: Identify Heat Sources at Home As students learn about heat sources and applications of heat throughout the topic, encourage them to work with a family member to identify as many heat sources in their own home as they can. Have students create a list or draw pictures in their notebooks of heat sources they find in their home. Provide students with opportunities to share their observations with the class

Component: *Grade 1 Teacher Guide*

ISBN: 9781323223321

Current Page Number(s): 42

Location: Related Phenomenon

Original Text: Cheese It! Have students describe a block of cheese. Draw the details they share. Then, have students talk about what they would need to do to the cheese to make macaroni and cheese. Students may say they need shred the cheese or to use heat to melt the cheese. Invite students to share ways they might heat the cheese to melt it. Draw the details they share.

Updated Text: Texas-Style Queso! Have students describe a block of cheese. Draw the details they share. Then, have students talk about what they would need to do to the cheese to make Texas-style queso. Students may say they need shred the cheese or to use heat to melt the cheese. Invite students to share ways they might heat the cheese to melt it. Draw the details they share.

Component: *Grade 1 Teacher Guide*

ISBN: 9781323223321

Current Page Number(s): 44

Location: Experience 1, At-A-Glance, Objective

Original Text: Objective

Students will investigate and describe applications of heat in everyday life.

Updated Text: Objectives

Students will investigate and predict cause and effect relationships to describe applications of heat in everyday life.

Students will collect observations and measurements as evidence.

Component: *Grade 1 Teacher Guide*

ISBN: 9781323223321

Current Page Number(s): 46

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 288 of 3538

Location: Related Phenomenon

Original Text: Heat from the Sun Put a piece of dark construction paper in the sunlight for several minutes. Have students describe how their hands feel after touching the paper. Explain to students that heat from the sun has caused the paper to feel warm.

Updated Text: The Sun's Heat and Texas Lakes Use the USGS.gov or waterdatafortexas.org websites to find charts and data that show local lake or reservoir levels and temperatures for one year. Have students make predictions as to what may cause the lake's water level to decrease and its temperature to increase.

Component: *Grade 1 Teacher Guide*

ISBN: 9781323223321

Current Page Number(s): 48

Location: Differentiated Instruction Box

Original Text: Challenge Invite students to brainstorm other ways they can melt the ice cubes with the materials they have on hand in the classroom. If they choose to hold the ice cubes in their hands to melt them, caution them not to hold the ice for too long. If time permits, allow students to share the results of their investigation with the rest of the class.

Updated Text: Special Needs For students who have a hearing impairment, have another student draw how they can use cups, ice cubes, and warm water to determine the fastest way to melt the ice. That student can point and show how to use the materials to the hearing impaired student.

Challenge Invite students to brainstorm other ways they can melt the ice cubes with the materials they have on hand in the classroom. If they choose to hold the ice cubes in their hands to melt them, caution them not to hold the ice for too long. If time permits, allow students to share the results of their investigation with the rest of the class.

Component: *Grade 1 Teacher Guide*

ISBN: 9781323223321

Current Page Number(s): 49

Location: Revisit Everyday Phenomenon

Original Text: Have students apply what they have learned about heat to continue building an explanation for the Anchoring Phenomenon *What do you need to make a bear-shaped crayon?*

Updated Text: Have students apply what they have learned about heat to continue building an explanation for the Everyday Phenomenon *Which clothes will dry faster?*

Component: *Grade 1 Teacher Guide*

ISBN: 9781323223321

Current Page Number(s): 52

Location: Experience 2 At-A-Glance, Objective

Original Text: Objectives Students will identify and describe changes caused by heat that can be reversed, such as melting butter.

Updated Text: Students will use scientific practices to investigate and predict cause and effect relationships in science to identify and describe changes caused by heat that can be reversed, such as melting butter.

Component: *Grade 1 Teacher Guide*

ISBN: 9781323223321

Current Page Number(s): 56

Location: Differentiated Instruction Box

Original Text: Model To reinforce understanding, hold the container of coconut oil in your hands and invite students to do the same. Once the coconut oil has melted, model placing the container of coconut oil in the cup of ice and invite students to do the same. Guide students who are unable to handle the materials to write or draw their observations.

Component: *Grade 1 Teacher Guide*

ISBN: 9781323223321

Current Page Number(s): 60

Location: Experience 3, At-A-Glance, Objective

Original Text: Objectives

Identify and describe changes by heat that cannot be reversed, such as baking a cake or cooking an egg.

Updated Text: Objectives

Students will identify and describe changes by heat that cannot be reversed, such as baking a cake or cooking an egg through pictures, numbers, words, symbols, and simple graphics.

Students will identify forms of energy and properties of matter.

Component: *Grade 1 Teacher Guide*

ISBN: 9781323223321

Current Page Number(s): 62

Location: Related Phenomenon

Original Text: Show a video of a campfire that highlights the irreversible changes that take place when wood is burned. Ask students to describe the changes they observe. Have students predict whether the remaining ash can be changed back to wood.

Updated Text: Show a video or photo of a campfire in an area campground that highlights the irreversible changes that take place when wood is burned. Ask students to describe the changes they observe. Have students predict whether the remaining ash can be changed back to wood.

Component: *Grade 1 Teacher Guide*

ISBN: 9781323223321

Current Page Number(s): 64

Location: Differentiated Instruction Box

Original Text: Challenge Invite students to write or draw their own step-by-step procedure for conducting this investigation.

Updated Text:

Striving For students who are striving to understand how to plan and conduct this investigation, have students write down these questions before they begin. What question are you trying to answer How will you use your materials to

Proclamation 2024: Report of Editorial Changes (11/08/2023)

answer this question? Guide students as needed to answer the questions.

Challenge Invite students to write or draw their own step-by-step procedure for conducting this investigation.

Component: *Grade 1 Teacher Guide*

ISBN: 9781323223321

Current Page Number(s): 10

Location: Topic 1 Launch, Related Phenomenon

Original Text: Taking Apart a Pen Show students a pen that can come apart. Then take apart the pen. Show students each part of the whole pen. Point out that the pen is made up of a few parts. Then put the pen back together again. Ask students if they think the pen still works. Lead a discussion about how the pen is one whole object, but has a few parts that can be taken apart, put back together, and still work

Component: *Grade 1 Teacher Guide*

ISBN: 9781323223321

Current Page Number(s): Topic Overview

Location: Home Connection Box

Original Text: N/A

Updated Text: (insert second paragraph)Share the Topic School-to-Home letter with parents and caregivers to provide information that supports student learning. Use the Home Communication Guide for additional ideas to bring home learning into the classroom.

Component: *Grade 1 Teacher Guide*

ISBN: 9781323223321

Current Page Number(s): Topic Planner

Location: Fast Track

Original Text: FAST TRACK Use the activities with a check mark to fast-track your teaching.

Updated Text: FAST TRACK Use the activities with a check mark to fast-track your teaching.

(insert) You will find editable versions of the Topic Planner and Experience At-a-Glance pages, and Daily Planners in your digital course on Realize.

Component: *Grade 1 Teacher Guide*

ISBN: 9781323223321

Current Page Number(s): 70

Location: Topic 3, Force and Motion, Overview

Original Text: Preview the Topic In this topic, students learn that forces cause changes in motion and position in everyday life. In Experience 1 they will explain how pushes and pulls can start, stop, or change the speed or direction of an objects motion. Then, in Experience 2, students will plan and conduct a descriptive investigation that predicts how pushes and pulls can start, stop, or change the speed or direction of an object's motion. PREVIEW ANCHORING PHENOMENON Students watch a short Anchoring Phenomenon Video that shows a dog making its way through an obstacle course. The dog uses a variety of pushes and pulls to move itself around the weave poles and over the teeter totter. As students

progress through the Experiences, they will answer the Anchoring Phenomenon question, How can a dog complete an obstacle course

Updated Text: Preview the Topic In this topic, students learn that forces cause changes in motion and position in everyday life. In Experience 1 they will explain how pushes and pulls can start, stop, or change the speed or direction of an objects motion. Then, in Experience 2, students will plan and conduct a descriptive investigation that predicts how pushes and pulls can start, stop, or change the speed or direction of an object’s motion. As you progress through the topic, connect the activities back to Topic 1, Objects. Students can apply what they learned in Topic 1 about objects and the properties of matter (TEKS 1.6A) to what they are learning about pushes and pulls on objects in Topic 3. PREVIEW ANCHORING PHENOMENON Students watch a short Anchoring Phenomenon Video that shows a dog making its way through an obstacle course. The dog uses a variety of pushes and pulls to move itself around the weave poles and over the teeter totter. As students progress through the Experiences, they will answer the Anchoring Phenomenon question, How can a dog complete an obstacle course Topic Readiness Test and Remediation Students answer questions to show what they already know about Force and Motion by completing a printed or online Topic Readiness Test. For students who have difficulty on the test, assign the corresponding remediation items on Realize.

Component: *Grade 1 Teacher Guide*

ISBN: 9781323223321

Current Page Number(s): 71

Location: Topic 3, Force and Motion, Overview

Original Text: MATH and ENGLISH LANGUAGE ARTS AND READING TEKS

MATH 1.7A Use measuring tools to measure the length of objects to reinforce the nature of linear measurement.

MATH 1.7C Measure the same object/distance with units of two different lengths and describe how and why the measurements differ.

ELAR 1.3D Identify and use words that name actions, directions, positions, sequences, categories, and locations.

ELAR 1.6E Make connections to personal experiences, ideas in other texts, and society with adult assistance.

Also ELAR 1.6H, 1.7E

Updated Text: MATH and ENGLISH LANGUAGE ARTS AND READING TEKS

MATH 1.7A Use measuring tools to measure the length of objects to reinforce the nature of linear measurement.

Also MATH 1.7C

ELAR 1.3D Identify and use words that name actions, directions, positions, sequences, categories, and locations.

Also ELAR 1.6E, 1.6H, 1.7E

SOCIAL STUDIES TEKS SS 1.17.F Apply and practice classroom rules and procedures for listening and responding respectfully.

Component: *Grade 1 Teacher Guide*

ISBN: 9781323223321

Current Page Number(s): 74

Location: Topic 3 Launch

Original Text: •Dog agility is a sport where a handler directs a dog through an obstacle course within a time limit.

Obstacles can include jumps tunnels, weave poles, and seesaws. The world’s largest authority for the sport of dog agility has its headquarters in Richardson, Texas.

Updated Text: Texas Connection Dog agility is a sport where a handler directs a dog through an obstacle course within a time limit. Obstacles can include jumps tunnels, weave poles, and seesaws. The world’s largest authority for the sport of dog agility has its headquarters in Richardson, Texas.

Component: *Grade 1 Teacher Guide*

ISBN: 9781323223321

Current Page Number(s): 76

Location: Experience 1, Push and Pull, At a Glance

Original Text: Objective

Students will explain how a push and pull can start, stop, or change the speed or direction of an object's motion.

Updated Text: Objective

Students will identify and use patterns to explain how a push and pull can start, stop, or change the speed or direction of an object's motion

Component: *Grade 1 Teacher Guide*

ISBN: 9781323223321

Current Page Number(s): 80

Location: Differentiated Instruction Box

Original Text: Model Show students how to set up the cups. Explain that they will push the ball away from them and toward the cups so that it strikes at least one cup. Demonstrate how to count the number of cups that move and then note this on their activity sheet. Help students identify another way to indicate the number of cups that move—for example, they may be able to circle the cups or tell the number to a partner.

Updated Text: Striving Show students how to set up the cups. Explain that they will push the ball away from them and toward the cups so that it strikes at least one cup. Demonstrate how to count the number of cups that move and then note this on their activity sheet. Help students identify another way to indicate the number of cups that move—for example, they may be able to circle the cups or tell the number to a partner.

Special Needs For students who have speech impairments such as fluency, voice, or articulation disorders, have them circle the cups instead of telling the number to a partner

Component: *Grade 1 Teacher Guide*

ISBN: 9781323223321

Current Page Number(s): 84

Location: Experience 2, Speed and Direction, At a Glance

Original Text: Objective

Students will plan and conduct a descriptive investigation that predicts how pushes and pulls can start, stop, or change the speed and direction of an object's motion.

Updated Text: Objectives

Students will use scientific practices to plan and conduct a descriptive investigation that predicts how pushes and pulls can start, stop, or change the speed and direction of an object's motion.

Students will investigate and predict cause and effect relationships to show how pushes and pulls can start, stop or change the speed and direction of an object's motion.

Component: *Grade 1 Teacher Guide*

ISBN: 9781323223321

Current Page Number(s): 86

Location: Related Phenomenon

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 293 of 3538

Original Text: Pushes and Pulls on a Bicycle As an alternative Everyday Phenomenon, consider showing a video of a person bicycling at different speeds. Ask How can they make the bike go faster? How can they make it go slower?

Updated Text: Pushes and Pulls on a Bicycle As an alternative Everyday Phenomenon, consider showing a video videos or photos of people bicycling at one of the Texas Interscholastic Mountain Bike League's races. Ask How can they make the bike go faster? How can they make it go slower?

Component: *Grade 1 Teacher Guide*

ISBN: 9781323223321

Current Page Number(s): 94

Location: Topic 4, Weather and Seasons, Overview

Original Text: Preview the Topic

In this topic, students learn the natural world has recognizable patterns of phenomena such as weather and seasons. First, in Experience 1, students will describe and record observable characteristics of weather and explain how weather affects their everyday lives. Then, in Experience 2, students will build on concepts from Experience 1 to describe and predict the patterns of the seasons.

PREVIEW ANCHORING PHENOMENON

Students watch and respond to a short Anchoring Phenomenon Video of the weather on the same day in two different locations in the United States: Houston, Texas and Minneapolis, Minnesota. Although it is winter in both places, the weather is very different. In Houston, it is mild and rainy. In Minneapolis on the same day, it is very cold, and ice and snow cover the ground. As students progress through the Experiences, they will answer the Anchoring Phenomenon question, Is Houston or Minneapolis a better place to build a snowman?

Updated Text: Preview the Topic

In this topic, students learn the natural world has recognizable patterns of phenomena such as weather and seasons. First, in Experience 1, students will describe and record observable characteristics of weather and explain how weather affects their everyday lives. Then, in Experience 2, students will build on concepts from Experience 1 to describe and predict the patterns of the seasons.

As you progress through the topic, connect the activities back to Topic 2 Heat Causes Change. Students can apply what they learned in Topic 2 such as sources of heat and how heat causes change. Students can also describe how some changes caused by heat are reversible, such as melting and refreezing water as it related to different types of weather.

PREVIEW ANCHORING PHENOMENON

Students watch and respond to a short Anchoring Phenomenon Video of the weather on the same day in two different locations in the United States: Houston, Texas and Minneapolis, Minnesota. Although it is winter in both places, the weather is very different. In Houston, it is mild and rainy. In Minneapolis on the same day, it is very cold, and ice and snow cover the ground. As students progress through the Experiences, they will answer the Anchoring Phenomenon question, Is Houston or Minneapolis a better place to build a snowman?

(insert) Topic Readiness Test and Remediation

Students answer questions to show what they already know about Weather and Seasons by completing a printed or online Topic Readiness Test. For students who have difficulty on the test, assign the corresponding remediation items on Realize.

Component: *Grade 1 Teacher Guide*

ISBN: 9781323223321

Current Page Number(s): 100

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 294 of 3538

Location: Experience 1, Weather, At a Glance

Original Text: Objective

Students will describe different observable weather characteristics and explain the impact of weather on daily choices.

Updated Text: Objectives

Students will identify and use patterns to describe different observable weather characteristics and explain the impact of weather on daily choices.

Students will use tools including windsock, pinwheel, student thermometer, demonstration thermometer, rain gauge, ribbons, and non-standard measuring items to observe, measure, test, and compare.

Component: *Grade 1 Teacher Guide*

ISBN: 9781323223321

Current Page Number(s): 102

Location: Experience 1, Engage, Everyday Phenomenon Photo

Original Text: WHAT ACTIVITIES COULD YOU DO IN TWO DIFFERENT TYPES OF WEATHER?

Show the Everyday Phenomenon Photo.

Ask What activity could you do in each type of weather shown in the picture? Write or draw your questions or ideas on a piece of paper.

Sample answer: On a sunny, warm, and calm day, I played outside. On a cloudy, warm, and windy day, I flew a kite.

Updated Text: WHAT ACTIVITIES COULD YOU DO IN TWO DIFFERENT TYPES OF WEATHER?

Show the Everyday Phenomenon Photo.

Ask What activity could you do in each type of weather shown in the picture? Write or draw your questions or ideas on a piece of paper.

Sample answer: On a sunny, warm, and calm day, I played outside. On a cloudy, warm, and windy day, I flew a kite.

Texas Connection The photos show the road leading into Chisos Mountain Basin in Big Bend National Park during two different types of weather. Sunshine is plentiful throughout the year. Summers can be hot with temperatures often more than 100 degrees Fahrenheit, however it may be twenty degrees cooler in the the mountains. May through September is the rainy season for Big Bend National Park.

Component: *Grade 1 Teacher Guide*

ISBN: 9781323223321

Current Page Number(s): 104

Location: Differentiated Instruction Box

Original Text: Using Senses Work with students who may be unable to clearly view the weather photographs by describing the conditions in the images. Help Students recognize how they can use other senses, such as touch (feeling wind, heat, and cold) and smell (smelling the rain) to identify different types of weather.

Updated Text: Striving Work with students who may be unable to clearly view the weather photographs by describing the conditions in the images. Help students recognize how they can use other senses, such as touch (feeling wind, heat, and cold) and smell (smelling the rain) to identify different types of weather.

Special Needs This activity is one in which students who would benefit from tactile experiences can be successful. Guide students how they could feel the wind or feel something that is hot or cold.

Component: *Grade 1 Teacher Guide*

ISBN: 9781323223321

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 295 of 3538

Current Page Number(s): 108

Location: Experience 2, Seasons, At a Glance

Original Text: Objective

Students will describe and predict the patterns of seasons of the year such as order of occurrence and changes in nature.

Updated Text: Objectives

Students will describe and predict the patterns of seasons of the year such as order of occurrence and changes in nature.

Students will analyze data by identifying any significant features and patterns.

Component: *Grade 1 Teacher Guide*

ISBN: 9781323223321

Current Page Number(s): 110

Location: Experience 2, Seasons, Engage

Original Text: Everyday Phenomenon Photo

WHY ARE THESE BIRDS FLYING AWAY?

To activate student learning, show the Everyday Phenomenon Photo.

Ask What are some reasons why birds might migrate?

Sample answer: If the weather gets colder, birds might want to migrate to warmer.

Updated Text: Everyday Phenomenon Photo

WHY ARE THESE BIRDS FLYING AWAY?

To activate student learning, show the Everyday Phenomenon Photo.

Ask What are some reasons why birds might migrate?

Sample answer: If the weather gets colder, birds might want to migrate to warmer.

Texas Connection There are 615 species of birds found in Texas. 54% of these birds are migratory. Birds that migrate to or through Texas include American Golden-Plover, Ruby-throated Hummingbird, Yellow-billed Cuckoo, and the Magnolia Warbler

Component: *Grade 1 Teacher Guide*

ISBN: 9781323223321

Current Page Number(s): 118

Location: Topic 5, Earth Materials, Overview

Original Text: Preview the Topic

In this topic, students learn about natural materials found on Earth, specifically rocks, soil, and water. First, in Experience 1, they investigate, describe, and record the different properties and components of topsoil, clay, and sand. Then, in Experience 2, students study water and compare the properties, such as salinity, color, clarity, size, and shape, of puddles, ponds, streams, rivers, lakes, and oceans. Next, in Experience 3, students investigate and describe how water can move rock and soil particles from one place to another. They also identify and describe how plants, animals, and humans use rocks, soil, and water. Finally, in Experience 4, students explain why conservation is important and describe ways to conserve water and ways to protect natural sources of water.

PREVIEW ANCHORING PHENOMENON Students watch and respond to a short Anchoring Phenomenon Video that is about beavers and how the dams they build change and help environments. As students progress through the Experiences, they will answer the Anchoring Phenomenon question Why would beavers need to collect rocks, soil, and parts of trees?

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 296 of 3538

Updated Text: Preview the Topic

In this topic, students learn about natural materials found on Earth, specifically rocks, soil, and water. First, in Experience 1, they investigate, describe, and record the different properties and components of topsoil, clay, and sand. Then, in Experience 2, students study water and compare the properties, such as salinity, color, clarity, size, and shape, of puddles, ponds, streams, rivers, lakes, and oceans. Next, in Experience 3, students investigate and describe how water can move rock and soil particles from one place to another. They also identify and describe how plants, animals, and humans use rocks, soil, and water. Finally, in Experience 4, students explain why conservation is important and describe ways to conserve water and ways to protect natural sources of water.

As you progress through the topic, connect the activities back to Topic 1 Objects. Students can apply what they learned in Topic 1 such as classifying objects by observable physical properties, including, shape, color, and texture (1.6A).

PREVIEW ANCHORING PHENOMENON Students watch and respond to a short Anchoring Phenomenon Video that is about beavers and how the dams they build change and help environments. As students progress through the Experiences, they will answer the Anchoring Phenomenon question Why would beavers need to collect rocks, soil, and parts of trees?

Topic Readiness Test and Remediation

Students answer questions to show what they already know about Earth Materials by completing a printed or online Topic Readiness Test. For students who have difficulty on the test, assign the corresponding remediation items on Realize.

Component: *Grade 1 Teacher Guide*

ISBN: 9781323223321

Current Page Number(s): 119

Location: Topic 5, Earth Materials, Overview

Original Text: ENGLISH LANGUAGE ARTS AND READING TEKS

ELAR 1.7E Interact with sources in meaningful ways such as illustrating or writing.

Also ELAR 1.3B, 1.6E, 1.6F, 1.6G, 1.7A, 1.9Dii 1.10C

Updated Text: ENGLISH LANGUAGE ARTS AND READING TEKS

ELAR 1.7E Interact with sources in meaningful ways such as illustrating or writing.

Also ELAR 1.3B, 1.6E, 1.6F, 1.6G, 1.7A, 1.9Dii 1.10C

MATH 1.8A collect, sort, and organize data in up to three categories using models/representations such as tally marks or T-charts

Also MATH 1.1C

SOCIAL STUDIES TEKS

SS 1.18A Use democratic procedures to collaborate with others when making decisions on issues in the classroom, school, or community.

Component: *Grade 1 Teacher Guide*

ISBN: 9781323223321

Current Page Number(s): 126

Location: Experience 1, Soil, Engage

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 297 of 3538

Original Text: Everyday Phenomenon Photo
HOW MANY DIFFERENT WAYS CAN YOU DESCRIBE SOIL?

Show the Everyday Phenomenon Photo.
Say You see a hand in the photo. What do you see in the hand? Describe what you see. Post a list of student descriptions and responses. Students will refer back to the list at the end of the Experience and add new ways to describe soil.
Sample answer: I see soil in the hand. The soil is dark brown. I can see small rocks and bits of leaves in it.

Updated Text: Everyday Phenomenon Photo
HOW MANY DIFFERENT WAYS CAN YOU DESCRIBE SOIL?

Show the Everyday Phenomenon Photo.
Say You see a hand in the photo. What do you see in the hand? Describe what you see. Post a list of student descriptions and responses. Students will refer back to the list at the end of the Experience and add new ways to describe soil.
Sample answer: I see soil in the hand. The soil is dark brown. I can see small rocks and bits of leaves in it.

Texas Connection Soil is one of Texas' most important natural resource. The variety of soils in Texas is due to the diversity of climate, agriculture, and geology. There are more than 1300 different kinds of soil found in Texas.

Component: *Grade 1 Teacher Guide*

ISBN: 9781323223321

Current Page Number(s): 132

Location: Experience 2, Water, At a Glance

Original Text: Objective

Students will compare the properties, such as color, clarity, size, and shape, of puddles, ponds, streams, rivers, lakes, and oceans. They will classify puddles, ponds, streams, rivers, lakes, and oceans as freshwater or saltwater.

Updated Text: Objectives

Students examine the parts and compare the properties, such as color, clarity, size, and shape, of puddles, ponds, streams, rivers, lakes, and oceans.

Students will classify puddles, streams, rivers, lakes, and oceans as freshwater or saltwater.

Component: *Grade 1 Teacher Guide*

ISBN: 9781323223321

Current Page Number(s): 136

Location: Experience 2, Water, 5Es

Original Text: Comparing Bodies of Water To help students who are having difficulty identifying rivers, lakes, and oceans, display photos of rivers, lakes, and oceans. Group each type together. Ask students to tell the similar properties of lakes (they are large, circular, and surrounded by land). Do the same for oceans and rivers. Have students draw and label a lake, a river, and an ocean in their Science Notebooks to help them distinguish each type of body of water.

Updated Text: Striving To help students who are having difficulty identifying rivers, lakes, and oceans, display photos of rivers, lakes, and oceans. Group each type together. Ask students to tell the similar properties of lakes (they are large, circular, and surrounded by land). Do the same for oceans and rivers. Have students draw and label a lake, a river, and an ocean in their Science Notebooks to help them distinguish each type of body of water.

Special Needs To help students who need help organizing their thoughts, help them make a concept map. In the middle circle, write Bodies of Water. Surround that circle with three other circles with these labels: Rivers, Lakes, Oceans. Work with students to record in surrounding circles what they know about each body of water.

Component: *Grade 1 Teacher Guide*

ISBN: 9781323223321

Current Page Number(s): 140

Location: Experience 3, Movement of Earth's Materials, At a Glance

Original Text: Objective

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

Updated Text: Objective

Students will investigate and describe the cause-and-effect relationships that explains how water can move rock and soil particles from one place to another

Component: *Grade 1 Teacher Guide*

ISBN: 9781323223321

Current Page Number(s): 141

Location: Experience 3, Movement of Earth's Materials, At a Glance, Explain/Elaborate

Original Text: Additional STEAM Activity

Updated Text: STEAM Activity

Component: *Grade 1 Teacher Guide*

ISBN: 9781323223321

Current Page Number(s): 146

Location: Experience 3, Movement of Earth's Materials, Elaborate

Original Text: Additional STEAM Activity

HOW CAN ROCKS AND SAND MOVE?

STATION SETUP safety goggles, water, small rocks, stream table, sand, blocks of different sizes

Updated Text: STEAM Activity

HOW CAN ROCKS AND SAND MOVE?

SETUP safety goggles, water, small rocks, stream table, sand, blocks of different sizes

Component: *Grade 1 Teacher Guide*

ISBN: 9781323223321

Current Page Number(s): 147

Location: Experience 3, Movement of Earth's Materials, Evaluate

Original Text: MOVEMENT OF EARTH MATERIALS

Remind students of the Everyday Phenomenon How did the sand and pebbles get here?

Updated Text: MOVEMENT OF EARTH MATERIALS

Remind students of the Everyday Phenomenon How did the sand or pebbles get here?

Component: *Grade 1 Teacher Guide*

ISBN: 9781323223321

Current Page Number(s): 148

Location: Experience 4, Use and Save Earth Materials, At a Glance

Original Text: Objectives

Students will identify and describe how plants, animals, and humans use rocks, soil, and water. Students will explain why water conservation is important and describe ways to conserve water and protect natural sources of water.

Updated Text: Objectives

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

Students will collect observations as evidence about how water runs through different soil combinations.

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

TEKS

(insert)

SEP: 1.1E Collect observations and measurements as evidence.

RTC: 1.5A Identify and use patterns to describe phenomena or design solutions.

Component: *Grade 1 Teacher Guide*

ISBN: 9781323223321

Current Page Number(s): 158

Location: Topic 6, Living Things and Environments, Overview

Original Text: Preview the Topic

In this topic, students will learn about living things and their environments. First, in Experience 1, students will learn to classify living things and nonliving things based upon whether they have basic needs and produce young. Next, in Experience 2, students will describe interactions and dependence between living and nonliving things in terrariums and aquariums. Finally, in Experience 3, students will identify how living things depend on each other through food chains.

PREVIEW ANCHORING PHENOMENON Students watch and respond to a short Anchoring Phenomenon Video that shows people creating an environment in the ocean by building a reef with human-made objects. As students progress through the three Experiences, they will use sensemaking activities to help them answer the Anchoring Phenomenon question Why are people putting these concrete blocks in the ocean?

Updated Text: Preview the Topic

In this topic, students will learn about living things and their environments. First, in Experience 1, students will learn to classify living things and nonliving things based upon whether they have basic needs and produce young. Next, in Experience 2, students will describe interactions and dependence between living and nonliving things in terrariums and aquariums. Finally, in Experience 3, students will identify how living things depend on each other through food chains.

As you progress through the topic, connect the activities back to Topic 5 Earth Materials. Students can apply what they

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 300 of 3538

learned in Topic 5 such as identifying and describing how plants, animals, and humans use rocks, soil, and water (1.11A).

PREVIEW ANCHORING PHENOMENON Students watch and respond to a short Anchoring Phenomenon Video that shows people creating an environment in the ocean by building a reef with human-made objects. As students progress through the three Experiences, they will use sensemaking activities to help them answer the Anchoring Phenomenon question Why are people putting these concrete blocks in the ocean?

Topic Readiness Test and Remediation

Students answer questions to show what they already know about Living Things and Environments by completing a printed or online Topic Readiness Test. For students who have difficulty on the test, assign the corresponding remediation items on Realize.

Component: *Grade 1 Teacher Guide*

ISBN: 9781323223321

Current Page Number(s): 159

Location: Topic 6, Living Things and Environments, Overview

Original Text: MATH AND ENGLISH LANGUAGE ARTS AND READING TEKS

MATH 1.1D Communicate mathematical ideas, reasoning, and their implications using multiple representations, including symbols, diagrams, graphs, and language as appropriate.

ELAR 1.3B Use illustrations and texts the student is able to read or hear to learn or clarify word meanings.

Also ELAR 1.6F, 1.6H, 1.7B, 1.7E, 1.7F, 1.9Dii

Updated Text: MATH AND ENGLISH LANGUAGE ARTS AND READING TEKS

MATH 1.1D Communicate mathematical ideas, reasoning, and their implications using multiple representations, including symbols, diagrams, graphs, and language as appropriate.

ELAR 1.3B Use illustrations and texts the student is able to read or hear to learn or clarify word meanings.

Also ELAR 1.6F, 1.6H, 1.7B, 1.7E, 1.7F, 1.9Dii

SOCIAL STUDIES TEKS

SS 1.16B Identify different kinds of historical sources and artifacts and explain how they can be used to study the past.

Component: *Grade 1 Teacher Guide*

ISBN: 9781323223321

Current Page Number(s): 164

Location: Experience 1, Living and Nonliving Things, At a Glance

Original Text: Objective

Students will classify and describe living and nonliving things based on whether they have basic needs and can have young.

Updated Text: Objective

Students will collect observations as evidence to classify and describe living and nonliving things based on whether they have basic needs and can have young.

TEKS, SEP TEKS, RTC TEKS

1.5A Identify and use patterns to describe phenomena or design solutions.

Component: *Grade 1 Teacher Guide*

ISBN: 9781323223321

Current Page Number(s): 172

Location: Experience 2, Environments, At a Glance

Original Text: Objectives

Students will describe and record how living and nonliving things depend on each other in environments such as aquariums and terrariums.

Updated Text: Objectives

Students will observe and compare organisms in a terrarium and describe and record how living and nonliving things depend on each other in environments such as aquariums and terrariums.

Component: *Grade 1 Teacher Guide*

ISBN: 9781323223321

Current Page Number(s): 176

Location: Experience 2, Environments, 5Es

Original Text: DIFFERENTIATED INSTRUCTION

Modeling Demonstrate the steps of putting together the terrarium. Explain that the gravel goes into the bottle first so that water can drain from the soil into the gravel, preventing the soil from holding too much water around the plant's roots. Show students how to hollow out a hole in the soil for the plant roots and explain that this will help the plant grow well in its new environment. Monitor students' watering of the plants to ensure they add an appropriate amount of water. Show students how to slide the top of the bottle back onto the base.

Updated Text: DIFFERENTIATED INSTRUCTION

Striving Show students how to hollow out a hole in the soil for the plant roots and explain that this will help the plant grow well in its new environment. Monitor students' watering of the plants to ensure they add an appropriate amount of water.

Special Needs Students with visual impairments can form plants out of clay to use in their terrarium. They can place their clay plant models in a box or rectangular plastic container to build the terrarium in the bottle. They can place gravel and soil into the box and then place the individual models into the gravel and soil.

Component: *Grade 1 Teacher Guide*

ISBN: 9781323223321

Current Page Number(s): 180

Location: Experience 3, Food Chains, At a Glance

Original Text: Objective

Students will identify and illustrate ways that living organisms depend on each other through food chains.

Updated Text: Objective

Students will identify and illustrate ways that living organisms depend on each other through food chains, including modeling a food chain.

Component: *Grade 1 Teacher Guide*

ISBN: 9781323223321

Current Page Number(s): 184

Location: Experience 3, Food Chains, 5Es

Original Text: Challenge Ask students to add a step to the end of the food chain. Ask What animals might eat hawks? Have students brainstorm ideas. Write them on the board. Explain that eagles and owls sometimes kill and eat hawks, and snakes and raccoons steal eggs from hawk nests.

Updated Text: Striving Diagram To help students put the organisms in the correct order, begin a sequence diagram on the board with the word Sun in the first step. Ask What living thing uses the sun to get energy? Write the name of that organism in the next step of the organizer. Ask What living thing eats this living thing? Write the name in the third step of the organizer. Continue in this manner until the food chain is complete.

Challenge Ask students to add a step to the end of the food chain. Ask What animals might eat hawks? Have students brainstorm ideas. Write them on the board. Explain that eagles and owls sometimes kill and eat hawks, and snakes and raccoons steal eggs from hawk nests.

Component: *Grade 1 Teacher Guide*

ISBN: 9781323223321

Current Page Number(s): 190

Location: Topic 7, Animals, Overview

Original Text: Preview the Topic

In this Topic, students learn about animals, specifically about the external structures of birds, mammals, and fish; how animals grow and change; and how animals go through a life cycle. First, in Experience 1, students compare how the external structures of different animals help them live, interact, and survive in their environment. Then, in Experience 2, they identify and compare ways young animals resemble their parents. Finally, in Experience 3, students record observations and describe the basic life cycles of a bird, mammal, and fish.

Preview the Anchoring Phenomenon

Students watch and respond to a short Anchoring Phenomenon Video about armadillos and how their body parts help them move, find food, and survive in their environments. As students progress through the Experiences, they will answer the Anchoring Phenomenon question What can an armadillo do with its body?

Updated Text: Preview the Topic

In this Topic, students learn about animals, specifically about the external structures of birds, mammals, and fish; how animals grow and change; and how animals go through a life cycle. First, in Experience 1, students compare how the external structures of different animals help them live, interact, and survive in their environment. Then, in Experience 2, they identify and compare ways young animals resemble their parents. Finally, in Experience 3, students record observations and describe the basic life cycles of a bird, mammal, and fish.

As you progress through the topic, connect the activities back to Topic 6, Living Things and Environments. Students can apply what they learned in Topic 6 about how living things have basic needs (TEKS 1.12A) to how the structures of animals help them survive in an environment. They can also apply what they learned about living things producing young to parents and young animals (TEKS 1.12B) and life cycles they learn about in Topic 7.

Preview the Anchoring Phenomenon

Students watch and respond to a short Anchoring Phenomenon Video about armadillos and how their body parts help them move, find food, and survive in their environments. As students progress through the Experiences, they will answer the Anchoring Phenomenon question What can an armadillo do with its body?

Topic Readiness Test and Remediation

Students answer questions to show what they already know about Animals by completing a printed or online Topic Readiness Test. For students who have difficulty on the test, assign the corresponding remediation items on Realize.

Component: *Grade 1 Teacher Guide*

ISBN: 9781323223321

Current Page Number(s): 191

Location: Topic 7, Animals, Overview

Original Text: SCIENTIFIC AND ENGINEERING PRACTICES TEKS

1.1D Use tools, including animal life cycles, to observe and compare.

1.3B Communicate explanations and solutions individually and collaboratively in a variety of settings and formats.

Also 1.1E, 1.1F, 1.1G, 1.2B, 1.3A, 1.3C

RECURRING THEMES AND CONCEPTS TEKS

1.5D Examine the parts of a whole to define or model a system.

1.5F Describe the relationship between structure and function of objects, organisms, and systems.

Also 1.5A

Updated Text: SCIENTIFIC AND ENGINEERING PRACTICES TEKS

1.1D Use tools, including animal life cycles, to observe and compare.

Also 1.1E, 1.1F, 1.1G, 1.2B, 1.3A, 1.3B, 1.3C

RECURRING THEMES AND CONCEPTS TEKS

1.5F Describe the relationship between structure and function of objects, organisms, and systems.

Also 1.5A, 1.5D

SOCIAL STUDIES TEKS

SS 1.17.C Communicate information visually, orally, or in writing based on knowledge and experiences in social studies.

Component: *Grade 1 Teacher Guide*

ISBN: 9781323223321

Current Page Number(s): 191

Location: Collaborate with the Community

Original Text: Collaborate with the Community

Invite an Expert Invite a zoologist or another kind of animal expert to talk to the class. This person should be able to discuss and show examples of many different animals and how their structures help them survive. If an in-person presentation is not possible, then a video conference might be a good alternative. Encourage students to ask questions and to share any experience they might have with animals during the presentation.

Updated Text: Collaborate with the Community

Invite an Expert Invite a zoologist or another kind of animal expert to talk to the class. This person should be able to discuss and show examples of many different animals and how their structures help them survive. If an in-person presentation is not possible, then a video conference might be a good alternative. Encourage students to ask questions and to share any experience they might have with animals during the presentation.

(insert new Home Connections box and paragraph)

School-to-Home Letter Share the Topic School-to-Home letter with parents and caregivers to provide information that supports student learning. Use the Home Communication Guide for additional ideas to bring home learning into the classroom.

Component: *Grade 1 Teacher Guide*

ISBN: 9781323223321

Current Page Number(s): 194

Location: Topic 7 Launch

Original Text: Anchoring Phenomenon Video

Lead a class discussion about what students think is happening in the video. Accept all ideas at this time. As students complete the sense-making activities in this topic, they will return to the Anchoring Phenomenon with greater clarity. Remind students that learning, like science, is an iterative process. It's okay to start with one idea and revise your idea as you get more information.

Updated Text: Anchoring Phenomenon Video

Lead a class discussion about what students think is happening in the video. Accept all ideas at this time. As students complete the sense-making activities in this topic, they will return to the Anchoring Phenomenon with greater clarity. Remind students that learning, like science, is an iterative process. It's okay to start with one idea and revise your idea as you get more information.

Texas Connection The Nine-Banded Armadillo is the state mammal of Texas. Armadillos are found throughout the State of Texas with the exception of the Trans-Pecos region. The hard shell of the armadillo can protect it from predators such as coyotes, bobcats, and alligators. Armadillos use their strong claws to dig up insects to eat.

Component: *Grade 1 Teacher Guide*

ISBN: 9781323223321

Current Page Number(s): 196

Location: Experience 1, Animal Structures, At a Glance

Original Text: Objective

Students will identify and compare external structures of different animals to explain how the structures help animals meet their basic needs for survival.

Updated Text: Objective

Students will identify and compare external structures of different animals to describe how the relationship between structure and function helps animals meet their basic needs for survival.

Component: *Grade 1 Teacher Guide*

ISBN: 9781323223321

Current Page Number(s): 200

Location: Experience 1, Animal Structures, Explore

Original Text: GUIDE STUDENT PLANNING Inform students that cats have body parts called whiskers. Cats carefully use their whiskers to judge whether or not their heads and bodies can fit through an opening.

Explain that in the Station, students will make a model of a cat head and then use it to investigate how a cat uses its whiskers. Suggest that students make a drawing of a cat head first. Encourage students to use the drawing to plan how they will make the model cat head.

DIFFERENTIATED INSTRUCTION

Identifying Features on a Model To help students identify parts of the model cat head, suggest that they use markers or crayons to add features, such as eyes, a nose, and a mouth, to create a cat's face.

Updated Text: GUIDE STUDENT PLANNING Explain that in the Station, students will make a model of a cat head and then use it to investigate how a cat uses its whiskers. Suggest that students make a drawing of a cat head first. Encourage students to use the drawing to plan how they will make the model cat head.

DIFFERENTIATED INSTRUCTION

Striving To help students identify parts of the model cat head, suggest that they use markers or crayons to add features, such as eyes, a nose, and a mouth, to create a cat's face.

Challenge Have students who need an extra challenge investigate how the length of a cat's whiskers affects how accurately the cat can detect the size of holes.

Component: *Grade 1 Teacher Guide*

ISBN: 9781323223321

Current Page Number(s): 204

Location: Experience 2, Parents and Young, At a Glance

Original Text: Objective

Students will describe how animals grow and change. They will also compare the ways young animals resemble their parents.

Updated Text: Objectives

Students will communicate descriptions and explanations about how animals grow and change.

Students will compare the ways young animals resemble their parents.

Component: *Grade 1 Teacher Guide*

ISBN: 9781323223321

Current Page Number(s): 208

Location: Experience 2, Parents and Young, Explain, During the Stations

Original Text: DIFFERENTIATED INSTRUCTION

Challenge Invite students who are ready for a challenge to draw the whole parent animal and the whole young animal. Then have them compare as many structures as they can, telling how those structures are alike and different in the parent animal and the young animal.

Updated Text: DIFFERENTIATED INSTRUCTION

Challenge Invite students who are ready for a challenge to draw the whole parent animal and the whole young animal. Then have them compare as many structures as they can, telling how those structures are alike and different in the parent animal and the young animal.

Special Needs Allow students who struggle working in groups or have language impairments to work with a single supportive partner. Remind partners look at each other when speaking and to speak slowly and clearly.

Component: *Grade 1 Teacher Guide*

ISBN: 9781323223321

Current Page Number(s): 212

Location: Experience 3, Animal Life Cycles, At a Glance

Original Text: Objective

Students will observe, record, and describe the basic life cycles of a bird, mammal, and fish.

Updated Text: Objective

Students will observe, record, and use patterns to describe the basic life cycles of a bird, mammal, and fish.

Component: *Grade 1 Teacher Guide*

ISBN: 9781323223321

Current Page Number(s): XVI

Location: It's So Flexible

Original Text: outdated example Experience At-A-Glance pages.

Updated Text: updated example Experience At-A-Glance pages.

Component: *Grade 1 Read About It*

ISBN: 9781428514058

Current Page Number(s): 10

Location: Topic 5, Experience 2, Read About It

Original Text: Fresh Water

Water without salt is called freshwater.

Updated Text: Fresh Water

Freshwater is water with very little salt.

Component: *Grade 1 Student Activity Companion*

ISBN: 9781323223291

Current Page Number(s): 52

Location: Topic 5, Experience 3 Vocabulary Cut Out Cards

Original Text: model - a representation of something

Updated Text: model - show what something is like

Component: *Grade 1 Student Activity Companion*

ISBN: 9781323223291

Current Page Number(s): 65

Location: Topic 6, Experience 3 Literacy Station Activity Sheet

Original Text: How does energy move in a food chain?

1. Ask Think of questions as you read Food Chains.
2. Model Draw arrows to show how energy moves in the food chain.
(write-on line)
(write-on line)

Updated Text: How does energy move in a food chain?

1. Ask Think of questions as you read Food Chains.
(write-on line)
2. Model Draw arrows to show how energy moves in the food chain.

(write-on line)

Component: *Grade 1 Digital Component*

ISBN: 9781428553774

Current Page Number(s): 2

Location: Topic 3, Experience 2 Key Ideas Presentation

Original Text: Teacher Notes: Similarly, student should respond that they can make a skateboard change direction by pushing or pulling it to turn it.

Updated Text: Teacher Notes: Similarly, students should respond that they can make a swing change direction by pushing or pulling it to turn it.

Publisher: Studies Weekly

Science, Grade 1

Program: *Texas Science Studies Weekly: First Grade: TEKS*

Component: *Texas Science Studies Weekly: 1 Grade Teacher Edition with Online Access*

ISBN: 9781649783769TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 1.26

Location: Teacher Edition, Unit 1 Week 2, Activity 2, "Collaborative Learning" (PDF pg. 10)

Original Text: Collaborative Learning

Updated Text: Whole Group

Component: *Texas Science Studies Weekly: 1 Grade Teacher Edition with Online Access*

ISBN: 9781649783769TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 2

Location: Studies Weekly Online, Unit 1, Week 2, Poster Pal, Activity 4, "Scale, Proportion, and Quantity" (PDF pg. 2)

Original Text: Activity 4

Updated Text: Activity 4, 5

Component: *Texas Science Studies Weekly: 1 Grade Teacher Edition with Online Access*

ISBN: 9781649783769TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 1.35

Location: Teacher Edition, Unit 1, Week 2, "Footer" (PDF pg. 4)

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 308 of 3538

Original Text: pg. 1.35

Updated Text: pg. 1.20

Component: *Texas Science Studies Weekly: 1 Grade Teacher Edition with Online Access*

ISBN: 9781649783769TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 1.18

Location: Teacher Edition, Unit 1, Week 2, Standards Coverage Chart (PDF pg. 2)

Original Text: 3: Speaking G: Express opinions, ideas, and feelings ranging from communicating single words and short phrases to participating in extended discussions on a variety of social and grade-appropriate academic topics. (Activity 3)

Updated Text: 3: Speaking G: Express opinions, ideas, and feelings ranging from communicating single words and short phrases to participating in extended discussions on a variety of social and grade-appropriate academic topics. (Activity 2)

Component: *Texas Science Studies Weekly: 1 Grade Teacher Edition with Online Access*

ISBN: 9781649783769TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 1.24

Location: Teacher Edition, Unit 1, Week 2, Activity 1, "Formative Assessment" (PDF pg. 8)

Original Text: Use the Patterns printable to check for proficiency of the success criteria.

Updated Text: Use participation and the Patterns printable to check for proficiency of the success criteria.

Component: *Texas Science Studies Weekly: 1 Grade Teacher Edition with Online Access*

ISBN: 9781649783769TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 2

Location: Printable: Studies Weekly Online, Unit 1, Week 3, Activity 4, "Collect and Analyze Data" (PDF pg. 2)

Original Text: Table labels: Boys, Girls

A Significant Feature: The same amount of girls and boys lost four and five teeth or more.

A Significant Pattern: The amount of girls that have lost so many teeth goes down as the number of lost teeth gets bigger. Students will record how many teeth the boys and girls in their class have lost and write a significant feature and pattern in their student editions.

Updated Text: Table labels: 6 and Under, 7 and Over

A Significant Feature: Answers may vary. Example: The same amount of 6 and under and 7 and over aged students lost four and five or more teeth.

A Significant Pattern: Answers may vary. Example: The amount of 7 and over aged students that have lost so many teeth goes down as the number of lost teeth goes up. Students will record how many teeth the students in their class have lost, based on their ages, and write a significant feature and pattern in their student editions.

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 309 of 3538

Component: *Texas Science Studies Weekly: 1 Grade Teacher Edition with Online Access*

ISBN: 9781649783769TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 1

Location: Teacher Edition, Unit 1, Week 3, Activity Summary Chart (PDF pg. 1)

Original Text: Day 2: 15 minutes

Day 3: 15 minutes

Day 4: 15 minutes

Updated Text: Day 2: 30 minutes

Day 3: 30 minutes

Day 4: 30 minutes

Component: *Texas Science Studies Weekly: 1 Grade Teacher Edition with Online Access*

ISBN: 9781649783769TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 1.44

Location: Teacher Edition, Unit 1, Week 3, Activity 4, "Vocabulary" (PDF pg. 13)

Original Text: 6. Ask: We just found out how many teeth each boy and girl lost in our class has lost.

11. Ask: How many boys lost two teeth compared to girls?

Updated Text: 6. Ask: We just found out how many teeth each student in our class has lost.

11. Ask: How many students aged 6 and under lost two teeth compared to students aged 7 and over?

Component: *Texas Science Studies Weekly: 1 Grade Teacher Edition with Online Access*

ISBN: 9781649783769TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 2

Location: Studies Weekly Online, Unit 1, Week 3, Poster Pal, Activity 1, "Scientific and Engineering Practices" (PDF pg. 2)

Original Text: 1 Scientific and Engineering Practices

Updated Text: 1 Scientific and Engineering Practices

2 Plan and Conduct Investigations

Component: *Texas Science Studies Weekly: 1 Grade Teacher Edition with Online Access*

ISBN: 9781649783769TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 1.33

Location: Teacher Edition, Unit 1, Week 3, Standards Coverage Chart (PDF pg. 2)

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 310 of 3538

Original Text: 1.3: B: Communicate Explanations and Solutions

Updated Text: 1.3: Communicate Explanations and Solutions

Component: *Texas Science Studies Weekly: 1 Grade Teacher Edition with Online Access*

ISBN: 9781649783769TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 1.62

Location: Teacher Edition, Unit 1, Week 4, Activity 5, "Left Hand Column" (PDF pg. 15)

Original Text: ELPS 3E

Updated Text: (deleted ELPS 3E)

Component: *Texas Science Studies Weekly: 1 Grade Teacher Edition with Online Access*

ISBN: 9781649783769TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 1.50

Location: Teacher Edition, Unit 1, Week 4, Unit Materials List (PDF pg. 3)

Original Text: Discovery Path Materials List

Updated Text: Materials List

Component: *Texas Science Studies Weekly: 1 Grade Student Edition with Online Access*

ISBN: 9781649783769TE

Current Page Number(s): N/A

Location: Studies Weekly Online, Teacher Edition, Unit Level "Teacher Resources," ELD Student Edition (All Units)

Original Text: N/A

Updated Text: (Removed all publisher design notes from "Speaker Notes")

(Removed all answer keys from student-facing slides)

(Removed Leveling indicators from each student-facing slide)

Component: *Texas Science Studies Weekly: 1 Grade Teacher Edition with Online Access*

ISBN: 9781649783769TE

Current Page Number(s): N/A

Location: Studies Weekly Online, Teacher Edition, Unit Level "Teacher Resources," ELD Teacher Edition (All Units)

Original Text: N/A

Updated Text: (Removed all publisher design notes from "Speaker Notes")

Component: *Texas Science Studies Weekly: 1 Grade Teacher Edition with Online Access*

ISBN: 9781649783769TE

Current Page Number(s): 2

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 311 of 3538

Location: Studies Weekly Online, Teacher Edition, Unit 14 "Teacher Resources," ELD Teacher and Student Edition

Original Text: Weeks 24

Updated Text: (Changed number on title blue bar from Week 24 to 23)

Component: *Texas Science Studies Weekly: 1 Grade Teacher Edition with Online Access*

ISBN: 9781649783769TE

Current Page Number(s): 9

Location: Studies Weekly Online, Teacher Edition, Unit 13 "Teacher Resources," ELD Teacher and Student Edition

Original Text: Week 21

Updated Text: (Changed number on title blue bar from Week 21 to Week 22)

Component: *Texas Science Studies Weekly: 1 Grade Student Edition with Online Access*

ISBN: 9781649783776SE8

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 2

Location: Printable: Studies Weekly Online, Unit 2, "Let's Bounce!: Home Letter" (PDF pg. 2)

Original Text: The vocabulary terms that they need to know are:

classify: to sort or group things that have similar properties

physical properties: an observed or measured characteristic that can be used to describe objects

texture: how something feels (smooth, rough, hard, soft)

color: the shade you see (red, yellow, blue, green, etc.)

shape: the outline of something (circle, square, oval, triangle, etc.)

size: how large or small something is

Relative weight: how heavier or lighter something is compared to another object

Updated Text: The new vocabulary that your student should know are:

attribute: a quality or characteristic given to a person or thing

heavier: an object that uses more effort to lift or move

larger: of greater size than something else

lighter: an object that is easier to lift or move

smaller: of a size that is less than something else

Component: *Texas Science Studies Weekly: 1 Grade Student Edition with Online Access*

ISBN: 9781649783776SE8

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 2

Location: Studies Weekly Online, Unit 2, Student Edition, Activity 2, "Color, Shape, and Size" (PDF pg. 2)

Original Text: N/A

Updated Text: (added T-Chart)

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 312 of 3538

Component: *Texas Science Studies Weekly: 1 Grade Teacher Edition with Online Access*

ISBN: 9781649783769TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 2.8

Location: Teacher Edition, Unit 2, Success Criteria Chart (PDF pg. 8)

Original Text: Color, Size, and Shape

Updated Text: Color, Shape, and Size

Component: *Texas Science Studies Weekly: 1 Grade Teacher Edition with Online Access*

ISBN: 9781649783769TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 2.5

Location: Teacher Edition, Unit 2, Unit Materials List (PDF pg. 5)

Original Text: primary balance 1, 4

Updated Text: primary balance 3

Component: *Texas Science Studies Weekly: 1 Grade Teacher Edition with Online Access*

ISBN: 9781649783769TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 2.15, 2.25

Location: Teacher Edition, Unit 2, Activity 2, 5, "Success Criteria" (PDF pg. 15, 25)

Original Text: I can classify objects based on their color, shape, and size.

I can classify objects based on a specific property.

Updated Text: I can classify objects based on their color, size, and shape.

I can describe the properties of an object and explain why they are chosen.

Component: *Texas Science Studies Weekly: 1 Grade Teacher Edition with Online Access*

ISBN: 9781649783769TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 2.14, 2.25,

Location: Teacher Edition, Unit 2, Activity 1, 5 (PDF pg. 14, 25)

Original Text: Questioning Self-Assessment

Roll and Sort

Updated Text: (printable titles bold and in green)

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 313 of 3538

Component: *Texas Science Studies Weekly: 1 Grade Teacher Edition with Online Access*

ISBN: 9781649783769TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 2.25

Location: Teacher Edition, Unit 2, Activity 5, "Left Hand Column" (PDF pg. 25)

Original Text: Die

Updated Text: (added thumbnails for printable)

Component: *Texas Science Studies Weekly: 1 Grade Teacher Edition with Online Access*

ISBN: 9781649783776SE8

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Location: Studies Weekly Online, Unit 2, Activity 2

Original Text: N/A

Updated Text: On a piece of paper, draw two boxes and in one, draw something smaller, and in the other, something larger.

Component: *Texas Science Studies Weekly: 1 Grade Teacher Edition with Online Access*

ISBN: 9781649783769TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 2.3

Location: Teacher Edition, Unit 2, Standards Coverage Chart (PDF pg. 3)

Original Text: N/A

ELPS 1F: Use accessible language and learn new and essential language in the process. (Activity 1, 2)

Updated Text: ELPS 3H: Narrate, describe, and explain with increasing specificity and detail as more English is acquired. (Activity 5)

ELPS 1F: Use accessible language and learn new and essential language in the process. (Activity 1, 3)

Component: *Texas Science Studies Weekly: 1 Grade Teacher Edition with Online Access*

ISBN: 9781649783769TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 1

Location: Printable: Studies Weekly Online, Unit 2, "Let's Bounce!: Answer Key" (PDF pg. 1)

Original Text: A banana is smaller than a pumpkin.

Updated Text: A banana is smaller than a watermelon.

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Component: *Texas Science Studies Weekly: 1 Grade Teacher Edition with Online Access*

ISBN: 9781649783769TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 2.15

Location: Teacher Edition, Unit 2, Activity 2, "Left Hand Column" (PDF pg. 15)

Original Text: Demonstrate Safety

Updated Text: (deleted Demonstrate Safety)

Component: *Texas Science Studies Weekly: 1 Grade Teacher Edition with Online Access*

ISBN: 9781649783769TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 2.25

Location: Teacher Edition, Unit 2, Activity 5, "Formative Assessment" (PDF pg. 25)

Original Text: Formative Assessment, Evidence, Participation, Use participation to check for proficiency of the success criteria.

Updated Text: (deleted Formative Assessment box)

Component: *Texas Science Studies Weekly: 1 Grade Teacher Edition with Online Access*

ISBN: 9781649783769TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 2.15, 2.19

Location: Teacher Edition, Unit 2, Activity 2, 3, "Left Hand Column" (PDF pg. 15, 19)

Original Text: Activity 2: ELPS 1F

Activity 3: N/A

Updated Text: Activity 2: (deleted ELPS 1F)

Activity 3: ELPS 1F

Component: *Texas Science Studies Weekly: 1 Grade Teacher Edition with Online Access*

ISBN: 9781649783769TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 2.16

Location: Teacher Edition, Unit 2, Activity 2, "Reading to Learn" (PDF pg. 16)

Original Text: 1. Read the articles "Color" and "Shape to students, having them use their pointer fingers to follow along with each word in their student editions.

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 315 of 3538

Updated Text: 1. Read the articles "Color" and Shape" to students, having them use their pointer fingers to follow along with each word in their student editions.

a. This is an opportunity to read content area materials that are linguistically accommodated. [ELPS 4E]

Component: *Texas Science Studies Weekly: 1 Grade Teacher Edition with Online Access*

ISBN: 9781649783769TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 2.24

Location: Teacher Edition, Unit 2, Activity 4, "Debrief" (PDF pg. 24)

Original Text: N/A

Updated Text: 4. Encourage students to share with their families what they learned about the different sports balls and which ones act similarly to a basketball.

a. Students can sort the sports ball they have at home as part of the assignment.

Component: *Texas Science Studies Weekly: 1 Grade Student Edition with Online Access*

ISBN: 9781649783776SE8

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Location: Studies Weekly Online, Unit 3, "Cameron's Conundrum Phenomenon Video"

Original Text: (image of Phenomenon Printable)

Updated Text: (image of the Student Edition)

Component: *Texas Science Studies Weekly: 1 Grade Teacher Edition with Online Access*

ISBN: 9781649783769TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 1, 2

Location: Printable: Studies Weekly Online, Unit 3, "Cameron's Car Conundrum: Answer Key" (PDF pg. 1-2)

Original Text: Activity 1- Student Edition Answers: Students' observations and questions may vary. Remind students to continue making observations and thinking of questions as the unit progresses.

Activity 4- Student Edition Answers: Answers may vary but could include: When materials are heated or cooled, their attributes change. They may melt when they get heated and freeze when they are cooled. They may get softer when heated and harder when cooled.

Activity 4: Use students' responses to the "Explain" and "Predict" sections from the student edition to check for proficiency of the success criteria."

Activity 2: Explore Path Juice

Predict: Answers may vary. Example: I think the juice will freeze like the water bottle.

Explain: Answers may vary. Example: The juice changed when it was cooled by getting colder, stiffening, hardening, freezing, etc.

Updated Text: (answers in red and bolded)

Activity 4: Use students' phenomenon explanation to check for proficiency of the success criteria.
(deleted Activity 2 Explore Path answers)

Component: *Texas Science Studies Weekly: 1 Grade Teacher Edition with Online Access*

ISBN: 9781649783769TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 3.23

Location: Teacher Edition, Unit 3, Activity 4, "Hot and Cold Math" (PDF pg. 23)

Original Text: Hot and Cold Math

Updated Text: Melting Ice Cream

Component: *Texas Science Studies Weekly: 1 Grade Teacher Edition with Online Access*

ISBN: 9781649783769TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 3.6

Location: Teacher Edition, Unit 3, Unit Materials List (PDF pg. 5, 6)

Original Text: microwave (under Explore Path Materials List)

Discovery Path Materials List: sugar

Updated Text: microwave (now under Discovery Path Materials List)
(deleted Explore Path Materials List: sugar)

Explore Path Materials List: sugar (moved here)

Component: *Texas Science Studies Weekly: 1 Grade Teacher Edition with Online Access*

ISBN: 9781649783769TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 3.11, 3.12, 3.15

Location: Teacher Edition, Unit 3, Activity 1, "Left Hand Column" (PDF pg. 11, 12)

Original Text: Questioning Self-Assessment

Change Affects Everyone

Change Controller

Adapt Controller Example

SEP: Asking Questions

Updated Text: (deleted Questioning Self-Assessment)

Formative Assessment (Questioning Self-Assessment moved here)

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 317 of 3538

(deleted Change Affects Everyone
Change Controller
Adapt Controller Example)

Wellness: Coping Strategies for Change printable

SEP: Ask Questions

Component: *Texas Science Studies Weekly: 1 Grade Teacher Edition with Online Access*

ISBN: 9781649783769TE

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

Current Page Number(s): 3.5

Location: Teacher Edition, Unit 3, Explore Path Materials List (PDF pg. 5)

Original Text: N/A

Updated Text: hot plate, Activity 3, 1

Component: *Texas Science Studies Weekly: 1 Grade Teacher Edition with Online Access*

ISBN: 9781649783769TE

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

Current Page Number(s): 3.16, 3.19

Location: Teacher Edition, Unit 3, Activity 2, 3 "Left Hand Column"

Original Text: N/A

Updated Text: SEP: Develop Explanations
Communicate Explanations

Component: *Texas Science Studies Weekly: 1 Grade Teacher Edition with Online Access*

ISBN: 9781649783769TE

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

Current Page Number(s): 3.3

Location: Teacher Edition, Unit 3, Standards Coverage Chart (PDF pg. 3)

Original Text: SEP: 1.1: Plan And Conduct Investigations and Design Solutions

B: Use scientific practices to plan and conduct simple descriptive investigations and use engineering practices to design solutions to problems. (Activities 2, 3)

1.1: Collect Evidence

E: Collect observations and measurements as evidence (Activities 2-3)

Updated Text: SEP: 1.1: Plan And Conduct Investigations and Design Solutions

B: Use scientific practices to plan and conduct simple descriptive investigations and use engineering practices to design solutions to problems. (Activities 2, 3, 5)

1.1: Collect Evidence

E: Collect observations and measurements as evidence (Activities 2-3, 5)

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Component: Texas Science Studies Weekly: 1 Grade Teacher Edition with Online Access

ISBN: 9781649783769TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 4

Location: Student Edition, Unit 3, Activity 4 "Melting Ice Cream" (PDF pg. 3)

Original Text: (Ice cream cones are white)

Updated Text: (Ice cream cones are colored)

Component: Texas Science Studies Weekly: 1 Grade Teacher Edition with Online Access

ISBN: 9781649783769TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 3.14

Location: Teacher Edition, Unit 3, Activity 1, "Wellness: Coping Strategies for Change" (PDF pg. 14)

Original Text: Whole Group

1. Guide children through a short breathing exercise. Discuss how they feel after the breathing exercise.
2. Show students the Change Affects Everyone video.
 - a. Ask: What kinds of changes did the video talk about? (family, world, weather, technology)
 - b. Ask: what was the big adaptation that the video explained? (communication)
3. Read the articles together as a class and discuss the following:
 - a. What does it mean to adapt? (learning to live with change)
 - b. Is adapting always easy? Why or why not?
 - c. Do we always like change?
 - d. How does change make us feel sometimes?
 - e. What can you do to help your well-being when it comes to change?
4. Show students the Change Controller image.
 - a. Discuss with the class that we are the ones in control of our responses. We get to choose how we respond to what is happening.
 - b. Consider hanging the Change Controller image in your classroom to support students in making choices.
5. Reread the article "Coping Strategies for Change."
6. Write the examples listed in the article on the board.
7. Ask the students to think of other ideas of what they can do when they have to deal with change (e.g., go outside and enjoy the sunshine, write in a journal, talk with someone you trust, do something that you really enjoy).

Independent Work

1. Give students the Change Controller printable.
2. Using the Adapt Controller Example printable, have the students add the labels and definitions to the printable.

Updated Text: This is an opportunity for students to learn about how to cope with change through an activity.

Component: Texas Science Studies Weekly: 1 Grade Student Edition with Online Access

ISBN: 9781649783776SE8

Link to Current Content:

[View Current Content](#)

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Current Page Number(s): 2

Location: Printable: Studies Weekly Online, Unit 4, "Engineering Design: If Life Gives You Lemons: Home Letter" (PDF pg. 2)

Original Text: The vocabulary terms that they need to know are:

Updated Text: The new vocabulary that your student should know are:

Component: *Texas Science Studies Weekly: 1 Grade Teacher Edition with Online Access*

ISBN: 9781649783769TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 1

Location: Printable: Studies Weekly Online, Unit 4, "If Life Gives You Lemons: Answer Key" (PDF pg. 1)

Original Text: Activity 1: Formative Assessment: Self- Assessment

Students will self-assess by circling a thumbs up or thumbs down and writing the number of questions they wrote about the phenomenon.

Updated Text: Activity 1: Formative Assessment: Student Edition Response

Use the "Define" step of the Engineering Design Rubric to check for proficiency of the success criteria on a scale of 1-4.

Component: *Texas Science Studies Weekly: 1 Grade Teacher Edition with Online Access*

ISBN: 9781649783769TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 4.10, 4.13, 4.16, 4.18, 4.20

Location: Teacher Edition, Unit 4, Activity 1-5, "Left Hand Column" (PDF pg. 10, 13, 16, 18, 20)

Original Text: N/A

Updated Text: SEP: Propose Solutions

Component: *Texas Science Studies Weekly: 1 Grade Teacher Edition with Online Access*

ISBN: 9781649783769TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 4.10, 4.13, 4.16, 4.18

Location: Teacher Edition, Unit 4, Activity 1-4, "Left Hand Column" (PDF pg. 10, 13, 16, 18)

Original Text: N/A

Updated Text: SEP: Communicate Solutions

Component: *Texas Science Studies Weekly: 1 Grade Teacher Edition with Online Access*

ISBN: 9781649783769TE

Link to Current Content:

[View Current Content](#)

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 320 of 3538

Current Page Number(s): 4.2

Location: Teacher Edition, Unit 4, Activity 5, "Left Hand Column" (PDF pg. 20)

Original Text: N/A

Updated Text: SEP: Evaluate Engineering Designs

Component: *Texas Science Studies Weekly: 1 Grade Teacher Edition with Online Access*

ISBN: 9781649783769TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 4.14

Location: Teacher Edition, Unit 4, Activity 2, "Left Hand Column" (PDF pg. 14)

Original Text: SEP: N/A

ELAR 1.1C: Select tools, including real objects, manipulatives, paper and pencil, and technology as appropriate, and techniques, including mental math, estimation, and number sense as appropriate to solve problems.

Updated Text: SEP: Develop and Use Models

ELAR 1.2F: Develop handwriting by printing words, sentences, and answers legibly, leaving appropriate spaces between words.

Component: *Texas Science Studies Weekly: 1 Grade Teacher Edition with Online Access*

ISBN: 9781649783769TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 4.13, 4.16, 4.18

Location: Teacher Edition, Unit 4, Activity 2-4, "Left Hand Column" (PDF pg. 13, 16, 18)

Original Text: SEP: N/A

Updated Text: SEP: Design Solutions

Component: *Texas Science Studies Weekly: 1 Grade Teacher Edition with Online Access*

ISBN: 9781649783769TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 4.13, 4.18

Location: Teacher Edition, Unit 4, Activity 2, 4, "Success Criteria" (PDF pg. 13, 18)

Original Text: Activity 2: I can create ideas for a designed solution.

Activity 4: I can build a solution that works as intended to help Aleki sell lemonade.

Updated Text: Activity 2: I can describe the purpose of my design solution.

Activity 4: I can create a solution that works as intended to carry supplies.

Component: *Texas Science Studies Weekly: 1 Grade Teacher Edition with Online Access*

ISBN: 9781649783769TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 4.10

Location: Teacher Edition, Unit 4, Activity 1, "Left Hand Column" (PDF pg. 10)

Original Text: RTC: N/A

Updated Text: RTC: Systems and System Models

Component: *Texas Science Studies Weekly: 1 Grade Teacher Edition with Online Access*

ISBN: 9781649783769TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 4.14

Location: Teacher Edition, Unit 4, Activity 2, "Ideate Solutions"

Original Text: N/A

Updated Text: 4. Say: Today when you go home, share with an adult one of your solutions for creating a lemonade stand that could be taken apart and put back together.

Component: *Texas Science Studies Weekly: 1 Grade Student Edition with Online Access*

ISBN: 9781649783776SE8

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 2

Location: Printable: Studies Weekly Online, Unit 5, "Engineering Design: Golf Course Engineers: Home Letter" (PDF pg. 2)

Original Text: The vocabulary terms that they need to know are:

Updated Text: The new vocabulary that your student should know are:

Component: *Texas Science Studies Weekly: 1 Grade Student Edition with Online Access*

ISBN: 9781649783776SE8

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Location: Studies Weekly Online, Unit 5, "Golf Course Engineers Scenario Video"

Original Text: (image of Questioning Printable)

Updated Text: (image of the Student Edition)

Component: *Texas Science Studies Weekly: 1 Grade Student Edition with Online Access*

ISBN: 9781649783776SE8

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

Current Page Number(s): 4

Location: Student Edition, Unit 5, Activity 5, "SEP and RTC Icons" (PDF pg. 3)

Original Text: SEP: N/A
RTC: N/A

Updated Text: SEP: Develop Explanations icon
Listen Actively and Discuss icon

Component: *Texas Science Studies Weekly: 1 Grade Teacher Edition with Online Access*

ISBN: 9781649783769TE

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

Current Page Number(s): 5.29-5.30

Location: Teacher Edition, Unit 5, Activity 7, "Wellness: Build Each Other Up" (PDF pg. 29-30)

Original Text: Whole Group:

1. Discuss: Was it hard to come up with one idea together? What was hard about it? (Answers may vary. Example: It was hard because I wanted to just do my idea, but we had to take a part of everyone's idea so that it was fair.)
Say: Something that makes working in a group easier is being kind to one another. We can do this by building each other up. What do you think that means? (Answers may vary but could include being kind, being respectful, etc.)
3. Read the Build Each Other Up printable together.
4. After you have reviewed and identified strengths, help the students understand it may be hard to remember their own strengths. That is when a team comes together to build each other up.
5. Set up four stations in the room, and divide the class into four groups. Each group will rotate through each station. In each station, students will practice building one another up, using the strategy at the station and the sentence stems provided.
 - a. Station 1: Speak encouraging words to each other.
I like how you _____.
You are good at _____.
 - b. Station 2: Celebrate the success of others.
I saw you _____.
You can _____.
_____ might have been hard for you, but you did it!
 - Station 3: Show gratitude.
We are lucky to have you on our team because _____.
 - d. Station 4: Always say kind things about your teammates to others.
I love working with _____.
_____ really knows how to work hard.
6. Help the students remember that sometimes, working in a team can be frustrating.
 - a. Say: If we focus on the frustrating things, the work will be frustrating. Communication is important in making sure everyone wants to reach the final goal. If a team member is frustrated, there may be a reason for it. Work together to try to fix the problem.

Updated Text: In this lesson, students learn how to speak kindly to each other and build each other up.

Component: *Texas Science Studies Weekly: 1 Grade Teacher Edition with Online Access*

ISBN: 9781649783769TE

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 323 of 3538

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 3

Location: Printable: Studies Weekly Online, Unit 5, "Golf Course Engineers: Answer Key" (PDF pg. 3)

Original Text: Formative Assessment: Student Edition Response

Updated Text: Formative Assessment: Student Artifact

Component: *Texas Science Studies Weekly: 1 Grade Teacher Edition with Online Access*

ISBN: 9781649783769TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 5.22

Location: Teacher Edition, Unit 5, Activity 5, "Left Hand Column" (PDF pg. 22)

Original Text: SEP: Plan and Conduct Investigations
Demonstrate Safety

Updated Text: SEP: Plan and Conduct Investigations

Component: *Texas Science Studies Weekly: 1 Grade Teacher Edition with Online Access*

ISBN: 9781649783769TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 5.3

Location: Teacher Edition, Unit 5, Standards Coverage Chart (PDF pg. 3)

Original Text: RTC:

1.5: Patterns

A: Identify and use patterns to describe phenomena or design solutions. (Activities 6, 7, 8, 9)

1.5: Cause and Effect

B: Investigate and predict cause-and-effect relationships in science. (Activities 3, 4, 5)

Updated Text: RTC:

1.5: Patterns

A: Identify and use patterns to describe phenomena or design solutions. (Activities 6, 7, 8)

1.5: Cause and Effect

B: Investigate and predict cause-and-effect relationships in science. (Activities 3, 4, 5, 9)

Component: *Texas Science Studies Weekly: 1 Grade Teacher Edition with Online Access*

ISBN: 9781649783769TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 5.4

Location: Teacher Edition, Unit 5, Standards Coverage Chart (PDF pg. 4)

Original Text: ELAR: 1.1: Developing and Sustaining Foundational Language Skills

A: Listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses. (Activities 1, 6, 7)

C: Share information and ideas about the topic under discussion, speaking clearly at an appropriate pace and using the conventions of language. (Activities 2, 3, 4, 6, 7)

ELPS

1: Learning Strategies

B: Monitor oral and written language production and employ self-corrective techniques or other resources. (Activities 1, 8)

4: Reading

N/A

Updated Text: ELAR: 1.1: Developing and Sustaining Foundational Language Skills

A: Listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses. (Activities 1, 6, 7, 10)

C: Share information and ideas about the topic under discussion, speaking clearly at an appropriate pace and using the conventions of language. (Activities 2, 3, 4, 7, 10)

ELPS

1: Learning Strategies

B: Monitor oral and written language production and employ self-corrective techniques or other resources. (Activity 1)

4: Reading

E: Read linguistically accommodated content area material with a decreasing need for linguistic accommodations as more English is learned. (Activity 5)

Component: *Texas Science Studies Weekly: 1 Grade Teacher Edition with Online Access*

ISBN: 9781649783769TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 5.22, 5.35

Location: Teacher Edition, Unit 5, Activity 5, 10, "Left Hand Column" (PDF pg. 22, 35)

Original Text: Monster Obstacle Putter

Golf Course Engineers: Applied Science Writing

Updated Text: (added printable thumbnails)

Component: *Texas Science Studies Weekly: 1 Grade Teacher Edition with Online Access*

ISBN: 9781649783769TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 5.22

Location: Teacher Edition, Unit 5, Activity 5, "Teacher Note" (PDF pg. 22)

Original Text: 2. Before starting this activity, view the Setting Up Your Mini Golf Course Teacher Instruction Video.

Updated Text: (deleted step 2)

Component: *Texas Science Studies Weekly: 1 Grade Teacher Edition with Online Access*

ISBN: 9781649783769TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 5.2

Location: Teacher Edition, Unit 5, Activity Summary Chart (PDF pg. 2)

Original Text: 4. Explain Push and Pull

Push or Pull: Motion Investigation

Updated Text: 4. Explain Push and Pull

Push and Pull: Motion Investigation

Component: *Texas Science Studies Weekly: 1 Grade Teacher Edition with Online Access*

ISBN: 9781649783769TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 2

Location: Printable: Studies Weekly Online, Unit 5, "Engineering Design: Golf Course Engineers: Performance Tasks Answer Key" (PDF pg. 2)

Original Text: Assessment Map: 1a, 1b, 1c, 2a

Updated Text: Assessment Map: 1, 2a, 2b, 3

Component: *Texas Science Studies Weekly: 1 Grade Teacher Edition with Online Access*

ISBN: 9781649783769TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 5.31

Location: Teacher Edition, Unit 5, Activity 8, "Reading to Learn" (PDF pg. 31)

Original Text: 2. Have students look at the images on the student edition first for visual support.

Updated Text: 2. Have students look at the images on the student edition first for visual support.

a. This is an opportunity for students to read linguistically accommodated content area materials. [ELPS 4E]

Component: *Texas Science Studies Weekly: 1 Grade Student Edition with Online Access*

ISBN: 9781649783776SE8

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 3

Location: Student Edition, Unit 5, Activity 3, "Identify Game" (PDF pg. 2)

Original Text: RTC Icon

SEP Icon

Updated Text: (delete SEP and RTC icons
green border around game)

Component: *Texas Science Studies Weekly: 1 Grade Teacher Edition with Online Access*

ISBN: 9781649783769TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 5.34

Location: Teacher Edition, Unit 5, Activity 9, "Debrief" (PDF pg. 34)

Original Text: Discuss: What was the pattern we saw in our data? (Answers may vary but should match what most groups experienced, whether that was improvement or staying about the same.)

Have students celebrate their improvements and discuss how even if they did not improve, they still tried and persevered, just like real engineers do.

Updated Text: 1. Discuss: What was the pattern we saw in our data? (Answers may vary but should match what most groups experienced, whether that was improvement or staying about the same.)

Have students celebrate their improvements and discuss how even if they did not improve, they still tried and persevered, just like real engineers do.

2. Have students present their solutions individually or collaboratively to the principal of their school, as if the principal was the owner of the golf course.

Component: *Texas Science Studies Weekly: 1 Grade Student Edition with Online Access*

ISBN: 9781649783776SE8

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 2

Location: Printable: Studies Weekly Online, Unit 6, "A Day at the Fair: Home Letter" (PDF pg. 2)

Original Text: The vocabulary terms that they need to know are:

Updated Text: The new vocabulary that your student should know are:

Component: *Texas Science Studies Weekly: 1 Grade Student Edition with Online Access*

ISBN: 9781649783776SE8

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Location: Studies Weekly Online, Unit 6, "A Day at the Fair Phenomenon Video"

Original Text: (image of Questioning Printable)

Updated Text: (image of the Student Edition)

Component: *Texas Science Studies Weekly: 1 Grade Student Edition with Online Access*

ISBN: 9781649783776SE8

Link to Current Content:

[View Current Content](#)

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 327 of 3538

Current Page Number(s): N/A

Location: Studies Weekly Online, Unit 6, "Cotton Candy"

Original Text: (found in Activity 1)

Updated Text: (deleted from Activity 1)

Component: *Texas Science Studies Weekly: 1 Grade Teacher Edition with Online Access*

ISBN: 9781649783769TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 6.2

Location: Teacher Edition, Unit 6, Activity Summary Chart (PDF pg. 2)

Original Text: 5. Spending and Saving, Explore

Updated Text: 5. Spending and Saving, Elaborate

Component: *Texas Science Studies Weekly: 1 Grade Teacher Edition with Online Access*

ISBN: 9781649783769TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 6.10

Location: Teacher Edition, Unit 6, Activity 1, "Left Hand Column" (PDF pg. 10)

Original Text: ELPS: 1A, 1D, 2C

Updated Text: ELPS: 1A, 1D

Component: *Texas Science Studies Weekly: 1 Grade Teacher Edition with Online Access*

ISBN: 9781649783769TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 6.4

Location: Teacher Edition, Unit 6, Standards Coverage Chart (PDF pg. 4)

Original Text: MATH:

1.1: Mathematical Process Standards

C: Select tools, including real objects, manipulatives, paper and pencil, and technology as appropriate, and techniques, including mental, math, estimation, and number sense as appropriate, to solve problems. (Activity 9)

1.9: Personal Financial Literacy

C: Distinguish between spending and saving. (Activity 5)

Updated Text: MATH:

1.9: Personal Financial Literacy

C: Distinguish between spending and saving. (Activity 5, 10)

Component: *Texas Science Studies Weekly: 1 Grade Teacher Edition with Online Access*

ISBN: 9781649783769TE

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 328 of 3538

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 6.7

Location: Teacher Edition, Unit 6, Success Criteria Chart (PDF pg. 7)

Original Text: 5. Spending and Saving

I can plan and conduct an investigation to see how ice cream and ice pops change when heated and cooled.

Updated Text: 5. Spending and Saving

I can identify how much money I have spent and how much money I have saved.

Component: *Texas Science Studies Weekly: 1 Grade Teacher Edition with Online Access*

ISBN: 9781649783769TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 6.14

Location: Teacher Edition, Unit 6, Activity 2, "Left Hand Column" (PDF pg. 14)

Original Text: RTC: Stability and Change

Cause and Effect

Stability and Change

Updated Text: RTC: Stability and Change

Cause and Effect

Energy and Matter

Component: *Texas Science Studies Weekly: 1 Grade Teacher Edition with Online Access*

ISBN: 9781649783769TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 6.4

Location: Teacher Edition, Unit 6, Standards Coverage Chart (PDF pg. 4)

Original Text: ELAR

1.6: Comprehension Skills

H: Synthesize information to create new understanding with adult assistance. (Activity 3)

ELPS 1: Learning Strategies

D: Speak using learning strategies such as requesting assistance, employing non-verbal cues, and using synonyms and circumlocution. (Activities 1, 8, 9)

WELL: Finding the Right Foods (Activity 3)

Updated Text: ELAR

1.6: Comprehension Skills

H: Synthesize information to create new understanding with adult assistance. (Activity 3, 4)

ELPS 1: Learning Strategies

D: Speak using learning strategies such as requesting assistance, employing non-verbal cues, and using synonyms and circumlocution. (Activities 1, 9)

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 329 of 3538

WELL: Finding the Right Foods (Activity 1)

Component: *Texas Science Studies Weekly: 1 Grade Teacher Edition with Online Access*

ISBN: 9781649783769TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 6.31

Location: Teacher Edition, Unit 6, Activity 8, "Left Hand Column" (PDF pg. 31)

Original Text: ELPS: 1D

Updated Text: (deleted ELPS: 1D)

Component: *Texas Science Studies Weekly: 1 Grade Teacher Edition with Online Access*

ISBN: 9781649783769TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 6.25

Location: Teacher Edition, Unit 6, Activity 6, "Left Hand Column" (PDF pg. 25)

Original Text: Making Fair Foods: Teacher Instruction Page

Updated Text: (printable thumbnail added)

Component: *Texas Science Studies Weekly: 1 Grade Teacher Edition with Online Access*

ISBN: 9781649783769TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 6.31

Location: Teacher Edition, Unit 6, Activity 8, "Left Hand Column" (PDF pg. 31)

Original Text: Reversible or Irreversible? Poster Pal Cards

Making Fair Foods: Teacher Instruction Page

Updated Text: (printable thumbnail added)

Component: *Texas Science Studies Weekly: 1 Grade Teacher Edition with Online Access*

ISBN: 9781649783769TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 3

Location: Printable: Studies Weekly Online, Unit 6, "A Day at the Fair: Answer Key" (PDF pg. 3)

Original Text: Butter should have both the "heat" and "cool" arrows, while popcorn should just have the "heat" arrow.

Updated Text: (bolded and in red)

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 330 of 3538

Component: *Texas Science Studies Weekly: 1 Grade Teacher Edition with Online Access*

ISBN: 9781649783769TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 6.10

Location: Teacher Edition, Unit 6, Activity 1, "Left Hand Column" (PDF pg. 10)

Original Text: N/A

ELPS: 1A, 1D, 2C

Updated Text: Explore Path Materials

Wellness: Finding the Right Foods

ELPS: 1A, 1D

Component: *Texas Science Studies Weekly: 1 Grade Student Edition with Online Access*

ISBN: 9781649783776SE8

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Location: Studies Weekly Online, Unit 7, "Spectacular Seasons: Phenomenon Video"

Original Text: (image of Questioning Printable)

Updated Text: (image of the Student Edition)

Component: *Texas Science Studies Weekly: 1 Grade Student Edition with Online Access*

ISBN: 9781649783776SE8

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 2

Location: Printable: Studies Weekly Online, Unit 7, "Spectacular Seasons: Home Letter" (PDF pg. 2)

Original Text: The vocabulary terms that they need to know are:

Review the following terms: cloudy, cool, pattern, rainy, shade, snowy, sunny, warm, and windy

Updated Text: The new vocabulary that your student should know are:

(deleted review Terms)

Component: *Texas Science Studies Weekly: 1 Grade Teacher Edition with Online Access*

ISBN: 9781649783769TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 7.14

Location: Teacher Edition, Unit 7, Activity 2, "Adventure Reader: Springtime on the Farm" (PDF pg. 14)

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 331 of 3538

Original Text: 3. Hold up one of the Adventure Readers and model for the students how to track as you read the title of the book to them.

Updated Text: 3. Hold up one of the Adventure Readers and model for the students how to track as you read the title of the book to them.

a. This is an opportunity for students to read linguistically accommodated content area materials. [ELPS 4E]

Component: *Texas Science Studies Weekly: 1 Grade Student Edition with Online Access*

ISBN: 9781649783776SE8

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 1

Location: Student Edition, Unit 7, Activity 1 "Phenomenon Introduction" (PDF pg. 1)

Original Text: Phenomenon Introduction

Updated Text: Miguel's Farm

Component: *Texas Science Studies Weekly: 1 Grade Student Edition with Online Access*

ISBN: 9781649783776SE8

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 1

Location: Student Edition, Unit 7, Activity 1, "Icons"

Original Text: N/A

Updated Text: (Phenomenon Video icon)

Component: *Texas Science Studies Weekly: 1 Grade Teacher Edition with Online Access*

ISBN: 9781649783769TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 7.10

Location: Teacher Edition, Unit 7, Activity 1, "Left Hand Column" (PDF pg. 10)

Original Text: N/A

Updated Text: (Poster Pal icon)

Component: *Texas Science Studies Weekly: 1 Grade Teacher Edition with Online Access*

ISBN: 9781649783769TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 7.3

Location: Teacher Edition, Unit 7, Standards Coverage Chart (PDF pg. 3)

Original Text: ELPS: N/A

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Updated Text: ELPS:

4: Reading

E: Read linguistically accommodated content area material with a decreasing need for linguistic accommodations as more English is learned.

Component: *Texas Science Studies Weekly: 1 Grade Teacher Edition with Online Access*

ISBN: 9781649783769TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 7.13

Location: Teacher Edition, Unit 7, Activity 2, "Left Hand Column" (PDF pg. 13)

Original Text: ELPS 3G

Updated Text: ELPS 3G, 4E

Component: *Texas Science Studies Weekly: 1 Grade Teacher Edition with Online Access*

ISBN: 9781649783769TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 7.19

Location: Teacher Edition, Unit 7, Activity 4, "Debrief" (PDF pg. 19)

Original Text: N/A

Updated Text: 5. Have students go outside and tell a science partner what season it is currently and how they know it is that season.

Component: *Texas Science Studies Weekly: 1 Grade Student Edition with Online Access*

ISBN: 9781649783776SE8

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 2

Location: Printable: Studies Weekly Online, Unit 8, "Secrets of the Soil: Home Letter" (PDF pg. 2)

Original Text: The vocabulary terms that they need to know are:

clay: a stiff, sticky fine-grained earth

particle: a very small amount of something

sand: a loose substance that consists of extremely small pieces of stone

Review the following terms: size, shape, texture, color, soil

Updated Text: The new vocabulary that your student should know are:

clay: a stiff, sticky fine-grained earth

component: parts of a larger whole

particle: a very small amount of something

sand: a loose substance that consists of extremely small pieces of stone

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 333 of 3538

Component: Texas Science Studies Weekly: 1 Grade Teacher Edition with Online Access

ISBN: 9781649783769TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 1

Location: Teacher Edition, Unit 8, Activity 1, "Header" (PDF pg. 1)

Original Text: (engineering wheel masthead)

Updated Text: (deleted engineering wheel masthead)

Component: Texas Science Studies Weekly: 1 Grade Teacher Edition with Online Access

ISBN: 9781649783769TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 8.19

Location: Teacher Edition, Unit 8, Activity 3, "Connection to Social Studies" (PDF pg. 19)

Original Text: 4. Provide students with the article "Texas Sandfest."

Updated Text: 4. Provide students with the article "Texas Sandfest." ("Texas Sandfest" bold and in green)

Component: Texas Science Studies Weekly: 1 Grade Teacher Edition with Online Access

ISBN: 9781649783769TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 8.23

Location: Teacher Edition, Unit 8, Activity 5, "Soil Made My Breakfast?" (PDF pg. 23)

Original Text: Introduce Activity

...

9. On the Poster Pal, show students the photo of breakfast.

...

12. Have students fill in the blanks on the Poster Pal.

Whole Group

1. Have students turn to page 4 in the Student Edition: Soil Sort.

Updated Text: Introduce Activity

...

9. On the Soil Made My Breakfast? Printable, show students the photo of breakfast.

...

12. Have students fill in the blanks on the printable.

Whole Group

1. Pass out the Soil Sort printable and have students look at the first page.

Component: *Texas Science Studies Weekly: 1 Grade Student Edition with Online Access*

ISBN: 9781649783776SE8

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 3

Location: Student Edition, Unit 8, Activity 3, "Soil Shape and Texture" (PDF pg. 2)

Original Text: Soil Shape and Texture

Updated Text: Soil Texture and Shape

Component: *Texas Science Studies Weekly: 1 Grade Student Edition with Online Access*

ISBN: 9781649783776SE8

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 4

Location: Student Edition, Unit 8, Activity 4, "Phenomenon Explanation" (PDF pg. 3)

Original Text: Phenomenon Explanation

Updated Text: Types of Soil

Component: *Texas Science Studies Weekly: 1 Grade Teacher Edition with Online Access*

ISBN: 9781649783769TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 8.21

Location: Teacher Edition, Unit 8, Activity 5, "Phenomenon Explanation" (PDF pg. 21)

Original Text: Phenomenon Explanation

Updated Text: Types of Soil

Component: *Texas Science Studies Weekly: 1 Grade Teacher Edition with Online Access*

ISBN: 9781649783769TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 8.4

Location: Teacher Edition, Unit 8, Standards Coverage Chart (PDF pg. 4)

Original Text: WELL: Participation (Activity 1)

Updated Text: WELL: Participation (Activity 2)

Component: *Texas Science Studies Weekly: 1 Grade Teacher Edition with Online Access*

ISBN: 9781649783769TE

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 8.2

Location: Teacher Edition, Unit 8, Activity Summary Chart (PDF pg. 2)

Original Text: 4. Types of Soil, Explore

Updated Text: 4. Types of Soil, Explain

Component: *Texas Science Studies Weekly: 1 Grade Teacher Edition with Online Access*

ISBN: 9781649783769TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 1, 2

Location: Printable: Studies Weekly Online, Unit 8, "Secrets of the Soil: Answer Key" (PDF pg. 1, 2)

Original Text: Activity 2: Students will color the color of clay, sand, and topsoil and draw the size of the particles of clay, sand, and topsoil.

Activity 4: Students will fill out the student edition for each type of soil, explaining what they notice about it and what components it is made of.

Updated Text: Activity 2: Use student edition responses from the whole group activity to check for proficiency of the success criteria.

Activity 4: Use the student edition response from the collaborative learning activity to check for proficiency of the success criteria.

Component: *Texas Science Studies Weekly: 1 Grade Teacher Edition with Online Access*

ISBN: 9781649783769TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 8.18

Location: Teacher Edition, Unit 8, Activity 3, "Left Hand Column" (PDF pg. 18)

Original Text: RTC: Size, Scale, and Quantity

Updated Text: RTC: Scale, Proportion, and Quantity

Component: *Texas Science Studies Weekly: 1 Grade Teacher Edition with Online Access*

ISBN: 9781649783769TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 8.11

Location: Teacher Edition, Unit 8, Activity 1, "Produce Questions" (PDF pg. 11)

Original Text: Produce Questions (second "Produce Questions" header)

Updated Text: Create a Student-Driven Question Board

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 336 of 3538

Component: *Texas Science Studies Weekly: 1 Grade Teacher Edition with Online Access*

ISBN: 9781649783769TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 2

Location: Studies Weekly Online, Unit 8, Poster Pal Activity 2, "Soil Layers" (PDF pg. 2)

Original Text: (colored image of soil layers)

Updated Text: (image of soil layers in black and white)

Component: *Texas Science Studies Weekly: 1 Grade Teacher Edition with Online Access*

ISBN: 9781649783769TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 8.10

Location: Teacher Edition, Unit 8, Activity 1, "Introduce Phenomenon and Record Observations" (PDF pg. 10)

Original Text: 6. Allow students to go outside and observe the ground around them with their eyes for two minutes before returning inside.

7. Have students write or draw their observations of the phenomenon in their student editions.

a. Expose students to the phenomenon a second time. Have students begin to think about what they want to make sense of or what questions might be forming about the phenomenon.

Updated Text: 6. Remind students that when they go outside, they will be participating in a field investigation.

7. Ask: How can you stay safe when we go outside? (Answers may vary. Example: I can stay on paths.)

8. Allow students to go outside and observe the ground around them with their eyes for two minutes before returning inside.

9. Have students write or draw their observations of the phenomenon in their student editions.

a. Expose students to the phenomenon a second time. Have students begin to think about what they want to make sense of or what questions might be forming about the phenomenon.

Component: *Texas Science Studies Weekly: 1 Grade Student Edition with Online Access*

ISBN: 9781649783776SE8

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 2

Location: Printable: Studies Weekly Online, Unit 9, "Where Did My Rocks and Soil Go?: Home Letter" (PDF pg. 2)

Original Text: The vocabulary terms that they need to know are:

Review the following terms: particle, soil, rock, and water

Updated Text: The new vocabulary that your student should know are:

(deleted review terms)

Component: *Texas Science Studies Weekly: 1 Grade Teacher Edition with Online Access*

ISBN: 9781649783769TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 9.5

Location: Teacher Edition, Unit 9, Unit Materials List (PDF pg. 5)

Original Text: (blank row)

graduated cylinders

Updated Text: (deleted blank row)

(deleted graduated cylinders)

Component: *Texas Science Studies Weekly: 1 Grade Teacher Edition with Online Access*

ISBN: 9781649783769TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 9.13

Location: Teacher Edition, Unit 9, Activity 2, "Left Hand Column" (PDF pg. 13)

Original Text: Rainfall Bottles

Flowing Colors

Updated Text: (printable thumbnails added)

Component: *Texas Science Studies Weekly: 1 Grade Teacher Edition with Online Access*

ISBN: 9781649783769TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 9.21

Location: Teacher Edition, Unit 9, Activity 5, "Scavenger Hunt" (PDF pg. 21)

Original Text: Explain

Updated Text: Elaborate

Component: *Texas Science Studies Weekly: 1 Grade Teacher Edition with Online Access*

ISBN: 9781649783769TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 9.21

Location: Teacher Edition, Unit 9, Activity 5, "Left Hand Column" (PDF pg. 21)

Original Text: SEP: Develop Explanations

Updated Text: SEP: Develop Explanations

Listen and Discuss

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Component: *Texas Science Studies Weekly: 1 Grade Teacher Edition with Online Access*

ISBN: 9781649783769TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 2

Location: Studies Weekly Online, Unit 9, Poster Pal, "Header" (PDF pg. 2)

Original Text: Week 15

Updated Text: Week 14

Component: *Texas Science Studies Weekly: 1 Grade Teacher Edition with Online Access*

ISBN: 9781649783769TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 9.3

Location: Teacher Edition, Unit 9, Standards Coverage Chart (PDF pg. 3)

Original Text: 1.1: Plan and Conduct Investigations and Design Solutions

B: Use scientific practices to plan and conduct simple descriptive investigations and use engineering practices to design solutions to problems. (Activities 2, 3)

Updated Text: (moved up to be right after 1.1A)

Component: *Texas Science Studies Weekly: 1 Grade Teacher Edition with Online Access*

ISBN: 9781649783769TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 9.10-9.11

Location: Teacher Edition, Unit 9, Activity 1, "Left Hand Column, Create a Student-Driven Question Board" (PDF pg. 10-11)

Original Text: ELPS: 2L

Allow the students to demonstrate their learning by responding to the questions and collaborating with their peers. [ELPS 2L]

Updated Text: ELPS: 2I

Allow the students to demonstrate their learning by responding to the questions and collaborating with their peers. [ELPS 2I]

Component: *Texas Science Studies Weekly: 1 Grade Student Edition with Online Access*

ISBN: 9781649783776SE8

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 2

Location: Printable: Studies Weekly Online, Unit 10, "Water, Water, Everywhere!: Home Letter" (PDF pg. 2)

Original Text: The vocabulary terms that they need to know are:

stream: a small, narrow river

lake: freshwater completely surrounded by land on all sides

ocean: a very large area of salt water

saltwater: water with high amounts of salt, most commonly found in the ocean

Updated Text: The new vocabulary that your student should know are:

stream: a small, moving body of water

lake: a body of water with land on all sides

ocean: a big body of salt water

salt water: water with large amount of salt

Component: *Texas Science Studies Weekly: 1 Grade Teacher Edition with Online Access*

ISBN: 9781649783769TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 1

Location: Printable: Studies Weekly Online, Unit 10, "Water, Water, Everywhere!: Answer Key" (PDF pg. 1)

Original Text: Activity 2: (pond, river, stream images)

(3rd image on left:) stream

(2nd image on right:) lake

Updated Text: Activity 2: (replaced pond, river, and stream images)

(3rd image on left:) lake

(2nd image on right:) stream

Component: *Texas Science Studies Weekly: 1 Grade Teacher Edition with Online Access*

ISBN: 9781649783769TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 10.34

Location: Teacher Edition, Unit 10, Activity 9, "Collaborative Learning" (PDF pg. 34)

Original Text: 1. Have students choose two pictures of bodies of water to compare from the Bodies of Water printable and complete the page in their student editions with their science partners.

Updated Text: 1. Have students draw a picture in the printable called "Salt Water vs. Fresh Water."

Component: *Texas Science Studies Weekly: 1 Grade Teacher Edition with Online Access*

ISBN: 9781649783769TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 10.34

Location: Teacher Edition, Unit 10, Activity 9, "Left Hand Column" (PDF pg. 34)

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 340 of 3538

Original Text: N/A

Updated Text: Salt Water vs. Fresh Water printable

Component: *Texas Science Studies Weekly: 1 Grade Teacher Edition with Online Access*

ISBN: 9781649783769TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 10.2

Location: Teacher Edition, Unit 10, Activity Summary Chart (PDF pg. 2)

Original Text: 3. The Colors of Water

8. Fresh Water vs. Salt Water

Updated Text: 3. The Many Colors of Water

8. Fresh Water and Salt Water

Component: *Texas Science Studies Weekly: 1 Grade Teacher Edition with Online Access*

ISBN: 9781649783769TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 10.8

Location: Teacher Edition, Unit 10, Success Criteria Chart (PDF pg. 8)

Original Text: 8. Fresh Water or Salt Water?

Updated Text: 8. Fresh Water and Salt Water

Component: *Texas Science Studies Weekly: 1 Grade Teacher Edition with Online Access*

ISBN: 9781649783769TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 10.23

Location: Teacher Edition, Unit 10, Activity 5 "Matching Bodies of Water" (PDF pg. 23)

Original Text: Explain

Updated Text: Elaborate

Component: *Texas Science Studies Weekly: 1 Grade Teacher Edition with Online Access*

ISBN: 9781649783769TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 10.8

Location: Teacher Edition, Unit 10, Success Criteria Chart (PDF pg. 8)

Original Text: I can compare the sizes of different bodies of water.

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 341 of 3538

Component: *Texas Science Studies Weekly: 1 Grade Teacher Edition with Online Access*

ISBN: 9781649783769TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 10.18

Location: Teacher Edition, Unit 10, Activity 3, "Left Hand Column" (PDF pg. 18)

Original Text: SEP: Collect Evidence

Plan and Conduct Investigations

Collect and Organize Data

Updated Text: SEP: Collect Evidence

Component: *Texas Science Studies Weekly: 1 Grade Teacher Edition with Online Access*

ISBN: 9781649783769TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 10.25

Location: Teacher Edition, Unit 10, Activity 6, "Left Hand Column" (PDF pg. 25)

Original Text: SEP: Ask Questions

Develop Explanations

Updated Text: SEP: Ask Questions

Develop Explanations

Communicate Explanations

Component: *Texas Science Studies Weekly: 1 Grade Teacher Edition with Online Access*

ISBN: 9781649783769TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 10.31

Location: Teacher Edition, Unit 10, Activity 8, "Left Hand Column" (PDF pg. 31)

Original Text: SEP: Analyze Data

Updated Text: SEP: Analyze Data

Ask Questions

Collect and Organize Data

Develop and Use Models

Component: *Texas Science Studies Weekly: 1 Grade Teacher Edition with Online Access*

ISBN: 9781649783769TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 10.14

Location: Teacher Edition, Unit 10, Activity 2, "Left Hand Column" (PDF pg. 14)

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Original Text: ELPS: 2I, 3E, 3D

Updated Text: ELPS: 1A, 2E

Component: *Texas Science Studies Weekly: 1 Grade Teacher Edition with Online Access*

ISBN: 9781649783769TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 10.3

Location: Teacher Edition, Unit 10, Standards Coverage Chart (PDF pg. 3)

Original Text: ELPS 4: Reading

E:

F: Use visual and contextual support and support from peers and teachers to read grade-appropriate content area text, enhance and confirm understanding, and develop vocabulary, grasp of language structures, and background knowledge needed to comprehend increasingly challenging language. (Activities 4, 8)

Updated Text: ELPS 4: Reading

F: Use visual and contextual support and support from peers and teachers to read grade-appropriate content area text, enhance and confirm understanding, and develop vocabulary, grasp of language structures, and background knowledge needed to comprehend increasingly challenging language. (Activities 3, 8)

Component: *Texas Science Studies Weekly: 1 Grade Teacher Edition with Online Access*

ISBN: 9781649783769TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 10.21

Location: Teacher Edition, Unit 10, Activity 4, "Left Hand Column" (PDF pg. 21)

Original Text: ELPS: 3C, 4F

Updated Text: ELPS: 3E

Component: *Texas Science Studies Weekly: 1 Grade Teacher Edition with Online Access*

ISBN: 9781649783769TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 10.23, 10.25, 10.28, 10.31, 10.36

Location: Teacher Edition, Unit 10, Activities 5-8, 10, "Success Criteria" (PDF pg. 23, 25, 28, 31, 36)

Original Text: Activity 5: I can identify bodies of water by size.

Activity 6: I can compare the clarity of bodies of water.

Activity 7: I can compare the shape of different bodies of water.

Activity 8: I can identify freshwater and saltwater bodies of water.

Activity 10: I can identify the properties of bodies of water.

Updated Text: Activity 5: I can identify and describe bodies of water by size.

Activity 6: I can compare and describe the clarity of bodies of water.

Activity 7: I can compare and describe the shapes of different bodies of water.

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 343 of 3538

Activity 8: I can identify and describe fresh water and salt water bodies of water.

Activity 10: I can identify and describe the properties of bodies of water.

Component: *Texas Science Studies Weekly: 1 Grade Teacher Edition with Online Access*

ISBN: 9781649783769TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 10.28

Location: Teacher Edition, Unit 10, Activity 7, "Left Hand Column" (PDF pg. 28)

Original Text: Memory Game Cards

Updated Text: (printable thumbnail added)

Component: *Texas Science Studies Weekly: 1 Grade Teacher Edition with Online Access*

ISBN: 9781649783769TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 10.11

Location: Teacher Edition, Unit 10, Activity 1, "Left Hand Column" (PDF pg. 11)

Original Text: SEP: Ask Questions

Listen Actively and Discuss

RTC: Cause and Effect

Updated Text: SEP: Ask Questions

RTC: Energy and Matter

Component: *Texas Science Studies Weekly: 1 Grade Student Edition with Online Access*

ISBN: 9781649783776SE8

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 2

Location: Printable: Studies Weekly Online, Unit 11, "What's with the Weather?: Home Letter" (PDF pg. 2)

Original Text: The vocabulary terms that they need to know are;

Review the following terms: characteristics, cloudy, sunny, rainy, cool, snowy, warm, weather, and windy

Updated Text: The new vocabulary that your student should know are:

(deleted review terms)

Component: *Texas Science Studies Weekly: 1 Grade Teacher Edition with Online Access*

ISBN: 9781649783769TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 11.5

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 344 of 3538

Location: Teacher Edition, Unit 11, Unit Materials List (PDF pg. 5)

Original Text: Discovery Path Materials List: coloring materials (2, 3, 4, 5, 6, 7, 9)

Explore Path Materials List: coloring materials (1, 5, 6, 7)

Updated Text: Discovery Path Materials List: coloring materials (1, 2, 3, 4, 6, 7, 9)

Explore Path Material List: coloring materials (5)

Component: *Texas Science Studies Weekly: 1 Grade Teacher Edition with Online Access*

ISBN: 9781649783769TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 11.33

Location: Teacher Edition, Unit 11, "What's with the Weather?: Summary Video" (PDF pg. 33)

Original Text: What's with the Weather?: Summary Video

Updated Text: (deleted Summary Video)

Component: *Texas Science Studies Weekly: 1 Grade Teacher Edition with Online Access*

ISBN: 9781649783769TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 11.10, 11.16, 11.19, 11.22, 11.27, 11.29, 11.31

Location: Teacher Edition, Unit 11, Activities 1, 3, 4, 5, 7, 8, 9, "Left Hand Column" (PDF pg. 10, 16, 19, 22, 27, 29, 31)

Original Text: (missing printable thumbnails)

Updated Text: (printable thumbnails added)

Component: *Texas Science Studies Weekly: 1 Grade Teacher Edition with Online Access*

ISBN: 9781649783769TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 11.27

Location: Teacher Edition, Unit 11, Activity 7, "Left Hand Column" (PDF pg. 27)

Original Text: Compound Weather Words

Updated Text: Weather Compound Words

Component: *Texas Science Studies Weekly: 1 Grade Student Edition with Online Access*

ISBN: 9781649783776SE8

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 3

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 345 of 3538

Location: Student Edition, Unit 11, Activity 3, "RTC and SEP Icons" (PDF pg. 2)

Original Text: RTC: Systems and System Models icon

Updated Text: RTC: Cause and Effect icon

Component: *Texas Science Studies Weekly: 1 Grade Student Edition with Online Access*

ISBN: 9781649783776SE8

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 1

Location: Student Edition, Unit 11, Activity 6, "RTC and SEP Icons" (PDF pg. 1)

Original Text: SEP: Analyze Data icon

Updated Text: SEP: Collect and Organize Data icon

Component: *Texas Science Studies Weekly: 1 Grade Student Edition with Online Access*

ISBN: 9781649783776SE8

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 2

Location: Printable: Studies Weekly Online, Unit 12, "Water, Soil, and Rocks, Oh My!: Home Letter" (PDF pg. 2)

Original Text: The vocabulary terms that they need to know are:

Review the following terms: animal, nutrients, plant, rock, soil, and water

Updated Text: The new vocabulary that your student should know are:

(deleted review terms)

Component: *Texas Science Studies Weekly: 1 Grade Student Edition with Online Access*

ISBN: 9781649783776SE8

Current Page Number(s): 1-4

Location: Student Edition, Unit 12, Activities 2, 3, 4, 6, 7, 8, 9, "RTC and SEP Icons" (PDF pg. 1-4)

Original Text: Activity 2: No icons

Activity 3: No icons

Activity 4:

SEP: Plan and Conduct Investigations icon

Activity 6: No icons

Activity 7: No icons

Activity 8: No icons

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 346 of 3538

Activity 9: No icons

Updated Text: Activity 2:

SEP: Ask Questions icon

RTC: Structure and Function icon

Activity 3:

SEP: Analyze Data icon

RTC: Structure and Function icon

Activity 4:

SEP: Develop Explanations icon

Activity 6:

SEP: Develop Explanations icon

RTC: Structure and Function icon

Activity 7:

SEP: Develop Explanations icon

RTC: Structure and Function icon

Activity 8:

SEP: Develop Explanations icon

RTC: Structure and Function icon

Activity 9:

SEP: Collect Evidence icon

RTC: Structure and Function icon

Component: *Texas Science Studies Weekly: 1 Grade Teacher Edition with Online Access*

ISBN: 9781649783769TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 1

Location: Printable: Studies Weekly Online, Unit 12, "Water, Soil, and Rocks, Oh My!: Answer Key" (PDF pg. 1)

Original Text: Activity 2: Plants Use Soil and Water

Updated Text: Activity 2: Use underlined sentences in the student edition articles to check for proficiency of the success criteria.

Component: *Texas Science Studies Weekly: 1 Grade Teacher Edition with Online Access*

ISBN: 9781649783769TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 12.13

Location: Teacher Edition, Unit 12, Activity 2, "Left Hand Column" (PDF pg. 13)

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 347 of 3538

Original Text: Do Plants Use These?
Listen Actively and Discuss

Updated Text: Plant Write the Room/Do Plants Use These?
(printable thumbnail added)

Component: *Texas Science Studies Weekly: 1 Grade Teacher Edition with Online Access*

ISBN: 9781649783769TE

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

Current Page Number(s): 12.14

Location: Teacher Edition, Unit 12, Activity 2, "What Can a Plant Use?" (PDF pg. 14)

Original Text: 1. Make sure every student has a copy of the Plant Write the Room printable.
2. Direct students' attention to the images you have displayed from the Do Plants Use These? printable.

Updated Text: 1. Make sure every student has a copy of the Plant Write the Room/Do Plants Use These? printable.
2. Direction students' attention to the images you have displayed from the printable.

Component: *Texas Science Studies Weekly: 1 Grade Teacher Edition with Online Access*

ISBN: 9781649783769TE

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

Current Page Number(s): 12.13

Location: Teacher Edition, Unit 12, Activity 2, "Teacher Note" (PDF pg. 13)

Original Text: Before the Explore Path, cut apart the images on the Do Plants Use These? printable and display them around the room.

Updated Text: Before the Explore Path, cut apart the images on the Plant Write the Room/Do Plants Use These? printable and display them around the room.

Component: *Texas Science Studies Weekly: 1 Grade Teacher Edition with Online Access*

ISBN: 9781649783769TE

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

Current Page Number(s): 12.22

Location: Teacher Edition, Unit 12, Activity 5, "Adventure Reader" (PDF pg. 22)

Original Text: Adventure Reader-Explain

Updated Text: Adventure Reader-Elaborate

Component: *Texas Science Studies Weekly: 1 Grade Teacher Edition with Online Access*

ISBN: 9781649783769TE

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

Current Page Number(s): 12.13

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 348 of 3538

Location: Teacher Edition, Unit 12, "Teacher Support Resources" (PDF pg. 6)

Original Text: Soil, Water, and Rocks, Oh My!: Answer Keys

In this document, you will find answer keys, rubrics, and feedback suggestions for all activities in the unit. (Activities 2, 3, 4, 8)

Updated Text: Water, Soil, and Rocks, Oh My!: Answer Keys

In this document, you will find answer keys, rubrics, and feedback suggestions for all activities in the unit. (Activities 1-4, 6-9)

Component: *Texas Science Studies Weekly: 1 Grade Teacher Edition with Online Access*

ISBN: 9781649783769TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 12.2, 12.6

Location: Teacher Edition, Unit 12, "Activity Summary," "Teacher Support Resources," "Student Support Resources" (PDF pg. 2, 6)

Original Text: Week 19: Soil, Water, and Rocks, Oh My!

Week 20: Soil, Water, and Rocks, Oh My!

Teacher Support Resources

Soil, Water, and Rocks, Oh My!: ELD Lesson

Soil, Water, and Rocks, Oh My!: Topic Background Information

Soil, Water, and Rocks, Oh My!: Poster Pal

Soil, Water, and Rocks, Oh My!: Unit Assessment

Soil, Water, and Rocks, Oh My!: Performance Task

Student Support Resources

Soil, Water, and Rocks, Oh My!: Home Letter

Updated Text: Week 19: Water, Soil, and Rocks, Oh My!

Week 20: Water, Soil, and Rocks, Oh My!

Teacher Support Resources

Water, Soil, and Rocks, Oh My!: ELD Lesson

Water, Soil, and Rocks, Oh My!: Topic Background Information

Water, Soil, and Rocks, Oh My!: Poster Pal

Water, Soil, and Rocks, Oh My!: Unit Assessment

Water, Soil, and Rocks, Oh My!: Performance Task

Student Support Resources

Water, Soil, and Rocks, Oh My!: Home Letter"

Component: *Texas Science Studies Weekly: 1 Grade Teacher Edition with Online Access*

ISBN: 9781649783769TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 12.10, 12.13, 12.16, 12.19, 12.24, 12.27, 12.29, 12.32

Location: Teacher Edition, Unit 12, Activities 1-4, 6-9, "Left Hand Column" (PDF pg. 10, 13, 16, 19, 24, 27, 29, 32)

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 349 of 3538

Original Text: Soil, Water, and Rocks, Oh My!: Poster Pal

Updated Text: Water, Soil, and Rocks, Oh My!: Poster Pal

Component: *Texas Science Studies Weekly: 1 Grade Teacher Edition with Online Access*

ISBN: 9781649783769TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 12.13

Location: Teacher Edition, Unit 12, Activity 2, "Left Hand Column" (PDF pg. 13)

Original Text: SEP: Ask Questions

Listen Actively and Discuss

Updated Text: SEP: Ask Questions

Listen Actively and Discuss

Collect and Organize Data

Develop Explanations

Communicate Explanations

Component: *Texas Science Studies Weekly: 1 Grade Teacher Edition with Online Access*

ISBN: 9781649783769TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 12.3

Location: Teacher Edition, Unit 12, Standards Coverage Chart (PDF pg. 3)

Original Text: SEP:

1.3: Develop Explanations and Propose Solutions

A: Develop explanations and propose solutions supported by data and models. (Activities 2, 3, 4, 6, 7, 9)

Updated Text: SEP:

1.3: Develop Explanations and Propose Solutions

A: Develop explanations and propose solutions supported by data and models. (Activities 2, 3, 4, 6, 7, 8, 9)

Component: *Texas Science Studies Weekly: 1 Grade Teacher Edition with Online Access*

ISBN: 9781649783769TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 12.22

Location: Teacher Edition, Unit 12, Activity 5, "Success Criteria" (PDF pg. 22)

Original Text: N/A

Updated Text: I can describe and explain how plants, animals, and humans use soil and water.

Component: *Texas Science Studies Weekly: 1 Grade Teacher Edition with Online Access*

ISBN: 9781649783769TE

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 350 of 3538

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 12.19

Location: Teacher Edition, Unit 12, Activity 4, "Left Hand Column" (PDF pg. 19)

Original Text: Soil, Water, and Rocks, Oh My!: Word Wall Cards

Updated Text: Water, Soil, and Rocks, Oh My!: Word Wall Cards

Component: *Texas Science Studies Weekly: 1 Grade Teacher Edition with Online Access*

ISBN: 9781649783769TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 12.2, 12.7, 12.22

Location: Teacher Edition, Unit 12, Activity 5, "Activity Summary Chart," "Success Criteria Chart," "Adventure Reader," "Left Hand Column," "Reading to Learn" (PDF pg. 2, 7, 22)

Original Text: 5. Adventure Reader: Soil, Water, and Rocks, Oh My!

5. Adventure Reader: Soil, Water, and Rocks, Oh My!

Adventure Reader

Soil, Water, and Rocks, Oh My! Adventure Reader

1. Make sure every student has a copy of the Soil, Water, and Rocks, Oh My!: Adventure Reader

Updated Text: 5. Adventure Reader: Water, Soil, and Rocks, Oh My!

5. Adventure Reader: Water, Soil, and Rocks, Oh My!

Adventure Reader: Water, Soil, and Rocks, Oh My!

Water, Soil, and Rocks, Oh My!: Adventure Reader

1. Make sure every student has a copy of the Water, Soil, and Rocks, Oh My!: Adventure Reader

Component: *Texas Science Studies Weekly: 1 Grade Teacher Edition with Online Access*

ISBN: 9781649783769TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 12.24

Location: Teacher Edition, Unit 12, Activity 6, "Reading to Learn" (PDF pg. 24)

Original Text: 3. Say: Since humans have the ability to create new things from materials, we can use materials in ways that plants and animals cannot, like washing our clothes with it.

Updated Text: 3. Say: Since humans have the ability to create new things from materials, we can use materials in ways that plants and animals cannot, like washing our clothes with water.

Component: *Texas Science Studies Weekly: 1 Grade Teacher Edition with Online Access*

ISBN: 9781649783769TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 12.1

Location: Teacher Edition, Unit 12, Unit Masthead (PDF pg. 1)

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 351 of 3538

Original Text: Life

Updated Text: Earth and Space

Component: *Texas Science Studies Weekly: 1 Grade Student Edition with Online Access*

ISBN: 9781649783776SE8

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 1

Location: Printable: Studies Weekly Online, Unit 12, Activity 5, "Soil Water, and Rocks, Oh My! Adventure Reader" (PDF pg. 1)

Original Text: Soil Water, and Rocks, Oh My!: Adventure Reader

Updated Text: Water, Soil, and Rocks, Oh My!: Adventure Reader

Component: *Texas Science Studies Weekly: 1 Grade Student Edition with Online Access*

ISBN: 9781649783776SE8

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Location: Studies Weekly Online, Unit 13, "Water Watchers Phenomenon Video"

Original Text: (image of Questioning Printable)

Updated Text: (image of the Student Edition)

Component: *Texas Science Studies Weekly: 1 Grade Student Edition with Online Access*

ISBN: 9781649783776SE8

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 2

Location: Printable: Studies Weekly Online, Unit 13, "Water Watchers: Home Letter" (PDF pg. 2)

Original Text: The vocabulary terms that they need to know are:

Review the following terms: water and community

Updated Text: The new vocabulary that your student should know are:

(deleted review terms)

Component: *Texas Science Studies Weekly: 1 Grade Student Edition with Online Access*

ISBN: 9781649783776SE8

Current Page Number(s): 2-4, 1-3

Location: Student Edition, Unit 13, Activities 2-4, 6-8, "SEP and RTC Icons" (PDF 1-3)

Original Text: Activity 2:

RTC: Cause and Effect icon

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 352 of 3538

SEP: Collect and Organize Data icon

Activity 3:

RTC: Cause and Effect icon

SEP: Plan and Conduct Investigations and Design Solutions icon

Activity 4:

SEP: Cause and Effect icon

RTC: Ask Questions and Define Problems icon

Activity 6:

RTC: Stability and Change icon

SEP: Develop Explanations and Propose Solutions icon

Activity 7:

RTC: Cause and Effect icon

SEP: Collect and Organize Data icon

Activity 8:

RTC: Cause and Effect icon

SEP: Develop Explanations and Propse Solutions icon

Updated Text: Activity 2:

RTC: Cause and Effect icon

SEP: Collect Evidence icon

Activity 3:

RTC: Cause and Effect icon

SEP: Collect Evidence icon

Activity 4:

RTC: Cause and Effect icon

SEP: Collect Evidence icon

Activity 6:

RTC: Stability and Change icon

SEP: Collect and Organize Data icon

Activity 7:

RTC: Cause and Effect icon

SEP: Collect Evidence icon

Activity 8:

RTC: Cause and Effect icon

SEP: Collect Evidence icon

Component: *Texas Science Studies Weekly: 1 Grade Student Edition with Online Access*

ISBN: 9781649783776SE8

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 3

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 353 of 3538

Location: Student Edition, Unit 13, Activity 3, "Washing Hands" (PDF pg. 2)

Original Text: Washing Hands with the Faucet Running

How much water did it take? ____ oz.

Washing Hands with the Faucet Off

How much water did it take? ____ oz.

Updated Text: (Green Explore box surrounding text)

Component: *Texas Science Studies Weekly: 1 Grade Teacher Edition with Online Access*

ISBN: 9781649783769TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 13.14

Location: Teacher Edition, Unit 13, Activity 2, "Left Hand Column" (PDF pg. 14)

Original Text: Water Uses in the Home

Updated Text: Water Uses at Home

Component: *Texas Science Studies Weekly: 1 Grade Teacher Edition with Online Access*

ISBN: 9781649783769TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 13.2

Location: Teacher Edition, Unit 13, Activity Summary Chart (PDF pg. 2)

Original Text: Day 4

Aquifers and Rivers in Texas

Day 7

Connection to Careers

Day 8

Water Conservation Game

Updated Text: Day 4

Texas' Supply of Water

Day 7

Water Star

Day 8

How Much Water Did You Take?

Component: *Texas Science Studies Weekly: 1 Grade Teacher Edition with Online Access*

ISBN: 9781649783769TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 13.28

Location: Teacher Edition, Unit 13, Activity 8, "Left Hand Column" (PDF pg. 28)

Original Text: SEP: Collect Evidence

ELPS: 3F

Updated Text: SEP: Develop Explanations

ELPS: 4F

Component: *Texas Science Studies Weekly: 1 Grade Teacher Edition with Online Access*

ISBN: 9781649783769TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 13.3

Location: Teacher Edition, Unit 13, Standards Coverage Chart (PDF pg. 3)

Original Text: RTC

1.5: Cause and Effect

B: Investigate and predict cause-and-effect relationships in science. (Activities 1, 2, 3, 4, 5, 7, 8, 9, 10)

MATH

1.3: Number and Operations

D: Apply basic fact strategies to add and subtract within 20, including making 10 and decomposing a number leading to a 10. (Activity 2)

ELPS

4: Reading

F: Use visual and contextual support and support from peers and teachers to read grade-appropriate content area text, enhance and confirm understanding, and develop vocabulary, grasp of language structures, and background knowledge needed to comprehend increasingly challenging language. (Activity 6)

Updated Text: RTC

1.5: Cause and Effect

B: Investigate and predict cause-and-effect relationships in science. (Activities 1, 2, 3, 4, 7, 8, 9, 10)

MATH

1.3: Number and Operations

D: Apply basic fact strategies to add and subtract within 20, including making 10 and decomposing a number leading to a 10. (Activity 3)

ELPS

4: Reading

F: Use visual and contextual support and support from peers and teachers to read grade-appropriate content area text, enhance and confirm understanding, and develop vocabulary, grasp of language structures, and background knowledge needed to comprehend increasingly challenging language. (Activity 6, 8)

Component: *Texas Science Studies Weekly: 1 Grade Teacher Edition with Online Access*

ISBN: 9781649783769TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 13.30

Location: Teacher Edition, Unit 13, Activity 9, "Left Hand Column" (PDF pg. 30)

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 355 of 3538

Original Text: N/A

Updated Text: ELAR 1.13D: Demonstrate understanding of information gathered with adult assistance. (Activity 9)

Component: *Texas Science Studies Weekly: 1 Grade Teacher Edition with Online Access*

ISBN: 9781649783769TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 13.5

Location: Teacher Edition, Unit 13, Discovery Path Materials List (PDF pg. 5)

Original Text: N/A

Updated Text: water (1 gallon)

Component: *Texas Science Studies Weekly: 1 Grade Teacher Edition with Online Access*

ISBN: 9781649783769TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 13.8

Location: Teacher Edition, Unit 13, Success Criteria Chart (PDF pg. 8)

Original Text: Activity 7: I can identify and describe ways to conserve water in my home.

Updated Text: Activity 7: I can identify and describe ways to conserve water in my school.

Component: *Texas Science Studies Weekly: 1 Grade Teacher Edition with Online Access*

ISBN: 9781649783769TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 13.11

Location: Teacher Edition, Unit 13, Activity 1, "Left Hand Column" (PDF pg. 11)

Original Text: My Responsibilities

Updated Text: (deleted printable "My Responsibilities")

Component: *Texas Science Studies Weekly: 1 Grade Teacher Edition with Online Access*

ISBN: 9781649783769TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 13.11, 13.28

Location: Teacher Edition, Unit 13, Activity 1, 8 "Left Hand Column" (PDF pg. 11, 28)

Original Text: N/A

Updated Text: (added printable thumbnails)

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 356 of 3538

Component: *Texas Science Studies Weekly: 1 Grade Teacher Edition with Online Access*

ISBN: 9781649783769TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 13.23

Location: Teacher Edition, Unit 13, Activity 6, "Left Hand Column" (PDF pg. 23)

Original Text: SEP: Collect and Organize Data

Develop Explanations

Updated Text: SEP: Develop Explanations

Component: *Texas Science Studies Weekly: 1 Grade Teacher Edition with Online Access*

ISBN: 9781649783769TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 13.15

Location: Teacher Edition, Unit 13, Activity 2, "Different Uses of Water" (PDF pg. 15)

Original Text: Different Uses of Water

Updated Text: Water Audit

Component: *Texas Science Studies Weekly: 1 Grade Teacher Edition with Online Access*

ISBN: 9781649783769TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 13.14

Location: Teacher Edition, Unit 13, Activity 5, "Whole Group" (PDF pg. 21)

Original Text: 7. Ask: Can you think of a way you can use less water?

Updated Text: 7. Ask: Can you think of a way you can use less water? (Answers may vary. Example: I can use less water by reusing the same cup.)

Component: *Texas Science Studies Weekly: 1 Grade Teacher Edition with Online Access*

ISBN: 9781649783769TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 13.1

Location: Teacher Edition, Unit 13, Science Standards (PDF pg. 1)

Original Text: Science Standards

1.11B: Explain why water conservation is important.

1.11C: Describe ways to conserve water such as turning off the faucet when brushing teeth and protecting natural sources of water such as keeping trash out of bodies of water.

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Updated Text: Science Standards

1.11B

1.11C

Explain why water conservation is important.

Describe ways to conserve water such as turning off the faucet when brushing teeth and protecting natural sources of water such as keeping trash out of bodies of water.

Component: *Texas Science Studies Weekly: 1 Grade Teacher Edition with Online Access*

ISBN: 9781649783769TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 13.1

Location: Teacher Edition, Unit 13, "Header" (PDF pg. 1)

Original Text: (life color scheme)

Updated Text: (earth and space color scheme)

Component: *Texas Science Studies Weekly: 1 Grade Teacher Edition with Online Access*

ISBN: 9781649783769TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 13.23

Location: Teacher Edition, Unit 13, Activity 6, "Collaborative Learning" (PDF pg. 23)

Original Text: 2. This is an opportunity for students to use contextual support to develop the vocabulary needed to comprehend language. [ELPS 4F]

Updated Text: 1a. This is an opportunity for students to use contextual support to develop the vocabulary needed to comprehend language. [ELPS 4F]

Component: *Texas Science Studies Weekly: 1 Grade Teacher Edition with Online Access*

ISBN: 9781649783769TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 13.26

Location: Teacher Edition, Unit 13, Activity 7, "Collaborative Learning" (PDF pg. 26)

Original Text: 3. Say: As a class, we are going to walk around the school and see how we are doing with our efforts to conserve water.

Updated Text: 3. As a class, we are going to do a field investigation by walking around the school and seeing how we are doing with our efforts to conserve water.

Component: *Texas Science Studies Weekly: 1 Grade Teacher Edition with Online Access*

ISBN: 9781649783769TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 13.32

Location: Teacher Edition, Unit 13, Activity 10, "Collaborative Learning" (PDF pg. 32)

Original Text: N/A

Updated Text: 5. If possible, have students present their posters and what they have learned throughout this unit at the next school board meeting, as a way to involve the school and community.

Component: *Texas Science Studies Weekly: 1 Grade Student Edition with Online Access*

ISBN: 9781649783776SE8

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 2

Location: Printable: Studies Weekly Online, Unit 14, "Basic Needs: Yours Mine, and Ours: Home Letter" (PDF pg. 2)

Original Text: The vocabulary terms that they need to know are:

Review the following terms: classify

Updated Text: The new vocabulary that your student should know are:

(delete review terms)

Component: *Texas Science Studies Weekly: 1 Grade Teacher Edition with Online Access*

ISBN: 9781649783769TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 1-2

Location: Printable: Studies Weekly Online, Unit 14, "Basic Needs: Yours Mine, and Ours: Answer Key" (PDF pg. 1-2)

Original Text: Activity 3

Student Edition Answers

N/A

Updated Text: Activity 3

Student Edition Answers

5 need food and water

8 don't need food and water

Component: *Texas Science Studies Weekly: 1 Grade Student Edition with Online Access*

ISBN: 9781649783776SE8

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 14.2

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 359 of 3538

Location: Teacher Edition, Unit 14, Activity Summary Chart (PDF pg. 2)

Original Text: Day 1

Wellness: Physical Well-Being

Day 4

Goldfish vs. Goldfish Cracker Investigation

Updated Text: Day 1

Wellness: What is Communication?

Day 4

Fish vs. Fish Cracker Investigation

Component: *Texas Science Studies Weekly: 1 Grade Teacher Edition with Online Access*

ISBN: 9781649783769TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 14.26

Location: Teacher Edition, Unit 14, Activity 7, "Left Hand Column" (PDF pg. 26)

Original Text: N/A

Labels

Space

Updated Text: ELAR 1.1B: Follow, restate, and give oral instructions that involve a short, related sequence of actions.

(printable thumbnails added)

Component: *Texas Science Studies Weekly: 1 Grade Teacher Edition with Online Access*

ISBN: 9781649783769TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 14.3

Location: Teacher Edition, Unit 14, Standards Coverage Chart (PDF pg. 3)

Original Text: N/A

Updated Text: ELPS 1: Learning Strategies

D: Speak using learning strategies such as requesting assistance, employing non-verbal cues, and using synonyms for circumlocution. (Activity 2)

Component: *Texas Science Studies Weekly: 1 Grade Teacher Edition with Online Access*

ISBN: 9781649783769TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 14.24

Location: Teacher Edition, Unit 14, Activity 6, "Left Hand Column" (PDF pg. 24)

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 360 of 3538

Original Text: ELPS: 4C, 4F

Updated Text: ELPS: 4F, 5B, 3F

Component: *Texas Science Studies Weekly: 1 Grade Student Edition with Online Access*

ISBN: 9781649783776SE8

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 1

Location: Student Edition, Poster Pal, Unit 14, Activity 1 "Phenomenon Introduction" (PDF pg. 1)

Original Text: Phenomenon Introduction

Updated Text: Aleki and Alana's Question

Component: *Texas Science Studies Weekly: 1 Grade Teacher Edition with Online Access*

ISBN: 9781649783769TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 14.20

Location: Teacher Edition, Unit 14, Activity 4, "Left Hand Column" (PDF pg. 20)

Original Text: Write the Room Images (image is of last page)

Updated Text: Write the Room Images (image is of first page)

Component: *Texas Science Studies Weekly: 1 Grade Teacher Edition with Online Access*

ISBN: 9781649783769TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 14.29

Location: Teacher Edition, Unit 14, Activity 8, "Left Hand Column" (PDF pg. 29)

Original Text: Living or Nonliving Checklist
Gallery Walk

Updated Text: Living or Nonliving Checklist/Gallery Walk (printable thumbnail added)

Component: *Texas Science Studies Weekly: 1 Grade Student Edition with Online Access*

ISBN: 9781649783776SE8

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 1-4

Location: Student Edition, Unit 14, "Header" (PDF pg. 1)

Original Text: (earth and space color scheme)

Updated Text: (changed to life theme)

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Component: *Texas Science Studies Weekly: 1 Grade Student Edition with Online Access*

ISBN: 9781649783776SE8

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Location: Studies Weekly Online, Unit 15, "Terrarium Treasures: Phenomenon Video"

Original Text: (image of Questioning Printable)

Updated Text: (image of the Student Edition)

Component: *Texas Science Studies Weekly: 1 Grade Student Edition with Online Access*

ISBN: 9781649783776SE8

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 2

Location: Printable: Studies Weekly Online, Unit 15, "Terrarium Treasures: Home Letter" (PDF pg. 2)

Original Text: The vocabulary terms that they need to know are:

Review the following terms: interactions, dependence, and components

Updated Text: The new vocabulary that your student should know are:

(deleted review terms)

Component: *Texas Science Studies Weekly: 1 Grade Teacher Edition with Online Access*

ISBN: 9781649783769TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 1, 3

Location: Printable: Studies Weekly Online, Unit 15, "Terrarium Treasures: Answer Key" (PDF pg. 1, 3)

Original Text: Activity 1:

Formative Assessment: Student Edition Response

Activity 7:

Formative Assessment:

Student Artifact

Updated Text: Activity 1:

Formative Assessment:

Self-Assessment

Activity 7:

Formative Assessment:

Student Edition Response

Component: *Texas Science Studies Weekly: 1 Grade Teacher Edition with Online Access*

ISBN: 9781649783769TE

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 362 of 3538

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 15.2

Location: Teacher Edition, Unit 15, Activity Summary Chart (PDF pg. 2)

Original Text: Activity 7

Color the Interactions and Dependence

Updated Text: Activity 7

Interactions with Animals

Component: *Texas Science Studies Weekly: 1 Grade Teacher Edition with Online Access*

ISBN: 9781649783769TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 15.3-15.4

Location: Teacher Edition, Unit 15, Standards Coverage Chart (PDF pg. 3-4)

Original Text: ELPS:

3: Speaking

N/A

4: Reading

C: Develop basic sight vocabulary, derive meaning of environmental print, and comprehend English vocabulary and language structures used routinely in written classroom materials. (Activity 8)

Updated Text: ELPS:

3: Speaking

H: Narrate, **describe, and explain with increasing specificity and detail as more English is acquired.** (Activity 2)

4: Reading

C: Develop basic sight vocabulary, derive meaning of environmental print, and comprehend English vocabulary and language structures used routinely in written classroom materials. (Activity 5, 8)

Component: *Texas Science Studies Weekly: 1 Grade Teacher Edition with Online Access*

ISBN: 9781649783769TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 15.29

Location: Teacher Edition, Unit 15, Activity 8, "Left Hand Column" (PDF pg. 29)

Original Text: SEP: Collect Evidence

Collect and Organize Data

Updated Text: SEP: Collect Evidence

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 363 of 3538

Component: *Texas Science Studies Weekly: 1 Grade Teacher Edition with Online Access*

ISBN: 9781649783769TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 15.14

Location: Teacher Edition, Unit 15, Activity 2, "Left Hand Column" (PDF pg. 14)

Original Text: Living and Nonliving Sort Cards

Updated Text: Living vs. Nonliving Sort

Component: *Texas Science Studies Weekly: 1 Grade Student Edition with Online Access*

ISBN: 9781649783776SE8

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 1

Location: Printable: Studies Weekly Online, Unit 15, "Interactions and Dependencies to Animals" (PDF pg. 1)

Original Text: Interactions and Dependencies to Animals

Updated Text: Interactions and Dependence of Animals

Component: *Texas Science Studies Weekly: 1 Grade Teacher Edition with Online Access*

ISBN: 9781649783769TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 15.27

Location: Teacher Edition, Unit 15, Activity 7, "Left Hand Column" (PDF pg. 27)

Original Text: Interactions and Dependencies to Animals

Updated Text: Interactions and Dependence of Animals

Component: *Texas Science Studies Weekly: 1 Grade Teacher Edition with Online Access*

ISBN: 9781649783769TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 15.33

Location: Teacher Edition, Unit 15, Activity 10, "Left Hand Column" (PDF pg. 33)

Original Text: Aquarium

Updated Text: Aquarium Interactions and Dependencies

Component: *Texas Science Studies Weekly: 1 Grade Teacher Edition with Online Access*

ISBN: 9781649783769TE

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 15.33

Location: Teacher Edition, Unit 15, Activity 10, "Collaborative Learning" (PDF pg. 33)

Original Text: 2. Pass out an Aquarium printable to each student.

Updated Text: 2. Pass out an Aquarium Interactions and Dependencies printable to each student.

Component: *Texas Science Studies Weekly: 1 Grade Teacher Edition with Online Access*

ISBN: 9781649783769TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 4

Location: Studies Weekly Online, Unit 15, Poster Pal, Activity 4, "Interactions and Dependence in an Aquarium" (PDF pg. 4)

Original Text: Interactions and Dependence in an Aquarium

Updated Text: Aquarium Interactions and Dependencies

Component: *Texas Science Studies Weekly: 1 Grade Student Edition with Online Access*

ISBN: 9781649783776SE8

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 1

Location: Student Edition, Unit 15, Activity 1, "Icons" (PDF pg. 1)

Original Text: N/A

Updated Text: (added phenomenon video icon)

Component: *Texas Science Studies Weekly: 1 Grade Student Edition with Online Access*

ISBN: 9781649783776SE8

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 2

Location: Student Edition, Unit 15, Activity 2, "RTC and SEP Icons" (PDF pg. 2)

Original Text: SEP: N/A icon

Updated Text: SEP: Develop and Use Models icon

Component: *Texas Science Studies Weekly: 1 Grade Student Edition with Online Access*

ISBN: 9781649783776SE8

Current Page Number(s): 4-1

Location: Student Edition, Unit 15, Activities 4, 6 "RTC and SEP Icons" (PDF pg. 3, 1)

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 365 of 3538

Original Text: Activity 4:
SEP: Ask Questions and Define Problems icon
RTC: Stability and Change icon

Activity 6:
SEP: Ask Questions and Define Problems
RTC: Stability and Change icon

Activity 8:
RTC: Collect Evidence icon

Updated Text: Activity 4:
SEP: Collect Evidence icon
RTC: Patterns icon

Activity 6:
SEP: Collect Evidence icon
RTC: Patterns icon

Activity 8:
RTC: Stability and Change icon

Component: *Texas Science Studies Weekly: 1 Grade Teacher Edition with Online Access*

ISBN: 9781649783769TE

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

Current Page Number(s): 15.23

Location: Teacher Edition, Unit 15, Week 26, "SE Spread" (PDF pg. 23)

Original Text: (SE spread for Activities 7 and 8)

Updated Text: (SE spread changed for Activities 7 and 8)

Component: *Texas Science Studies Weekly: 1 Grade Teacher Edition with Online Access*

ISBN: 9781649783769TE

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

Current Page Number(s): 2

Location: Printable: Studies Weekly Online, Unit 2, "Terrarium Treasures: Performance Tasks Answer Key" (PDF pg. 2)

Original Text: Assessment Map: 2, 3

Updated Text: Assessment Map: 1, 2

Component: *Texas Science Studies Weekly: 1 Grade Teacher Edition with Online Access*

ISBN: 9781649783769TE

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

Current Page Number(s): 13

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 366 of 3538

Location: Studies Weekly Online, Unit 15, "ELD Teacher Edition" (PDF pg. 13)

Original Text: Framing Our Thinking

Updated Text: Framing Our Learning

Component: *Texas Science Studies Weekly: 1 Grade Student Edition with Online Access*

ISBN: 9781649783776SE8

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 2

Location: Printable: Studies Weekly Online, Unit 16, "Eat or Be Eaten: Home Letter" (PDF pg. 2)

Original Text: The vocabulary terms that they need to know are:

food chain: describes who eats whom

organism: any living thing, such as a plant or animal

Review the following term: depend

Updated Text: The new vocabulary that your student should know are:

food chain: a model of a system that describes what eats what

organism: any living thing, such as a plant or animal

Component: *Texas Science Studies Weekly: 1 Grade Student Edition with Online Access*

ISBN: 9781649783776SE8

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 2-4

Location: Student Edition, Unit 15, Activities 2-4, "RTC and SEP Icons" (PDF pg. 2-4)

Original Text: Activity 2:

SEP: N/A icon

RTC: N/A icon

Activity 3:

SEP: N/A icon

RTC: N/A icon

Activity 4:

SEP: N/A icon

RTC: N/A icon

Updated Text: Activity 2:

SEP: Collect and Organize Data icon

RTC: Systems and System Models icon

Activity 3:

SEP: Develop and Use Models icon

RTC: Systems and System Models icon

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 367 of 3538

Activity 4:

SEP: Communicate Explanations and Solutions icon

RTC: Systems and System Models icon

Component: *Texas Science Studies Weekly: 1 Grade Student Edition with Online Access*

ISBN: 9781649783776SE8

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 2

Location: Printable: Studies Weekly Online, Unit 16, "Eat or Be Eaten: Answer Key" (PDF pg. 2)

Original Text: Activity 4 Phenomenon Food Chain

Updated Text: Activity 4 Phenomenon Explanation

Component: *Texas Science Studies Weekly: 1 Grade Teacher Edition with Online Access*

ISBN: 9781649783769TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 16.12

Location: Teacher Edition, Unit 16, Activity 1, "Formative Assessment" (PDF pg. 12)

Original Text: Evidence

Updated Text: Self-Assessment

Component: *Texas Science Studies Weekly: 1 Grade Teacher Edition with Online Access*

ISBN: 9781649783769TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 16.12

Location: Teacher Edition, Unit 16, Activity 1, "Wellness: Communicating Without Words" (PDF pg. 12)

Original Text: Wellness: Communicating Without Words

Updated Text: Wellness: Asking for Help

Component: *Texas Science Studies Weekly: 1 Grade Teacher Edition with Online Access*

ISBN: 9781649783769TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 16.16, 16.18, 16.20

Location: Teacher Edition, Unit 16, Activities 3, 4, 5 "Left Hand Column" (PDF pg. 16, 18, 20)

Original Text: Hanging Food Chain

Applied Science Writing

Food Chain Nesting Dolls

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 368 of 3538

Updated Text: (printable thumbnails added)

Component: *Texas Science Studies Weekly: 1 Grade Teacher Edition with Online Access*

ISBN: 9781649783769TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 16.6

Location: Teacher Edition, Unit 16, Teacher Support Resources (PDF pg. 6)

Original Text: Eat or Be Eaten: Phenomenon Video

Updated Text: (deleted phenomenon video)

Component: *Texas Science Studies Weekly: 1 Grade Teacher Edition with Online Access*

ISBN: 9781649783769TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 7

Location: Studies Weekly Online, Unit 16, ELD Teacher Edition, "Framing Our Learning" (PDF pg. 7)

Original Text: A food chain is a chain that shows which animals use other animals to survive. For example, a snake will eat a rat.

A food chain starts with the smallest organism. For example, a grasshopper eats the grass.

Updated Text: A food chain is a model of a system that shows what eats what. For example, a snake will eat a rat.

A food chain starts with the plant eaters. For example, a grasshopper eats the grass.

Component: *Texas Science Studies Weekly: 1 Grade Student Edition with Online Access*

ISBN: 9781649783776SE8

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 2

Location: Teacher Edition, Unit 17, "Engineering Design: Assist Your Animal: Home Letter" (PDF pg. 2)

Original Text: The vocabulary terms that they need to know are:

Review the following term: structure

Updated Text: The new vocabulary that your student should know are:

(deleted review term)

Component: *Texas Science Studies Weekly: 1 Grade Teacher Edition with Online Access*

ISBN: 9781649783769TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 2

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 369 of 3538

Location: Printable: Studies Weekly Online, Unit 17, "Assist Your Animal: Answer Key" (PDF pg. 2)

Original Text: Activity 3

Students will write two ways that using models is helpful and two ways they are not in their student editions.

Updated Text:

Activity 3

Use the student artifact to check for proficiency of the success criteria.

Component: *Texas Science Studies Weekly: 1 Grade Teacher Edition with Online Access*

ISBN: 9781649783769TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 17.2

Location: Teacher Edition, Unit 17, Activity Summary Chart, (PDF pg. 2)

Original Text: Week 8: Golf Course Engineers

Week 9: Golf Course Engineers

10. Communicate Solutions

Updated Text: Week 28: Assist Your Animal

Week 29: Assist Your Animal

10. Present Your Findings

Component: *Texas Science Studies Weekly: 1 Grade Teacher Edition with Online Access*

ISBN: 9781649783769TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 17.10

Location: Teacher Edition, Unit 17, Activity 1, "Introduce Engineering Scenario" (PDF pg. 10)

Original Text: 5. Discuss: What do you notice about the Engineering Scenario? What does it remind you of in your communities or cultures? What connections do you have from your own lives?

Updated Text: 5. Show students the **Assist Your Animal: Engineering Video**. (bolded and in purple)

Component: *Texas Science Studies Weekly: 1 Grade Teacher Edition with Online Access*

ISBN: 9781649783769TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 17.10

Location: Teacher Edition, Unit 17, Activity 1, "Left Hand Column" (PDF pg. 10)

Original Text: Engineering Design Rubric

Updated Text: (deleted printable)

Component: *Texas Science Studies Weekly: 1 Grade Teacher Edition with Online Access*

ISBN: 9781649783769TE

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 370 of 3538

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 17.13

Location: Teacher Edition, Unit 17, Activity 2, "Left Hand Column" (PDF pg. 13)

Original Text: SEP: Collect Observations

Updated Text: SEP: Collect Evidence

Component: *Texas Science Studies Weekly: 1 Grade Teacher Edition with Online Access*

ISBN: 9781649783769TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 17.3

Location: Teacher Edition, Unit 17, Standards Coverage Chart (PDF pg. 3)

Original Text: SEP: 1.1: Ask Questions and Define Problems

A: Ask questions and define problems based on observations or information from text, phenomena, models, or investigations. (Activity 1)

Updated Text: SEP: 1.1: Ask Questions and Define Problems

A: Ask questions and define problems based on observations or information from text, phenomena, models, or investigations. (Activity 1, 3)

Component: *Texas Science Studies Weekly: 1 Grade Teacher Edition with Online Access*

ISBN: 9781649783769TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 17.27

Location: Teacher Edition, Unit 17, Activity 9, "Left Hand Column" (PDF pg. 27)

Original Text: Organize Data

Analyze Data

Explain Discoveries and Innovations

Updated Text: Collect and Organize Data

Analyze Data

Explain Discoveries and Innovations

Component: *Texas Science Studies Weekly: 1 Grade Teacher Edition with Online Access*

ISBN: 9781649783769TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 17.21

Location: Teacher Edition, Unit 17, Activity 6, "Left Hand Column" (PDF pg. 21)

Original Text: ELPS: 3B

Updated Text: (deleted ELPS 3B)

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 371 of 3538

Component: *Texas Science Studies Weekly: 1 Grade Teacher Edition with Online Access*

ISBN: 9781649783769TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 17.7

Location: Teacher Edition, Unit 17, Success Criteria Chart (PDF pg. 7)

Original Text: Activity 1

I can make observations and ask questions about the Engineering Scenario.

Activity 2

I can identify and compare the external structures of different animals.

Activity 5

I can read, discuss, and identify external structures on animals from Texas.

Updated Text: Activity 1

I can make observations and define the problem from the Engineering Scenario.

Activity 2

I can collect observations to compare the external structures of different animals.

Activity 5

I can read, discuss, and identify external structures of animals in Texas.

Component: *Texas Science Studies Weekly: 1 Grade Teacher Edition with Online Access*

ISBN: 9781649783769TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 1

Location: Teacher Edition, Unit 17, Masthead (PDF pg. 1)

Original Text: Earth and Space

Updated Text: Life

Component: *Texas Science Studies Weekly: 1 Grade Teacher Edition with Online Access*

ISBN: 9781649783769TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 17.10

Location: Teacher Edition, Unit 17, Activity 1, "Phenomenon Introduction" (PDF pg. 10)

Original Text: Phenomenon Introduction

Updated Text: Claire and the Underdog Coalition

Component: *Texas Science Studies Weekly: 1 Grade Student Edition with Online Access*

ISBN: 9781649783776SE8

Current Page Number(s): 2, 1-3

Location: Student Edition, Unit 17, Activities 2, 6, 7, 8, "RTC and SEP Icons" (PDF pg. 2, 1-3)

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 372 of 3538

Original Text: Activity 2:
SEP: Collect Evidence icon

Activity 6:
SEP: Ask Questions and Define Problems icon

Activity 7:
SEP: Develop Explanations and Propose Solutions icon

Activity 8:
SEP: Develop Explanations and Propose Solutions icon

Updated Text: Activity 2:
SEP: Collect Observations icon

Activity 6:
SEP: Propose Solutions icon

Activity 7:
SEP: Develop and Use Models icon

Activity 8:
SEP: Evaluate Designs icon

Component: *Texas Science Studies Weekly: 1 Grade Student Edition with Online Access*

ISBN: 9781649783776SE8

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

Current Page Number(s): 3

Location: Student Edition, Unit 17, Activity 8, "Improve" (PDF pg. 3)

Original Text: N/A

Updated Text: (green box around Improve section to indicate Explore Path)

Component: *Texas Science Studies Weekly: 1 Grade Teacher Edition with Online Access*

ISBN: 9781649783769TE

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

Current Page Number(s): 17.13

Location: Teacher Edition, Unit 17, Activity 2, "Introduce Activity" (PDF pg. 13)

Original Text: Introduce Activity

Updated Text: Collaborative Learning

Component: *Texas Science Studies Weekly: 1 Grade Teacher Edition with Online Access*

ISBN: 9781649783769TE

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

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 373 of 3538

Current Page Number(s): 17.21

Location: Teacher Edition, Unit 17, Activity 6, "Whole Group" (PDF pg. 21)

Original Text: 2. Read "The Engineer for Animals" on the Poster Pal together as a class.

Updated Text: 2. Read "The Engineer for Animals" on the Poster Pal together as a class. [ELPS 4E]
a. This is an opportunity for students to read linguistically accommodated content area materials.

Component: *Texas Science Studies Weekly: 1 Grade Student Edition with Online Access*

ISBN: 9781649783776SE8

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 2

Location: Printable: Studies Weekly Online, Unit 18, "Learning About Life Cycles: Home Letter" (PDF pg. 2)

Original Text: The vocabulary terms that they need to know are:

Review the following terms: life cycle, animals

Updated Text: The new vocabulary that your student should know are:

(deleted review terms)

Component: *Texas Science Studies Weekly: 1 Grade Student Edition with Online Access*

ISBN: 9781649783776SE8

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Location: Studies Weekly Online, Unit 18, "Learning About Life Cycles: Phenomenon Video"

Original Text: (image of Questioning Printable)

Updated Text: (image of the Student Edition)

Component: *Texas Science Studies Weekly: 1 Grade Student Edition with Online Access*

ISBN: 9781649783776SE8

Current Page Number(s): 1-4

Location: Student Edition, Unit 18, Activities 1-4, 6-9, "RTC and SEP Icons" (PDF pg. 1-3)

Original Text: Activity 1: N/A icons

Activity 2: N/A icons

Activity 3: N/A icons

Activity 4: N/A icons

Activity 6: N/A icons

Activity 7: N/A icons

Activity 8: N/A icons

Activity 9: N/A icons

Updated Text: Activity 1:

SEP: Ask Questions icon

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 374 of 3538

Activity 2:
SEP: Collect and Organize Data icon
RTC: Systems and System Models icon

Activity 3:
SEP: Collect and Organize Data icon
RTC: Systems and System Models icon

Activity 4:
SEP: Collect and Organize Data icon
RTC: Structure and Function icon

Activity 6:
SEP: Explore Scientists, Engineers, and Resources icon
RTC: Systems and System Models icon

Activity 7:
SEP: Develop and Use Models icon
RTC: Systems and System Models icon

Activity 8:
SEP: Collect and Organize Data icon
RTC: Systems and System Models icon

Activity 9:
SEP: Communicate Explanations icon
RTC: Patterns icon

Component: *Texas Science Studies Weekly: 1 Grade Student Edition with Online Access*

ISBN: 9781649783776SE8

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 4

Location: Student Edition, Unit 18, Activity 9, "Longhorn" (PDF pg. 3)

Original Text: (5 circles for the Longhorn section)

Updated Text: (changed to 3 circles for the Longhorn section)

Component: *Texas Science Studies Weekly: 1 Grade Teacher Edition with Online Access*

ISBN: 9781649783769TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 2

Location: Printable: Studies Weekly Online, Unit 18, "Learning About Life Cycles: Answer Key" (PDF pg. 2)

Original Text: Formative Assessment: Participation

Updated Text: Formative Assessment: Student Edition Response

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 375 of 3538

Component: *Texas Science Studies Weekly: 1 Grade Teacher Edition with Online Access*

ISBN: 9781649783769TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 18.3

Location: Teacher Edition, Unit 18, Standards Coverage Chart (PDF pg. 3)

Original Text: ELAR:

1.3: Developing and Sustaining Foundational Language Skills

D: Identify and use words that name actions, directions, positions, sequences, categories, and locations. (Activity 4)

1.12: Composition

B: Dictate or compose informational texts, including procedural texts. (Activity 4)

Updated Text: ELAR:

1.3: Developing and Sustaining Foundational Language Skills

D: Identify and use words that name actions, directions, positions, sequences, categories, and locations. (Activity 3)

1.12: Composition

B: Dictate or compose informational texts, including procedural texts. (Activity 3)

Component: *Texas Science Studies Weekly: 1 Grade Teacher Edition with Online Access*

ISBN: 9781649783769TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 18.20

Location: Teacher Edition, Unit 18, Activity 5, "Adventure Reader: Life Cycles" (PDF pg. 20)

Original Text: N/A

Updated Text: Success Criteria

I can read about life cycles and identify the different parts of the human life cycle.

Component: *Texas Science Studies Weekly: 1 Grade Teacher Edition with Online Access*

ISBN: 9781649783769TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 18.22

Location: Teacher Edition, Unit 18, Activity 6, "Collaborative Learning" (PDF pg. 22)

Original Text: 2. Have students identify each stage of the fish's life cycle and glue it in the correct order.

Updated Text: 2. Have students identify each stage of the fish's life cycle from the Guadalupe Bass Life Cycle printable, cut it out, and glue it in the correct order.

Component: *Texas Science Studies Weekly: 1 Grade Teacher Edition with Online Access*

ISBN: 9781649783769TE

Link to Current Content:

[View Current Content](#)

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 376 of 3538

Current Page Number(s): 18.28

Location: Teacher Edition, Unit 18, Activity 9, "Collaborative Learning" (PDF pg. 28)

Original Text: 2. Have students cut out the pictures of each stage for each animal and glue them in the correct order in their student editions.

Updated Text: 2. Have students cut out the pictures from the Life Cycles printable for each stage for each animal and glue them in the correct order in their student editions.

Component: *Texas Science Studies Weekly: 1 Grade Teacher Edition with Online Access*

ISBN: 9781649783769TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 18.28

Location: Teacher Edition, Unit 18, Activity 9, "Applied Science Writing" (PDF pg. 28)

Original Text: 2. Say: You are going to write about your own life cycle and the different stages you go through as you grow. As you write, think about how you've changed so far, and how you're going to continue to change.

Updated Text: 2. Say: You are going to write about your own life cycle and the different stages you go through as you grow on the Learning About Life Cycles: Applied Science Writing printable.

Component: *Texas Science Studies Weekly: 1 Grade Teacher Edition with Online Access*

ISBN: 9781649783769TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 18.28

Location: Teacher Edition, Unit 18, Activity 9, "Left Hand Column" (PDF pg. 28)

Original Text: Life Cycles

Updated Text: (printable thumbnail added)

Component: *Texas Science Studies Weekly: 1 Grade Teacher Edition with Online Access*

ISBN: 9781649783769TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 18.24

Location: Teacher Edition, Unit 18, Activity 7, "Student-Driven Inquiry" (PDF pg. 24)

Original Text: 1. Display the Longhorn image.

Updated Text: 1. Display the **Longhorn** image. (bolded in blue)

Component: *Texas Science Studies Weekly: 1 Grade Student Edition with Online Access*

ISBN: 9781649783776SE8

Link to Current Content:

[View Current Content](#)

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 377 of 3538

Current Page Number(s): 3

Location: Student Edition, Unit 18, Activity 3, "The Life Cycle of the the Northern Mockingbird" (PDF pg. 2)

Original Text: The Life Cycle of the the Northern Mockingbird

Updated Text: The Life Cycle of the Northern Mockingbird

Component: *Texas Science Studies Weekly: 1 Grade Student Edition with Online Access*

ISBN: 9781649783776SE8

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 1

Location: Student Edition, Unit 18, Activity 1, "Icons" (PDF pg. 1)

Original Text: N/A

Updated Text: (phenomenon video icon added)

Component: *Texas Science Studies Weekly: 1 Grade Teacher Edition with Online Access*

ISBN: 9781649783769TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 18.14

Location: Teacher Edition, Unit 18, Activity 2, "Collaborative Learning" (PDF pg. 14)

Original Text: e. Ask: What observation did you make about the northern mockingbird as it great into an adult?

Updated Text: e. Ask: What observation did you make about the northern mockingbird as it great into an adult? (Answers may vary. Example: It gets bigger.)

Component: *Texas Science Studies Weekly: 1 Grade Teacher Edition with Online Access*

ISBN: 9781649783769TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 18.28

Location: Teacher Edition, Unit 18, Activity 9, "Collaborative Learning" (PDF pg. 28)

Original Text: 3. Have students label each stage of the life cycles.

Updated Text: 3. Have students label each stage of the life cycles.

a. If there is time, split the class into three groups and have each group present one of the three animal life cycles to the class.

Component: *Texas Science Studies Weekly: 1 Grade Student Edition with Online Access*

ISBN: 9781649783776SE8

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 1

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 378 of 3538

Location: Printable: Studies Weekly Online, Unit 19, "Two of a Kind: Home Letter" (PDF pg. 1)

Original Text: The vocabulary terms that they need to know are:

Review the following terms: feature, young

Updated Text: The new vocabulary that your student should know are:

(deleted review terms)

Component: *Texas Science Studies Weekly: 1 Grade Teacher Edition with Online Access*

ISBN: 9781649783769TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 19.23

Location: Teacher Edition, Unit 19, Activity 5, "Whole Group" (PDF pg. 23)

Original Text: 3. Explain to students that in this activity, they will have to make a family of four by finding all of their classmates who have a match to their animal.

Updated Text: 3. Pass out the Find Your Family printable and explain to students that in this activity, they will have to make a family of four by finding all of their classmates who have a match to their animal.

Component: *Texas Science Studies Weekly: 1 Grade Student Edition with Online Access*

ISBN: 9781649783776SE8

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 1-4

Location: Student Edition, Unit 19, Activities 1-4, "RTC and SEP Icons" (PDF pg. 1-4)

Original Text: Activity 1: N/A icons

Activity 2: N/A icons

Activity 3: N/A icons

Activity 4: N/A icons

Updated Text: Activity 1:

SEP: Ask Questions icon

RTC: Stability and Change icon

Activity 2:

SEP: Analyze Data icon

RTC: Stability and Change icon

Activity 3:

SEP: Analyze Data icon

RTC: Stability and Change icon

Activity 4:

SEP: Collect and Organize Data icon

RTC: Stability and Change icon

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 379 of 3538

Component: *Texas Science Studies Weekly: 1 Grade Teacher Edition with Online Access*

ISBN: 9781649783769TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 2

Location: Printable: Studies Weekly Online, Unit 19, "Two of a Kind: Answer Key" (PDF pg. 2)

Original Text: Formative Assessment: Student Artifact

Updated Text: Formative Assessment: Student Edition Response

Component: *Texas Science Studies Weekly: 1 Grade Teacher Edition with Online Access*

ISBN: 9781649783769TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 19.23

Location: Teacher Edition, Unit 19, Activity 5, "Find Your Family" (PDF pg. 23)

Original Text: N/A

Updated Text: Success Criteria

I can use features and patterns to match young animals to their parents.

Component: *Texas Science Studies Weekly: 1 Grade Teacher Edition with Online Access*

ISBN: 9781649783769TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 19.17

Location: Teacher Edition, Unit 19, Activity 3, "Left Hand Column" (PDF pg. 17)

Original Text: ELPS: 1E, 3F, 4F

Updated Text: ELPS: 1E, 4F

Component: *Texas Science Studies Weekly: 1 Grade Teacher Edition with Online Access*

ISBN: 9781649783769TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 19.13

Location: Teacher Edition, Unit 19, Activity 2, "Left Hand Column" (PDF pg. 13)

Original Text: ELPS: 1E, 2C, 3F, 4G

Updated Text: ELPS: 1E, 2C, 3F, 4G, 1A

Component: *Texas Science Studies Weekly: 1 Grade Student Edition with Online Access*

ISBN: 9781649783776SE8

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 1-4

Location: Studies Weekly Online, Unit 14, Poster Pal, Activities 1-4, "Masthead" (PDF pg. 1-4)

Original Text: (engineering masthead)

Updated Text: (engineering masthead deleted)

Component: *Texas Science Studies Weekly: 1 Grade Student Edition with Online Access*

ISBN: 9781649783776SE8

Current Page Number(s): 1-4

Location: Student Edition, Unit 14, Activities 1-4, 6-9, "RTC and SEP Icons" (PDF pg. 1-4)

Original Text: (no RTC and SEP icons)

Updated Text: Activity 1:

SEP: Asking Questions icon

RTC: Patterns icon

Activity 2:

SEP: Develop and Use Models icon

RTC: Patterns icon

Activity 3:

SEP: Collect and Organize Data icon

RTC: Energy and Matter icon

Activity 4:

SEP: Collect and Organize Data icon

RTC: Stability and Change icon

Activity 6:

SEP: Analyze Data icon

RTC: Stability and Change icon

Activity 7:

SEP: Analyze Data icon

RTC: Patterns icon

Activity 8:

SEP: Analyze Data icon

RTC: Patterns icon

Activity 9:

SEP: Listen Actively and Discuss icon

RTC: Patterns icon

Component: *Texas Science Studies Weekly: 1 Grade Teacher Edition with Online Access*

ISBN: 9781649783769TE

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 381 of 3538

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 6.29

Location: Teacher Edition, Unit 6, Activity 7, "Collaborative Learning" (PDF pg. 29)

Original Text: N/A

Updated Text: 8. Have students record what happens with cotton candy in the student edition.

Component: *Texas Science Studies Weekly: 1 Grade Teacher Edition with Online Access*

ISBN: 9781649783769TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 7.2

Location: Teacher Edition, Unit 7, Activity Summary Chart (PDF pg. 2)

Original Text: Week 7: Spectacular Seasons

Updated Text: Week 12: Spectacular Seasons

Component: *Texas Science Studies Weekly: 1 Grade Teacher Edition with Online Access*

ISBN: 9781649783769TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 2

Location: Printable: Studies Weekly Online, Unit 7, "Spectacular Seasons: Answer Key" (PDF pg. 2)

Original Text: Activity 4

N/A

Updated Text: Activity 4

Use student participation to check for proficiency of the success criteria.

Component: *Texas Science Studies Weekly: 1 Grade Teacher Edition with Online Access*

ISBN: 9781649783769TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 10.33

Location: Teacher Edition, Unit 10, Activity 8, "Saltwater Experiment: Collaborative Learning" (PDF pg. 33)

Original Text: 3. Have students draw a picture in their student editions to show the difference between what happened to the rocks in the salt water and fresh water.

Updated Text: 3. Have students draw a picture to show the difference between what happened to the rocks in the salt water and fresh water.

Component: *Texas Science Studies Weekly: 2 Grade Teacher Edition with Online Access*

ISBN: 9781649783783TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 19.30

Location: Teacher Edition, Unit 19, "Reflect and Connect," Step 2 (PDF pg. 30)

Original Text: 2. Have students respond to the question in their student editions, then share their responses with a classmate.

Updated Text: 2. Have students respond to this question in their science notebooks, then share their responses with a classmate.

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

ISBN: 9781649783752SE8

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 4

Location: Student Edition, Unit 17, Activity 4 (PDF pg. 4)

Original Text: Engineering Design Process image

Updated Text: (changed for correct) Engineering Design Process image

Publisher: TPS Publishing

Science, Grade 1

Program: *STEAM into Science - Grade 1 Edition: TEKS*

Component: *Learn By Doing STEAM Activity Reader Book - Grade 1 Teacher Edition*

ISBN: 9781788058001

Link to Current Content:

[View Current Content](#)

Current Page Number(s): Page 53

Location: Second paragraph

Original Text: n/a

Updated Text: Delete "Magnetism is a form of energy"

Component: *Learn By Doing STEAM Activity Reader Book - Grade 1 Teacher Edition*

ISBN: 9781788058001

Link to Current Content:

[View Current Content](#)

Current Page Number(s): Page 156

Location: Idea box 3

Original Text: Brainstorm examples - for example, salmon and salmon eggs, rabbits and bunnies, dogs and puppies

Updated Text: Mind map examples, for example: salmon and eggs and fry, rabbits and kits, dogs and puppies

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 383 of 3538

Component: *Learn By Doing STEAM Activity Reader Book - Grade 1 Teacher Edition*

ISBN: 9781788058001

Link to Current Content:

[View Current Content](#)

Current Page Number(s): Page 154

Location: Second paragraph

Original Text: The embryo grows inside the egg to create a chick and, when ready, hatches where the chick breaks out. The baby chick then grows to become a chicken.

Updated Text: The embryo grows inside the egg to create a chick and, when ready, hatches where the chick breaks out. The newly hatched chick is called a hatchling.

Component: *Learn By Doing STEAM Activity Reader Book - Grade 1 Student Edition*

ISBN: 9781788058018

Link to Current Content:

[View Current Content](#)

Current Page Number(s): Page 51

Location: Numbers on Thermometer

Original Text: 37F, 32, 26, 22, 15, 10, 4, 0F, -6, -50, -77F

Updated Text: 100F, 90, 78, 72, 60, 50, 40, 32F, -22, -58, -100F

Component: *STEAM Activity Guide - Grade 1 Teacher Edition*

ISBN: 9781788058049

Current Page Number(s): 89, 237, 249

Location: Digital Frog

Original Text: n/a

Updated Text: Remove reference to Digital Frog

Component: *Teacher Textbook - Grade Science*

ISBN: 9781788058025

Current Page Number(s): ii, xiv, xv, xxxii

Location: Digital Frog

Original Text: n/a

Updated Text: Remove reference to Digital Frog

Component: *Teacher Textbook - Grade Science*

ISBN: 9781788058025

Link to Current Content:

[View Current Content](#)

Current Page Number(s): Page I

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 384 of 3538

Location: Unit Column

Original Text: 1 – Scientific and Engineering Practices

The student asks questions, identifies problems, and plans and safely conducts classroom, laboratory, and field investigations to answer questions, explain phenomena, or design solutions using appropriate tools and models.

The student analyzes and interprets data to derive meaning, identify features and patterns, and discover relationships or correlations to develop evidence-based arguments or evaluate designs.

The student knows the contributions of scientists and recognizes the importance of scientific research and innovation for society.

Updated Text: 1 – Scientific and Engineering Practices

The student asks questions, identifies problems, and plans and safely conducts classroom, laboratory, and field investigations to answer questions, explain phenomena, or design solutions using appropriate tools and models.

The student analyzes and interprets data to derive meaning, identify features and patterns, and discover relationships or correlations to develop evidence-based arguments or evaluate designs.

The student develops evidence-based explanations and communicates findings, conclusions, and proposed solutions.

The student knows the contributions of scientists and recognizes the importance of scientific research and innovation for society.

The student uses recurring themes and concepts to make connections across disciplines. Note: Content for TEKS 1 to 5 appears within all other Units. Examples are provided in the Texas Essential Knowledge and Skills section and detailed in correlations.

Component: *Teacher Textbook - Grade Science*

ISBN: 9781788058025

Link to Current Content:

[View Current Content](#)

Current Page Number(s): Page Lv

Location: Text

Original Text: 1 – Scientific and Engineering Practices

The student asks questions, identifies problems, and plans and safely conducts classroom, laboratory, and field investigations to answer questions, explain phenomena, or design solutions using appropriate tools and models.

The student analyzes and interprets data to derive meaning, identify features and patterns, and discover relationships or correlations to develop evidence-based arguments or evaluate designs.

The student knows the contributions of scientists and recognizes the importance of scientific research and innovation for society.

Updated Text: 1 – Scientific and Engineering Practices

The student asks questions, identifies problems, and plans and safely conducts classroom, laboratory, and field investigations to answer questions, explain phenomena, or design solutions using appropriate tools and models.

The student analyzes and interprets data to derive meaning, identify features and patterns, and discover relationships or correlations to develop evidence-based arguments or evaluate designs.

The student develops evidence-based explanations and communicates findings, conclusions, and proposed solutions.

The student knows the contributions of scientists and recognizes the importance of scientific research and innovation for

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 385 of 3538

society.

The student uses recurring themes and concepts to make connections across disciplines. Note: Content for TEKS 1 to 5 appears within all other Units.

Component: *Teacher Textbook - Grade Science*

ISBN: 9781788058025

Link to Current Content:

[View Current Content](#)

Current Page Number(s): Page lix

Location: Text

Original Text: 3 – Force, motion, and energy

The student knows the nature of forces and their role in systems that experience stability or change.

The student knows that the total energy in systems is conserved through energy transfers and transformations.

Updated Text: 3 – Force, motion, and energy

The student knows that forces cause changes in motion and position in everyday life.

The student knows that energy is everywhere and can be observed in everyday life.

Component: *Learn By Doing STEAM Activity Reader Book - Grade 1 Teacher Edition*

ISBN: 9781788058001

Link to Current Content:

[View Current Content](#)

Current Page Number(s): Page 9

Location: Add the following sentence after the second paragraph of Scientific method

Original Text: N/A

Updated Text: The guidance listed here may be used generally for all activities where discussion and argumentation are anticipated. For example, the discussion of evidence to support a claim.

Component: *Learn By Doing STEAM Activity Reader Book - Grade 1 Teacher Edition*

ISBN: 9781788058001

Link to Current Content:

[View Current Content](#)

Current Page Number(s): Page 7

Location: The wording of the section for Creating and Editing drafts on page 7 will be modified as follows:

Original Text: N/A

Updated Text: The STEAM reader activities provide opportunities within the activity sections to collaboratively create written drafts with the children based on the subject and storylines in each chapter and to use evidence to support scientific claims.

Component: *Learn By Doing STEAM Activity Reader Book - Grade 1 Teacher Edition*

ISBN: 9781788058001

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 386 of 3538

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

Current Page Number(s): Page 4

Location: Add to Idea box guidance

Original Text: N/A

Updated Text: Idea Boxes Idea boxes placed throughout the chapter text function to provide opportunities for collaborative discussion of content, review of content introduced, and focus on certain content that is harder to grasp. Guidance on how to use the idea boxes can be found in the Comprehension Skills section. However, before reading each chapter prepare for the idea boxes by: • Reviewing the chapter and idea boxes and planning for the time taken for each box to be implemented (guidance on how long each idea box will take to implement can be found in the Learn by Doing Activity Reader Books Scope and Sequence that can be found in the TPS Online Library Teacher Support). • Reading the chapter and planning where in the text to stop for the Idea box; this should be an appropriate break from the text that can be used to implement the idea box. • Planning to have at hand any materials needed to implement the Idea box. • Reviewing the task information contained within the Idea boxes.

Publisher: Accelerate Learning Inc.

Science, Grade 2

Program: *STEMscopes Science TX - Grade 2: TEKS*

Component: *STEMscopes Science TX - Grade 2 (Online)*

ISBN: 9798888266816

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

Current Page Number(s): 3

Location: Sections: Describing How Human Impact Can Be Limited by Conserving and Properly Disposing of Materials; Reduce; Reuse; Recycle

Link to Updated Content:

[View Updated Content](#)

Original Text: Clarified language on human use of resources and brainstorm ideas to use with students

Updated Text: See the New Content link and highlighted text for updated content.

Publisher: Accelerate Learning Inc.

Science, Grade 2

Program: *STEMscopes Science TX - Grade 2: ELPS*

Component: *STEMscopes Science TX - Grade 2 (Online)*

ISBN: 9798888266816

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

Current Page Number(s): 1,9,13

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 387 of 3538

Location: Key Q 8, Key Q10

Link to Updated Content:

[View Updated Content](#)

Original Text: Page 1, Question 8, Key: B
Page 9, Question 8, Answer Choice: B

Page 13, Sample Student Response: Answers may vary. A possible student response could include the following: The teacher should pull with greater force. This will make the wagon go faster. The teacher should also pull and not push the wagon.

Updated Text: Page 1, Question 8, Key: A
Page 9, Question 8, Answer Choice: A

Page 13, Sample Student Response: Answers may vary. A possible student response could include the following: The teacher should pull with greater force. This will make the wagon go faster.

Publisher: Discovery Education Inc

Science, Grade 2

Program: *Science Techbook for Texas by Discovery Education - Grade 2: TEKS*

Component: *Science Techbook for Texas by Discovery Education: Grade 2*

ISBN: 9781616291440

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/9ff72239-ac75-463e-afdc-cef0bb9f14ff>

Location: Unit 2 > Concept 1 > Lesson 3 > Educator Notes > Slide 6

Link to Updated Content:

[View Updated Content](#)

Original Text: See original text in URL_for_Updated_Text

Updated Text: See new text in URL_for_Updated_Text

Component: *Science Techbook for Texas by Discovery Education: Grade 2*

ISBN: 9781616291440

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/9ff72239-ac75-463e-afdc-cef0bb9f14ff>

Location: Unit 2 > Concept 1 > Lesson 3 > Educator Notes > Slide 6

Original Text: Explain that the purpose of this interactive is to figure out the difference between natural and manmade resources, then to determine which resources humans can get more of and which we cannot, and finally to understand how to conserve resources. In the first part of the interactive, students will sort resources by dragging them into Natural Resources or Manmade Resources categories, using a graphic organizer to record their data. (You may want to review how to use the graphic organizer for data collection.) In the second part of the interactive, students will sort resources by dragging them into Renewable or Nonrenewable categories, then explore how to conserve both a renewable and nonrenewable resource.

Updated Text: Explain that the purpose of this interactive is to explore the difference between natural and manmade resources, then to determine resources that humans use and how we can conserve resources. In the first part of the interactive, students will sort items by dragging them into Natural Resources or Made from Natural Resources categories, using a graphic organizer to record their data. (You may want to review how to use the graphic organizer for data

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 388 of 3538

collection.) In the second part of the interactive, students will sort resources by dragging them into Renewable or Nonrenewable categories, then explore how to conserve both a renewable and nonrenewable resource.

Component: *Science Techbook for Texas by Discovery Education: Grade 2*

ISBN: 9781616291440

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/9ff72239-ac75-463e-afdc-cef0bb9f14ff>

Location: Unit 2 > Concept 1 > Lesson 3 > Educator Notes > Slide 6

Original Text: Students should begin by clicking on the trees so that they only work with the Gifts from Nature portion of the interactive. For the first few screens, read aloud the text at the bottom of the screen, or invite student volunteers to read aloud. Click Next to advance through the screens.

On the sorting screen, demonstrate the interactive by reading aloud the text at the bottom of the screen and dragging the fossil fuel to the Natural Resources category. Explain that fossil fuels are resources such as oil and gas that are taken out of the earth. Students should click and drag each object to the correct category. Students should read the text at the bottom of the screen each time an object is dragged to a category correctly. When they finish the first set of resources, instruct them to click. Next to move to a new set of resources that they should sort in the same manner.

Updated Text: Students should begin by clicking Activity 1. For the first two screens, students should drag the items into the correct category and read or listen to the information to learn about each resource. You may want to explain that fossil fuels are resources such as oil and gas that are taken out of Earth. Students should click and drag each object to the correct category. Next, have students click the arrow to learn about other natural and manmade resources such as food. Students should watch and listen to or read the information about the hamburger and music player to learn more about resources. Instruct students to finish Part 1 of the interactive by clicking Next or the Home button at the top of the screen.

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

ISBN: 9781616291846

Current Page Number(s): 14

Location: Using the Interactive > First paragraph

Original Text: Explain that the purpose of this interactive is to figure out the difference between natural and manmade resources, then to determine which resources humans can get more of and which we cannot, and finally to understand how to conserve resources. In the first part of the interactive, students will sort resources by dragging them into Natural Resources or Manmade Resources categories, using a graphic organizer to record their data. (You may want to review how to use the graphic organizer for data collection.) In the second part of the interactive, students will sort resources by dragging them into Renewable or Nonrenewable categories, then explore how to conserve both a renewable and nonrenewable resource.

Updated Text: Explain that the purpose of this interactive is to explore the difference between natural and manmade resources, then to determine resources that humans use and how we can conserve resources. In the first part of the interactive, students will sort items by dragging them into Natural Resources or Made from Natural Resources categories, using a graphic organizer to record their data. (You may want to review how to use the graphic organizer for data collection.) In the second part of the interactive, students will sort resources by dragging them into Renewable or Nonrenewable categories, then explore how to conserve both a renewable and nonrenewable resource.

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

ISBN: 9781616291846

Current Page Number(s): 15

Location: Part 1

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 389 of 3538

Original Text: Students should begin by clicking on the trees so that they only work with the Gifts from Nature portion of the interactive. For the first few screens, read aloud the text at the bottom of the screen, or invite student volunteers to read aloud. Click Next to advance through the screens.

On the sorting screen, demonstrate the interactive by reading aloud the text at the bottom of the screen and dragging the fossil fuel to the Natural Resources category. Explain that fossil fuels are resources such as oil and gas that are taken out of the earth. Students should click and drag each object to the correct category. Students should read the text at the bottom of the screen each time an object is dragged to a category correctly. When they finish the first set of resources, instruct them to click. Next to move to a new set of resources that they should sort in the same manner.

Updated Text: Students should begin by clicking Activity 1. For the first two screens, students should drag the items into the correct category and read or listen to the information to learn about each resource. You may want to explain that fossil fuels are resources such as oil and gas that are taken out of Earth. Students should click and drag each object to the correct category. Next, have students click the arrow to learn about other natural and manmade resources such as food. Students should watch and listen to or read the information about the hamburger and music player to learn more about resources. Instruct students to finish Part 1 of the interactive by clicking Next or the Home button at the top of the screen.

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

ISBN: 9781616291846

Current Page Number(s): 15

Location: Last paragraph

Original Text: Circle the natural resources. Students should circle the cow, air, mineral, and water drop.

When students have finished sorting, instruct them to click Next to advance to the next screen. They should follow the instructions in the text at the bottom of the screen to explore the resources that go into a hamburger and a music player. Students should then read the final text that explains how we use resources in our lives. Instruct students to finish Part 1 of the interactive by clicking Next or the Home button at the top of the screen.

Updated Text: Circle the natural resources. Students should circle the cow, air, mineral, and water drop.

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

ISBN: 9781616291846

Current Page Number(s): 16

Location: Part 2

Original Text: Once students have completed the first part and returned to the main screen, instruct them to click the recycling bin to begin the second part. For the first few screens, read aloud the text at the bottom of the screen, or invite student volunteers to read aloud. Click Next to advance through the screens.

Guide students through the sorting screen. Instruct them to drag the tree, water, soil, and air to the category Renewable Resources. Instruct them to drag the iron, copper, oil, and coal to the category Nonrenewable Resources. Read aloud the text that appears at the bottom of the screen each time a resource is placed in a category, or invite student volunteers to read it aloud. Then, instruct students to click Next to advance.

Have students watch the animation on the next screen and read the text at the bottom of the screen. Students should then click Next. On the screen with paper, read aloud the text at the bottom of the screen. Students should click Next to begin. They should click the buttons to the left one at a time, then watch the animation and read the text at the bottom of the screen. When they have clicked all three buttons, they should click Next. Again, students should click the buttons to the left of the bottles one at a time, watching the animation and reading the text at the bottom of the screen each

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 390 of 3538

time. Then, they should click Next to reach the last screen. Students should read the text at the bottom of the screen, then click Next to finish the interactive.

Updated Text: Once students have completed the first activity and returned to the main screen, instruct them to click on Activity 2. For the first two screens, have students observe the images and read or listen to the text at the bottom of the screen. They should click the arrow button to advance through the screens. Instruct them to sort the resources by dragging them to the correct category while listening to or reading the information about each resource. Then, instruct students to click the arrow to advance.

Next, have students watch the animation on the next screen and read or listen to the text at the bottom of the screen to learn how to conserve our resources. On the next couple of screens, they will discover how to conserve trees by changing the way paper is used and conserve oil by changing how plastic bottles are used by clicking on the reduce, reuse, and recycle buttons to watch the animations and read or listen to the information. Lastly, they will think again about the resources they use and throw away each day to consider how to limit human impact by making choices to conserve and properly dispose of resources.

Component: *Science Techbook for Texas by Discovery Education: Grade 2*

ISBN: 9781616291440

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/eca5ab57-8f30-4e43-8409-8bef747ff520>

Location: Unit 4 > Concept 1 > Lesson 3 > Educator Notes > Slide 15

Original Text: Explain that the purpose of this interactive is to learn about the different parts of a plant and how the plants use these parts to grow. Students will use the interactive to demonstrate their understanding of these parts. Students will use a chart to record their data. (You may want to review how to use the chart for data collection.)

Demonstrate the interactive by first telling students that they will complete the interactive by choosing either the seed or plant to learn more about. In either choice, students will follow the directions to identify what seeds and plants need to grow. They will then record the information in the graphic organizer.

Updated Text: Demonstrate the interactive by first telling students that they will complete the interactive by exploring both the seed and plant part activities. In either choice, students will follow the directions to identify what seeds and plant parts use for growth. They will then record the information in the graphic organizer.

Component: *Science Techbook for Texas by Discovery Education: Grade 2 Unit 4 Teacher Edition*

ISBN: 9781616291884

Current Page Number(s): 14

Location: Using the Interactive

Original Text: Explain that the purpose of this interactive is to learn about the different parts of a plant and how the plants use these parts to grow. Students will use the interactive to demonstrate their understanding of these parts. Students will use a chart to record their data. (You may want to review how to use the chart for data collection.)

Demonstrate the interactive by first telling students that they will complete the interactive by choosing either the seed or plant to learn more about. In either choice, students will follow the directions to identify what seeds and plants need to grow. They will then record the information in the graphic organizer.

Updated Text: Demonstrate the interactive by first telling students that they will complete the interactive by exploring both the seed and plant part activities. In either choice, students will follow the directions to identify what seeds and plant parts use for growth. They will then record the information in the graphic organizer.

Component: *Science Techbook for Texas by Discovery Education: Grade 2*

ISBN: 9781616291440

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/3111453b-2dc0-476a-8740-8a467fc7258d>

Location: Unit 4 > Concept 1 > Lesson 7 > Educator Notes > Slide 12

Original Text: Record how the type of seed is moved in your data chart. Sample responses:

Wind: cones, wheat

Water: aquatic plants such as Ceratophyllum and elodea

Animal: apple blossom, sunflower

Updated Text: Record the plants that match each type of pollinator. Sample responses:

Wind: pecan tree, wheat

Water: vallisneria, hydrilla

Animal: apple blossom, sunflower

Component: *Science Techbook for Texas by Discovery Education: Grade 2*

ISBN: 9781616291440

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/3111453b-2dc0-476a-8740-8a467fc7258d>

Location: Unit 4 > Concept 1 > Lesson 7 > Slide 12

Original Text: Record how the type of seed is moved in your data chart.

Updated Text: Record the plants that match each type of pollinator.

Component: *Science Techbook for Texas by Discovery Education: Grade 2 Unit 4 Teacher Edition*

ISBN: 9781616291884

Current Page Number(s): 31

Location: Pencil box

Original Text: Record how the type of seed is moved in your data chart. Sample responses:

Wind: cones, wheat

Water: aquatic plants such as Ceratophyllum and elodea

Animal: apple blossom, sunflower

Updated Text: Record the plants that match each type of pollinator. Sample responses:

Wind: pecan tree, wheat

Water: vallisneria, hydrilla

Animal: apple blossom, sunflower

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 392 of 3538

Component: *Science Techbook for Texas by Discovery Education: Grade 2 Unit 4 Student Edition*

ISBN: 9781616291891

Current Page Number(s): 34

Location: Second paragraph

Original Text: Record how the type of seed is moved in your data chart.

Updated Text: Record the plants that match each type of pollinator.

Component: *Science Techbook for Texas by Discovery Education: Grade 2*

ISBN: 9781616291440

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/eca5ab57-8f30-4e43-8409-8bef747ff520>

Location: Unit 4 > Concept 1 > Lesson 3 > Slide 7 and Educator Notes

Original Text: Delete slide

Updated Text: Delete slide

Component: *Science Techbook for Texas by Discovery Education: Grade 2*

ISBN: 9781616291440

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/eca5ab57-8f30-4e43-8409-8bef747ff520>

Location: Unit 4 > Concept 1 > Lesson 3 > Slide 8 and Educator Notes

Original Text: Delete slide

Updated Text: Delete slide

Component: *Science Techbook for Texas by Discovery Education: Grade 2*

ISBN: 9781616291440

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/eca5ab57-8f30-4e43-8409-8bef747ff520>

Location: Unit 4 > Concept 1 > Lesson 3 > Slide 9 and Educator Notes

Original Text: Delete slide

Updated Text: Delete slide

Component: *Science Techbook for Texas by Discovery Education: Grade 2*

ISBN: 9781616291440

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/eca5ab57-8f30-4e43-8409-8bef747ff520>

Location: Unit 4 > Concept 1 > Lesson 3 > Slide 10 and Educator Notes

Original Text: Delete slide

Updated Text: Delete slide

Component: *Science Techbook for Texas by Discovery Education: Grade 2*

ISBN: 9781616291440

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/eca5ab57-8f30-4e43-8409-8bef747ff520>

Location: Unit 4 > Concept 1 > Lesson 3 > Slide 11 and Educator Notes

Original Text: Delete slide

Updated Text: Delete slide

Component: *Science Techbook for Texas by Discovery Education: Grade 2*

ISBN: 9781616291440

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/eca5ab57-8f30-4e43-8409-8bef747ff520>

Location: Unit 4 > Concept 1 > Lesson 3 > Slide 12 and Educator Notes

Original Text: Delete slide

Updated Text: Delete slide

Component: *Science Techbook for Texas by Discovery Education: Grade 2*

ISBN: 9781616291440

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/eca5ab57-8f30-4e43-8409-8bef747ff520>

Location: Unit 4 > Concept 1 > Lesson 3 > Slide 13 and Educator Notes

Original Text: Delete slide

Updated Text: Delete slide

Component: *Science Techbook for Texas by Discovery Education: Grade 2*

ISBN: 9781616291440

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/eca5ab57-8f30-4e43-8409-8bef747ff520>

Location: Unit 4 > Concept 1 > Lesson 3 > Slide 14 and Educator Notes

Original Text: Delete slide

Updated Text: Delete slide

Component: *Science Techbook for Texas by Discovery Education: Grade 2*

ISBN: 9781616291440

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/2BDFC6CE-48DB-458A-A491-39B9BD21E9B9>

Location: Unit 3 > Concept 1 > Lesson 8: Predicting the Weather > Slide 8

Original Text: Weather describes different things. We can use symbols to record and organize weather data.

Some of these things are wind, temperature, and precipitation.

Have you ever noticed that the weather changes?

Updated Text: Weather describes different things. Some of these things are wind, temperature, and precipitation.

Have you ever noticed that the weather changes? We can use symbols to record and organize weather data.

Component: *Science Techbook for Texas by Discovery Education: Grade 2 Unit 3 Student Edition*

ISBN: 9781616291877

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 394 of 3538

Current Page Number(s): 35

Location: Weather Changes

Original Text: Weather describes different things. Some of these things are wind, temperature, and precipitation. Have you ever noticed that the weather changes?

Updated Text: Weather describes different things. Some of these things are wind, temperature, and precipitation.

Have you ever noticed that the weather changes? We can use symbols to record and organize weather data.

Component: *Science Techbook for Texas by Discovery Education: Grade 2 Unit 4 Teacher Edition*

ISBN: 9781616291884

Current Page Number(s): 82

Location: "Perform It!" column

Original Text: Students can act out animal behaviors that help the animals find and take in food, water, and air; defend themselves against predators; or survive in certain environments.

Updated Text: Students can act out animal behaviors that help the animals find and take in food, water, and air; defend themselves against predators; or survive in certain environments.

In recorded videos, students can act out behaviors that help different animals find and take in food, water, and air; defend themselves against predators; or survive in certain environments through individual or group behaviors. Then students can compare and discuss the different behaviors they observed in the videos.

Component: *Science Techbook for Texas by Discovery Education: Grade 2*

ISBN: 9781616291440

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/2F3241B6-345E-454C-AB8D-C6F13F5A137A>

Location: Unit 1 > Concept 2 > Lesson 1: Engage: How Can Materials Be Changed? > Educator Notes > Slide 7 > Materials List

Original Text: Warm water

Insulated container

Plastic tongs

Craft sticks, 8

Candy variety #1

Candy variety #2

Plastic containers with lid, 8

Thick paper plate, 8

Timers, 8

Sandwich bags, 16

Towel

Updated Text: Warm water

Insulated container

Plastic tongs

Craft stick

Candy variety #1

Candy variety #2

Plastic container with lid

Thick paper plate

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 395 of 3538

Timer
Sandwich bags, 2
Towel

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

ISBN: 9781616291822

Current Page Number(s): 46

Location: Materials List

Original Text: Warm water
Insulated container
Plastic tongs
Craft sticks, 8
Candy variety #1
Candy variety #2
Plastic containers with lid, 8
Thick paper plate, 8
Timers, 8
Sandwich bags, 16
Towel

Updated Text: Warm water
Insulated container
Plastic tongs
Craft stick
Candy variety #1
Candy variety #2
Plastic container with lid
Thick paper plate
Timer
Sandwich bags, 2
Towel

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

ISBN: 9781616291822

Current Page Number(s): xxv

Location: Unit 1 (Front Matter) > Concept 2: Changing Materials > How Can Materials Be Changed?

Original Text: Warm water
Insulated container
Plastic tongs
Craft sticks, 8
Candy variety #1
Candy variety #2
Plastic containers with lid, 8
Thick paper plate, 8
Timers, 8
Sandwich bags, 16
Towel

Updated Text: Warm water
Insulated container
Plastic tongs
Craft stick
Candy variety #1
Candy variety #2
Plastic container with lid
Thick paper plate
Timer
Sandwich bags, 2
Towel

Component: *Science Techbook for Texas by Discovery Education: Grade 2*

ISBN: 9781616291440

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/0C5C3C46-246E-4E78-82A1-26086BDE1181>

Location: Unit 2 > Concept 2 > Lesson 2: Let it Rain > Educator Notes > Slide 8 > Materials List

Original Text: Saltshaker, filled with water

Updated Text: Small cups, 2
Water

Component: *Science Techbook for Texas by Discovery Education: Grade 2*

ISBN: 9781616291440

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/0C5C3C46-246E-4E78-82A1-26086BDE1181>

Location: Unit 2 > Concept 2 > Lesson 2: Let it Rain > Slide 8

Original Text: Saltshaker, filled with water

Updated Text: Small cups, 2
Water

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

ISBN: 9781616291846

Current Page Number(s): 46

Location: Materials List

Original Text: Saltshaker, filled with water

Updated Text: Small cups, 2
Water

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

ISBN: 9781616291853

Current Page Number(s): 48

Location: Materials

Original Text: Saltshaker, filled with water

Updated Text: Small cups, 2
Water

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

ISBN: 9781616291846

Current Page Number(s): xxiii

Location: Unit 2 (Front Matter) > Concept 2: Earth's Changing Surface > Let It Rain

Original Text: Saltshaker, filled with water

Updated Text: Small cups, 2
Water

Component: *Science Techbook for Texas by Discovery Education: Grade 2*

ISBN: 9781616291440

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/0C5C3C46-246E-4E78-82A1-26086BDE1181>

Location: Unit 2 > Concept 2 > Lesson 2: Let it Rain > Educator Notes > Slide 8

Original Text: To save time and minimize spills, prefill the saltshaker, spray bottle, and watering can.

Updated Text: To save time and minimize spills, prefill the spray bottle, watering can, and one of the cups with water for each group. Poke tiny holes through the bottom of the other cup so it can be used to sprinkle water when water is poured into it.

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

ISBN: 9781616291846

Current Page Number(s): 46

Location: Preparation

Original Text: To save time and minimize spills, prefill the saltshaker, spray bottle, and watering can.

Updated Text: To save time and minimize spills, prefill the spray bottle, watering can, and one of the cups with water for each group. Poke tiny holes through the bottom of the other cup so it can be used to sprinkle water when water is poured into it.

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

ISBN: 9781616291846

Current Page Number(s): xxiii

Location: Unit 2 (Front Matter) > Concept 2: Earth's Changing Surface > Let It Rain

Original Text: To save time and minimize spills, prefill the saltshaker, spray bottle, and watering can.

Updated Text: To save time and minimize spills, prefill the spray bottle, watering can, and one of the cups with water for each group. Poke tiny holes through the bottom of the other cup so it can be used to sprinkle water when water is poured into it.

Component: *Science Techbook for Texas by Discovery Education: Grade 2*

ISBN: 9781616291440

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/0C5C3C46-246E-4E78-82A1-26086BDE1181>

Location: Unit 2 > Concept 2 > Lesson 2: Let it Rain > Educator Notes > Slide 15 > Misconceptions

Original Text: For example, water from the spray bottle is a sprinkle, water from a saltshaker is a light rain, and water from the watering can is a rain shower.

Updated Text: For example, water from the spray bottle is a mist or spray, water from the cup with holes is a light rain or sprinkle, and water from the watering can is a rain shower.

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

ISBN: 9781616291846

Current Page Number(s): 50

Location: Misconceptions

Original Text: For example, water from the spray bottle is a sprinkle, water from a saltshaker is a light rain, and water from the watering can is a rain shower.

Updated Text: For example, water from the spray bottle is a mist or spray, water from the cup with holes is a light rain or sprinkle, and water from the watering can is a rain shower.

Component: *Science Techbook for Texas by Discovery Education: Grade 2*

ISBN: 9781616291440

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/0C5C3C46-246E-4E78-82A1-26086BDE1181>

Location: Unit 2 > Concept 2 > Lesson 2: Let it Rain > Slide 14

Original Text: Using a saltshaker filled with water, sprinkle the sand mound with water.

Updated Text: Using the cup filled with water and the cup with holes, sprinkle the sand mound with water.

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

ISBN: 9781616291853

Current Page Number(s): 50

Location: Part 2, Step 3

Original Text: Using a saltshaker filled with water, sprinkle the sand mound with water.

Updated Text: Using the cup filled with water and the cup with holes, sprinkle the sand mound with water.

Component: *Science Techbook for Texas by Discovery Education: Grade 2*

ISBN: 9781616291440

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/0C5C3C46-246E-4E78-82A1-26086BDE1181>

Location: Unit 2 > Concept 2 > Lesson 2: Let it Rain > Educator Notes > Slide 14

Original Text: Next, have the students sprinkle water from a water-filled saltshaker.

Updated Text: Next, have the students sprinkle water by adding water to the cup with holes.

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

ISBN: 9781616291846

Current Page Number(s): 49

Location: Part 2

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 399 of 3538

Original Text: Next, have the students sprinkle water from a water-filled saltshaker.

Updated Text: Next, have the students sprinkle water by adding water to the cup with holes.

Component: *Science Techbook for Texas by Discovery Education: Grade 2*

ISBN: 9781616291440

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/0C5C3C46-246E-4E78-82A1-26086BDE1181>

Location: Unit 2 > Concept 2 > Lesson 2: Let it Rain > Slide 15> Data Table

Original Text: Sprinkling water
(Saltshaker)

Updated Text: Sprinkling water
(Cup with holes)

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

ISBN: 9781616291853

Current Page Number(s): 51

Location: Part 2, Data Table

Original Text: Sprinkling water
(Saltshaker)

Updated Text: Sprinkling water
(Cup with holes)

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

ISBN: 9781616291839

Current Page Number(s): R7

Location: Unit 1 (Resources) > Vocabulary Flash Cards

Original Text: objecto

Updated Text: objeto

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

ISBN: 9781616291839

Current Page Number(s): R21

Location: Unit 1 (Resources) > Glossary

Original Text: objecto

Updated Text: objeto

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

ISBN: 9781616291853

Current Page Number(s): R25

Location: Unit 2 (Resources) > Glossary

Original Text: objecto

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 400 of 3538

Updated Text: objeto

Component: *Science Techbook for Texas by Discovery Education: Grade 2 Unit 3 Student Edition*

ISBN: 9781616291877

Current Page Number(s): R15

Location: Unit 3 (Resources) > Glossary

Original Text: objecto

Updated Text: objeto

Component: *Science Techbook for Texas by Discovery Education: Grade 2 Unit 4 Student Edition*

ISBN: 9781616291891

Current Page Number(s): R19

Location: Unit 4 (Resources) > Glossary

Original Text: objecto

Updated Text: objeto

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

ISBN: 9781616291822

Current Page Number(s): 88

Location: Unit 1 > Concept 3: Investigating Pushes and Pulls > Concept Title Page > Spanish Cognates

Original Text: objecto

Updated Text: objeto

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

ISBN: 9781616291822

Current Page Number(s): R13

Location: Unit 1 (Resources) > Vocabulary Flash Cards

Original Text: objecto

Updated Text: objeto

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

ISBN: 9781616291822

Current Page Number(s): R25

Location: Unit 1 (Resources) > Glossary

Original Text: objecto

Updated Text: objeto

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

ISBN: 9781616291846

Current Page Number(s): R29

Location: Unit 2 (Resources) > Glossary

Original Text: objecto

Updated Text: objeto

Component: *Science Techbook for Texas by Discovery Education: Grade 2 Unit 3 Teacher Edition*

ISBN: 9781616291860

Current Page Number(s): R19

Location: Unit 3 (Resources) > Glossary

Original Text: objecto

Updated Text: objeto

Component: *Science Techbook for Texas by Discovery Education: Grade 2 Unit 4 Teacher Edition*

ISBN: 9781616291884

Current Page Number(s): R23

Location: Unit 4 (Resources) > Glossary

Original Text: objecto

Updated Text: objeto

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

ISBN: 9781616291822

Current Page Number(s): 51

Location: Supporting Science Themes

Original Text: We use different forms of energy and different properties every day. We change properties of materials to suit our everyday needs such as freezing or thawing food. This is an excellent opportunity to help students think about identifying forms of energy and properties of matter. As students work through the unit, encourage them to notice the following:

- when they use different forms of energy, such as heat, in their daily lives
- when and how they change the properties of materials in the classroom, such as cutting paper, sharpening a pencil, or breaking a crayon

Updated Text: Matter is all around and has different properties. The properties of materials can change through processes such as freezing, cutting, folding, and melting. This is an excellent opportunity to help students think about energy and matter. As students work through the concept, encourage them to notice the following:

- We can identify materials based on their properties.
- Sometimes the properties of materials (matter) can change through processes such as heating or cooling.
- Matter can also be combined to form new objects for different purposes.

After students learn more about changing materials, they can engage in a similar process to identify forms of energy and properties of matter.

Component: *Science Techbook for Texas by Discovery Education: Grade 2*

ISBN: 9781616291440

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/8A8CD2D1-48F2-4DB8-9808-DCD61575EEEE>

Location: Unit 1 > Concept 4 > Lesson 3: Movement Causes Sound > Educator Notes > Slide 13 > English Language Proficiency Support > Advanced High

Original Text: Ask them to explain to your partner

Updated Text: Ask them to explain to a partner

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

ISBN: 9781616291822

Current Page Number(s): 143

Location: English Language Proficiency Support > Advanced High

Original Text: Ask them to explain

Updated Text: Ask them to explain to a partner

Component: *Science Techbook for Texas by Discovery Education: Grade 2*

ISBN: 9781616291440

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/2C0E1BC1-CAA9-42D7-998D-627AB71E2555>

Location: Unit 1 > Concept 4 > Lesson 5: Making Sound > Educator Notes > Slide 2 > Setting the Purpose

Original Text: Ask students if they have seen a stethoscope before, ask them what it is used for, and if it is used for soft sounds or loud sounds.

Updated Text: Ask students if they have seen a stethoscope before. Ask them what it is used for, and if it is used for soft sounds or loud sounds.

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

ISBN: 9781616291822

Current Page Number(s): 150

Location: Setting the Purpose

Original Text: Ask students if they have seen a stethoscope before, and ask them what it is used for.

Updated Text: Ask students if they have seen a stethoscope before. Ask them what it is used for, and if it is used for soft sounds or loud sounds.

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

ISBN: 9781616291822

Current Page Number(s): 99

Location: Section: Investigating Pushes and Pulls > At the very end of this section

Original Text: After students have collected their data, direct them to clean up their materials.

Updated Text: After students have collected their data, direct them to clean up their materials.

Turn and Talk

Have students Turn and Talk to discuss the question.

- How does a gentle push or pull affect motion or shape? Sample response: A gentle push or pull makes the ball go slowly.
- How does a strong push or pull affect motion or shape? Sample response: A strong push or pull makes the ball go quickly.

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

ISBN: 9781616291839

Current Page Number(s): 115

Location: Section: Investigating Pushes and Pulls > Below the table "Strong Pull on Ball—What Happens?"

Original Text: Now, use your hand to pull the ball with a strong pull. Draw or write what happens.
Strong Pull on Ball—What Happens?

Updated Text: Now, use your hand to pull the ball with a strong pull. Draw or write what happens.
Strong Pull on Ball—What Happens?

Turn and Talk

- How does a gentle push or pull affect motion or shape?
- How does a strong push or pull affect motion or shape?

Component: *Science Techbook for Texas by Discovery Education: Grade 2*

ISBN: 9781616291440

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/CCFF86FF-6CF5-4759-B49E-3ADB3AEF2C78>

Location: Unit 1 > Concept 3 > Lesson 2: Push and Pull Investigations > Educator Notes > Part 4 (steps), Slide 14 (both copies)

Original Text: • Push the ball with a gentle push. You may use your hand or the ruler to tap the ball. Record what happens.

- Push the ball with a strong push. You may use your hand or the ruler to tap the ball. Record what happens.

Updated Text: • Use your hand or ruler to push the ball with a gentle push. Measure how far the ball traveled. Draw or write what happens.

- Now, use your hand or ruler to push the ball with a strong push. Measure how far the ball traveled. Draw or write what happens.

Component: *Science Techbook for Texas by Discovery Education: Grade 2*

ISBN: 9781616291440

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/CCFF86FF-6CF5-4759-B49E-3ADB3AEF2C78>

Location: Unit 1 > Concept 3 > Lesson 2: Push and Pull Investigations > Part 4 (steps), Slide 14

Original Text: 2. Push the ball with a gentle push. You may use your hand or the ruler to tap the ball. With your ruler, measure how far the ball traveled.

3. Push the ball with a strong push. You may use your hand or the ruler to tap the ball. With your ruler, measure how far the ball traveled.

Updated Text: 2. Use your hand or ruler to push the ball with a gentle push. Measure how far the ball traveled. Draw or write what happens.

3. Now, use your hand or ruler to push the ball with a strong push. Measure how far the ball traveled. Draw or write what happens.

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

ISBN: 9781616291822

Current Page Number(s): 98

Location: Part 4

Original Text: • Push the ball with a gentle push. You may use your hand or the ruler to tap the ball. Record what happens.

• Push the ball with a strong push. You may use your hand or the ruler to tap the ball. Record what happens.

Updated Text: • Use your hand or ruler to push the ball with a gentle push. Measure how far the ball traveled. Draw or write what happens.

• Now, use your hand or ruler to push the ball with a strong push. Measure how far the ball traveled. Draw or write what happens.

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

ISBN: 9781616291839

Current Page Number(s): 113-114

Location: Part 4

Original Text: 2. Push the ball with a gentle push. You may use your hand or the ruler to tap the ball. With your ruler, measure how far the ball traveled.

3. Push the ball with a strong push. You may use your hand or the ruler to tap the ball. With your ruler, measure how far the ball traveled.

Updated Text: 2. Use your hand or ruler to push the ball with a gentle push. Measure how far the ball traveled. Draw or write what happens.

3. Now, use your hand or ruler to push the ball with a strong push. Measure how far the ball traveled. Draw or write what happens.

Component: *Science Techbook for Texas by Discovery Education: Grade 2*

ISBN: 9781616291440

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/CCFF86FF-6CF5-4759-B49E-3ADB3AEF2C78>

Location: Unit 1 > Concept 3 > Lesson 2: Push and Pull Investigations > Educator Notes > Part 3 (Slide 12)

Original Text: Push one ball into another ball. You may use the ruler to tap one ball into the other. Students may provide verbal or written responses.

Choose two different balls from your materials. Record the two new balls you chose.

Push one ball into another ball. You may use the ruler to tap one ball into the other.

Students may provide verbal or written responses.

Updated Text: Push one ball into another ball. You may use the ruler to tap one ball into the other. Students may provide verbal or written responses.

Component: *Science Techbook for Texas by Discovery Education: Grade 2*

ISBN: 9781616291440

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/CCFF86FF-6CF5-4759-B49E-3ADB3AEF2C78>

Location: Unit 1 > Concept 3 > Lesson 2: Push and Pull Investigations > Educator Notes > Slide 13

Original Text: • Push one ball into another ball. You may use the ruler to tap one ball into the other.

Updated Text: • Use your hand or ruler to push one ball into another ball. Measure how far the ball traveled. Draw or write what happens.

Component: *Science Techbook for Texas by Discovery Education: Grade 2*

ISBN: 9781616291440

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/CCFF86FF-6CF5-4759-B49E-3ADB3AEF2C78>

Location: Unit 1 > Concept 3 > Lesson 2: Push and Pull Investigations > Slide 13

Original Text: 5. Push one ball into another ball. You may use the ruler to tap one ball into the other. Record what happens. Measure how far each one moves and record it.

Updated Text: 5. Use your hand or ruler to push one ball into another ball. Measure how far the ball traveled. Draw or write what happens.

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

ISBN: 9781616291822

Current Page Number(s): 97

Location: Part 3 (bullet 5)

Original Text: • Push one ball into another ball. You may use the ruler to tap one ball into the other. Draw or write what happens.

Updated Text: • Use your hand or ruler to push one ball into another ball. Measure how far the ball traveled. Draw or write what happens.

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

ISBN: 9781616291839

Current Page Number(s): 112

Location: Part 3

Original Text: 5. Push one ball into another ball. You may use the ruler to tap one ball into the other if you'd like. Draw or write what happens.

Updated Text: 5. Use your hand or ruler to push one ball into another ball. Measure how far the ball traveled. Draw or write what happens.

Component: *Science Techbook for Texas by Discovery Education: Grade 2*

ISBN: 9781616291440

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/2D00FFC9-5235-49F1-9E65-D8229F5F8183>

Location: Unit 1 > Concept 3 > Lesson 4: The Rhythm of Push and Pull > Educator Notes > Slide 3

Original Text: on the side that is receiving more force.

Updated Text: on the side that is receiving more force. If both sides have equal force, the vertical line would intersect the middle of the rope and the arrows would be pointing in opposite directions.

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

ISBN: 9781616291822

Current Page Number(s): 108

Location: Setting the Purpose

Original Text: • What happens in tug-of-war if both teams pull equally hard on the rope? Sample response: Neither team wins because neither team can pull the rope to their side.

Updated Text: • What happens in tug-of-war if both teams pull equally hard on the rope? Sample response: Neither team wins because neither team can pull the rope to their side.

• How could you draw each scenario using arrows to show what might happen on each side of the rope? Sample response: I would draw a vertical line and then a horizontal line intersecting the vertical line to represent the rope. I would draw arrows in the direction the rope is moving. I would show more rope on the side that is receiving more force. If both sides have equal force, the vertical line would intersect the middle of the rope and the arrows would be pointing in opposite directions.

Component: *Science Techbook for Texas by Discovery Education: Grade 2*

ISBN: 9781616291440

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/2D00FFC9-5235-49F1-9E65-D8229F5F8183>

Location: Unit 1 > Concept 3 > Lesson 4: The Rhythm of Push and Pull > Educator Notes > Slide 6

Original Text: Draw a picture of what the word force means to you. Use symbols to demonstrate the direction of the force or forces represented in your picture.

Updated Text: Draw a picture of what the word force means to you. Use symbols to show forces and their directions.

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

ISBN: 9781616291822

Current Page Number(s): 109

Location: During the Video

Original Text: Draw a picture of what the word force means to you.

Updated Text: Draw a picture of what the word force means to you. Use symbols to show forces and their directions.

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

ISBN: 9781616291839

Current Page Number(s): 126

Location: During the Video

Original Text: Draw a picture of what the word force means to you.

Updated Text: Draw a picture of what the word force means to you. Use symbols to show forces and their directions.

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

ISBN: 9781616291822

Current Page Number(s): 110

Location: English Language Proficiency Support

Original Text: Intermediate

Verbally provide sentence frames and ask students to say the words to complete the sentences. The sentence frames can include: A push or pull is a _____. A force changes the _____ of an object. The greater the force on an object, the _____ the change in its motion. Replay the video as needed.

Advanced

Replay the video, and pause at different examples of force. Have students identify if the force is a push or pull and the motion that was caused by the force.

Advanced High

Have students work in small groups and share something new they learned about force, using the words used in the video.

Updated Text: Intermediate

Verbally provide sentence frames and ask students to say the words to complete the sentences. The sentence frames can include: A push or pull is a _____. A force changes the _____ of an object. The greater the force on an object, the _____ the change in its motion. Replay the video as needed. Next, have students write the sentences.

Advanced

Replay the video, and pause at different examples of force. Have students identify if the force is a push or pull and the motion that was caused by the force.

Advanced High

Have students work in small groups and share something new they learned about force, using the words used in the video. Then, have them individually write down what they learned about force to reflect.

Component: *Science Techbook for Texas by Discovery Education: Grade 2*

ISBN: 9781616291440

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/8C1596D7-95E6-4C80-A095-D810DBD1D404>

Location: Unit 1 > Concept 1 > Lesson 3: Materials in the Schoolyard Landscape > Educator Notes > Slide 10

Original Text: Record your data by writing the name of the object or drawing a picture of the object in the correct column.

Updated Text: Record your data by writing the name of the object in the correct column.

Component: *Science Techbook for Texas by Discovery Education: Grade 2*

ISBN: 9781616291440

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/8C1596D7-95E6-4C80-A095-D810DBD1D404>

Location: Unit 1 > Concept 1 > Lesson 3: Materials in the Schoolyard Landscape > Educator Notes > Slide 9

Original Text: Allow student groups to follow the steps below to carry out the investigation and collect data.

Updated Text: Allow student groups to follow the steps below to carry out the investigation and collect data. Encourage students to write the names of the objects in words. They may also draw pictures of the objects in the correct columns.

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

ISBN: 9781616291822

Current Page Number(s): 17

Location: Investigating Materials

Original Text: Allow student groups to follow the steps below to carry out the investigation and collect data.

Updated Text: Allow student groups to follow the steps below to carry out the investigation and collect data. Encourage students to write the names of the objects in words. They may also draw pictures of the objects in the correct columns.

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

ISBN: 9781616291822

Current Page Number(s): 32

Location: English Language Proficiency Support

Original Text: Beginning Show students pictures of solids and liquids. As you show them the images, say the word solid or liquid. Have them repeat the word after you.

Intermediate Have students orally respond using sentence frames to connect the words solid and liquid to their defined properties. For example, A ___ has a definite shape and size. A ___ takes the shape of its container.

Advanced Ask students to share aloud examples of solids and liquids with which they are familiar.

Advanced High Say the name of a common object. Have students create an oral argument as to whether the object is a solid or a liquid.

Updated Text: Beginning Look around the room to find examples of environmental print showing solids or liquids such as lunch items or show pictures of solids and liquids that are found and seen in the school environment. As you find or show them the images, point to and say the words solid or liquid. Have them repeat the word after you.

Intermediate Look around the room to find examples of environmental print showing solids or liquids such as lunch items or show pictures of solids and liquids that are found and seen in the school environment. Have students orally respond using sentence frames to connect the words solid and liquid to their defined properties. For example, The ____ has a definite shape and size. The ____ takes the shape of its container.

Advanced Ask students to share aloud examples of solids and liquids with which they are familiar and see in their environment.

Advanced High Play I Spy by looking around the room to find pictures and print of common objects. Give the students clues as to where the picture or object is and have students create an oral argument as to whether the object is a solid or a liquid.

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

ISBN: 9781616291846

Current Page Number(s): 49

Location: Part 2

Original Text: After each rain event, provide time for students to explain what they observed and then draw pictures of their observations in the table.

Updated Text: After each rain event, provide time for students to explain what they observed and then draw pictures of their observations in the table. Ask students to explain how much of the sand dune was destroyed by each type of rain event.

Component: *Science Techbook for Texas by Discovery Education: Grade 2*

ISBN: 9781616291440

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/0C5C3C46-246E-4E78-82A1-26086BDE1181>

Location: Unit 2 > Concept 2 > Lesson 2: Let it Rain > Educator Notes > Slide 15

Original Text: Record your observations. What happened to the sand mound? About how much of the sand mound was affected by each rain event?

Updated Text: Record your observations. What happened to the sand mound? How much of the sand mound was affected by each rain event?

Component: *Science Techbook for Texas by Discovery Education: Grade 2*

ISBN: 9781616291440

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/0C5C3C46-246E-4E78-82A1-26086BDE1181>

Location: Unit 2 > Concept 2 > Lesson 2: Let it Rain > Slide 15

Original Text: 4. Using a watering can, pour water on the sand mound. Record your observations. What happened to the sand mound? About how much of the sand mound was affected by each type of rain event?

Updated Text: 4. Using a watering can, pour water on the sand mound. Record your observations. How much of the sand mound was affected by each rain event?

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

ISBN: 9781616291846

Current Page Number(s): 49

Location: Pencil box

Original Text: Record your observations. What happened to the sand mound?

Updated Text: Record your observations. What happened to the sand mound? How much of the sand mound was affected by each rain event?

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

ISBN: 9781616291853

Current Page Number(s): 51

Location: Part 2

Original Text: 4. Using a watering can, pour water on the sand mound. Record your observations. What happened to the sand mound?

Updated Text: 4. Using a watering can, pour water on the sand mound. Record your observations. How much of the sand mound was affected by each rain event?

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

ISBN: 9781616291853

Current Page Number(s): 63

Location: What Did You Figure Out?

Original Text: Breaks down particles of soil and rock

Drops particles of soil and rock in a new place

Updated Text: Breaks down bits of soil and rock

Drops bit of soil and rock in a new place

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

ISBN: 9781616291846

Current Page Number(s): 124

Location: First pencil box

Original Text: Binoculars/Comet: Students draw a picture of a comet with a tail as seen through binoculars.

Telescope/Venus: Students draw a picture of Venus as seen through a telescope including bluish-white cloud cover.

Updated Text: Binoculars/Mars: Students draw a picture of Mars (yellow and red object) as seen through binoculars.

Telescope/Jupiter: Students draw a picture of Jupiter as seen through telescope including strands of orangish color.

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

ISBN: 9781616291853

Current Page Number(s): 124-125

Location: Data Tables

Original Text: [Table on page 124]

Comet

[Table on page 125]

Venus

Updated Text: [Table on page 124]

Mars

[Table on page 125]

Jupiter

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

ISBN: 9781616291846

Current Page Number(s): 125

Location: English Language Proficiency Support > Beginning and Intermediate levels

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 411 of 3538

Original Text: Beginning Review the key vocabulary words binoculars and telescope by using images. Write the name of each tool on an index card, and work with students to say the word and match it to the correct image.

Intermediate Review the term magnify by using magnified and unmagnified images of objects such as the moon or a star. Have students identify which images are magnified and which are not.

Updated Text: Beginning Review the key vocabulary words binoculars and telescope by using images. Write the name of each tool on an index card, and work with students to say the word and match it to the correct image. Ask them to look around the room and find the first letter of the word binoculars and telescope posted in the classroom environment.

Intermediate Review the term magnify by using magnified and unmagnified images of objects such as the moon or a star. Have students identify which images are magnified and which are not. Ask them to look around the room and find the first letter of the word magnify posted in the classroom environment. See if they can find other letters in the word magnify in the classroom environment as well.

Component: *Science Techbook for Texas by Discovery Education: Grade 2*

ISBN: 9781616291440

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/C32D85E5-1037-44A6-841C-52279F7697BF>

Location: Unit 2 > Concept 4 > Lesson 3: Hubble Space Telescope > What Did You Figure Out? > Slide 12

Original Text: [image of Saturn]

Updated Text: [include all three images: Saturn, Jupiter, Pluto]

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

ISBN: 9781616291853

Current Page Number(s): 127

Location: Read Together

Original Text: The Hubble Telescope is in space.

Updated Text: Engineers designed and built the Hubble Telescope to go to space.

Component: *Science Techbook for Texas by Discovery Education: Grade 2*

ISBN: 9781616291440

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/f261125b-7f4b-40e4-b252-3cdf9a36968>

Location: Unit 2 > Concept 3 > Lesson 2: The Sun Heats Earth > Educator Notes > Slide 10

Original Text: • Review how to use and read the thermometer

Updated Text: • Review how to use and read the thermometer.

• Have students use the hand towel as a mat to catch sand that may spill.

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

ISBN: 9781616291846

Current Page Number(s): 84

Location: Investigating How the Sun Heats Earth

Original Text: • Review how to use and read the thermometer.

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 412 of 3538

Updated Text: • Review how to use and read the thermometer.

- Have students use the hand towel as a mat to catch sand that may spill.

Component: *Science Techbook for Texas by Discovery Education: Grade 2*

ISBN: 9781616291440

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/f261125b-7f4b-40e4-b252-3cdf9a36968>

Location: Unit 2 > Concept 3 > Lesson 2: The Sun Heats Earth > Part 1, Part 2, and Part 3

Original Text: [Part 1]

4. Read the temperature of the sand. Be sure to use the degree symbol.
5. What is the temperature on the thermometer?

[Part 2]

4. What is the temperature on the thermometer? Be sure to use the degree symbol.

[Part 3]

4. What is the temperature on the thermometer? Be sure to use the degree symbol.

Updated Text: [Part 1]

4. Read the temperature of the sand.
5. Draw or write the temperature. Use the degree symbol in your data.

[Part 2]

4. Draw or write the temperature. Use the degree symbol in your data.

[Part 3]

4. Draw or write the temperature. Use the degree symbol in your data.

Component: *Science Techbook for Texas by Discovery Education: Grade 2*

ISBN: 9781616291440

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/f261125b-7f4b-40e4-b252-3cdf9a36968>

Location: Unit 2 > Concept 3 > Lesson 2: The Sun Heats Earth > Educator Notes > Part 1, Part 2, and Part 3 [at the pencil icons]

Original Text: [Part 1]

What is the temperature on the thermometer?

[Part 2]

What is the temperature on the thermometer?

[Part 3]

What is the temperature on the thermometer?

Updated Text: [Part 1]

Draw or write the temperature. Use the degree symbol in your data.

[Part 2]

Draw or write the temperature. Use the degree symbol in your data.

[Part 3]

Draw or write the temperature. Use the degree symbol in your data.

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

ISBN: 9781616291846

Current Page Number(s): 84-85

Location: Part 1, Part 2, and Part 3 pencil boxes

Original Text: [Part 1]

Draw or write the temperature on the thermometer in your graphic organizer.

[Part 2]

Draw or write the temperature on the thermometer in your graphic organizer.

[Part 3]

Draw or write the temperature on the thermometer in your graphic organizer.

Updated Text: [Part 1]

Draw or write the temperature. Use the degree symbol in your data.

[Part 2]

Draw or write the temperature. Use the degree symbol in your data.

[Part 3]

Draw or write the temperature. Use the degree symbol in your data.

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

ISBN: 9781616291853

Current Page Number(s): 85-87

Location: Part 1, Part 2, and Part 3

Original Text: [Part 1, Step 5]

Draw or write the temperature on the thermometer in your graphic organizer.

[Part 2, Step 4]

Draw or write the temperature on the thermometer in your graphic organizer.

[Part 3, Step 4]

Draw or write the temperature on the thermometer in your graphic organizer.

Updated Text: [Part 1, Step 5]

Draw or write the temperature. Use the degree symbol in your data.

[Part 2, Step 4]

Draw or write the temperature. Use the degree symbol in your data.

[Part 3, Step 4]

Draw or write the temperature. Use the degree symbol in your data.

Component: *Science Techbook for Texas by Discovery Education: Grade 2*

ISBN: 9781616291440

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 414 of 3538

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/7c262f7c-30c2-4fe2-8077-fbdf8f97cf63>

Location: Unit 2 > Concept 3 > Lesson 6: Moon Model > Educator Notes > Slide 8

Original Text: Preparation

You should be able to darken the room for the activity, and students will need a clear desk to conduct their investigations.

Prior to the activity, cut out an image of a moon from white paper.

Updated Text: Preparation

Prior to the activity, cut out an image of a moon from white paper.

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

ISBN: 9781616291846

Current Page Number(s): 100

Location: Preparation

Original Text: You should be able to darken the room for the activity, and students will need a clear desk to conduct their investigations.

Updated Text: Prior to the activity, cut out an image of a moon from white paper. Glue the cut-out moon to a piece of construction paper. Lighter colors of construction paper will provide the right amount of contrast for this activity. Each group will need a moon paper. You should be able to darken the room for the activity, and students will need a clear desk to conduct their investigations.

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

ISBN: 9781616291846

Current Page Number(s): xxiv

Location: Unit 2 (Front Matter) > Concept 3: Sun and Moon > Moon Model > Advance Prep

Original Text: You should be able to darken the room for the activity, and students will need a clear desk to conduct their investigations.

Updated Text: Prior to the activity, cut out an image of a moon from white paper. Glue the cut-out moon to a piece of construction paper. Lighter colors of construction paper will provide the right amount of contrast for this activity. Each group will need a moon paper. You should be able to darken the room for the activity, and students will need a clear desk to conduct their investigations.

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

ISBN: 9781616291846

Current Page Number(s): 102

Location: Part 2

Original Text: • Turn on the flashlight, and point the flashlight at the moon paper.

- Ask students what they notice.
- Ask students how well they can see the moon with light. Ask them to explain why and record their thoughts.

Updated Text: • Hold up a moon paper. Ask one student to turn on the flashlight and point the flashlight at the moon paper. Ask students what they notice.

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 415 of 3538

- Allow students to conduct the same investigation with a flashlight, as demonstrated.
- Ask students how well they can see the moon with light. Ask them to explain why and record their thoughts.

Component: *Science Techbook for Texas by Discovery Education: Grade 2*

ISBN: 9781616291440

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/ECF6C933-C6D8-4DDE-8AA8-8B03818ACFAB>

Location: Unit 3 > Concept 1 > Lesson 2: Let's Investigate Weather! > Educator Notes > Slide 17

Original Text: Students may provide verbal or written responses. Student responses will vary. Sample response: We can measure the temperature and amount of rain each day. We can graph the data to see how the weather changes and find patterns in weather.

Updated Text: Student responses will vary and may be written or verbal. Some students may draw a thermometer, a rain gauge, or a graph. Sample response: We can measure the temperature and amount of rain each day. We can graph the data to see how the weather changes and find patterns in weather.

Component: *Science Techbook for Texas by Discovery Education: Grade 2 Unit 3 Teacher Edition*

ISBN: 9781616291860

Current Page Number(s): 13

Location: Phenomenon Check-In

Original Text: Student responses will vary. Sample response: We can measure the temperature and amount of rain each day. We can graph the data to see how the weather changes. Some students may draw a thermometer, a rain gauge, or a graph.

Updated Text: Student responses will vary and may be written or verbal. Some students may draw a thermometer, a rain gauge, or a graph. Sample response: We can measure the temperature and amount of rain each day. We can graph the data to see how the weather changes and find patterns in weather.

Component: *Science Techbook for Texas by Discovery Education: Grade 2 Unit 3 Teacher Edition*

ISBN: 9781616291860

Current Page Number(s): 29

Location: After first pencil box

Original Text: Ask some students to share their answers.

Updated Text: Ask some students to share their answers.

Provide students the opportunity to measure and record the outside temperatures and amounts of precipitation for three days. Have them create a simple bar or line graph to show data for both precipitation and temperature. As a class, discuss the patterns they notice and other findings using the graphs and the results of their measurements.

Component: *Science Techbook for Texas by Discovery Education: Grade 2 Unit 3 Teacher Edition*

ISBN: 9781616291860

Current Page Number(s): 66

Location: English Language Proficiency Support > Beginning and Intermediate levels

Original Text: Beginning Review the terms tornado and hurricane with students. Then, have students draw pictures that show different conditions related to each term, such as funnel cloud for a tornado and fast winds and flooding for a hurricane.

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 416 of 3538

Intermediate Supply students with a T-Chart with the terms tornado and hurricane in each column. Students should draw pictures, write terms, or write simple sentences that describe conditions related to each type of severe weather.

Updated Text: Beginning Ask students to share what they know about storms. Review the terms tornado and hurricane with students. Then, have students draw pictures that show different conditions related to each term, such as funnel cloud for a tornado and fast winds and flooding for a hurricane.

Intermediate Supply students with a T-Chart with the terms tornado and hurricane in each column. Ask them to share their prior knowledge of each term. Students should draw pictures, write terms, or write simple sentences that describe conditions related to each type of severe weather.

Component: *Science Techbook for Texas by Discovery Education: Grade 2*

ISBN: 9781616291440

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/4FDC1D62-FCB5-444B-9379-85FF6978566A>

Location: Unit 3 > Concept 2 > Lesson 6: Investigating Severe Weather > Educator Notes > Making Predictions

Original Text: Match the data to the type of severe weather it can be used to predict.

Updated Text: Match the data to the severe weather it can be used to predict.

Component: *Science Techbook for Texas by Discovery Education: Grade 2*

ISBN: 9781616291440

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/4FDC1D62-FCB5-444B-9379-85FF6978566A>

Location: Unit 3 > Concept 2 > Lesson 6: Investigating Severe Weather > Making Predictions

Original Text: Match the data to the type of severe weather it can be used to predict.

Updated Text: Match the data to the severe weather it can be used to predict.

Component: *Science Techbook for Texas by Discovery Education: Grade 2 Unit 3 Teacher Edition*

ISBN: 9781616291860

Current Page Number(s): 69

Location: Pencil box

Original Text: What data can scientists use to predict severe weather? Draw a line or lines to match the data to the type of severe weather it can be used to predict.

Updated Text: What data can scientists such as meteorologists use to predict severe weather? Match the data to the severe weather it can be used to predict.

Component: *Science Techbook for Texas by Discovery Education: Grade 2 Unit 3 Student Edition*

ISBN: 9781616291877

Current Page Number(s): 67

Location: Making Predictions

Original Text: What data can scientists use to predict severe weather? Draw a line or lines to match the data to the type of severe weather it can be used to predict.

Updated Text: What data can scientists such as meteorologists use to predict severe weather? Match the data to the severe weather it can be used to predict.

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 417 of 3538

Component: *Science Techbook for Texas by Discovery Education: Grade 2 Unit 3 Student Edition*

ISBN: 9781616291877

Current Page Number(s): 80

Location: Weather Tools

Original Text: Meteorologists use many tools to make predictions.

Updated Text: Meteorologists use many tools that are designed by engineers to make predictions.

Component: *Science Techbook for Texas by Discovery Education: Grade 2 Unit 3 Teacher Edition*

ISBN: 9781616291860

Current Page Number(s): 82

Location: Record It!

Original Text: Students can create a poster with pictures/diagrams showing ways to prepare for severe weather.

Updated Text: Students can create a poster with pictures/diagrams showing ways to prepare for severe weather.

Students can create a model or prototype showing ways to prepare for severe weather.

Component: *Science Techbook for Texas by Discovery Education: Grade 2 Unit 4 Student Edition*

ISBN: 9781616291891

Current Page Number(s): 68-69

Location: What Is a Structure?

Original Text: [Page 68]

Animal structures are features of an organism that can help it take in air, food, and water.

[Page 69]

One structure of a giraffe is its long neck. How does its neck help it to eat?

Updated Text: [Page 68]

Animal structures are features of an organism that can help it find and take in air, food, and water.

[Page 69]

One structure of a giraffe is its long neck. How does its neck help it to eat? The giraffe uses its long tongue to clean its nose. Can you guess why?

Component: *Science Techbook for Texas by Discovery Education: Grade 2*

ISBN: 9781616291440

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/A0A91741-E10E-4384-BEAB-300EA6B9610D>

Location: Unit 4 > Concept 2 > Lesson 7: Being Part of a Group > Groups Find Food

Original Text: Groups help animals survive during changes in the environment that might lower the amount of food they have.

Updated Text: Being part of a group helps animals survive, especially when changes in the environment make food harder to find.

Component: *Science Techbook for Texas by Discovery Education: Grade 2 Unit 4 Student Edition*

ISBN: 9781616291891

Current Page Number(s): 77

Location: Groups Find Food

Original Text: Groups help animals survive during changes in the environment.

Updated Text: Being part of a group helps animals survive, especially when changes in the environment make food harder to find.

Component: *Science Techbook for Texas by Discovery Education: Grade 2 Unit 4 Teacher Edition*

ISBN: 9781616291884

Current Page Number(s): 72

Location: Turn and Talk (talk bubble icon)

Original Text: What is one way a group of elephants work together? Sample response: They work together to find food and water.

Updated Text: Compare how bees work together to how elephants and meerkats work together. Bees work together to sting their predators to protect their honey and offspring. Elephants and meerkats work together to get food. Elephants work in groups to find and share food and water while meerkats teach their young how to hunt.

Component: *Science Techbook for Texas by Discovery Education: Grade 2 Unit 4 Student Edition*

ISBN: 9781616291891

Current Page Number(s): 78

Location: Turn and Talk

Original Text: What is one way a group of elephants work together?

Updated Text: Compare how bees work together to how elephants and meerkats work together.

Component: *Science Techbook for Texas by Discovery Education: Grade 2 Unit 4 Teacher Edition*

ISBN: 9781616291884

Current Page Number(s): 81

Location: Record It!

Original Text: Students can make a chart that tells the structures of animals in one column and how the structure helps the animal survive in another column.

Updated Text: Students can make a chart that tells the structures of animals in one column and how the structure helps the animal find and take in food, water, and air to survive in another column. Then, students can compare their chart with the charts of their classmates.

Component: *Science Techbook for Texas by Discovery Education: Grade 2*

ISBN: 9781616291440

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/2F3241B6-345E-454C-AB8D-C6F13F5A137A>

Location: Unit 1 > Concept 2 > Lesson 1 > Educator Notes > Turn and Talk (Slide 15) > 2nd question and anno

Original Text: What safety rules did you follow during the investigation? Sample response: I was careful not to touch the warm water and we moved slowly to make sure we didn't spill anything.

Updated Text:

Invite students to reflect on the safety practices they used during the investigation.

ASK What safety rules did you follow during the investigation? Sample response: I was careful not to touch the warm water, and we moved slowly to make sure we did not spill anything.

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

ISBN: 9781616291822

Current Page Number(s): 51

Location: Above Making a Claim head, insert new prompt and ASK question and anno

Original Text: New content

Updated Text:

Invite students to reflect on the safety practices they used during the investigation.

ASK What safety rules did you follow during the investigation? Sample response: I was careful not to touch the warm water, and we moved slowly to make sure we did not spill anything.

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

ISBN: 9781616291846

Current Page Number(s): 24

Location: Under ELPS table, discourse icon prompt, questions, and annos

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

What natural resources do you use every day? Student responses will vary. Sample response: water

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

- What natural resources do you use every day? Student responses will vary. Sample response: water
- What do you think would happen if there were no more trees? Students responses will vary. Sample response: I think that living organisms would not survive because we would not have oxygen to breathe.

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

ISBN: 9781616291853

Current Page Number(s): 27

Location: Turn and Talk, insert additional question

Original Text: What natural resources do you use every day?

Updated Text: • What natural resources do you use every day?

- What do you think would happen if there were no more trees?

Component: *Science Techbook for Texas by Discovery Education: Grade 2*

ISBN: 9781616291440

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/D84ACEC2-E7F7-402B-8D5B-E4359A1FEF40>

Location: Unit 3 > Concept 2 > Lesson 3 > Educator Notes > Turn and Talk (Slide 13)

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 420 of 3538

Original Text:

- How did creating the model of the flood help you understand how floods affect the land? Sample response: I was able to see how the water covers the land and affects the town without being in a real flood.
- How would you make the model of the flood better? Sample response: I would make the rain last longer to see how it would affect the town.
- What are the limitations of the flood model? Sample response: The model we built is small so it does not show all of the damage that can happen during a flood.

Updated Text: • How did your model help you see how floods affect the land? Sample response: I was able to see how the water covers the land and affects the town without being in a real flood.

- How would you make the model better? Sample response: I would make the rain last longer to see how it would affect the town.
- What are the limitations of your model? Sample response: The model we built is small so it does not show all of the damage that can happen during a flood.

Component: *Science Techbook for Texas by Discovery Education: Grade 2*

ISBN: 9781616291440

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/D84ACEC2-E7F7-402B-8D5B-E4359A1FEF40>

Location: Unit 3 > Concept 2 > Lesson 3 > Turn and Talk (Slide 13)

Original Text: • How did creating the model of the flood help you understand how floods affect the land?

- How would you make the model of the flood better?
- What are the limitations of the flood model?

Updated Text: • How did your model help you see how floods affect the land?

- How would you make the model better?
- What are the limitations of your model?

Component: *Science Techbook for Texas by Discovery Education: Grade 2 Unit 3 Teacher Edition*

ISBN: 9781616291860

Current Page Number(s): 58

Location: Above the "What Did You Figure Out?" header, insert new discourse icon, prompt, and three questions and annos

Original Text: New content

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

- How did your model help you see how floods affect the land? Sample response: I was able to see how the water covers the land and affects the town without being in a real flood.
- How would you make the model better? Sample response: I would make the rain last longer to see how it would affect the town.
- What are the limitations of your model? Sample response: The model we built is small so it does not show all of the damage that can happen during a flood.

Component: *Science Techbook for Texas by Discovery Education: Grade 2 Unit 3 Student Edition*

ISBN: 9781616291877

Current Page Number(s): 59

Location: Above the "What Did You Figure Out?" header, insert new Turn and Talk icon and three questions

Original Text: New content

Updated Text:

- How did your model help you see how floods affect the land?
- How would you make the model better?
- What are the limitations of your model?

Component: *Science Techbook for Texas by Discovery Education: Grade 2*

ISBN: 9781616291440

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/C8471BAB-358D-478B-ABAA-C92294061EC3>

Location: Unit 4 > Concept 2 > Lesson 4 > Educator Notes > Turn and Talk (Slide 7) > 2nd question

Original Text: • How would you compare a polar bear's structures or behavior for finding and taking in food, air, and water to the way you do these things?

Updated Text: • How does a polar bear's structures and behavior for finding and taking in food, air, and water compare to the way you do these things?

Component: *Science Techbook for Texas by Discovery Education: Grade 2*

ISBN: 9781616291440

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/C8471BAB-358D-478B-ABAA-C92294061EC3>

Location: Unit 4 > Concept 2 > Lesson 4 > Turn and Talk (Slide 7) > 2nd question

Original Text: • How would you compare a polar bear's structures or behavior for finding and taking in food, air, and water to the way you do these things?

Updated Text: • How does a polar bear's structures and behavior for finding and taking in food, air, and water compare to the way you do these things?

Component: *Science Techbook for Texas by Discovery Education: Grade 2 Unit 4 Teacher Edition*

ISBN: 9781616291884

Current Page Number(s): 62

Location: Under ELPS table, discourse icon prompt, questions, and annos

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

What is an example of an adaptation? Sample response: Polar bears have two layers of fur to keep them warm.

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

- What is an example of an adaptation? Sample response: Polar bears have two layers of fur to keep them warm.
- How does a polar bear's structures and behavior for finding and taking in food, air, and water compare to the way you do these things? Sample response: Polar bears find and use their claws to grab seals from the water to eat them. I go to the store to buy my food. Polar bears smell the air with their nose more than me to find the scent of an animal as they look for food. Polar bears do not use a water fountain to find water or hold a cup to drink it, but I do.

Component: *Science Techbook for Texas by Discovery Education: Grade 2 Unit 4 Student Edition*

ISBN: 9781616291891

Current Page Number(s): 65

Location: Turn and Talk

Original Text: What is an example of an adaptation?

Updated Text: • What is an example of an adaptation?

• How does a polar bear's structures and behavior for finding and taking in food, air, and water compare to the way you do these things?

Component: *Science Techbook for Texas by Discovery Education: Grade 2*

ISBN: 9781616291440

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/9971507E-4FD1-4F49-A8B9-85A1D36AB7AF>

Location: Unit 4 > Concept 1 > Lesson 4: Parts of Plants > Lesson title (at top of webpage)

Original Text: Parts of a Plants

Updated Text: Parts of Plants

Component: *Science Techbook for Texas by Discovery Education: Grade 2*

ISBN: 9781616291440

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/9971507E-4FD1-4F49-A8B9-85A1D36AB7AF>

Location: Unit 4 > Concept 1 > Lesson 4 > Educator Notes > Turn and Talk (Slide 12)

Original Text: • What are the parts of a plant? Sample response: Drawing includes roots, stems, leaves, flowers, and seed parts of a plant with labels.

• How can plant leaves be described? Sample response: Drawing includes leaf details such as shape and color.

• How do plants use their structures to get what they need?

• Do all plants have the same parts? How are some parts different? Most plants have roots, stems, leaves, and seeds.

Their leaves might be different shapes and colors. Some plants have flowers and fruit.

Updated Text: • What are the parts of a plant? Sample response: Drawing includes roots, stems, leaves, flowers, and seed parts of a plant with labels.

• How do these structures help plants get what they need? Sample response: Plants get water and nutrients from their roots. The stem brings water and nutrients to the plant. The fruit protects the seeds.

• How do these structures compare in different plants? Sample response: Most plants have roots, stems, leaves, and seeds. Their leaves might be different shapes and colors. Some plants have flowers and fruit.

Component: *Science Techbook for Texas by Discovery Education: Grade 2*

ISBN: 9781616291440

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/9971507E-4FD1-4F49-A8B9-85A1D36AB7AF>

Location: Unit 4 > Concept 1 > Lesson 4 > Turn and Talk (Slide 12)

Original Text: • What are the parts of a plant?

• How can plant leaves be described?

• How do plants use their structures to get what they need?

• Do all plants have the same parts? How are some parts different?

Updated Text: • What are the parts of a plant?

• How do these structures help plants get what they need?

• How do these structures compare in different plants?

Component: *Science Techbook for Texas by Discovery Education: Grade 2 Unit 4 Teacher Edition*

ISBN: 9781616291884

Current Page Number(s): 19

Location: After Reading, discourse icon, Turn and Talk questions and annos

Original Text: • What are the parts of a plant? Sample response: Drawing includes roots, stems, leaves, flowers, and seed parts of a plant with labels.

• How can plant leaves be described? Sample response: Drawing includes leaf details such as shape and color.

Updated Text: • What are the parts of a plant? Sample response: Drawing includes roots, stems, leaves, flowers, and seed parts of a plant with labels.

• How do these structures help plants get what they need? Sample response: Plants get water and nutrients from their roots. The stem brings water and nutrients to the plant. The fruit protects the seeds.

• How do these structures compare in different plants? Sample response: Most plants have roots, stems, leaves, and seeds. Their leaves might be different shapes and colors. Some plants have flowers and fruit.

Component: *Science Techbook for Texas by Discovery Education: Grade 2 Unit 4 Student Edition*

ISBN: 9781616291891

Current Page Number(s): 22

Location: Turn and Talk

Original Text: • What are the parts of a plant?

• How can plant leaves be described?

Updated Text: • What are the parts of a plant?

• How do these structures help plants get what they need?

• How do these structures compare in different plants?

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

ISBN: 9781616291822

Current Page Number(s): 52

Location: Materials List

Original Text: • Disposable tablecloth

• Modeling clay

• Craft sticks

• Paper plates

• Paper

• Plastic knife (optional)

Updated Text: • Disposable tablecloth

• Modeling clay

• Craft sticks

• Paper plate

• Construction Paper

• Plastic knife (optional)

• Ruler

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

ISBN: 9781616291822

Current Page Number(s): xxvi

Location: Investigating Pushes and Pulls, Lesson 2: Push and Pull Investigations, Advance Prep, between sentences 2 and 3

Original Text: Arrange for groups to have access to a large, flat, smooth surface to conduct their investigations. If space constraints are an issue, you may wish to set up four stations for small-group rotations. In Part 1 (Station 1), students observe the materials and plan what they can do to find out what happens when they push and pull the balls.

Updated Text: Arrange for groups to have access to a large, flat, smooth surface to conduct their investigations. If space constraints are an issue, you may wish to set up four stations for small-group rotations. Form the clay into small balls for each group. In Part 1 (Station 1), students observe the materials and plan what they can do to find out what happens when they push and pull the balls.

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

ISBN: 9781616291822

Current Page Number(s): 94

Location: Preparation, between sentences 2 and 3

Original Text: Arrange for groups to have access to a large, flat, smooth surface to conduct their investigations. If space constraints are an issue, you may wish to set up four stations for small-group rotations. In Part 1 (Station 1), students observe the materials and plan what they can do to find out what happens when they push and pull the balls.

Updated Text: Arrange for groups to have access to a large, flat, smooth surface to conduct their investigations. If space constraints are an issue, you may wish to set up four stations for small-group rotations. Form the clay into small balls for each group. In Part 1 (Station 1), students observe the materials and plan what they can do to find out what happens when they push and pull the balls.

Component: *Science Techbook for Texas by Discovery Education: Grade 2*

ISBN: 9781616291440

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/ccff86ff-6cf5-4759-b49e-3adb3aef2c78>

Location: Unit 1 > Concept 3 > Lesson 2 > Lesson Planning > Preparation > after 2nd sentence

Original Text: Arrange for groups to have access to a large, flat, smooth surface to conduct their investigations. If space constraints are an issue, you may wish to set up four stations for small-group rotations. In Part 1 (Station 1), students observe the materials and plan what they can do to find out what happens when they push and pull the balls.

Updated Text: Arrange for groups to have access to a large, flat, smooth surface to conduct their investigations. If space constraints are an issue, you may wish to set up four stations for small-group rotations. Form the clay into small balls for each group. In Part 1 (Station 1), students observe the materials and plan what they can do to find out what happens when they push and pull the balls.

Component: *Science Techbook for Texas by Discovery Education: Grade 2*

ISBN: 9781616291440

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/8c1596d7-95e6-4c80-a095-d810dbd1d404>

Location: Unit 1 > Concept 1 > Lesson 3 > Lesson Planning > Preparation

Link to Updated Content:

[View Updated Content](#)

Original Text: Preparation

Gather materials in advance. Consider using Discovery Education Experience to access images to laminate for students to use in the activity. If you are unable to laminate the images, you may want to print extra copies in case they become unusable. This lesson utilizes stations. Each part below should be set up as a separate station for students to rotate through. Part 1: Pictures of heavy and light things found on a playground (such as slide, playscape, large rock) Part 2:

Pictures of hot and cold things found on a playground (such as hot metal slide, juice box) Part 3: Box or bin filled with objects that have different textures and are found on a playground (such as rope, tree bark, plastic ball, seat of swing)
Part 4: Pictures of big and little things found on a playground (such as slide, playscape, small rock)

Updated Text: See updated text in URL_for_Updated_Text

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

ISBN: 9781616291822

Current Page Number(s): xxiii - xxiv

Location: Lesson 3, Materials in the Schoolyard Landscape, Advance prep

Link to Updated Content:

[View Updated Content](#)

Original Text: Advance Prep: Gather materials in advance. Consider using Discovery Education Experience to access images to laminate for students to use in the activity. If you are unable to laminate the images, you may want to print extra copies in case they become unusable. This lesson utilizes stations. Each part below should be set up as a separate station for students to rotate through.

Part 1: Pictures of heavy and light things found on a playground (such as slide, playscape, large rock)

Part 2: Pictures of hot and cold things found on a playground (such as hot metal slide, juice box)

Part 3: Box or bin filled with objects that have different textures and are found on a playground (such as rope, tree bark, plastic ball, seat of swing)

Part 4: Pictures of big and little things found on a playground (such as slide, playscape, small rock)

Updated Text: See updated text in URL_for_Updated_Text

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

ISBN: 9781616291822

Current Page Number(s): 14-15

Location: Preparation

Link to Updated Content:

[View Updated Content](#)

Original Text: Preparation

Gather materials in advance. Consider using Discovery Education Experience to access images to laminate for students to use in the activity. If you are unable to laminate the images, you may want to print extra copies in case they become unusable. This lesson utilizes stations. Each part below should be set up as a separate station for students to rotate through. Part 1: Pictures of heavy and light things found on a playground (such as slide, playscape, large rock) Part 2: Pictures of hot and cold things found on a playground (such as hot metal slide, juice box) Part 3: Box or bin filled with objects that have different textures and are found on a playground (such as rope, tree bark, plastic ball, seat of swing) Part 4: Pictures of big and little things found on a playground (such as slide, playscape, small rock)

Updated Text: See updated text in URL_for_Updated_Text

Component: *Science Techbook for Texas by Discovery Education: Grade 2*

ISBN: 9781616291440

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 426 of 3538

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/6498defb-05df-456b-94fc-7eb81664de88>

Location: Unit 2 > Concept 1 > Lesson 8 > Educator Notes > Before Reading

Original Text: Discuss with the students the difference between the trash that goes to the landfill and the trash that goes to the recycling center. Explain that the trash that goes to the landfill will decompose (rot) over time.

Updated Text: Discuss with students some different items that can be found in a landfill. Explain that the trash that goes to the landfill will decompose (rot) over time and can get into our natural environment. Have students look at the picture of the landfill and share if they think the items in landfills are natural or manmade resources. Then tell them that they will read about about how environmental engineers protect natural resources.

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

ISBN: 9781616291846

Current Page Number(s): 32

Location: Before Reading

Original Text: Discuss with the students the difference between the trash that goes to the landfill and the trash that goes to the recycling center. Explain that the trash that goes to the landfill will decompose (rot) over time.

Updated Text: Discuss with students some different items that can be found in a landfill. Explain that the trash that goes to the landfill will decompose (rot) over time and can get into our natural environment. Have students look at the picture of the landfill and share if they think the items in landfills are natural or manmade resources. Then tell them that they will read about about how environmental engineers protect natural resources.

Component: *Science Techbook for Texas by Discovery Education: Grade 2*

ISBN: 9781616291440

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/6498defb-05df-456b-94fc-7eb81664de88>

Location: Unit 2 > Concept 1 > Lesson 8 > Turn and Talk Question 1

Original Text: What are some objects that you use that can be safely put in a landfill?

Updated Text: What are some natural and manmade resources found in a landfill?

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

ISBN: 9781616291853

Current Page Number(s): 38

Location: Turn and Talk

Original Text: What are some objects that you use that can be safely put in a landfill?

Updated Text: What are some natural and manmade resources found in a landfill?

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

ISBN: 9781616291846

Current Page Number(s): 33

Location: Turn and Talk

Original Text: What are some objects that you use that can be safely put in a landfill? Sample response: food waste, wood, house waste

Updated Text: What are some natural and manmade resources found in a landfill? Sample response: Soil and wood are natural resources found in landfills. Old doors and cans are manmade resources.

Component: *Science Techbook for Texas by Discovery Education: Grade 2*

ISBN: 9781616291440

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/6498defb-05df-456b-94fc-7eb81664de88>

Location: Unit 2 > Concept 1 > Lesson 8 > Educator Notes > Turn and Talk Question 1

Original Text: What are some objects that you use that can be safely put in a landfill? Sample response: food waste, wood, house waste

Updated Text: What are some natural and manmade resources found in a landfill? Sample response: Soil and wood are natural resources found in landfills. Old doors and cans are manmade resources.

Component: *Science Techbook for Texas by Discovery Education: Grade 2*

ISBN: 9781616291440

Current Page Number(s): 65

Location: What Did You Figure Out? Image 2

Original Text: [Second turtle image]

Updated Text: Replace with this new image of a turtle's mouth: <https://enterprise.shutterstock.com/image-photo/close-shot-turtle-opening-mouth-while-1868718154>

Component: *Science Techbook for Texas by Discovery Education: Grade 2*

ISBN: 9781616291440

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/c8471bab-358d-478b-abaa-c92294061ec3>

Location: Unit 4 > Concept 2 > Lesson 4 > What Did You Figure Out?, Image 2

Original Text: [Second turtle image]

Updated Text: Replace with this new image of a turtle's mouth: <https://enterprise.shutterstock.com/image-photo/close-shot-turtle-opening-mouth-while-1868718154>

Component: *Science Techbook for Texas by Discovery Education: Grade 2 Unit 4 Teacher Edition*

ISBN: 9781616291884

Current Page Number(s): xxv

Location: Materials List

Original Text: • Four types of seeds (for example, acorn, berries, pumpkin, sunflower, etc.)

Updated Text: • Four types of seeds (for example, pea, marigold, pumpkin, sunflower, etc.)

Component: *Science Techbook for Texas by Discovery Education: Grade 2 Unit 4 Teacher Edition*

ISBN: 9781616291884

Current Page Number(s): 8

Location: Materials List

Original Text: • Four types of seeds (for example, acorn, berries, pumpkin, sunflower, etc.)

Updated Text: • Four types of seeds (for example, pea, marigold, pumpkin, sunflower, etc.)

Component: *Science Techbook for Texas by Discovery Education: Grade 2*

ISBN: 9781616291440

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/c8fe88ea-4e32-43ca-aed3-064d1725a38f>

Location: Unit 4 > Concept 1 > Lesson 2 > Educator Notes > Slide 7 > Materials List

Original Text: • Four types of seeds (for example, acorn, berries, pumpkin, sunflower, etc.)

Updated Text: • Four types of seeds (for example, pea, marigold, pumpkin, sunflower, etc.)

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

ISBN: 9781616291846

Current Page Number(s): 118

Location: lesson timing

Original Text: 40 min

Updated Text: 20 min

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

ISBN: 9781616291846

Current Page Number(s): xii

Location: Lesson 1: Why Do We Use Magnification Tools, Time column

Original Text: 40 min

Updated Text: 20 min

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

ISBN: 9781616291846

Current Page Number(s): 118-121

Location: subhead timing

Original Text: 10 min

15 min

10 min

5 min

Updated Text: 5 min

10 min

3 min

2 min

Component: *Science Techbook for Texas by Discovery Education: Grade 2*

ISBN: 9781616291440

Current Page Number(s): <https://app.discoveryeducation.com/learn/techbook/units/d168b1ec-b3d5-462c-a13b-e3774eaea69b/concepts/67deb74b-888d-4743-bdad-24141d4ec250/tabs/f66773fb-e2b4-4dab-a882-2bae946daae5/pages/e3a9d541-2fcc-42fd-991d-9cca0080d806>

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 429 of 3538

Location: Unit 2 > Concept 4 > Lesson 1 > lesson timing

Original Text: 40 min

Updated Text: 20 min

Component: *Science Techbook for Texas by Discovery Education: Grade 2*

ISBN: 9781616291440

Current Page Number(s): <https://app.discoveryeducation.com/learn/techbook/units/d168b1ec-b3d5-462c-a13b-e3774eaea69b/concepts/67deb74b-888d-4743-bdad-24141d4ec250/tabs/f66773fb-e2b4-4dab-a882-2bae946daae5/pages/e3a9d541-2fcc-42fd-991d-9cca0080d806>

Location: subhead timing

Original Text: 10 min

15 min

10 min

5 min

Updated Text: 5 min

10 min

3 min

2 min

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

ISBN: 9781616291822

Current Page Number(s): xiv

Location: Unit Standards

Link to Updated Content:

[View Updated Content](#)

Original Text: new content

Updated Text: See updated content in URL_for_Updated_Text

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

ISBN: 9781616291822

Current Page Number(s): xxiii

Location: Standards Alignment

Link to Updated Content:

[View Updated Content](#)

Original Text: new content

Updated Text: See updated content in URL_for_Updated_Text

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

ISBN: 9781616291846

Current Page Number(s): xiv

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 430 of 3538

Location: Unit Standards

Link to Updated Content:

[View Updated Content](#)

Original Text: new content

Updated Text: See updated content in URL_for_Updated_Text

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

ISBN: 9781616291846

Current Page Number(s): xxvi

Location: Standards Alignment

Link to Updated Content:

[View Updated Content](#)

Original Text: new content

Updated Text: See updated content in URL_for_Updated_Text

Component: *Science Techbook for Texas by Discovery Education: Grade 2 Unit 3 Teacher Edition*

ISBN: 9781616291860

Current Page Number(s): x

Location: Unit Standards

Link to Updated Content:

[View Updated Content](#)

Original Text: new content

Updated Text: See updated content in URL_for_Updated_Text

Component: *Science Techbook for Texas by Discovery Education: Grade 2 Unit 3 Teacher Edition*

ISBN: 9781616291860

Current Page Number(s): xviii

Location: Standards Alignment

Link to Updated Content:

[View Updated Content](#)

Original Text: new content

Updated Text: See updated content in URL_for_Updated_Text

Component: *Science Techbook for Texas by Discovery Education: Grade 2 Unit 4 Teacher Edition*

ISBN: 9781616291884

Current Page Number(s): xiv

Location: Unit Standards

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 431 of 3538

Link to Updated Content:

[View Updated Content](#)

Original Text: new content

Updated Text: See updated content in URL_for_Updated_Text

Component: *Science Techbook for Texas by Discovery Education: Grade 2 Unit 4 Teacher Edition*

ISBN: 9781616291884

Current Page Number(s): xxviii

Location: Standards Alignment

Link to Updated Content:

[View Updated Content](#)

Original Text: new content

Updated Text: See updated content in URL_for_Updated_Text

Publisher: Great Minds

Science, Grade 2

Program: *PhD Science Texas Level 2 Texas Program Bundle (Modules 1-3): TEKS*

Component: *Matter with Spotlight Lessons on Weather Events Teacher Edition*

ISBN: 9798885885218

Current Page Number(s): 487

Location: Learn, sample student response, last sentence

Original Text: "The rocks stayed in the same place."

Updated Text: "The rocks stayed almost in the same place."

Component: *Matter with Spotlight Lessons on Weather Events Teacher Edition*

ISBN: 9798885885218

Current Page Number(s): 517

Location: Learn, first Teacher Question, first sample student response, top of 517

Original Text: "The most it rained in one day was 1 inch."

Updated Text: "The most it rained here in one day was 1 inch."

Publisher: Houghton Mifflin Harcourt

Science, Grade 2

Program: *HMH Into Science Texas Hybrid Classroom Package Grade 2: TEKS*

Component: *HMH Into Science Texas Student Edition Print Consumable Grade 2*

ISBN: 9780358861652

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 432 of 3538

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p.13

Location: Table at top of page, row 4

Original Text: "Ball 4"

Last row in table

Updated Text: N/A

Delete entire last row

Component: *HMH Into Science Texas Student Edition Print Consumable Grade 2*

ISBN: 9780358861652

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p.18

Location: Step 2, new first bullet

Original Text: N/A

Updated Text: "Pour a small amount of water from the pitcher to a cup."

Component: *HMH Into Science Texas Teacher Guide Grade 2*

ISBN: 9780358841555

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p.12

Location: Column 1, Preparation Tips

Original Text: "Children might have difficulty making relative temperature comparisons unless you keep the marbles or objects like metal spoons in a school refrigerator or a cooler until the activity."

Updated Text: "Prepare several types of each ball, including marbles, per partnership or group. Children might have difficulty making relative temperature comparisons unless you keep the marbles in a school refrigerator or a cooler until the activity."

Component: *HMH Into Science Texas Teacher Guide Grade 2*

ISBN: 9780358841555

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p.17

Location: Column 2, Step 2, before first sentence

Original Text: N/A

Updated Text: "Encourage children to pour a small amount of water from the pitcher to a cup. Assist children with this step as needed."

Component: *HMH Into Science Texas Teacher Guide Grade 2*

ISBN: 9780358841555

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p.3

Location: Column 1, Day 3, Preparation Tips, first sentence

Original Text: "Children might have difficulty making relative temperature comparisons unless you keep the marbles or objects like metal spoons in a school refrigerator or cooler until the activity."

Updated Text: "Prepare several types of each ball, including marbles, per partnership or group. Children might have difficulty making relative temperature comparisons unless you keep the marbles in a school refrigerator or cooler until the activity."

Component: *HMH Into Science Texas Student License Digital Grade 2*

ISBN: 9780358859727

Link to Current Content:

[View Current Content](#)

Current Page Number(s): TEKS Lesson 2.6.A, Day 4, Screen 4

Location: Step 2, new first bullet

Original Text: N/A

Updated Text: "Pour a small amount of water from the pitcher to a cup."

Component: *HMH Into Science Texas Student Edition Print Consumable Grade 2*

ISBN: 9780358861652

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p.33

Location: Step 2, after first sentence

Original Text: "Fold a square sheet of paper in half to make a triangle. Then fold it in half again to make a smaller triangle."

Updated Text: "Fold a square sheet of paper in half to make a triangle."

Component: *HMH Into Science Texas Student Edition Print Consumable Grade 2*

ISBN: 9780358861652

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p.33

Location: Step 3, bottom of page

Original Text: "Fold the paper into thirds. Then cut off the bottom points to make a triangle."

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 434 of 3538

Updated Text: "Fold the paper in half again to make a smaller triangle"

Component: *HMH Into Science Texas Student Edition Print Consumable Grade 2*

ISBN: 9780358861652

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p.39

Location: Step 2, top of page

Original Text: "Observe the frozen oil for about 10 minutes. Draw to show what you observe on a separate sheet of paper."

Updated Text: "Observe the crayons in the beaker. Draw to show what you observe."

Component: *HMH Into Science Texas Student Edition Print Consumable Grade 2*

ISBN: 9780358861652

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p.39

Location: Step 3, MOVE TO p.40, top of page

Original Text: "Measure the oil. How do the properties of the oil change? Explain."

Updated Text: "Have your teacher put on heat-resistant gloves. Observe as your teacher places the glass beaker of crayons on the hot plate. Draw to show what you observe."

Component: *HMH Into Science Texas Student Edition Print Consumable Grade 2*

ISBN: 9780358861652

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p.40

Location: Step 5, MOVE TO p.41, top of page

Original Text: "Measure the crayons. How do the properties of crayons change? Explain. "

Updated Text: "Put on your safety goggles and heat resistant gloves. Measure and record the beaker of crayons. How did the properties of the crayons change? Explain."

Component: *HMH Into Science Texas Student Edition Print Consumable Grade 2*

ISBN: 9780358861652

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p.41

Location: Step 7, MOVE TO p.41, Step 5

Original Text: "Put on your safety goggles. Observe and compare the materials in the beakers. Draw to show what you observe. How did freezing change the properties of the materials?"

Updated Text: "Observe as your teacher removes the glass beaker of crayons from the hot plate. Wait until the crayons freeze. How did the properties of the crayons change? Draw to show what you observed."

Component: *HMH Into Science Texas Student Edition Print Consumable Grade 2*

ISBN: 9780358861652

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p.41

Location: Step 8, MOVE TO p.41, Step 6

Original Text: "Measure the materials. Compare with your first measurements. What do you observe?"

Updated Text: "Measure and record the frozen crayons. Compare with your measurements from Step 4. What did you notice."

Component: *HMH Into Science Texas Student Edition Print Consumable Grade 2*

ISBN: 9780358861652

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p.41

Location: Step 8, bottom of page

Original Text: "Now compare the measurements of the crayons and oil. What did you notice?"

Updated Text: N/A

Component: *HMH Into Science Texas Teacher Guide Grade 2*

ISBN: 9780358841555

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p.35

Location: Column 1, Step 4

Original Text: "Wear heat-resistant gloves and goggles to place the beakers on the hot plate. Have children wear goggles to observe the crayons (melting crayons can splatter). Multiple groups can have beakers on the hot plate at once to keep the activity moving along"

Updated Text: "Wear heat-resistant gloves and goggles to place the glass beaker of crayons on the hot plate. Have children wear goggles to observe the crayons (melting crayons can splatter). Have children record their observations."

Component: *HMH Into Science Texas Teacher Guide Grade 2*

ISBN: 9780358841555

Link to Current Content:

[View Current Content](#)

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 436 of 3538

Current Page Number(s): p.35

Location: Column 2, Step 5

Original Text: "Caution children that the beakers will be hot when removed from the hot plate."

Updated Text: "Caution children to maintain a safe distance from the beaker and hot plate. Have children continue to wear goggles and heat-resistant gloves as they measure and record the beaker of crayons. If children have trouble measuring, encourage them to notice the measurement lines on the beaker."

Component: *HMH Into Science Texas Teacher Guide Grade 2*

ISBN: 9780358841555

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p.31

Location: Column 1, Steps 2-3

Original Text: "Some children may need support with the folding and cutting instructions. Model the process. To fold the triangle into thirds, hold the paper so it resembles a pyramid. Fold over the left bottom and right bottom corners to form an arrowhead. Cut off the bottom points to make a new triangle."

Updated Text: "Some children may need support with the folding and cutting instructions. Model the process. Start with a square piece of paper. Fold the top left corner to the bottom right corner, creating a triangle. Next, fold the top corner of the triangle to the bottom left corner, creating a smaller triangle."

Component: *HMH Into Science Texas Teacher Guide Grade 2*

ISBN: 9780358841555

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p.39

Location: Column 1, Step 2

Original Text: "Children will need to work out a way to time the one minute for sanding in this step."

Updated Text: "Support children as they sand the wood by watching a clock or setting a timer for one minute."

Component: *HMH Into Science Texas Teacher Guide Grade 2*

ISBN: 9780358841555

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p.34

Location: Column 2, Model and Explain Practices, after last sentence

Original Text: N/A

Updated Text: "Review the vocabulary word "freeze" to focus on the change from a liquid to a solid. Children may have the misconception that freezing only happens when there are cold temperatures."

Component: *HMH Into Science Texas Teacher Guide Grade 2*

ISBN: 9780358841555

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p.34

Location: Column 2, Safety

Original Text: "As a safety precaution, only the teacher or another adult should use the hot plate. All children and adults should wear goggles when a hot plate is in use, and all adults using the hot plate should wear heat-resistant gloves. Have children identify other safe practices to follow during this investigation."

Updated Text: "As a safety precaution, only the teacher should use the hot plate. Model safety practices by wearing goggles and heat resistant gloves. All children should wear goggles and heat resistant gloves when observing the beaker on the hot plate. "

Component: *HMH Into Science Texas Teacher Guide Grade 2*

ISBN: 9780358841555

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p.35

Location: Column 2, Steps 6-8

Original Text: "Children can use a new piece of paper to record observations they make."

Updated Text: "Caution children that the beaker will still be hot when removed from the hot plate. Have children draw their observations as the crayons freeze."

"Support for Children's Answers, How do the properties of the crayons change? Sample answer: The crayons changed from a liquid to a solid."

Component: *HMH Into Science Texas Teacher Guide Grade 2*

ISBN: 9780358841555

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p.35

Location: Column 2, Steps 6-8

Original Text: "Children can use a new piece of paper to record observations they make."

Updated Text: "After the crayons have frozen, have children measure and record the beaker of crayons. Have children compare their measurement to their measurement from Step 4."

"Support for Children's Answers: Measure and record the frozen crayons. Compare with your measurement from Step 4. What did you notice.

Sample answer: I notice that the first measurement and frozen measurement are similar. "

Component: *HMH Into Science Texas Teacher Guide Grade 2*

ISBN: 9780358841555

Link to Current Content:

[View Current Content](#)

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 438 of 3538

Current Page Number(s): p.25

Location: Planning for Hands on Activities, Column 1, Day 3, Preparation Tips, first paragraph

Original Text: "Set up the materials in 50-, 100-, or 250-milliliter beakers in advance. Freeze 5 or 10 milliliters of vegetable oil in plastic beakers or use ice cubes as a substitute, noting that it takes longer for ice to melt than frozen oil."

Updated Text: N/A

Component: *HMH Into Science Texas Teacher Guide Grade 2*

ISBN: 9780358841555

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p.53

Location: Step 2, first sentence

Original Text: "Children can use the System and System Models Science Theme Organizer to support their understanding throughout this task."

Updated Text: N/A

Component: *HMH Into Science Texas Teacher Guide Grade 2*

ISBN: 9780358841555

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p.63

Location: Column 2, Vocabulary/Apply, sentence 2

Original Text: "When they talk about systems, they can include how they use models can be used to show how a system works."

Updated Text: "When they talk about systems, they can tell how models are used to represent systems."

Component: *HMH Into Science Texas Teacher Guide Grade 2*

ISBN: 9780358841555

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p.92

Location: Column 1, Sense-Making

Original Text: "Children will be able to demonstrate how pushes and pulls can change the motion of an object and identify whether or not an object is magnetic."

Updated Text: "Children will understand that variation in forces can cause a change in the way an object, such as the car from the Engage, moves ."

Component: *HMH Into Science Texas Teacher Guide Grade 2*

ISBN: 9780358841555

Link to Current Content:

[View Current Content](#)

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 439 of 3538

Current Page Number(s): p.100

Location: Column 2, Sense-Making

Original Text: "Children will be able to demonstrate how pushes and pulls can change the motion of an object and identify whether or not an object is magnetic."

Updated Text: "Children will understand that the motion of an object can be controlled by the amount of force used on the object."

Component: *HMH Into Science Texas Teacher Guide Grade 2*

ISBN: 9780358841555

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p.101

Location: Column 2, Do The Math, after last sentence

Original Text: N/A

Updated Text: "strong push > weak push

Component: *HMH Into Science Texas Teacher Guide Grade 2*

ISBN: 9780358841555

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p.145

Location: Column 1, Support for Children's Answers, Guiding Question

Original Text: "Support for Children's Answers Guiding Question: How do we use sound to communicate? Sample answer: We use our voices to speak to one another. We use sound to show our feelings when we laugh and cry. We use sound to send signals. We use sound when we talk on a telephone."

Updated Text: N/A

Component: *HMH Into Science Texas Teacher Guide Grade 2*

ISBN: 9780358841555

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p.171

Location: Column 1, Step 4, sentence 2

Original Text: "Have children observe the moon and Earth in the dark and draw their observations."

Updated Text: "Have children observe the moon and Earth and draw their observations."

Component: *HMH Into Science Texas Teacher Guide Grade 2*

ISBN: 9780358841555

Link to Current Content:

[View Current Content](#)

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 440 of 3538

Current Page Number(s): p.187

Location: Column 1, Steps 1-2, after last sentence

Original Text: "Remind children to avoid looking directly at the sun when they use their eyes to observe objects in the sky."

Updated Text: "Encourage children to record their observations in Step 1 before using a tool such as binoculars."

Component: *HMH Into Science Texas Teacher Guide Grade 2*

ISBN: 9780358841555

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p.187

Location: Column 1, Steps 1-2, sentence 1

Original Text: "Remind children to avoid looking directly at the sun when they use only their eyes to observe objects in the sky in Step 1."

Updated Text: "Remind children to avoid looking directly at the sun."

Component: *HMH Into Science Texas Student Edition Print Consumable Grade 2*

ISBN: 9780358861652

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p.246

Location: Read, Write, Share, sentence 2

Original Text: "Discuss why the measurements are not exactly the same and how you could solve the problem of having different measurements. Write your ideas below."

Updated Text: "Discuss why the measurements are not exactly the same. Write your ideas below."

Component: *HMH Into Science Texas Teacher Guide Grade 2*

ISBN: 9780358841555

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p.201

Location: Column 1, Step 4, sentence 1

Original Text: "You may want to have children create a simple chart since they will be taking and recording measurements several times throughout the activity in various locations."

Updated Text: "Explain children will be taking and recording measurements several times throughout the activity in various locations."

Component: *HMH Into Science Texas Teacher Guide Grade 2*

ISBN: 9780358841555

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p.201

Location: Column 2, Read, Write, Share, sentence 2

Original Text: "They discuss why the measurements are not exactly the same and how they could solve the problem of having different measurements."

Updated Text: "They discuss why the measurements are not exactly the same and explain why they have different measurements."

Component: *HMH Into Science Texas Teacher Guide Grade 2*

ISBN: 9780358841555

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p.197

Location: Column 1, Read, Write, Share, Day 2, sentence 2

Original Text: "They discuss why the measurements are not exactly the same and how they could solve the problem of having different measurements."

Updated Text: "They discuss why the measurements are not exactly the same and explain why they have different measurements."

Component: *HMH Into Science Texas Teacher Guide Grade 2*

ISBN: 9780358841555

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p.201

Location: Column 1, Step 4, sentence 1

Original Text: "You may want to have children create a simple chart since they will be taking and recording measurements several times throughout the activity in various locations."

Updated Text: "Explain children will be taking and recording measurements several times throughout the activity in the same three locations."

Component: *HMH Into Science Texas Teacher Guide Grade 2*

ISBN: 9780358841555

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p.203

Location: Column 1, Steps 1-2, sentence 1

Original Text: "Have children add the new set of measurements to their chart. If children are drawing pictures to record their observations, you may wish to have them add labels so they know which step in the activity each picture represents."

Updated Text: "Have children put on safety goggles. Children should gently use the straw to blow on each spot. Remind children to take their measurements in the same spots as Day 1. Have children add the new measurements to their chart."

Component: *HMH Into Science Texas Student Edition Print Consumable Grade 2*

ISBN: 9780358861652

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p.249

Location: Step 1, sentence 1

Original Text: "Find the spots where you measured on Day 2. Do a test. Use..."

Updated Text: "Wearing your safety goggles, find the spots where you measured on Day 2. Do a test. Use..."

Component: *HMH Into Science Texas Teacher Guide Grade 2*

ISBN: 9780358841555

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p.203

Location: Column 1, Steps 3-4, sentence 2

Original Text: "You may wish to have children record how the soil, sand, and gravel changed and what caused them to change. Children can use the Cause and Effect Science Themes Organizer to identify the cause and effects."

Updated Text: "Have children record their measurements. You may wish to have children record how the soil, sand, and gravel changed using the Cause and Effect Science Themes Organizer."

Component: *HMH Into Science Texas Teacher Guide Grade 2*

ISBN: 9780358841555

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p.205

Location: Column 1, Steps 3-4, before sentence 1

Original Text: "Once children record their measurements, have them review their data and share what they notice about the changes in depth..."

Updated Text: "Remind children to measure in the same spots as Day 3. Once children record their measurements, have them review their data and share what they notice about the changes in depth..."

Component: *HMH Into Science Texas Teacher Guide Grade 2*

ISBN: 9780358841555

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p.195

Location: Column 1, Day 2, Preparation Tips, after last sentence

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 443 of 3538

Original Text: N/A

Updated Text: "Alternatively, you can use a plastic pan with a hole on one end for the stream table. Place one end of a piece of tubing through the hole in the plastic pan, and seal with clay. Put the other end of the tubing in a bowl to collect water that drains out."

Component: *HMH Into Science Texas Teacher Guide Grade 2*

ISBN: 9780358841555

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

Current Page Number(s): p.200

Location: Column 2, Preparation Tips, after last sentence

Original Text: N/A

Updated Text: "Alternatively, you can use a plastic pan with a hole on one end for the stream table. Place one end of a piece of tubing through the hole in the plastic pan, and seal with clay. Put the other end of the tubing in a bowl to collect water that drains out."

Component: *HMH Into Science Texas Teacher Guide Grade 2*

ISBN: 9780358841555

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

Current Page Number(s): p.260

Location: Lesson Objective, middle of page

Original Text: "Children will be able to design a recycle and reuse area."

Updated Text: "Children will be able to describe how human impact can be limited by making choices to reduce, reuse, recycle, or properly dispose of different materials."

Component: *HMH Into Science Texas Teacher Guide Grade 2*

ISBN: 9780358841555

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

Current Page Number(s): p.266

Location: Column 2, Preparation Tips

Original Text: "Prepare a selection of craft materials for children to choose from, such as foam boards, yarn, fabric, chenille sticks, and craft sticks. Children may also select what they find useful in the classroom. Have children use gloves if they are sorting through trash."

Updated Text: "It may be useful to "prepare" a classroom trashcan with materials that you would find in a lunchroom trash bin instead of observing a lunchroom trash bin. Wearing gloves, you can model sorting each item into three groups: recycle, reuse, throw away. Additionally, prepare a selection of craft materials for children to use in their solution."

Component: *HMH Into Science Texas Teacher Guide Grade 2*

ISBN: 9780358841555

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

Current Page Number(s): p.261

Location: Planning for Hands-on Activities, Column 1, Day 2, Preparation Tips

Original Text: "Prepare a selection of craft materials for children to choose from, such as foam boards, yarn, fabric, chenille sticks, and craft sticks. Children may also select what they find useful in the classroom. Have children use gloves if they are sorting through trash."

Updated Text: "It may be useful to "prepare" a classroom trash bin with materials that you would find in a lunchroom trash bin instead of observing a lunchroom trash bin. Wearing gloves, you can model sorting each item into three groups: recycle, reuse, throw away. Additionally, prepare a selection of craft materials for children to use in their solution."

Component: *HMH Into Science Texas Teacher Guide Grade 2*

ISBN: 9780358841555

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

Current Page Number(s): p.266

Location: Column 2, Safety, bottom of page

Original Text: "Review the proper handling of scissors with children. Have them discuss other safety practices they follow while using classroom materials."

Updated Text: "Have children wear gloves if they are sorting trash."

Component: *HMH Into Science Texas Teacher Guide Grade 2*

ISBN: 9780358841555

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

Current Page Number(s): p.266

Location: Column 1, Learning Objective, sentence 1

Original Text: "Children will be able to design, model, and build a solution to the trash problem of a recycle and reuse area for lunchroom trash."

Updated Text: "Children will be able to design, model, and build a solution to the problem of reducing lunch room trash."

Component: *HMH Into Science Texas Teacher Guide Grade 2*

ISBN: 9780358841555

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

Current Page Number(s): p.267

Location: Column 1, Step 1

Original Text: "Children may wish to make a list of the types of trash commonly found in the lunchroom and then sort them into three groups: recycle, reuse, throw away. If possible, provide clean samples for children to use."

Updated Text: "Have children observe the lunchroom trash after lunch has taken place. As children discuss their observations, it may be helpful to list items they see in three groups: recycle, reuse, throw away. If possible, provide clean samples for children to observe."

Component: *HMH Into Science Texas Teacher Guide Grade 2*

ISBN: 9780358841555

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

Current Page Number(s): p.267

Location: Column 2, Provide Feedback, sentence 1

Original Text: "Provide feedback by having children discuss what they learned while planning and building their recycle and reuse area."

Updated Text: "Provide feedback by having children discuss what they learned while planning and building their solution."

Component: *HMH Into Science Texas Teacher Guide Grade 2*

ISBN: 9780358841555

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

Current Page Number(s): p.268

Location: Column 2, Learning Objective

Original Text: "Children will be able to test, improve, and redesign a solution to the problem of a recycle and reuse area for lunchroom trash."

Updated Text: "Children will be able to test, improve, and redesign a solution to the problem of too much lunchroom trash."

Component: *HMH Into Science Texas Teacher License Digital Grade 2*

ISBN: 9780358860204

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

Current Page Number(s): Assessment Guide Answer Key, TEKS 2.12 tab

Location: Living Things and Environments (TEKS 2.12) Test, Question 1, multiple choice key

Original Text: N/A

Updated Text: "C"

Component: *HMH Into Science Texas Teacher Guide Grade 2*

ISBN: 9780358841555

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

Current Page Number(s): p.276

Location: Lesson Objective

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 446 of 3538

Original Text: "Children will be able to model rainfall in desert and rainforest environments and use the models to describe how the amount of rainfall supports the number of plants and animals that can live in an environment."

Updated Text: "Children will be able to describe how the physical characteristics of environments, including the amount of rainfall, support plants and animals within an ecosystem."

Component: *HMH Into Science Texas Teacher Guide Grade 2*

ISBN: 9780358841555

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

Current Page Number(s): p.277

Location: Learning Objective

Original Text: "Children will be able to describe how the physical characteristics of environments, including the amount of rainfall, support plants and animals within an ecosystem."

Updated Text: "Children will be able to model rainfall in desert and rainforest environments and use the models to describe how the amount of rainfall supports the number of plants and animals that can live in an environment."

Component: *HMH Into Science Texas Teacher Guide Grade 2*

ISBN: 9780358841555

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

Current Page Number(s): p.282

Location: Learning Objective

Original Text: "Children will be able to describe how the physical characteristics of environments, including the amount of rainfall, support plants and animals within an ecosystem."

Updated Text: "Children will be able to model rainfall in desert and rainforest environments and use the models to describe how the amount of rainfall supports the number of plants and animals that can live in an environment."

Component: *HMH Into Science Texas Teacher Guide Grade 2*

ISBN: 9780358841555

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

Current Page Number(s): p.279

Location: Read, Write, Share

Original Text: "Children read more about how to predict the weather and write about how better weather predictions can help people."

Updated Text: "Collect books or approve online resources for children to read more about how to predict the weather and write about how better weather predictions can help people."

Component: *HMH Into Science Texas Teacher Guide Grade 2*

ISBN: 9780358841555

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

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 447 of 3538

Current Page Number(s): p.286

Location: Read, Write, Share

Original Text: "Children read more about how to predict the weather and write about how better weather predictions can help people."

Updated Text: "Collect books or approve online resources for children to read more about how to predict the weather and write about how better weather predictions can help people."

Component: *HMH Into Science Texas Student Edition Print Consumable Grade 2*

ISBN: 9780358861652

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p.353

Location: Step 1, sentence 2

Original Text: "Use the rain gauge to measure. Pour 1 cm of water into the first bowl. Label the bowl desert."

Updated Text: "Label the first bowl desert. Use the rain gauge to measure water. Pour 3 cm of water into the bowl."

Component: *HMH Into Science Texas Teacher Guide Grade 2*

ISBN: 9780358841555

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p.283

Location: Steps 3-4

Original Text: "Have children discuss why they are adding more water to the second bowl. Have them describe how a rainforest environment is different than a desert."

Updated Text: "Have children discuss why they are adding more water to the second bowl. Have them describe how a rainforest environment is different than a desert. Remind children to alternate colors of sponge as they put them in the bowl one at a time."

Component: *HMH Into Science Texas Student Edition Print Consumable Grade 2*

ISBN: 9780358861652

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p.353

Location: Step 3, sentence 1

Original Text: "Pour 3 cm of water into the second bowl. Label the bowl rain forest. Repeat Step 2."

Updated Text: "Label the second bowl rain forest. Pour 10 cm of water into the second bowl. Repeat Step 2."

Component: *HMH Into Science Texas Teacher Guide Grade 2*

ISBN: 9780358841555

Link to Current Content:

[View Current Content](#)

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 448 of 3538

Current Page Number(s): p.290

Location: Lesson Objective

Original Text: "Children will be able to make a model of a food chain and describe the path energy takes in the food chain."

Updated Text: "Children will be able to create and describe food chains to describe how animals depend on other living things."

Component: *HMH Into Science Texas Teacher Guide Grade 2*

ISBN: 9780358841555

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p.297

Location: Elicit Children's Thinking

Original Text: "Have children complete the Structure and Function Science Theme Organizer to the roles and dependencies of producers and consumers in a food chain."

Updated Text: "You may want children to complete the Structure and Function Science Themes Organizer to help them understand the roles and dependencies of producers and consumers in a food chain."

Component: *HMH Into Science Texas Student Edition Print Consumable Grade 2*

ISBN: 9780358861652

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p.371

Location: Step 4, sentence 2

Original Text: "Listen to your classmates describe their food chains. Ask them good questions."

Updated Text: "Listen to your classmates describe their food chains. Ask them questions about the producers and consumers in their food chain."

Component: *HMH Into Science Texas Teacher Guide Grade 2*

ISBN: 9780358841555

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p.291

Location: Column 1, Planning for Hands-On Activities, Day 2, Preparation Tips

Original Text: "Aside from the listed materials, you can also provide children with cardboard or posterboard and tape or glue so they can mount their food chains on a poster."

Updated Text: "Approve online resources that children will use to investigate food chains. Alternatively, if using books and magazines, collect resources in advance. You may wish to provide posterboard, tape, or glue so children can present their food chain."

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 449 of 3538

Component: *HMH Into Science Texas Teacher Guide Grade 2*

ISBN: 9780358841555

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p.296

Location: Column 2, Preparation Tips

Original Text: "Aside from the listed materials, you can also provide children with cardboard or posterboard and tape or glue so they can mount their food chains on a poster."

Updated Text: "Approve online resources that children will use to investigate food chains. Alternatively, if using books and magazines, collect resources in advance. You may wish to provide posterboard, tape, or glue so children can present their food chain."

Component: *HMH Into Science Texas Teacher Guide Grade 2*

ISBN: 9780358841555

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p.304

Location: Lesson Objective

Original Text: "Children will be able to model how plants depend on animals for pollination and depend on living things, wind, or water to move their seeds."

Updated Text: "Children will be able to explain and model how plants depend on animals, wind, and water for pollination or to move their seeds around."

Component: *HMH Into Science Texas Teacher Guide Grade 2*

ISBN: 9780358841555

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p.306

Location: Content Objective, middle of page

Original Text: "Model how plants depend on animals for pollination and depend on living things, wind, or water to move their seeds. TEKS 2.12.C"

Updated Text: "Explain and demonstrate how some plants depend on other living things, wind, or water for pollination and to move their seeds around. 2.12.C"

Component: *HMH Into Science Texas Teacher Guide Grade 2*

ISBN: 9780358841555

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p.314

Location: Column 2, Preparation Tips

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 450 of 3538

Original Text: "The activity involves moving a model of a seed, so classroom materials that model wind (including making a parachute), water, and ways to attach will be useful. Those materials can include water, bowls, pans, feathers, string, fabric, pieces of wood or cardboard, and straws."

Updated Text: "Children should recall the ways some plants depend on animals, wind and water to move pollen. In today's investigation, children will make a plan to show how a model seed might move. You may want to provide water, as well as materials that can represent wind or animals such as hook and loop fasteners, tape, balloons, straws, bowls, fabric, and other craft items."

Component: *HMH Into Science Texas Teacher Guide Grade 2*

ISBN: 9780358841555

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p.305

Location: Column 2, Planning for Hands-On Activities, Day 3, Preparation Tips

Original Text: "The activity involves moving a model of a seed, so classroom materials that model wind (including making a parachute), water, and ways to attach will be useful. Those materials can include water, bowls, pans, feathers, string, fabric, pieces of wood or cardboard, and straws."

Updated Text: "Children should recall the ways some plants depend on animals, wind and water to move pollen. In today's investigation, children will make a plan to show how a model seed might move. You may want to provide water, as well as materials that can represent wind or animals such as hook and loop fasteners, tape, balloons, straws, bowls, fabric, and other craft items."

Component: *HMH Into Science Texas Teacher Guide Grade 2*

ISBN: 9780358841555

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p.310

Location: Column 2, Sense Making

Original Text: "Children will understand that some plants depend on other living things, wind, or water for pollination and to move their seeds around."

Updated Text: "Children will understand that pollen and seeds can be moved by animals."

Component: *HMH Into Science Texas Teacher Guide Grade 2*

ISBN: 9780358841555

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p.311

Location: Column 1, Steps 2-4, before sentence 1

Original Text: "Children can record their observations as notes and/ or drawings on the activity worksheet or a separate piece of paper."

Updated Text: "If children don't initially observe the "pollen" moving, have them repeat Step 3. As children record and discuss observations, encourage them to identify how the parts of their model represent the process of animals moving pollen."

Component: *HMH Into Science Texas Teacher Guide Grade 2*

ISBN: 9780358841555

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

Current Page Number(s): p.311

Location: Column 2, Elicit Children's Thinking

Original Text: "about safe practices to follow during science investigations. Have children discuss the safe practices that were important for them to follow while investigating moving pollen."

Updated Text: "by asking how the cotton ball in their model is similar to the bee they saw at the beginning of the activity."

Component: *HMH Into Science Texas Teacher Guide Grade 2*

ISBN: 9780358841555

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

Current Page Number(s): p.315

Location: Column 1, Steps 2-3

Original Text: "Children can record any steps or ideas for their plans to investigate and observations they want to record on a separate piece of paper or in a notebook."

Updated Text: "To help them plan their investigation, encourage children to remember how animals, wind, and water, moved pollen in their Day 2 exploration. Have them record their plan before getting started."

Component: *HMH Into Science Texas Teacher Guide Grade 2*

ISBN: 9780358841555

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

Current Page Number(s): p.315

Location: Column 1, Steps 2-3, after last sentence

Original Text: "Children can record any steps or ideas for their plans to investigate and observations they want to record on a separate piece of paper or in a notebook."

Updated Text: "As children change their investigation, they should make their seed move in a different way."

Component: *HMH Into Science Texas Student Edition Print Consumable Grade 2*

ISBN: 9780358861652

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

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 452 of 3538

Current Page Number(s): p.393

Location: Step 4

Original Text: "Show your new model to your classmates. Demonstrate how the seed is moved by wind, water, or other living things."

Updated Text: "Show the new way your model seed moves to your classmates. Demonstrate how the seed is moved by wind, water, or other living things."

Component: *HMH Into Science Texas Student Edition Print Consumable Grade 2*

ISBN: 9780358861652

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p.385

Location: Steps 2 and 3

Original Text: "Step 2"

"Use the cups to test the movement of the powders. Swirl a cotton swab in one of the powders. Then use the hand lens to observe the end of the swab."

"Step 3"

"Dip the powdered end of the swab in the other cup of powder. Swirl the swab around."

Updated Text: "Step 2"

"Use the cups to test the movement of the powders. Push a cotton ball down in one of the powders. Then use the hand lens to observe the cotton ball."

"Step 3"

"Push the powdered side of the cotton ball down in the other cup of powder."

Component: *HMH Into Science Texas Student License Digital Grade 2*

ISBN: 9780358859727

Link to Current Content:

[View Current Content](#)

Current Page Number(s): TEKS Lesson 2.12.C, Day 2, Screen 3

Location: Steps 2 and 3

Original Text: "Step 2"

"Use the cups to test the movement of the powders. Swirl a cotton swab in one of the powders. Then use the hand lens to observe the end of the swab."

"Step 3"

"Dip the powdered end of the swab in the other cup of powder. Swirl the swab around."

Updated Text: "Step 2"

"Use the cups to test the movement of the powders. Push a cotton ball down in one of the powders. Then use the hand lens to observe the cotton ball."

"Step 3"

"Push the powdered side of the cotton ball down in the other cup of powder."

Component: *HMH Into Science Texas Student Edition Print Consumable Grade 2*

ISBN: 9780358861652

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p.424

Location: Read, Write, Share, under picture

Original Text: "Rosa Ortiz studies moonseed/botany, which is a family of plants."

Updated Text: "Rosa Ortiz studies moonseed/geology which is a family of plants."

Component: *HMH Into Science Texas Teacher Guide Grade 2*

ISBN: 9780358841555

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p.322

Location: Lesson Objective

Original Text: "Children will model plant stems and compare how plant parts help different plants meet their basic needs for survival."

Updated Text: "Children will be able to identify plant parts and compare how those parts help plants meet their needs."

Component: *HMH Into Science Texas Teacher Guide Grade 2*

ISBN: 9780358841555

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p.323

Location: Planning for Hands-On Activities, Day 2, Columns 1-2, Preparation Tips, after last sentence

Original Text: N/A

Updated Text: "If you choose to have the class observe one carnation, each student partnership will only require one cup of water with food coloring for their model stem."

Component: *HMH Into Science Texas Teacher Guide Grade 2*

ISBN: 9780358841555

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p.328

Location: Column 2, Preparation Tips, after last sentence

Original Text: N/A

Updated Text: "Leaving the flower overnight yields the best results. If you choose to have the class observe one carnation, each student partnership will only require one cup of water with food coloring for their model stem."

Component: *HMH Into Science Texas Teacher Guide Grade 2*

ISBN: 9780358841555

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p.329

Location: Steps 2–4, after sentence 2

Original Text: N/A

Updated Text: "Have students fold the paper towel strip many times before using the skewer to push the paper towel through the straw." at end of first paragraph."

Component: *HMH Into Science Texas Teacher Guide Grade 2*

ISBN: 9780358841555

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p.361

Location: Column 1, Steps 1-2, second paragraph, after last sentence

Original Text: "You will also want to place a cube of wet sponge so the ants have water."

Updated Text: "You will also want to place a cube of wet sponge inside the farm so the ants have water."

Component: *HMH Into Science Texas Student Edition Print Consumable Grade 2*

ISBN: 9780358861652

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p.475

Location: Middle of page, student question, student multiple choice responses

Original Text: "What indoor safety practice is important for this activity?"

"A. Be careful of sharp objects, such as scissors."

"B. Do not touch wild plants."

"C. Clean up spills."

"D. Do not run."

Updated Text: N/A

Component: *HMH Into Science Texas Teacher Guide Grade 2*

ISBN: 9780358841555

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p.376

Location: Key Learning Activity, Model and Explain

Original Text: "Model and Explain by having children identify and discuss the stages of human lives, such as baby, toddler, teenager, adult, and senior."

Updated Text: "Model and Explain by having children identify and discuss the stages of human lives, such as baby, toddler, teenager, adult, and senior. Discuss how the life cycle of a human is different from the life cycle of a butterfly."

Component: *HMH Into Science Texas Teacher Guide Grade 2*

ISBN: 9780358841555

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

Current Page Number(s): p.377

Location: Column 2, Support for Children's Answers

Original Text: ..."What indoor safety practice is important for this activity? D. Do not run."
"Why is it important to follow all your classroom's indoor safety practices? Sample answer: Following safety practices helps to keep my classmates and me safe."

Updated Text: ..."Why is it important to follow all your classroom's indoor safety practices? Sample answer: Following safety practices helps to keep my classmates and me safe."

Component: *HMH Into Science Texas Teacher Guide Grade 2*

ISBN: 9780358841555

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

Current Page Number(s): p.380

Location: Column 2, Key Learning Activity, Model and Explain

Original Text: "Model and Explain by having children review and discuss the life cycle of a butterfly."

Updated Text: "Model and Explain by having children review and discuss the life cycle of a butterfly and how it is like the life cycle of a frog."

Component: *HMH Into Science Texas Teacher Guide Grade 2*

ISBN: 9780358841555

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

Current Page Number(s): p. 9

Location: Column 2, paragraph 2

Original Text: "Prompt students to discuss with children why they think none of the materials in the activity were classified as all light passed through.
Students may note that no materials allow all light to pass through. Some materials allow light to pass through, such as the windows in our classroom, but we did not have samples of those materials to test in the activity."

Updated Text: N/A

Component: *HMH Into Science Texas Student License Digital Grade 2*

ISBN: 9780358859727

Link to Current Content:

[View Current Content](#)

Current Page Number(s): TEKS Lesson 2.8.A, Day 1, Screen 5

Location: Speech to Text Interactivity, image

Original Text: image of water with ripples

Updated Text: Image of water "still" and smooth.

Component: *HMH Into Science Texas Student Edition Print Consumable Grade 2*

ISBN: 9780358861652

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 132

Location: top image

Original Text: image of water with ripples

Updated Text: Image of water "still" and smooth.

Component: *HMH Into Science Texas Student Edition Print Consumable Grade 2*

ISBN: 9780358861652

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 145

Location: top image

Original Text: image of water with ripples

Updated Text: Image of water "still" and smooth.

Component: *HMH Into Science Texas Student License Digital Grade 2*

ISBN: 9780358859727

Link to Current Content:

[View Current Content](#)

Current Page Number(s): TEKS Lesson 2.9.B, Day 2, Screen 3

Location: Step 3

Original Text: "Step 3"

Updated Text: "Step 3

Organize your data using words. Use a chart to compare.

Step 4"

Component: *HMH Into Science Texas Student Edition Print Consumable Grade 2*

ISBN: 9780358861652

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 457 of 3538

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

Current Page Number(s): p. 226

Location: Step 3

Original Text: "Step 3"

Updated Text: "Step 3

Organize your data using words. Use a chart to compare.
Step 4"

Component: *HMH Into Science Texas Student Edition Print Consumable Grade 2*

ISBN: 9780358861652

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

Current Page Number(s): p. 44

Location: Paragraph 2, Sentence 1

Original Text: "You learned how frozen oil and crayons change when they melt."

Updated Text: "You learned how crayons change when they melt."

Component: *HMH Into Science Texas Student License Digital Grade 2*

ISBN: 9780358859727

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

Current Page Number(s): TEKS Lesson 2.6.B, Day 3, Screen 10

Location: Speech to Text interactivity, sentence 1

Original Text: "You learned how frozen oil and crayons change when they melt."

Updated Text: "You learned how crayons change when they melt."

Publisher: McGraw Hill

Science, Grade 2

Program: *McGraw Hill Texas Science, Grade 2: TEKS*

Component: *McGraw Hill Texas Science, Grade 2, Student Edition*

ISBN: 9781265557720

Current Page Number(s): 4

Location: STEM Connection, Meet a Biochemist: Marie Maynard Daly, 2nd paragraph, 1st sentence

Original Text: Marie Maynard Daly was the first African
American woman to graduate with a Doctor
of Chemistry degree in the United States.

Updated Text: Marie Maynard Daly was the first African American woman to graduate as a doctor of chemistry in the United States.

Component: McGraw Hill Texas Science, Grade 2, Student Edition

ISBN: 9781265557720

Current Page Number(s): 4

Location: STEM connection, below the video screenshot at the bottom of the page

Original Text: What did Marie Daly test in the lab? Watch Meet a Biochemist to find out.

Updated Text: What did Marie Maynard Daly test in the lab? Watch Meet a Biochemist to find out.

Component: McGraw Hill Texas Science, Grade 2, Student Edition

ISBN: 9781265557720

Current Page Number(s): 32

Location: Apply It, first sentence

Original Text: Dash Construction is building new homes in Parkside.

Updated Text: Dash Construction is building new homes.

Component: McGraw Hill Texas Science, Grade 2, Student Edition

ISBN: 9781265557720

Current Page Number(s): 32

Location: Apply It, third sentence

Original Text: The pictograph shows the result of the poll.

Updated Text: N/A

Component: McGraw Hill Texas Science, Grade 2, Student Edition

ISBN: 9781265557720

Current Page Number(s): 76

Location: Meet an Inventor and Teacher: Alexander Graham Bell, first sentence

Original Text: Alexander Graham Bell was a scientist who lived from 1847 to 1922.

Updated Text: Alexander Graham Bell was an engineer who lived from 1847 to 1922.

Component: McGraw Hill Texas Science, Grade 2, Student Edition

ISBN: 9781265557720

Current Page Number(s): 77

Location: Under second paragraph

Original Text: N/A

Updated Text: [icon] With a partner, research and identify other engineers who invented objects that use sound. Share with the class.

Component: McGraw Hill Texas Science, Grade 2, Student Edition

ISBN: 9781265557720

Current Page Number(s): 118

Location: Around the table and heading

Original Text: No visual literacy treatment

Updated Text: Add Visual literacy treatment

Component: McGraw Hill Texas Science, Grade 2, Student Edition

ISBN: 9781265557720

Current Page Number(s): 122

Location: STEM Connection, Write About It!, next to 3, first sentence

Original Text: Use the information you gathered in your Word Web to write a paragraph and draw a sketch about yo-yos.

Updated Text: Use the information you gathered in your Word Web to write a paragraph and draw a sketch about yo-yos or another toy.

Component: McGraw Hill Texas Science, Grade 2, Student Edition

ISBN: 9781265557720

Current Page Number(s): 153

Location: Last image in table

Original Text: photo of oil barrels

Updated Text: Replace with different photo of oil barrels, three black barrels with white text "Oil"

Component: McGraw Hill Texas Science, Grade 2, Student Edition

ISBN: 9781265557720

Current Page Number(s): 197

Location: Investigation Connection

Original Text: Look at your model. What is the source of light? Discuss with a partner.

Updated Text: Look at your model. What did the flashlight represent? What forms of energy are provided by the Sun?

Component: McGraw Hill Texas Science, Grade 2, Student Edition

ISBN: 9781265557720

Current Page Number(s): 223

Location: Plant Structures, next to item 1

Original Text: Image of seedlings getting rained on.

Updated Text: N/A

Component: McGraw Hill Texas Science, Grade 2, Teacher Edition

ISBN: 9781265515850

Current Page Number(s): 3I

Location: Day 2, Assess, Below Quick Check Section

Original Text: N/A

Updated Text: Review the cognitive verbs and Scientific and Engineering Practices and post the word cards on the Interactive Word Wall. [3 min]

Component: McGraw Hill Texas Science, Grade 2, Teacher Edition

ISBN: 9781265515850

Current Page Number(s): 3J

Location: Day 3 Teach

Original Text: Delete yellow box: Review the cognitive verbs and Scientific and Engineering Practices and post the word cards on the Interactive Word Wall. 10 min

Updated Text: N/A

Component: McGraw Hill Texas Science, Grade 2, Teacher Edition

ISBN: 9781265515850

Current Page Number(s): 3J

Location: Day 5, Assess

Original Text: Delete Quick Check section.

Updated Text: N/A

Component: McGraw Hill Texas Science, Grade 2, Teacher Edition

ISBN: 9781265515850

Current Page Number(s): 3J

Location: Day 5, TEACH, First paragraph, and third paragraph

Original Text: 10 min, 15 min

Updated Text: 5 min, 20 min

Component: McGraw Hill Texas Science, Grade 2, Teacher Edition

ISBN: 9781265515850

Current Page Number(s): 7

Location: GET READY, First list item

Original Text: Preview the Presentation Slides.

Updated Text: N/A

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 461 of 3538

Component: McGraw Hill Texas Science, Grade 2, Teacher Edition

ISBN: 9781265515850

Current Page Number(s): 10A

Location: Under video screenshot

Original Text: Preview step-by-step support in the Anytime Investigation Video, The Foods We Eat. 4:00

Updated Text: To see the different uses for photo cards, preview the Anytime Investigation Video, [ital]Photo Cards Support.[/ital] 1:31

Component: McGraw Hill Texas Science, Grade 2, Teacher Edition

ISBN: 9781265515850

Current Page Number(s): 10A

Location: Structured Inquiry, Summary

Original Text: Students use technology to research a chosen animal's diet. They then create a Venn diagram to compare it to what humans eat.

Updated Text: Students observe photo cards of different types of food and decide whether they eaten by humans or animals. They record their data in a table.

Component: McGraw Hill Texas Science, Grade 2, Teacher Edition

ISBN: 9781265515850

Current Page Number(s): 10A

Location: Structured Inquiry, Expected Outcome

Original Text: Results will vary, based on the animal chosen, but students will typically find both similarities and differences between what the animal eats and what humans eat.

Updated Text: Students will determine that some animals eat only plants or animals while some, including humans, eat both.

Component: McGraw Hill Texas Science, Grade 2, Teacher Edition

ISBN: 9781265515850

Current Page Number(s): 10A

Location: Structured Inquiry, Short on Time?

Original Text: Choose an animal as a class and conduct the research whole group.

Updated Text: Complete this as a whole class activity.

Component: McGraw Hill Texas Science, Grade 2, Teacher Edition

ISBN: 9781265515850

Current Page Number(s): 10A

Location: Right column, Conduct an Investigation, Steps 1-2

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Original Text: If students need help choosing an animal, display photos of different animals as suggestions.

Updated Text: As students observe the photo cards, encourage them to work together to sort them into groups, asking questions and listening to one another.

Component: McGraw Hill Texas Science, Grade 2, Teacher Edition

ISBN: 9781265515850

Current Page Number(s): 10A

Location: Right column, Conduct and Investigation, Step 3, Step 4

Original Text: • Step 3 Help students who are struggling by assisting them with research and suggesting different sites to visit.

• Step 4 Students may use illustrations or text to record data in the table.

Updated Text: Steps 3-4 Help students record data in the correct columns and brainstorm other foods as needed.

Component: McGraw Hill Texas Science, Grade 2, Teacher Edition

ISBN: 9781265515850

Current Page Number(s): 10A

Location: Right column, Communicate Information

Original Text: Students will use evidence from the research they collected to determine which kind of food their animal primarily eats. They will also analyze and categorize their data using a graphic organizer.

Updated Text: Students will analyze and categorize data learned from small-group and class discussions as well as prior knowledge using a graphic organizer.

Component: McGraw Hill Texas Science, Grade 2, Teacher Edition

ISBN: 9781265515850

Current Page Number(s): 10A

Location: Right column, Science Mindset, first sentence

Original Text: Scientists often ask questions as they are conducting research to learn about new topics.

Updated Text: Scientists often ask questions as they are researching and learning about new topics.

Component: McGraw Hill Texas Science, Grade 2, Teacher Edition

ISBN: 9781265515850

Current Page Number(s): 10A

Location: The Foods We Eat, next to clock icon

Original Text: 25 min

Updated Text: 35 min

Component: McGraw Hill Texas Science, Grade 2, Teacher Edition

ISBN: 9781265515850

Current Page Number(s): 10D

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 463 of 3538

Location: Communicate Information, item 5, item 6

Original Text: 5. Venn diagrams should show the similarities and differences between the types of foods humans eat and the types of food students' chosen animals eat.

6. Sample answer: My animal eats only plants.

Updated Text: 5. Venn diagrams should show the similarities and differences between the types of foods humans eat and the types of food animals eat.

6. Sample answer: The results of the investigation supported my prediction because some animals eat only plants or animals and some eat both. Humans also eat both.

Component: McGraw Hill Texas Science, Grade 2, Teacher Edition

ISBN: 9781265515850

Current Page Number(s): 11

Location: Above ASSESS bar

Original Text: N/A

Updated Text: [THEME] Systems and System Models Ask: How do the combined materials form a system? Sample answer: The hot plate heats the beaker, which in turn heats the thermometer. You can read the temperature of the water using the thermometer.

Component: McGraw Hill Texas Science, Grade 2, Teacher Edition

ISBN: 9781265515850

Current Page Number(s): 13

Location: Fourth paragraph

Original Text: ASSESS 10 min

Check for Understanding

Quick Check Have students use vocabulary words to describe how engineers make innovations to solve problems.

Sample answer: Engineers use the steps of the Engineering Design Process and follow criteria to make innovations.

Back to the Big Idea

Updated Text: N/A

Component: McGraw Hill Texas Science, Grade 2, Teacher Edition

ISBN: 9781265515850

Current Page Number(s): 14A

Location: Red heading at the top of the page, left column

Original Text: Structured Inquiry

Updated Text: Guided Inquiry

Component: McGraw Hill Texas Science, Grade 2, Teacher Edition

ISBN: 9781265515850

Current Page Number(s): 14A

Location: Left column, NOTE

Original Text: Download the student page for structured inquiry.

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 464 of 3538

Updated Text: Download the student page for guided inquiry.

Component: McGraw Hill Texas Science, Grade 2, Teacher Edition

ISBN: 9781265515850

Current Page Number(s): 14A

Location: Identify a Problem/Brainstorm a Solution

Original Text: Students should use their observations to answer the explorable question. Ask: How can a pantry be organized to help make it easy to find ingredients?

Updated Text: Ask: How can a pantry be organized to help make it easy to find ingredients?

Students should discuss and record potential solutions to the problem. They will choose one solution to develop in the following steps.

Component: McGraw Hill Texas Science, Grade 2, Teacher Edition

ISBN: 9781265515850

Current Page Number(s): 14A

Location: Above Steps 3-5

Original Text: N/A

Updated Text: Develop the Design/Test the Design

Component: McGraw Hill Texas Science, Grade 2, Teacher Edition

ISBN: 9781265515850

Current Page Number(s): 14B

Location: Guided and Open Options

Original Text: Guided and Open Options

For guided and open inquiry, students are expected to develop materials lists, write procedure steps, and determine how they will share their results. Revisions are likely during their investigation.

Updated Text: Structured and Open Options

For structured inquiry, students are given a procedure. For open inquiry, students are expected to develop materials lists, write procedure steps, and determine how they will share their results. Revisions are likely during their investigation.

Component: McGraw Hill Texas Science, Grade 2, Teacher Edition

ISBN: 9781265515850

Current Page Number(s): 14B

Location: Guided Inquiry

Original Text: Guided Inquiry

Provide the explorable question. Ask: How can a pantry be organized to help make it easy to find ingredients? Example Students might choose to incorporate organization tools such as organizer bins or can rack organizers into their designs. Investigations must answer the explorable question.

Updated Text: Structured Inquiry

Provide step-by-step instructions to help students investigate the explorable question. Ask: How can a pantry be

organized to help make it easy to find ingredients?

Example Option 1: Students can sort the food by sizes of the containers they are in. They could put all of the larger containers together and all of the smaller containers together. Option 2: Students can sort the food by the type of food it is. They could put all of the spices together in a group. All of the pasta could go together in another group. The cereal could make another group. Then consolidate the others into another group. Option 3: The students could sort the food by wet and dry food. Option 4: The students could introduce food storage solutions and sort the food using food containers.

Component: McGraw Hill Texas Science, Grade 2, Teacher Edition

ISBN: 9781265515850

Current Page Number(s): 14B

Location: Open Inquiry box

Original Text: Students write their own explorable question. Ask: What questions do you have when you observed the photo of the messy pantry? Plan the Investigation Make sure students choose a testable question. Ask: Can your question be investigated through research, observation, modeling, and/or experimentation?

Updated Text: Students identify their own problem.

Ask: What problem could you solve using the Engineering Design Process? Plan the Investigation Make sure students choose an engineering design problem they can solve using the resources available.

Component: McGraw Hill Texas Science, Grade 2, Teacher Edition

ISBN: 9781265515850

Current Page Number(s): 14B

Location: Right column under Assess bar

Original Text: For this investigation, revisit the “Make a Prediction” question from the start of the investigation. Ask: How can this pantry be organized to help make it easy to find ingredients?

Updated Text: For this investigation, revisit the “Identify a Problem” question from the start of the investigation. Ask: How can a pantry be organized to help make it easy to find ingredients?

Component: McGraw Hill Texas Science, Grade 2, Teacher Edition

ISBN: 9781265515850

Current Page Number(s): 23D

Location: Matter and Materials, first header

Original Text: Plan Your Chapter

Updated Text: Chapter Resource Snapshot

Component: McGraw Hill Texas Science, Grade 2, Teacher Edition

ISBN: 9781265515850

Current Page Number(s): 23D

Location: Lesson 2, second column, Materials

Original Text: 6 cups with lids; 9 oz, water, dish soap, opaque liquid, rock or wood block, paper, piece of fabric

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 466 of 3538

Updated Text: 6 cups with lids (9 oz), water, dish soap, opaque liquid, rock, paper, piece of fabric, measuring cup (teacher use only)

Component: McGraw Hill Texas Science, Grade 2, Teacher Edition

ISBN: 9781265515850

Current Page Number(s): 23D

Location: Lesson 3, first column, third line

Original Text: THEME Music Video Slow and Rapid
Changes 2:17

Updated Text: N/A

Component: McGraw Hill Texas Science, Grade 2, Teacher Edition

ISBN: 9781265515850

Current Page Number(s): 23D

Location: Lesson 3, second column, Materials

Original Text: ice cube, 2 pieces of paper, crayon, scissors, sandpaper

Updated Text: ice cube, 2 pieces of paper, crayon, scissors, sandpaper, and the following teacher-use only materials: hot plate, tile trivet, heat-resistant gloves, saucepan, ice cube tray

Component: McGraw Hill Texas Science, Grade 2, Teacher Edition

ISBN: 9781265515850

Current Page Number(s): 23D

Location: Lesson 4, second column, materials

Original Text: masking tape

Updated Text: tape

Component: McGraw Hill Texas Science, Grade 2, Teacher Edition

ISBN: 9781265515850

Current Page Number(s): 23

Location: Top of the page, blue bar

Original Text: Chapter 2 Matter and Materials

Updated Text: N/A

Component: McGraw Hill Texas Science, Grade 2, Teacher Edition

ISBN: 9781265515850

Current Page Number(s): 48A

Location: Teacher Tips

Original Text: Next, turn the hot plate on to medium heat. Warm the water until small bubbles start to form at the bottom of the pan. Set the hot plate to low or off.

Updated Text: Next, turn the hot plate on to low heat. Warm the water until small bubbles start to form at the bottom of the pan.

Component: McGraw Hill Texas Science, Grade 2, Teacher Edition

ISBN: 9781265515850

Current Page Number(s): 48A

Location: Summary

Original Text: Students will demonstrate ways the physical properties of paper, clay, crayon, and ice can be changed using their hands, scissors, and heat.

Updated Text: Students will demonstrate ways the physical properties of paper, crayon, and ice can be changed using their hands, scissors, and heat.

Component: McGraw Hill Texas Science, Grade 2, Teacher Edition

ISBN: 9781265515850

Current Page Number(s): 48A

Location: Expected Outcome

Original Text: the clay can be cut/shaped,

Updated Text: N/A

Component: McGraw Hill Texas Science, Grade 2, Teacher Edition

ISBN: 9781265515850

Current Page Number(s): 48A

Location: Short on Time

Original Text: Project the student page and demonstrate Steps 2 and 3 for students. Have students complete the remaining steps to investigate changes to the clay and ice cube.

Updated Text: Project the student page and demonstrate making changes to the physical state of the ice cube. Have students investigate making changes to the paper and crayon.

Component: McGraw Hill Texas Science, Grade 2, Teacher Edition

ISBN: 9781265515850

Current Page Number(s): 48A

Location: Conduct an Investigation

Original Text: Step 1

Updated Text: Step 2

Component: McGraw Hill Texas Science, Grade 2, Teacher Edition

ISBN: 9781265515850

Current Page Number(s): 48A

Location: Conduct an Investigation

Original Text: Steps 2-3

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 468 of 3538

Updated Text: Steps 3-4

Component: McGraw Hill Texas Science, Grade 2, Teacher Edition

ISBN: 9781265515850

Current Page Number(s): 48A

Location: Make a Prediction

Original Text: Think about the wood mosaic you saw earlier and how it was made and changed.

Updated Text: N/A

Component: McGraw Hill Texas Science, Grade 2, Teacher Edition

ISBN: 9781265515850

Current Page Number(s): 48B

Location: Guided and Open Options, Guided Inquiry, second sentence

Original Text: Think about the wood mosaic you saw earlier and how it was made and changed.

Updated Text: N/A

Component: McGraw Hill Texas Science, Grade 2, Teacher Edition

ISBN: 9781265515850

Current Page Number(s): 48B

Location: Second column, ASSESS, first paragraph, second sentence

Original Text: To make their claim,

Updated Text: To make a claim,

Component: McGraw Hill Texas Science, Grade 2, Teacher Edition

ISBN: 9781265515850

Current Page Number(s): 48B

Location: Second column, ASSESS, second paragraph, second sentence

Original Text: I claim that the physical properties of materials can be changed by folding, molding, cutting, or heating them.

Updated Text: I claim that the physical properties of materials can be changed by melting, folding, sanding, and cutting them.

Component: McGraw Hill Texas Science, Grade 2, Teacher Edition

ISBN: 9781265515850

Current Page Number(s): 48B

Location: Second column, ASSESS, Interactive Word Wall, third sentence

Original Text: I made observations as I folded, cut, or melted each material.

Updated Text: I made observations as I melted, folded, sanded, or cut each material.

Component: McGraw Hill Texas Science, Grade 2, Teacher Edition

ISBN: 9781265515850

Current Page Number(s): 48B

Location: Second column, ASSESS, EB/EL Leveled Support, Advanced, second sentence,

Original Text: Ask the students to talk about what might happen when they try to change the matter with their hands, scissors, and heat.

Updated Text: Ask the students to talk about what might happen when they try to change the matter with their hands, scissors, sandpaper, and heat.

Component: McGraw Hill Texas Science, Grade 2, Teacher Edition

ISBN: 9781265515850

Current Page Number(s): 48B

Location: Second column, ASSESS, Interactive Word Wall, under fifth sentence

Original Text: N/A

Updated Text: Ask: How did you plan and conduct an investigation? Sample answer: I made a prediction and then tested it and wrote down my observations. [TEKS] 2.1B

Component: McGraw Hill Texas Science, Grade 2, Teacher Edition

ISBN: 9781265515850

Current Page Number(s): 48C

Location: Left column, Make a Prediction

Original Text: I can cut the paper, fold the clay, sand the crayon, and melt the ice.

Updated Text: I can melt the ice, fold the paper, sand the crayon, and cut the paper.

Component: McGraw Hill Texas Science, Grade 2, Teacher Edition

ISBN: 9781265515850

Current Page Number(s): 48C

Location: Right column, Conduct an Investigation

Original Text: 2 and 4.

Updated Text: 2, 4.

Component: McGraw Hill Texas Science, Grade 2, Teacher Edition

ISBN: 9781265515850

Current Page Number(s): 48C

Location: Right column, Conduct an Investigation, first column of table

Original Text: Materials

Updated Text: Material

Component: McGraw Hill Texas Science, Grade 2, Teacher Edition

ISBN: 9781265515850

Current Page Number(s): 48D

Location: Communicate Information, Item 8

Original Text: I was able to cut the paper, fold the clay, sand the crayon, and melt the ice cube.

Updated Text: I was able to melt the ice, fold the paper, sand the crayon, and cut the paper.

Component: McGraw Hill Texas Science, Grade 2, Teacher Edition

ISBN: 9781265515850

Current Page Number(s): 50

Location: TEACH, above Visual Literacy

Original Text: N/A

Updated Text: Read and discuss the text with students.

Component: McGraw Hill Texas Science, Grade 2, Teacher Edition

ISBN: 9781265515850

Current Page Number(s): 50

Location: TEACH, Visual Literacy, last sentence

Original Text: Sample answer: Steps 2 and 5

Updated Text: Steps 2, 4, and 5.

Component: McGraw Hill Texas Science, Grade 2, Teacher Edition

ISBN: 9781265515850

Current Page Number(s): 58A

Location: Red heading at the top of the page

Original Text: Structured Inquiry

Updated Text: Guided Inquiry

Component: McGraw Hill Texas Science, Grade 2, Teacher Edition

ISBN: 9781265515850

Current Page Number(s): 58A

Location: Left column, NOTE

Original Text: Download the student page for structured inquiry.

Updated Text: Download the student page for guided inquiry.

Component: McGraw Hill Texas Science, Grade 2, Teacher Edition

ISBN: 9781265515850

Current Page Number(s): 58A

Location: Right column, Identify a Problem/Brainstorm a Solution

Original Text: Students should discuss and record potential solutions to the problem. They will choose one solution to develop in the following steps. Say: Think back to the photo of the brick building and how bricks are put together. Demonstrate how you can combine the materials in different ways to make the tallest tower.

Updated Text: Demonstrate how you can combine the materials in different ways to make the tallest tower. Students should discuss and record potential solutions to the problem. They will choose one solution to develop in the following steps.

Component: McGraw Hill Texas Science, Grade 2, Teacher Edition

ISBN: 9781265515850

Current Page Number(s): 58B

Location: Guided and Open Options

Original Text: Guided and Open Options
For guided and open inquiry, students are expected to develop materials lists, write procedure steps, and determine how they will share their results. Revisions are likely during their investigation.

Updated Text: Structured and Open Options
For structured inquiry, students are given a procedure. For open inquiry, students are expected to develop materials lists, write procedure steps, and determine how they will share their results. Revisions are likely during their investigation.

Component: McGraw Hill Texas Science, Grade 2, Teacher Edition

ISBN: 9781265515850

Current Page Number(s): 58B

Location: Guided Inquiry

Original Text: Guided Inquiry
Provide the explorable question.
Say: Think back to the photo of the brick building and how bricks are put together. Demonstrate how you can combine the materials in different ways to make the tallest tower. Example Students may think back to what they have learned about the properties of materials to help them determine which materials would help them construct the tallest tower. Investigations must answer the explorable question.

Updated Text: Structured Inquiry
Provide step-by-step instructions to help students investigate the explorable question.
Say: Think back to the photo of the brick building and how bricks are put together. Demonstrate how you can combine the materials in different ways to make the tallest tower.
Example Step 1. Use uncooked spaghetti noodles, toothpicks, and chenille stems to build a structure. Step 2. Use tape and modeling clay to hold the materials together. Step 3. Measure your structure and compare with your classmates. Step 4: Brainstorm ways to make your structure taller and more stable.

Component: McGraw Hill Texas Science, Grade 2, Teacher Edition

ISBN: 9781265515850

Current Page Number(s): 58B

Location: Open Inquiry box

Original Text: Students write their own explorable question.

Ask: What questions did you have when you observed the photo of the building?

Plan the Investigation Make sure students choose a testable question. Ask: Can your question be investigated through research, observation, modeling, and/or experimentation?

Updated Text: Students identify their own problem. Ask: What problem could you solve using the Engineering Design Process? Plan the Investigation Make sure students choose an engineering design problem they can solve using the resources available.

Component: McGraw Hill Texas Science, Grade 2, Teacher Edition

ISBN: 9781265515850

Current Page Number(s): 65

Location: GET READY, below the second list item.

Original Text: N/A

Updated Text: Download the Show What YOU Know support and rubric.

Download the STEM Project Teacher Support.

Preview the Chapter Test

Component: McGraw Hill Texas Science, Grade 2, Teacher Edition

ISBN: 9781265515850

Current Page Number(s): 65

Location: Key Moment, next to number 2

Original Text: N/A

Updated Text: Dual Coded

Component: McGraw Hill Texas Science, Grade 2, Teacher Edition

ISBN: 9781265515850

Current Page Number(s): 84

Location: Word-Learning Strategies, Use Context section

Original Text: Use Context

Updated Text: Context

Component: McGraw Hill Texas Science, Grade 2, Teacher Edition

ISBN: 9781265515850

Current Page Number(s): 84

Location: Word-Learning Strategies, Cognates, above "volume / volumen"

Original Text: N/A

Updated Text: sound / sonido

Component: McGraw Hill Texas Science, Grade 2, Teacher Edition

ISBN: 9781265515850

Current Page Number(s): 84

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 473 of 3538

Location: Word-Learning Strategies, Multiple Meanings, below "volume" information

Original Text: N/A

Updated Text: level "1. A position on a scale of amount, quantity, extent, or quality
2. Having a flat and even surface" Adjust height of boxes as need for fit.

Component: McGraw Hill Texas Science, Grade 2, Teacher Edition

ISBN: 9781265515850

Current Page Number(s): 94A

Location: Red heading at the top of the page, left column

Original Text: Structured Inquiry

Updated Text: Guided Inquiry

Component: McGraw Hill Texas Science, Grade 2, Teacher Edition

ISBN: 9781265515850

Current Page Number(s): 94A

Location: Left column, NOTE

Original Text: Download the student page for structured inquiry.

Updated Text: Download the student page for guided inquiry.

Component: McGraw Hill Texas Science, Grade 2, Teacher Edition

ISBN: 9781265515850

Current Page Number(s): 94A

Location: Right column under Identify a Problem heading

Original Text: Students should discuss and record potential solutions to the problem. They will choose one solution to develop in the following steps. Ask: How can you create a device to communicate over a distance using sound?

Updated Text: Ask: How can you create a device to communicate over a distance using sound?

Students should discuss and record potential solutions to the problem. They will choose one solution to develop in the following steps.

Component: McGraw Hill Texas Science, Grade 2, Teacher Edition

ISBN: 9781265515850

Current Page Number(s): 94A

Location: Right column heading

Original Text: Communicate Information

Updated Text: Communicate the Results

Component: McGraw Hill Texas Science, Grade 2, Teacher Edition

ISBN: 9781265515850

Current Page Number(s): 94B

Location: Guided and Open Options

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 474 of 3538

Original Text: Guided and Open Options

For guided and open inquiry, students are expected to develop materials lists, write procedure steps, and determine how they will share their results. Revisions are likely during their investigation.

Updated Text: Structured and Open Options

For structured inquiry, students are given a procedure. For open inquiry, students are expected to develop materials lists, write procedure steps, and determine how they will share their results. Revisions are likely during their investigation.

Component: McGraw Hill Texas Science, Grade 2, Teacher Edition

ISBN: 9781265515850

Current Page Number(s): 94B

Location: Open Inquiry

Original Text: Students write their own explorable question.

Ask: What questions did you have when you observed the photo of the siren? Plan the Investigation Make sure students choose a testable question. Ask: Can your question be investigated through research, observation, modeling, and/or experimentation?

Updated Text: Students identify their own problem. Ask: What problem could you solve using the Engineering Design Process?

Plan the Investigation Make sure students choose an engineering design problem they can solve using the resources available.

Component: McGraw Hill Texas Science, Grade 2, Teacher Edition

ISBN: 9781265515850

Current Page Number(s): 94B

Location: Right column under Assess heading

Original Text: I claim that I can design and build a device that produces sound that travels over a distance.

Updated Text: I claim that a device that produces sound that travels over a distance can be designed and built.

Component: McGraw Hill Texas Science, Grade 2, Teacher Edition

ISBN: 9781265515850

Current Page Number(s): 94B

Location: Interactive Word Wall

Original Text: N/A

Updated Text: Ask: What materials did you use to build your design? Sample answer: I used a cardboard tube, construction paper, and masking tape."

Component: McGraw Hill Texas Science, Grade 2, Teacher Edition

ISBN: 9781265515850

Current Page Number(s): 94C

Location: Under 1st student mini, Identify a Problem, sample answer

Original Text: I can make a horn that amplifies my voice to send sound across a distance.

Updated Text: I can make a horn that amplifies my voice to communicate across an open area.

Component: McGraw Hill Texas Science, Grade 2, Teacher Edition

ISBN: 9781265515850

Current Page Number(s): 94C

Location: Under 1st student mini, under Identify a Problem section

Original Text: N/A

Updated Text: Brainstorm a Solution
Answers will vary.

Component: McGraw Hill Texas Science, Grade 2, Teacher Edition

ISBN: 9781265515850

Current Page Number(s): 94C

Location: Under 2nd student mini, above Item 3

Original Text: N/A

Updated Text: Make a Plan

Component: McGraw Hill Texas Science, Grade 2, Teacher Edition

ISBN: 9781265515850

Current Page Number(s): 94C

Location: Under 2nd student mini, table

Original Text: Brainstorm Your Design
will vary by student

Sketch Your Design
will vary by student

List Your Materials
will vary by student

Updated Text: Sketch Your Design
Drawings should show a device that can be used to communicate across a distance.

List Your Materials
Answers will vary.

Component: McGraw Hill Texas Science, Grade 2, Teacher Edition

ISBN: 9781265515850

Current Page Number(s): 116A

Location: Red heading on the top of the page

Original Text: Structured Inquiry
Station 1
Summary

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 476 of 3538

Students will plan and conduct an investigation to demonstrate how the strength of a push changes an object's motion.

Updated Text: Guided Inquiry

Station 1

Summary

Students plan and conduct their own investigations about how the strength of pushes changes motion.

Component: McGraw Hill Texas Science, Grade 2, Teacher Edition

ISBN: 9781265515850

Current Page Number(s): 116A

Location: Top of the page, next to Purpose

Original Text: Plan and conduct an investigation to demonstrate how strengths of pushes and pulls can change an object's motion

Updated Text: Students plan and conduct investigations to demonstrate how strengths of pushes and pulls can change the motion of objects.

Component: McGraw Hill Texas Science, Grade 2, Teacher Edition

ISBN: 9781265515850

Current Page Number(s): 116A

Location: Left column, NOTE

Original Text: Download the student page for structured inquiry.

Updated Text: Download the student page for guided inquiry.

Component: McGraw Hill Texas Science, Grade 2, Teacher Edition

ISBN: 9781265515850

Current Page Number(s): 116A

Location: Left column, Teacher Tips and top of right column

Original Text: Remind students to push the ball rather than throwing it. It may help to demonstrate pushing the ball down the ramp so students know what is expected. Encourage students to be safe when pulling the box. They should use only the force necessary to pull the box. Excessive force could cause falls. You may want to set this investigation up in a large open area like the gym.

Updated Text: You may want to set this investigation up in a large open area like a gymnasium. Remind students to push the ball rather than throw it. It may help to demonstrate pushing the ball so students know what is expected. Encourage students to be safe when pulling the box. They should use only the force necessary to pull the box. Excessive force could cause falls.

Component: McGraw Hill Texas Science, Grade 2, Teacher Edition

ISBN: 9781265515850

Current Page Number(s): 116A

Location: Right column

Original Text: N/A

Updated Text: Short on time? If students are struggling to create an investigation plan, provide a list of possible steps they could use for investigating pushes.

Component: McGraw Hill Texas Science, Grade 2, Teacher Edition

ISBN: 9781265515850

Current Page Number(s): 116A

Location: Conduct an Investigation heading

Original Text: Steps 1–2 Have students record the steps of their plan to investigate pushes in the data table, revising the steps as necessary as they conduct their investigation.

Updated Text: Steps 1–2 Ask students questions to help them determine the steps needed in their investigations. Students should revise their written plan as they make changes during the investigation. [TEKS pill] 2.1B

Component: McGraw Hill Texas Science, Grade 2, Teacher Edition

ISBN: 9781265515850

Current Page Number(s): 116A

Location: Conduct an Investigation heading

Original Text: Step 3

Updated Text: Step 5

Component: McGraw Hill Texas Science, Grade 2, Teacher Edition

ISBN: 9781265515850

Current Page Number(s): 116A

Location: Under Science Mindset heading

Original Text: Provide time for students to share with a partner their reasoning in Step 4.

Updated Text: N/A

Component: McGraw Hill Texas Science, Grade 2, Teacher Edition

ISBN: 9781265515850

Current Page Number(s): 116B

Location: Left column, NOTE

Original Text: Download the student page for structured inquiry.

Updated Text: Download the student page for guided inquiry. Place the heavy books in the box.

Component: McGraw Hill Texas Science, Grade 2, Teacher Edition

ISBN: 9781265515850

Current Page Number(s): 116B

Location: Left column under Summary heading

Original Text: Students will plan and conduct an investigation to demonstrate how the strength of a pull changes an object's motion.

Updated Text: Students plan and conduct an investigation to demonstrate how the strength of a pull changes an object's motion.

Component: McGraw Hill Texas Science, Grade 2, Teacher Edition

ISBN: 9781265515850

Current Page Number(s): 116B

Location: Left column, Conduct an Investigation heading

Original Text: Step 7

Updated Text: Step 5

Component: McGraw Hill Texas Science, Grade 2, Teacher Edition

ISBN: 9781265515850

Current Page Number(s): 116B

Location: Communicate Information

Original Text: Steps 8–9

Updated Text: Steps 6-8

Component: McGraw Hill Texas Science, Grade 2, Teacher Edition

ISBN: 9781265515850

Current Page Number(s): 116B

Location: Right column, Assess heading

Original Text: Ask: How does the strength of a push or pull change an object's motion? Sample answer: I claim that a stronger push or pull will cause an object to move faster.

Updated Text: Ask: How does the strength of a push or pull change an object's motion? Sample answer: I claim that a stronger push or pull will cause some objects to move faster. Ask: How did you change your procedures after conducting the investigations? Sample answer: I added more steps.

Component: McGraw Hill Texas Science, Grade 2, Teacher Edition

ISBN: 9781265515850

Current Page Number(s): 116B

Location: EB/EL Leveled Support

Original Text: Before students do the investigation, provide them with the vocabulary they need to complete the tables.

Updated Text: Before students do the investigation, provide them with the vocabulary they need to make and complete the tables.

Component: McGraw Hill Texas Science, Grade 2, Teacher Edition

ISBN: 9781265515850

Current Page Number(s): 118

Location: Under Interactive Word Wall yellow box

Original Text: n/a

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 479 of 3538

Updated Text: [notebook icon] Notebooking Have students plan and conduct another investigation using one of the objects they have listed in the table. Investigations can be simple. Students should record their procedure and their observations in their notebook.

Component: McGraw Hill Texas Science, Grade 2, Teacher Edition

ISBN: 9781265515850

Current Page Number(s): 130A

Location: Right column, Conduct an Investigation, under Step 3

Original Text: N/A

Updated Text: Steps 6-9 Students will add pieces of rock to the container and will note the differences between what happens to the pieces of rock and the sand.

Component: McGraw Hill Texas Science, Grade 2, Teacher Edition

ISBN: 9781265515850

Current Page Number(s): 130A

Location: Right column, Conduct an Investigation, Step 2

Original Text: 2.1E

Updated Text: 2.1E, 2.1F

Component: McGraw Hill Texas Science, Grade 2, Teacher Edition

ISBN: 9781265515850

Current Page Number(s): 130A

Location: Right column, Communicate Information, REINFORCE

Original Text: If needed, rephrase Questions 6–8 to make them more accessible for students. For example, you might rephrase Question 6 as “How did the wind affect the sand?” or “How was the sand changed by the wind?”

Updated Text: If needed, rephrase Questions 10-12 to make them more accessible for students. For example, you might rephrase Question 10 as “How did the wind affect the sand?” or “How was the sand changed by the wind?”

Component: McGraw Hill Texas Science, Grade 2, Teacher Edition

ISBN: 9781265515850

Current Page Number(s): 130B

Location: Right column, ASSESS, Interactive Word Wall, under the second question and answer

Original Text: N/A

Updated Text: Ask: How did you use your observations as evidence? Sample answer: I used my observations to explain how wind moves materials. [TEKS] 2.1E

Component: McGraw Hill Texas Science, Grade 2, Teacher Edition

ISBN: 9781265515850

Current Page Number(s): 130B

Location: Right column, ASSESS, Interactive Word Wall, fourth sentence

Original Text: Ask: How did you use tools to make observations?

Updated Text: Say: Describe how you used tools to make observations.

Component: McGraw Hill Texas Science, Grade 2, Teacher Edition

ISBN: 9781265515850

Current Page Number(s): 140A

Location: Structured Inquiry, right column, top

Original Text: Before you begin, fill each pan with about 2cm of top soil and fill the 250mL beakers with 180mL of water.

Updated Text: N/A

Component: McGraw Hill Texas Science, Grade 2, Teacher Edition

ISBN: 9781265515850

Current Page Number(s): 140A

Location: Structured Inquiry, right column, Make a Prediction, second sentence

Original Text: Ask: What will happen when water flows over Earth's surface?

Updated Text: Ask: What will happen when water flows over a model of Earth's surface?

Component: McGraw Hill Texas Science, Grade 2, Teacher Edition

ISBN: 9781265515850

Current Page Number(s): 140A

Location: Structured Inquiry, right column, Conduct an Investigation, below Step 1

Original Text: N/A

Updated Text: • Step 2 Make sure students hold the cup in one place as they pour the water.

Component: McGraw Hill Texas Science, Grade 2, Teacher Edition

ISBN: 9781265515850

Current Page Number(s): 140A

Location: Structured Inquiry, right column, under Step 2

Original Text: Steps 2-4

Updated Text: Step 4

Component: McGraw Hill Texas Science, Grade 2, Teacher Edition

ISBN: 9781265515850

Current Page Number(s): 140A

Location: Structured Inquiry, right column, Communicate Information

Original Text: Students make a real-world connection to the science concept being investigated.

Updated Text: Students describe how water changes Earth's surface and describe the limitations of their models.

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 481 of 3538

Component: McGraw Hill Texas Science, Grade 2, Teacher Edition

ISBN: 9781265515850

Current Page Number(s): 140B

Location: Left Column, Guided Inquiry, second sentence

Original Text: What will happen when water flows over Earth's surface?

Updated Text: What will happen
when water flows over a model of Earth's surface?

Component: McGraw Hill Texas Science, Grade 2, Teacher Edition

ISBN: 9781265515850

Current Page Number(s): 140B

Location: Right column, ASSESS, gray bar

Original Text: N/A

Updated Text: 10 min

Component: McGraw Hill Texas Science, Grade 2, Teacher Edition

ISBN: 9781265515850

Current Page Number(s): 174C

Location: Student mini, title

Original Text: Investigation: Weather Watch

Updated Text: Investigation: Watching the Weather

Component: McGraw Hill Texas Science, Grade 2, Teacher Edition

ISBN: 9781265515850

Current Page Number(s): 174C

Location: Under the 1st student mini, Make a Prediction, 3rd sentence: Change "precipitation" to "rain"

Original Text: Precipitation

Updated Text: Rain

Component: McGraw Hill Texas Science, Grade 2, Teacher Edition

ISBN: 9781265515850

Current Page Number(s): 174C

Location: Under the 2nd student mini, Conduct an Investigation, Daily Weather table, 2nd row under "Weather"

Original Text: Precipitation

Updated Text: Rain

Component: McGraw Hill Texas Science, Grade 2, Teacher Edition

ISBN: 9781265515850

Current Page Number(s): 174C

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 482 of 3538

Location: Under the 2nd student mini, Conduct an Investigation, Daily Weather table, 2nd and 3rd rows under "Day 3"

Original Text: 61°F

5 mm

Updated Text: 70°F

0 mm

Component: McGraw Hill Texas Science, Grade 2, Teacher Edition

ISBN: 9781265515850

Current Page Number(s): 196A

Location: Right column, Conduct an Investigation, Step 1

Original Text: Step 1 In Kindergarten, students learned about the cycle of day and night. Have students think about what they see and feel during the day and night. Students should circle the objects in the sky that provide the Earth with light.

Updated Text: Steps 1-2 Help students tape the circles to the craft sticks. The circles should be taped toward the top of the stick.

Component: McGraw Hill Texas Science, Grade 2, Teacher Edition

ISBN: 9781265515850

Current Page Number(s): 196A

Location: Right column, Conduct an Investigation, Steps 2-3

Original Text: Steps 2-3

Updated Text: Steps 3-7

Component: McGraw Hill Texas Science, Grade 2, Teacher Edition

ISBN: 9781265515850

Current Page Number(s): 196A

Location: Right column, Conduct an Investigation, Step 4

Original Text: Step 4 Students draw a model to illustrate the paths of the Sun's light from the Sun-Earth-Moon model they created. TEKS 2.1G

Updated Text: N/A

Component: McGraw Hill Texas Science, Grade 2, Teacher Edition

ISBN: 9781265515850

Current Page Number(s): 196A

Location: Right column, Conduct an Investigation, Steps 2-3, third sentence

Original Text: Note that the light reflecting off the Moon will not be very bright, they will have to look carefully to see results. TEKS 2.1G

Updated Text: Note that the light reflecting off the Moon will not be very bright; they will have to look carefully to see results. TEKS 2.1D, 2.1G

Component: McGraw Hill Texas Science, Grade 2, Teacher Edition

ISBN: 9781265515850

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 483 of 3538

Current Page Number(s): 196A

Location: Right column, Communicate Information, REINFORCE

Original Text: revisit Step 3,

Updated Text: revisit Step 7,

Component: McGraw Hill Texas Science, Grade 2, Teacher Edition

ISBN: 9781265515850

Current Page Number(s): 206A

Location: Left column, Structured Inquiry, next to Materials, under thumbnail

Original Text: Preview step-by-step support in the Anytime Investigation Video, Mooning Over the Night Sky.

Updated Text: Preview step-by-step support in the Anytime Investigation Video, Moon Over the Night Sky.

Component: McGraw Hill Texas Science, Grade 2, Teacher Edition

ISBN: 9781265515850

Current Page Number(s): 206A

Location: Top of the page, next to Hands-On Investigation

Original Text: Mooning Over the Night Sky

Updated Text: Moon Over the Night Sky

Component: McGraw Hill Texas Science, Grade 2, Teacher Edition

ISBN: 9781265515850

Current Page Number(s): 206A

Location: Top of the page, next to Moon Over the Night Sky

Original Text: 35 min

Updated Text: 25 min

Component: McGraw Hill Texas Science, Grade 2, Teacher Edition

ISBN: 9781265515850

Current Page Number(s): 206A

Location: Structured Inquiry, left column, Summary

Original Text: Students observe photos taken with a regular camera lens and with a telescopic lens. They note the similarities and differences between the two photos.

Updated Text: Students observe clouds with and without binoculars and then observe photos taken with a regular camera lens and with a telescopic lens. They note the similarities and differences between the clouds and the photos.

Component: McGraw Hill Texas Science, Grade 2, Teacher Edition

ISBN: 9781265515850

Current Page Number(s): 206A

Location: Under Moon Over the Night Sky, Purpose

Original Text: Students will observe and compare photos of the Moon taken with a standard camera and telescopic lens.

Updated Text: Students will observe clouds with and without binoculars and will observe and compare photos of the Moon taken with a standard camera and telescopic lens.

Component: McGraw Hill Texas Science, Grade 2, Teacher Edition

ISBN: 9781265515850

Current Page Number(s): 206A

Location: Structured Inquiry, left column, Expected Outcome

Original Text: Students should determine that more details of the Moon can be observed when using a tool.

Updated Text: Students should determine that more details of objects in the sky can be observed when using a tool.

Component: McGraw Hill Texas Science, Grade 2, Teacher Edition

ISBN: 9781265515850

Current Page Number(s): 206A

Location: Right column, Conduct an Investigation, Steps 1-4

Original Text: Draw students' attention to the size, shape, and color of the Moon. Ask them to focus on the same characteristics as they analyze both photos.

Updated Text: Draw student's attention to the size and shape of the clouds. Encourage them to notice how the size and shape change when viewed through the binoculars

Component: McGraw Hill Texas Science, Grade 2, Teacher Edition

ISBN: 9781265515850

Current Page Number(s): 206A

Location: Right column, Conduct an Investigation, under Steps 1-4

Original Text: N/A

Updated Text: • Steps 6-9 Draw students' attention to the size, shape, and color of the Moon. Ask them to focus on the same characteristics as they analyze both photos. [TEKS] 2.1E, 2.2B

Component: McGraw Hill Texas Science, Grade 2, Teacher Edition

ISBN: 9781265515850

Current Page Number(s): 206C

Location: Title, under Explore Day

Original Text: Mooning Over the Night Sky

Updated Text: Moon Over the Night Sky

Component: McGraw Hill Texas Science, Grade 2, Teacher Edition

ISBN: 9781265515850

Current Page Number(s): 206C

Location: Left column, below student mini: Make a Prediction

Original Text: Sample answer: I can see the Moon with more detail if I use a tool that makes the Moon look closer.

Updated Text: Sample answer: I can see the Moon with more details if I use a tool that makes the Moon look closer.

Component: McGraw Hill Texas Science, Grade 2, Teacher Edition

ISBN: 9781265515850

Current Page Number(s): 206C

Location: Below student mini, Conduct an Investigation table

Original Text: [table] Objects in the Sky

Photo of the Moon

Observations

Photo 1 pasted here

The moon looks far away. It is a bright, white circle.

Photo 2 pasted here

The Moon is close up. There are ridges and craters.

Updated Text: [table] Objects in the Sky

Object

Viewing without a Tool

Viewing with a Tool

cloud

small, white, fluffy clouds

small, white, three different clouds

Moon

mostly white and round

white and round with darker areas; some bright, white spots

Component: McGraw Hill Texas Science, Grade 2, Teacher Edition

ISBN: 9781265515850

Current Page Number(s): 206D

Location: Left column, below student mini, Communicate Information, item 10

Original Text: Sample answer: In one picture the clouds look far away. In the other picture you can see more detail. In both pictures the clouds are white.

Updated Text: Sample answer: When you look at the clouds without binoculars, they look far away. When you look at them with binoculars, they look close up. They look white both with and without binoculars.

Component: McGraw Hill Texas Science, Grade 2, Teacher Edition

ISBN: 9781265515850

Current Page Number(s): 206D

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 486 of 3538

Location: Right column, below student mini, Communicate Information (continued), item 13

Original Text: Sample answer: I used the tools safely and did not look directly at the Sun.

Updated Text: Sample answer: I used the binoculars safely and did not look directly at the Sun.

Component: McGraw Hill Texas Science, Grade 2, Teacher Edition

ISBN: 9781265515850

Current Page Number(s): 206D

Location: Right column, below student mini, Communicate Information (continued), item 14

Original Text: Sample answer: The results of the investigation did support my prediction because if I use a tool I can see more detail on the Moon.

Updated Text: Sample answer: The results of the investigation did support my prediction because the photos of the Moon showed that I can see the Moon with more details if I use a tool that makes the Moon look closer.

Component: McGraw Hill Texas Science, Grade 2, Teacher Edition

ISBN: 9781265515850

Current Page Number(s): 218A

Location: Blue banner at the top of the page next to "Lesson 1"

Original Text: 2.13B

Updated Text: 2.13A

Component: McGraw Hill Texas Science, Grade 2, Teacher Edition

ISBN: 9781265515850

Current Page Number(s): 218A

Location: Icons next to Structured Inquiry header

Original Text: Apron and Gloves icons

Updated Text: N/A

Component: McGraw Hill Texas Science, Grade 2, Teacher Edition

ISBN: 9781265515850

Current Page Number(s): 218A

Location: Structured Inquiry, left column, Summary

Original Text: Students place a flowering plant into colored water. They draw observations of the plant over a period of three days.

Updated Text: Students examine plant parts with a hand lens and then place a flowering plant into colored water. They draw observations of the plant over a period of three days.

Component: McGraw Hill Texas Science, Grade 2, Teacher Edition

ISBN: 9781265515850

Current Page Number(s): 218A

Location: Structured Inquiry, left column, Expected Outcome

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 487 of 3538

Original Text: Students should make observations of the flower's petals turning the same color as the food coloring mixed into the water. Typically, students notice that the plant's roots draw in water which travels up the plant's stem to the flower.

Updated Text: Students should make observations of the flower's petals and the celery turning the same color as the food coloring mixed into the water. Typically, students notice that the plants' roots draw in water which travels up the plants' stems to the rest of the plants.

Component: McGraw Hill Texas Science, Grade 2, Teacher Edition

ISBN: 9781265515850

Current Page Number(s): 218A

Location: Structured Inquiry, left column, NOTE

Original Text: NOTE: Download the student page for structured inquiry. Before introducing the plant to your students, remind them not to disturb or take the plant out of the water.

Updated Text: NOTE: Download the student page for structured inquiry. Before introducing the plant to your students, remind them not to disturb or take the plant out of the water after it has been placed.

Component: McGraw Hill Texas Science, Grade 2, Teacher Edition

ISBN: 9781265515850

Current Page Number(s): 218A

Location: Structured Inquiry, left column, bottom of the page under REINFORCE section

Original Text: Before beginning try the

Updated Text: Before You Begin Try the

Component: McGraw Hill Texas Science, Grade 2, Teacher Edition

ISBN: 9781265515850

Current Page Number(s): 218A

Location: Structured Inquiry, right column, Short on Time

Original Text: Model for students Steps 1–3. Complete the observatoins for Day 1 as a class.

Updated Text: Complete Steps 7 and 8 three days before the investigation. On the day of the investigation, complete Steps 1-6 as a class with an identical flowering plant and celery. Then display the flowering plant and celery you put in water ahead of time and explain that this is what the plants look like after being in the water for three days.

Component: McGraw Hill Texas Science, Grade 2, Teacher Edition

ISBN: 9781265515850

Current Page Number(s): 218A

Location: Right column, Conduct an Investigation

Original Text: Steps 1

Updated Text: Step 1

Component: McGraw Hill Texas Science, Grade 2, Teacher Edition

ISBN: 9781265515850

Current Page Number(s): 218A

Location: Right column, Conduct an Investigation

Original Text: Steps 3–5 Ensure that whoever is handling the plant wears safety gloves and washes their hands afterward.

Updated Text: Step 7 Make sure any student volunteers demonstrating and handling the plant wash their hands afterward.

Component: McGraw Hill Texas Science, Grade 2, Teacher Edition

ISBN: 9781265515850

Current Page Number(s): 218A

Location: Right column, Conduct an Investigation

Original Text: Step 6

Updated Text: Steps 2, 4, 6, 9

Component: McGraw Hill Texas Science, Grade 2, Teacher Edition

ISBN: 9781265515850

Current Page Number(s): 238A

Location: Next to Structured Inquiry heading

Original Text: N/A

Updated Text: [Wash Hands Icon]

Component: McGraw Hill Texas Science, Grade 2, Teacher Edition

ISBN: 9781265515850

Current Page Number(s): 238A

Location: NOTE

Original Text: pots

Updated Text: cups

Component: McGraw Hill Texas Science, Grade 2, Teacher Edition

ISBN: 9781265515850

Current Page Number(s): 238A

Location: Structured Inquiry, bottom of the page, left column, Short on Time

Original Text: Demonstrate Steps 1 and 2 for the class.

Model the first set of observations for students.

Updated Text: Complete Steps 1 and 2 as a whole class.

Component: McGraw Hill Texas Science, Grade 2, Teacher Edition

ISBN: 9781265515850

Current Page Number(s): 238A

Location: Right column, Conduct an Investigation

Original Text: Steps 1–2 To ensure accurate measurements, tell students to place the graduated cylinder on the table and read the number below the meniscus at eye level. Once students have found the correct place to fill the water to it may be helpful to use tape to mark that spot on the graduated cylinder for future use.

Updated Text: Step 5 To ensure accurate measurements, tell students to place the graduated cylinder on the table and read the number below the meniscus at eye level. Once students have found the correct place to fill for 40 mL, it may be helpful to use tape to mark that spot on the graduated cylinder for future use.

Component: McGraw Hill Texas Science, Grade 2, Teacher Edition

ISBN: 9781265515850

Current Page Number(s): 238A

Location: Right column, Conduct an Investigation

Original Text: Math Replay Video callout after Step 7

Updated Text: Math Replay Video callout after Step 5

Component: McGraw Hill Texas Science, Grade 2, Teacher Edition

ISBN: 9781265515850

Current Page Number(s): 252A

Location: Right column, Conduct an Investigation header, under Make a Prediction

Original Text: Investigate

Updated Text: Conduct an Investigation

Component: McGraw Hill Texas Science, Grade 2, Teacher Edition

ISBN: 9781265515850

Current Page Number(s): 252A

Location: Right column, Conduct an Investigation

Original Text: Steps 1-2

Updated Text: Steps 3, 5, 7

Component: McGraw Hill Texas Science, Grade 2, Teacher Edition

ISBN: 9781265515850

Current Page Number(s): 252A

Location: Right column, Conduct an Investigation

Original Text: Step 3 Once students have arranged their food chain in the correct order, distribute the yarn. Model how to weave the yarn through the holes so that the food chain will hang vertically.

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 490 of 3538

Updated Text: Steps 4, 6 Help students weave the yarn through their index cards. Ensure that the cards are in the correct position before weaving the yarn through them.

Component: McGraw Hill Texas Science, Grade 2, Teacher Edition

ISBN: 9781265515850

Current Page Number(s): 264A

Location: Teacher Tips, left column, Short on Time

Original Text: Complete Steps 2 and 3 as a class, and have students complete Steps 4 and 5 with a partner.

Updated Text: Complete Steps 1-4 as a class, and have students complete Steps 5-8 with a partner.

Component: McGraw Hill Texas Science, Grade 2, Teacher Edition

ISBN: 9781265515850

Current Page Number(s): 264A

Location: Right column, Conduct an Investigation

Original Text: Step 1 As students are observing the animal photos, encourage them to ask questions, such as “What would happen to this animal if it stopped raining in this ecosystem?” and “What would happen to this animal if there was too much rain?”

Updated Text: Step 3 As students are observing the animal photos, encourage them to ask questions, such as “What would happen to this animal if it stopped raining in this environment?” and “What would happen to this animal if there was too much rain?” [TEKS] 2.1A

Component: McGraw Hill Texas Science, Grade 2, Teacher Edition

ISBN: 9781265515850

Current Page Number(s): 264A

Location: Right column, Conduct an Investigation

Original Text: Steps 2 and 4 As students are observing the photos of Lake Travis, have them ask questions, such as “Where do I think this animal lives?” and “How is this animal’s life supported by rainfall and water?”

Updated Text: Step 4 As students try to determine which environment the animals are likely to live in, encourage them to consider what the animal needs to survive and how the ecosystem in the environment might support that animal.

Component: McGraw Hill Texas Science, Grade 2, Teacher Edition

ISBN: 9781265515850

Current Page Number(s): 264A

Location: Right column, Conduct an Investigation

Original Text: Steps 3 and 5 Have students record the animals that they observed in the first column of the data table. Have them record their observations in the second column. [TEKS] 2.1E

Updated Text: Steps 5, 7 Have students record their observations of physical characteristics of the environments in the first column of each data table. [TEKS] 2.1E

Component: McGraw Hill Texas Science, Grade 2, Teacher Edition

ISBN: 9781265515850

Current Page Number(s): 264A

Location: Right column, Conduct an Investigation

Original Text: N/A

Updated Text: Steps 6, 8 Have students record the names of the animals and how the ecosystem in the corresponding environment supports that animal in the second column of the data table.

Component: McGraw Hill Texas Science, Grade 2, Teacher Edition

ISBN: 9781265515850

Current Page Number(s): 264A

Location: Right column, Communicate Information

Original Text: Have students refer back to the data they recorded to help them describe how rainfall and other physical characteristics of a lake environment support animal survival.

Updated Text: Have students refer back to the information they recorded in their data tables to help them describe why animals live in the different environments and how the physical characteristics affect or don't affect the animals that live there.

Component: McGraw Hill Texas Science, Grade 2, Teacher Edition

ISBN: 9781265515850

Current Page Number(s): 264C

Location: Conduct an Investigation header

Original Text: Conduct an Investigation (continued)

Updated Text: Conduct an Investigation

Component: McGraw Hill Texas Science, Grade 2, Teacher Edition

ISBN: 9781265515850

Current Page Number(s): 264C

Location: Conduct an Investigation, tables for Photo A and Photo B

Original Text: Photo A: Column 2: catfish, white bass

Photo B, Column 2: Rio Grande turkey, mouse, grey fox, deer

Updated Text: Photo A, Column 2: catfish, white bass. The environment supports the fish because it gives them water to swim in and rocks to hide behind.

Photo B, Column 2: Rio Grande Turkey, mouse, grey fox, deer. The environment supports the animals by giving them places to make homes or nests and by providing them with food and water.

Component: McGraw Hill Texas Science, Grade 2, Teacher Edition

ISBN: 9781265515850

Current Page Number(s): 267

Location: Visual Literacy

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 492 of 3538

Original Text: Read the Map Guide students through the See-Scan-Analyze thinking process.

Ask: What do you see? Sample answer: A map of Texas that has sections shaded in different colors. Ask: What do the colors represent? How do you know? Sample answer: The colors represent different amounts of average annual rainfall. I saw the key that shows which color stands for which amounts of rainfall. Ask: What questions come to mind as you look at this graph? Sample answer: Do the ecosystems in these areas receive precipitation other than rain?

Updated Text: Read the Graph Guide students through the See-Scan-Analyze thinking process.

Ask: What do you see? Sample answer: I see a bar graph that compares the rainfall between a desert and a rain forest. Ask: What do the bars on the graph represent? Sample answer: The bars on the graph represent the rain fall in inches in the different locations. Ask: What questions come to mind as you look at at this graph? Sample answer: Do the ecosystems in these areas receive precipitation other than rain?

Publisher: Savvas Learning

Science, Grade 2

Program: *Texas Experience Science Grade 2 (Print with digital): TEKS*

Component: *Grade 2 Digital Components*

ISBN: 9781428553781

Link to Current Content:

[View Current Content](#)

Current Page Number(s): pages 1-6

Location: Grade 2, Topic 4, Topic Test, items 1-6

Link to Updated Content:

[View Updated Content](#)

Original Text: Grade 2, Topic 4, Topic Test, items 1-6 - see link:

https://docs.google.com/document/d/1zETDJCBRNvAB1upUDAvAZGmyiMGLBWAK8Rry_VHvPSc/edit?usp=sharing

Updated Text: Grade 2, Topic 4, Topic Test, pages 1-6, items 1-7 - see link:

https://media.pk12ls.com/curriculum/science/texas2025/grade2/G2_Top04_TopicTest_TXS25_EN_SE_rev.pdf

Component: *Grade 2 Teacher Guide*

ISBN: 9781323223338

Current Page Number(s): Topic Overview

Location: Connect to Literacy Box

Original Text: minor column

Component: *Grade 2 Teacher Guide*

ISBN: 9781323223338

Current Page Number(s): Topic Overview

Location: Connect to Literacy Box

Original Text: Recommended Trade Books

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 493 of 3538

Updated Text: We will change this to Optional Trade Books

Component: *Grade 2 Teacher Guide*

ISBN: 9781323223338

Current Page Number(s): Topic Planner

Location: ELAR Row

Original Text: ELAR

Updated Text: We will add MATH TEKS and SS TEKS, when appropriate

Component: *Grade 2 Teacher Guide*

ISBN: 9781323223338

Current Page Number(s): Topic Planner

Location: Assessment box

Component: *Grade 2 Teacher Guide*

ISBN: 9781323223338

Current Page Number(s): Topic Wrap-Up

Location: major column

Original Text: N/A

Component: *Grade 2 Teacher Guide*

ISBN: 9781323223338

Current Page Number(s): Topic Wrap-Up

Location: minor column

Original Text: N/A

Component: *Grade 2 Teacher Guide*

ISBN: 9781323223338

Current Page Number(s): Experience-At-A-Galance

Location: The TEKS box on the right page of the Experience at a Glance pages.

Original Text: TEKS

Updated Text: We will add labels that say SEP TEKS and RTC TEKS and color code the different TEKS so that is clear to the teacher the types of TEKS that are covered in the Experience.

Component: *Grade 2 Teacher Guide*

ISBN: 9781323223338

Current Page Number(s): Throughout Topic and Experience pages

Location: Differentiated Instruction boxes

Original Text: Differentiated Instruction boxes currently include two activity ideas with run-in bold titles for the activities.

Updated Text: We will add the headings STRIVING, CHALLENGE or SPECIAL NEEDS to these activities to help teachers more easily identify them.

Component: *Grade 2 Teacher Guide*

ISBN: 9781323223338

Current Page Number(s): Throughout Experience pages

Location: Side column

Original Text: Original text, includes references to the activities found in the Student Activity Companion.

Updated Text: We are adding page numbers to these references to make it easier for teachers and students to navigate to the activity.

Component: *Grade 2 Teacher Guide*

ISBN: 9781323223338

Current Page Number(s): 6

Location: Topic Overview, Preview the Topic

Original Text: Preview the Topic

In this topic, students learn about matter. First, in Experience 1, they investigate the properties of matter, including texture, flexibility, and temperature. Then, in Experience 2, they investigate changes in matter through processes such as cutting, folding, sanding, melting and freezing. In Experience 3, students demonstrate that matter can be made up of objects that are made up of smaller units and that those units can be combined or reassembled to form new objects for different purposes. They also explain why materials are chosen based on their physical properties.

PREVIEW ANCHORING PHENOMENON

Students watch and respond to a short Anchoring Phenomenon Video about making chocolate candy at home. As students progress through the experiences, they will answer the Anchoring Phenomenon question, How do the properties of this chocolate change?

Texas Connection Texas is the fourth largest producer of peanuts in the United States. Have students think of something made of peanuts, such as Texas peanut brittle. Ask Why do people use peanuts for peanut brittle? When peanut brittle is made, do the properties of the peanuts change?

Teacher Background

Watch the Teacher Background Video Matter to refresh your knowledge of topic content. Key concepts to support instruction of this topic include:

- Matter has physical properties, such as shape and flexibility, and it can be classified by its physical properties.
- States of matter, such as solid and liquid, are physical properties, and they can be changed by melting or freezing.
- Physical changes are changes to a material, such as folding, sanding, or cutting, that do not make a new kind of matter. Changes to state of matter are physical changes.
- Small units of matter can be combined to make new objects with different purposes.
- Engineers choose materials to build their designs based on the materials' physical properties.
- Tempering chocolate is a physical change like melting ice and refreezing it at different temperatures. It controls how the crystals reform.

Common Misconceptions

Common misconceptions are listed in bold type. The subsequent text explains the misconceptions.

- **Air is not matter because it cannot be seen.** Blow air into a balloon to demonstrate that air has mass and takes up space.

- Making physical changes to the physical properties of a material changes it into a different kind of material. The Hands-On Station Activity in Experience 2 will help students see that a new kind of matter is not made when changes are made to its physical properties.
- Changing the state of matter of a material changes it into a different kind of material. The Literacy Station Activity in Experience 2 will help students see that freezing or melting a material does not change it into a different kind of matter.

Updated Text: Preview the Topic

In this topic, students learn about matter. First, in Experience 1, they investigate the properties of matter, including texture, flexibility, and temperature. Then, in Experience 2, they investigate changes in matter through processes such as cutting, folding, sanding, melting and freezing. In Experience 3, students demonstrate that matter can be made up of objects that are made up of smaller units and that those units can be combined or reassembled to form new objects for different purposes. They also explain why materials are chosen based on their physical properties.

As you progress through the topic, connect the activities back to what students learned in Grade 1. Students can apply what they learned about classifying objects by observable properties (TEKS 1.6A) and the properties of particles in different soil types (TEKS 1.10A) to what they are learning in about properties such as texture (TEKS 2.6A). They can build off what they learned about changes to materials through heating (TEKS 1.6B, 1.8B) to what they are learning about processes that change matter (TEKS 2.6B).

PREVIEW ANCHORING PHENOMENON

Students watch and respond to a short Anchoring Phenomenon Video about making chocolate candy at home. As students progress through the experiences, they will answer the Anchoring Phenomenon question, How do the properties of this chocolate change? Texas Connection Texas is the fourth largest producer of peanuts in the United States. Have students think of something made of peanuts, such as Texas peanut brittle. Ask Why do people use peanuts for peanut brittle? When peanut brittle is made, do the properties of the peanuts change?

TOPIC READINESS TEST AND REMEDIATION

Students answer questions to show what they already know about Matter by completing a printed or online Topic Readiness Test. For students who have difficulty on the test, assign the corresponding remediation items on Realize.

Teacher Background

Watch the Teacher Background Video Matter to refresh your knowledge of topic content. Key concepts to support instruction of this topic include:

- Matter can be classified by physical properties, such as shape and flexibility.
- States of matter, such as solid and liquid, are physical properties, and they can be changed by melting or freezing.
- Physical changes are changes to a material, such as folding, sanding, cutting, freezing or melting, that do not make a new kind of matter.
- Small units of matter can be combined to make new objects with different purposes.
- Engineers choose materials to build their designs based on the materials' physical properties.

Common Misconceptions

Common misconceptions are listed in bold type. The subsequent text explains the misconceptions.

- **Air is not matter because it cannot be seen.** Blow air into a balloon to demonstrate that air has mass and takes up space.
- **Making physical changes to the physical properties of a material changes it into a different kind of material.** The Hands-On Station Activity in Experience 2 will help students see that a new kind of matter is not made when changes are made to its physical properties.
- **Changing the state of matter of a material changes it into a new kind of material.** The Literacy Station Activity in Experience 2 will help students see that freezing or melting a material does not change it into a new kind of matter.

Component: *Grade 2 Teacher Guide*

ISBN: 9781323223338

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Current Page Number(s): 7

Location: Topic Overview, SCIENTIFIC AND ENGINEERING PRACTICES TEKS

Original Text: SCIENTIFIC AND ENGINEERING PRACTICES TEKS

2.1B Use scientific practices to plan and conduct simple descriptive investigations.

2.2B Analyze data by identifying significant features and patterns.

2.2D Evaluate a design or object using criteria to determine if it works as intended.

Also 2.1A, 2.1D 2.1E, 2.1F, 2.3B, 2.4B

RECURRING THEMES AND CONCEPTS TEKS

2.5C Measure and describe the properties of objects in terms of size and quantity.

Also 2.5A, 2.5B, 2.5D, 2.5G

ENGLISH LANGUAGE PROFICIENCY STANDARDS

Reading 4D Use prereading supports such as graphic organizers, illustrations, and pretaught topic-related vocabulary and other prereading activities to enhance comprehension of written text.

Listening 2D, 2I; Speaking 3C, 3G, 3H; Reading 4D, 4F, 4J, 4G

ENGLISH LANGUAGE ARTS AND READING TEKS

ELAR 2.7C Use text evidence to support an appropriate response.

ELAR 2.7E Interact with sources in meaningful ways such as illustrating or writing.

ELAR 2.7F Respond using newly acquired vocabulary as appropriate.

Updated Text: SCIENTIFIC AND ENGINEERING PRACTICES TEKS

2.1B Use scientific practices to plan and conduct simple descriptive investigations.

2.2D Evaluate a design or object using criteria to determine if it works as intended.

Also 2.1A, 2.1D, 2.1E, 2.1F, 2.2B, 2.3B, 2.4B

RECURRING THEMES AND CONCEPTS TEKS

2.5C Measure and describe the properties of objects in terms of size and quantity.

Also 2.5A, 2.5B, 2.5D, 2.5G

ENGLISH LANGUAGE PROFICIENCY STANDARDS

Speaking 3H Narrate, describe, and explain with increasing specificity and detail as more English is acquired.

Listening 2D, 2I; Speaking 3C, 3G; Reading 4D, 4F, 4J, 4G

ENGLISH LANGUAGE ARTS AND READING TEKS

ELAR 2.7C Use text evidence to support an appropriate response.

Also, ELAR 2.7E, ELAR 2.7F

SOCIAL STUDIES TEKS

SS 2.16G Apply and practice classroom rules and procedures for listening and responding respectfully.

Also, SS 2.15B

Component: *Grade 2 Teacher Guide*

ISBN: 9781323223338

Current Page Number(s): 7

Location: Topic Overview; Home Connection

Original Text: Home Connection

Physical Changes to Matter Encourage students to work with a family member or guardian to find materials and objects in their home to which they can make physical changes. Invite them to work with an adult to make changes to the objects' physical properties and to keep track in their Science Notebooks of the objects and the changes made to them. Provide students with opportunities to share their observations with the class.

Updated Text: Home Connection

Physical Changes to Matter Encourage students to work with a family member or guardian to find materials and objects

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 497 of 3538

in their home to which they can make physical changes. Invite them to work with an adult to make changes to the objects' physical properties and to keep track in their Science Notebooks of the objects and the changes made to them. Provide students with opportunities to share their observations with the class.

Share the Topic School-to-Home letter with parents and caregivers to provide information that supports student learning. Use the Home Communication Guide for additional ideas to bring home learning into the classroom.

Component: *Grade 2 Teacher Guide*

ISBN: 9781323223338

Current Page Number(s): 12

Location: At-A-Glance; Objective

Original Text: Objective

Students will classify matter by observable physical properties.

Updated Text: Objective

Students will identify and use tools and patterns to classify matter by observable physical properties.

Component: *Grade 2 Teacher Guide*

ISBN: 9781323223338

Current Page Number(s): 20

Location: At-A-Glance; Objective

Original Text: Objective

Students conduct a descriptive investigation to explain how physical properties can be changed through processes such as cutting, folding, sanding, melting, or freezing.

Updated Text: Objective

Students use tools and scientific practices to conduct a descriptive investigation to explain how physical properties can be changed through processes such as cutting, folding, sanding, melting, or freezing.

Component: *Grade 2 Teacher Guide*

ISBN: 9781323223338

Current Page Number(s): 24

Location: Differentiated Instruction box

Original Text: Challenge Provide students with additional materials and tools and challenge them to find more ways to change the materials. If time permits, invite them to share their discoveries with the rest of the class.

Updated Text: CHALLENGE Provide students with additional materials and tools and challenge them to find more ways to change the materials. If time permits, invite them to share their discoveries with the rest of the class.

SPECIAL NEEDS For students who need help organizing their thoughts and notes, have them make a three-column chart. At the top of the first column have students write: What question are you trying to answer? In the second and third columns, have students write these questions: What materials will you use to answer this question?; What observations will you make during the activity? As students progress through the Hands-On Station, they can write answers to those questions in the appropriate column.

Component: *Grade 2 Teacher Guide*

ISBN: 9781323223338

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 498 of 3538

Current Page Number(s): 28

Location: At-A-Glance; Objective

Original Text: Students demonstrate that small units can be combined or reassembled to form new objects for different purposes.

Updated Text: Students use engineering practices to examine and demonstrate that small units can be combined or reassembled to form new objects for different purposes.

Component: *Grade 2 Teacher Guide*

ISBN: 9781323223338

Current Page Number(s): 32

Location: Differentiated Instruction box

Original Text: Compare Models If students have difficulty seeing how their model house differs from a classmate's model house, ask questions to help them see the differences. For example, you could ask, Is your house longer than your classmate's house? Is it taller or shorter? Does it contain more or fewer blocks? Are the blocks the same or different shapes and colors?

Updated Text: STRIVING Compare Models If students have difficulty seeing how their model house differs from a classmate's model house, ask questions to help them see the differences. For example, you could ask, Is your house longer than your classmate's house? Is it taller or shorter? Does it contain more or fewer blocks? Are the blocks the same or different shapes and colors?

CHALLENGE Identify the Problem Guide students to understand the first thing they did at the beginning of the Hands-On and Literacy stations was to identify the problem they wanted to solve. Ask What was the problem you were trying to solve? (We wanted to find out how to use the clay and toothpicks to make different shapes.)

Component: *Grade 2 Teacher Guide*

ISBN: 9781323223338

Current Page Number(s): 33

Location: After the Stations; Revisit Anchoring Phenomenon

Original Text: Have students apply what they have learned in the stations to the Everyday Phenomenon, What structure would you make from these materials. Why? Students may want to discuss with a partner any new understandings they have about the phenomenon. They can revisit their ideas and questions as they work through the experience.

Updated Text: Have students apply what they have learned in the stations to the Everyday Phenomenon, What is the same in these two structures? Students may want to discuss with a partner any new understandings they have about the phenomenon. They can revisit their ideas and questions as they work through the experience.

Component: *Grade 2 Teacher Guide*

ISBN: 9781323223338

Current Page Number(s): 38

Location: Topic Overview, Preview the Topic

Original Text: Preview the Topic

In this topic, students learn about force and motion. First, in Experience 1, they

investigate how objects push on each other and how they may change shape when they touch or collide. Then, in Experience 2, students investigate how the strength of a push or pull can change an object's motion.

PREVIEW ANCHORING PHENOMENON

Students watch and respond to a short Anchoring Phenomenon video that shows how construction machinery uses pushes to change the shape and features of land. As students progress through the experiences, they will answer the Anchoring Phenomenon question, How does construction change the land?

Updated Text: Preview the Topic

In this topic, students learn about force and motion. First, in Experience 1, they investigate how objects push on each other and how they may change shape when they touch or collide. Then, in Experience 2, students investigate how the strength of a push or pull can change an object's motion.

As you progress through the topic, connect the activities back Topic 1, Matter. Students can apply what they learned in about the observable physical properties of material (TEKS 2.6A) and how properties can be changed through processes such as folding (TEKS 2.6B) to explain how objects push on each other and may change shape when touch or collide (TEKS 2.7A).

PREVIEW ANCHORING PHENOMENON

Students watch and respond to a short Anchoring Phenomenon video that shows how construction machinery uses pushes to change the shape and features of land. As students progress through the experiences, they will answer the Anchoring Phenomenon question, How does construction change the land?

TOPIC READINESS TEST AND REMEDIATION

Students answer questions to show what they already know about Force and Motion by completing a printed or online Topic Readiness Test. For students who have difficulty on the test, assign the corresponding remediation items on Realize.

Component: *Grade 2 Teacher Guide*

ISBN: 9781323223338

Current Page Number(s): 39

Location: Topic Overview Home Connection

Original Text: Pushes At Home Have students list examples of how they push objects at home. They can draw themselves pushing the objects. If the object changes shape, such as a sponge or a seat cushion, ask students to write a sentence to tell how the object changes shape.

Updated Text: Pushes At Home Have students list examples of how they push objects at home. They can draw themselves pushing the objects. If the object changes shape, such as a sponge or a seat cushion, ask students to write a sentence to tell how the object changes shape. Share the Topic School-to-Home letter with parents and caregivers to provide information that supports student learning. Use the Home Communication Guide for additional ideas to bring home learning into the classroom.

Component: *Grade 2 Teacher Guide*

ISBN: 9781323223338

Current Page Number(s): 44

Location: At-A-Glance; Objective

Original Text: Objective
Students will explain
how objects push on
each other and how
some objects change
shape when they touch
or collide.

Updated Text: Objective

Students will investigate and explain how objects push on each other and predict how some objects change shape when they touch or collide.

Component: *Grade 2 Teacher Guide*

ISBN: 9781323223338

Current Page Number(s): 52

Location: At-A-Glance; Objective

Original Text: Objective

Students will plan and investigate how the strength of a push or pull affects an object's motion.

Updated Text: Objective

Students will plan and conduct a descriptive investigate to predict the cause and effect relationship about how the strength of a push or pull can change an object's motion.

Component: *Grade 2 Teacher Guide*

ISBN: 9781323223338

Current Page Number(s): 56

Location: Explore; During the Stations

Original Text: During the Station

Students will explore and build understanding toward TEKS 2.7B with the following stations.

Hands-On Station How can you move the ball?

STATION SETUP Hands-On Station Card, Hands-On Station Activity, ball, straw, tape, ruler or tape measure, safety goggles
SAFETY Wear safety goggles and do not share straws to demonstrate safe practices during investigations as outlined in Texas Education Agency-approved safety standards.

WHAT TO EXPECT Students conduct an investigation to see how they can move a ball while blowing through a straw.

They will observe how the strength of a blow (the push) affects how far the ball moves. They will record and explain their observations on their Hands-On Activity.

GUIDE STUDENT PLANNING Explain that investigations can be used to ask or answer a question. In this investigation, students will be answering a question. Encourage students to use the words push and strength as they plan and conduct their investigation.

Ask:

- What question are you trying to answer?
- What will you change in the investigation?
- How can you make sure that you and your partner are investigating in a safe way?

GUIDED INQUIRY PROCEDURE If students need help designing their investigation, suggest these guided inquiry steps to model and support the inquiry process.

1. Put the ball on a flat surface. Place a piece of tape at this point.

2. Point the straw at the ball. Gently blow through the straw.

3. Place a piece of tape where the ball stops moving. Measure the distance from where the ball started to where it stopped moving. Record the distance.

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 501 of 3538

4. Put the ball back at the starting point.
5. Point the straw at the ball. Blow harder through the straw.
6. Place a piece of tape where the ball stops moving. Measure the distance from where the ball started out to where it stopped moving.
7. Record the distance. Compare the distances.

DIFFERENTIATED INSTRUCTION

Plan and Conduct an Investigation Model how to plan an investigation. Then show students how to follow the plan and conduct the investigation. Be sure to put on safety goggles. Show how to blow through the straw. Tell students not to blow too hard or the ball will move too far. Demonstrate how to place tape at the point where the ball starts and where it stops moving. Model how to measure the distances between the start and end points.

Updated Text: During the Station

Students will explore and build understanding of TEKS 2.7B in the following stations.

Hands-On Station How can you move the ball?

STATION SETUP Hands-On Station Card, Hands-On Station Activity, ball, straw, tape, ruler or tape measure, safety goggles

SAFETY Wear safety goggles and do not share straws to demonstrate safe practices during investigations as outlined in Texas Education Agency-approved safety standards.

WHAT TO EXPECT Students conduct an investigation to see how they can move a ball while blowing through a straw.

They will observe how the strength of a blow (the push) affects how far the ball moves. They will record and explain their observations on their Hands-On Activity.

GUIDE STUDENT PLANNING Explain that investigations are used to answer questions. In this investigation, students will answer a question. Encourage students to use the words push and strength as they plan and conduct their investigation.

Ask:

- What question are you trying to answer?
- What will you change in the investigation?
- How can you make sure that you and your partner are investigating in a safe way?

GUIDED INQUIRY PROCEDURE If students need help designing their investigation, suggest these guided inquiry steps to model and support the inquiry process.

1. Put the ball on a flat surface. Place a piece of tape at this point.
2. Point the straw at the ball. Gently blow through the straw.
3. Place a piece of tape where the ball stops moving. Measure the distance from where the ball started to where it stopped moving. Record the distance.
4. Put the ball back at the starting point.
5. Point the straw at the ball. Blow harder through the straw.
6. Repeat step 3. Compare the distances.

DIFFERENTIATED INSTRUCTION

STRIVING Plan and Conduct an Investigation Model how to plan an investigation. Then show students how to follow the plan and conduct the investigation. Wear safety goggles. Show how to blow through the straw. Demonstrate how to place tape at the point where the ball starts and where it stops moving. Model how to measure the distances between the start and end points.

SPECIAL NEEDS For students who have visual impairments, this activity could be a challenge for them. As you model how to do the activity, use very clear descriptive language so these students can picture the activity clearly. Then assign a sighted student with this student to guide them as they perform the activity.

Component: *Grade 2 Teacher Guide*

ISBN: 9781323223338

Current Page Number(s): 58

Location: Explain; Key Ideas Presentation, 3rd bullet

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 502 of 3538

Original Text: Emphasize how this experience’s vocabulary words, direction, motion, position, and strength, are defined and used in context. Students will complete a corresponding Key Ideas Activity investigating the strength of a push during the Key Ideas Presentation.

Updated Text: Emphasize how this experience’s vocabulary words, direction, motion, position, and strength, are defined and used in context. Students will complete a corresponding Key Ideas Activity investigating the strength of a push or pull during the Key Ideas Presentation.

Component: *Grade 2 Teacher Guide*

ISBN: 9781323223338

Current Page Number(s): 58

Location: Elaborate; WHAT TO EXPECT

Original Text: WHAT TO EXPECT Students will build a model catapult and then test it to see how far pushes of different strengths cause a pompom to move.

Updated Text: WHAT TO EXPECT Students will build a model catapult and then test it to see how far pulls of different strengths cause a pompom to move.

Component: *Grade 2 Teacher Guide*

ISBN: 9781323223338

Current Page Number(s): 39

Location: Topic Overview, ELAR TEKS

Updated Text: SOCIAL STUDIES TEKS SS 2.15B Identify different kinds of historical sources and artifacts and explain how they can be used to study the past.

Component: *Grade 2 Teacher Guide*

ISBN: 9781323223338

Current Page Number(s): N/A

Location: Side column of most pages, Topic Overview right page, Topic Planners, and Experience At-a-Glance

Original Text: Initial list of TEKS standards

Updated Text: Added appropriate TEKS standards to many places to include a more comprehensive list.

Component: *Grade 2 Teacher Guide*

ISBN: 9781323223338

Current Page Number(s): Topic Overview

Location: Topic Overview right page, Home Connections minor column box

Original Text: (only one paragraph)

Updated Text: (insert new paragraph)Share the Topic School-to-Home letter with parents and caregivers to provide information that supports student learning. Use the Home Communication Guide for additional ideas to bring home learning into the classroom.

Component: *Grade 2 Digital Components*

ISBN: 9781428553781

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 15

Location: Topic 6, Experience 2 Key Ideas Presentation: Animal Structures and Behaviors, Answers, Slide, Exit Ticket, Slide and Teacher Support

Original Text: (Revisions based on SRP Review of TEKS 13.B.xvi, 13.B.xviii, and 13.B.xxii)
(Slide)

Exit Ticket

Compare Tell how the structures or behaviors of each animal help it find or take in food.

(Photo of anteater)(Photo of honey bees in a honey comb)(photo of a spider in a web)

(slide notes)

Exit Ticket

Teacher Support

Complete this activity as a class or print the slide for use by individual students or student pairs.

Read aloud the directions.

If necessary, review the meanings of structure and behavior.

Call on students to name the animal in each picture.

Have student partners discuss the answer for each picture.

Move around the classroom and listen to assess student ideas.

Then ask volunteers to share their answer.

Ask the group whether they want to change or add anything in the answer.

Record a final answer.

Display the next slide to show students the correct answers.

Updated Text: Delete slide

Component: *Grade 2 Digital Components*

ISBN: 9781428553781

Current Page Number(s): 12-13

Location: Topic 2, Experience 2, Key Ideas Presentation

Original Text: (Update Teacher Support)

How does the strength of a push change an object's motion?

Teacher Support

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 504 of 3538

Have students repeat the key term word. If students need vocabulary support, review the vocabulary card or slide 1 as a class.

Vocabulary Support

Make sure students correctly pronounce the vocabulary word strength.

If students have trouble pronouncing it, have them say the word length.

The rhyming sound might help students correctly pronounce the vocabulary word.

Discussion

Look at the pictures with students. Point out that the red arrow stands for the strength of a push that was used to make the swing move. A longer arrow stands for a push with a greater force.

Ask In which picture was a stronger push used? (the picture on the right)

Ask Describe the motion of the swing in each picture. (The swing on the right moved a greater distance and went higher than the swing on the left.)

Ask Why did the motion of the swing changes from the first picture to the second picture? (A stronger push was used on the right.)

Try it Out!

Have students think of an object that moves, such as a door, a grocery cart, or a shovel. Then have students draw two pictures, one that shows how the object will move when a small push is used and one that shows how the object will move when a large push is used. Allow students to show their drawings to the class and to describe the cause-and-effect of the pushes in their drawings.

Updated Text: (Update Teacher Support)

How does the strength of a force change an object's motion?

Teacher Support

Have students repeat the key term word. If students need vocabulary support, review the vocabulary card or slide 1 as a class.

Vocabulary Support

Make sure students correctly pronounce the vocabulary word strength.

If students have trouble pronouncing it, have them say the word length.

The rhyming sound might help students correctly pronounce the vocabulary word.

Discussion

Look at the pictures with students. Point out that the red arrow stands for the strength of a push that was used to make the swing move. A longer arrow stands for a push with a greater force. These arrows model forces. They can be used to model the strength of a pull too.

Ask In which picture was a stronger push used? (the picture on the right)

Ask Describe the motion of the swing in each picture. (The swing on the right moved a greater distance and went higher than the swing on the left.)

Ask Why did the motion of the swing changes from the first picture to the second picture? (A stronger push was used on the right.)

Try it Out!

Have students think of an object that moves, such as a door, a grocery cart, a wagon or a shovel. Then have students draw two pictures, one that shows how the object will move when a small push is used and one that shows how the object will move when a large push is used. Repeat this activity to show how the object will move when a small pull is

used and then when a large pull is used. Allow students to show their drawings to the class and to describe the cause-and-effect of the pushes in their drawings.

"

Component: *Grade 2 Student Activity Companion*

ISBN: 9781323223307

Current Page Number(s): 21

Location: Topic 2 Experience 2, Key Ideas Activity

Original Text: (Update to cover breakouts 2.7B.ii and 2.7B.iv)

Investigate the

Strength of a Push

1. Plan You have a ball, tape, and space on the floor.

Write a plan to investigate how the strength of a push can change the motion of the ball.

Step 1

Step 2

Step 3

Step 4

2. Predict How far do you think the ball will move with each push? Use your plan.

Updated Text: (Update to cover breakouts 2.7B.ii and 2.7B.iv)

Investigate the

Strength of a Force

1. Plan You have a ball, tape, string, and space on the floor.

Write a plan to investigate how the strength of a push or pull can change the motion of the ball.

Step 1

Step 2

Step 3

Step 4

Step 5

2. Predict How far do you think the ball will move with each push or pull? Use your plan.

Component: *Grade 2 Digital Components*

ISBN: 9781428553781

Location: Topic 2 Experience 2, Key Ideas Activity, TE Google Doc

Original Text: (Update to cover breakouts 2.7B.ii and 2.7B.iv)

Investigate the

Strength of a Push

Plan You have a ball, tape, and space on the floor. Write a plan to investigate how the strength of a push can change the motion of the ball. Sample answers:

Step 1 Place a piece of tape on the floor.

Step 2 Put the ball on the tape. Lightly push the ball.

Step 3 Use tape to mark where the ball stopped.

Step 4 Repeat steps 2 and 3 with a stronger push.

Predict How far do you think the ball will move with each push? Use your plan.

Sample answer: If I push on the ball with a light push, the ball will go a short distance. If I push on the ball with a stronger push, it will go farther.

Updated Text: (Update to cover breakouts 2.7B.ii and 2.7B.iv)

Investigate the

Strength of a Force

Plan You have a ball, tape, string, and space on the floor. Write a plan to investigate how the strength of a push or pull changes the motion of the ball. Sample Answers:

Step 1 Place a piece of tape on the floor.

Step 2 Put the ball on the tape. Lightly push the ball.

Step 3 Use tape to mark where the ball stopped.

Step 4 Repeat steps 2 and 3 with a stronger push.

Step 5 Tie the string to the ball. Repeat steps 2&3 using a light pull and a strong pull.

Predict How far do you think the ball will move with each push or pull? Use your plan.

Sample answer: If I use a lighter push or pull on the ball, the ball will move a shorter distance than if I use a stronger push or pull.

Component: *Grade 2 Teacher Guide*

ISBN: 9781323223338

Current Page Number(s): 62

Location: Topic 3 Overview, Preview the Topic

Original Text: Preview the Topic

In this topic, students learn about sound as a form of energy. First, in Experience 1, students investigate how sound moves through matter. Then, in Experience 2, they explore why different levels of sound are used in different situations. Finally, in Experience 3, they learn how sounds can be used to communicate over a distance and then design and build a device to do so.

PREVIEW ANCHORING PHENOMENON

Student watch and respond to a short Anchoring Phenomenon video of a city scene filled with many different sounds. As students progress through the experiences, they will use sense-making activities to help them answer the Anchoring Phenomenon question, Why is the siren the loudest sound?

Updated Text: Preview the Topic

In this topic, students learn about sound as a form of energy. First, in Experience 1, students investigate how sound moves through matter. Then, in Experience 2, they explore why different levels of sound are used in different situations. Finally, in Experience 3, they learn how sounds can be used to communicate over a distance and then design and build a device to do so.

As you progress through the topic, connect the activities back to Topic 1, Matter, and Topic 2, Force and Motion.

Students can apply what they learned in Topic 2 about what happens to objects when they touch or collide (TEKS 2.7A) to explain that vibrating matter causes sound (TEKS 2.8A). Students can apply what they learned in Topic 1 about about the physical properties of materials and that materials are often chosen when designing an object based on those properties (TEKS 2.6A, 2.6C) to the device they design and build to communicate with sound over a distance (TEKS 2.8C).

PREVIEW ANCHORING PHENOMENON

Student watch and respond to a short Anchoring Phenomenon video of a city scene filled with many different sounds. As students progress through the experiences, they will use sense-making activities to help them answer the Anchoring Phenomenon question, Why is the siren the loudest sound?

Topic Readiness Test and Remediation

Students answer questions to show what they already know about Sound and Volume by completing a printed or online Topic Readiness Test. For students who have difficulty on the test, assign the corresponding remediation items on Realize.

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Component: Grade 2 Teacher Guide

ISBN: 9781323223338

Current Page Number(s): 63

Location: Topic 3 Overview, Scientific and Engineering Practice TEKS

Original Text: SCIENTIFIC AND ENGINEERING PRACTICES TEKS

2.1G Develop and use models to represent phenomena, objects, and processes.

2.2D Evaluate an object using criteria to determine if it works as intended.

2.4B Identify scientists and engineers.

Also 2.1B, 2.1C, 2.1D, 2.1E, 2.1F, 2.2A, 2.3A, 2.3B, 2.3C, 2.4A

RECURRING THEMES AND CONCEPTS TEKS

2.5C Describe the properties of objects in terms of relative quantity.

2.5E Identify forms of energy and properties of matter.

Also 2.5A, 2.5B, 2.5D

ENGLISH LANGUAGE PROFICIENCY STANDARDS

Listening 2I Demonstrate listening comprehension of increasingly complex spoken English by following directions, retelling or summarizing spoken messages, responding to questions and requests, collaborating with peers, and taking notes commensurate with content and grade-level needs.

Reading 4F Use visual and contextual support and support from peers and teachers to read grade-appropriate content area text, enhance and confirm understanding, and develop vocabulary, grasp of language structures, and background knowledge needed to comprehend increasingly challenging language.

Also Listening 2C, 2E; Speaking 3D; Reading 4C

ENGLISH LANGUAGE ARTS AND READING TEKS

ELAR 2.1D Interact with sources in meaningful ways such as illustrating or writing.

ELAR 2.7A Describe personal connections to a variety of sources.

ELAR 2.7F Respond using newly acquired vocabulary as appropriate.

Updated Text: SCIENTIFIC AND ENGINEERING PRACTICES TEKS

2.2D Evaluate an object using criteria to determine if it works as intended.

2.4B Identify scientists and engineers.

Also 2.1B, 2.1C, 2.1D, 2.1E, 2.1F, 2.1G, 2.2A, 2.3A, 2.3B, 2.3C, 2.4A

RECURRING THEMES AND CONCEPTS TEKS

2.5C Describe the properties of objects in terms of relative quantity.

2.5E Identify forms of energy and properties of matter.

Also 2.5A, 2.5B, 2.5D

ENGLISH LANGUAGE PROFICIENCY STANDARDS

Listening 2I Demonstrate listening comprehension of increasingly complex spoken English by following directions, retelling or summarizing spoken messages, responding to questions and requests, collaborating with peers, and taking notes commensurate with content and grade-level needs.

Reading 4F Use visual and contextual support and support from peers and teachers to read grade-appropriate content area text, enhance and confirm understanding, and develop vocabulary, grasp of language structures, and background knowledge needed to comprehend increasingly challenging language.

Also Listening 2C, 2E; Speaking 3D; Reading 4C

ENGLISH LANGUAGE ARTS AND READING TEKS

ELAR 2.1D Interact with sources in meaningful ways such as illustrating or writing.

ELAR 2.7A Describe personal connections to a variety of sources.

ELAR 2.7F Respond using newly acquired vocabulary as appropriate.

Proclamation 2024: Report of Editorial Changes (11/08/2023)

SOCIAL STUDIES TEKS

SS 2.17A Use democratic procedures to collaborate with others when making decisions on issues in the classroom, school, or community.

Component: *Grade 2 Teacher Guide*

ISBN: 9781323223338

Current Page Number(s): 68

Location: Topic 3, Experience 1, At-A-Glance; Objective

Original Text: Students will demonstrate and explain that sound is made when matter vibrates.

Updated Text: Students will demonstrate and explain that sound is a form of energy and that sound is made when matter vibrates.

Component: *Grade 2 Teacher Guide*

ISBN: 9781323223338

Current Page Number(s): 72

Location: Topic 3, Experience 1, Differentiated Instruction box

Original Text: Model To reinforce understanding, model how to set up the investigation. Make sure students know to observe the sand before, during, and after the sound is being made.

Updated Text: STRIVING: Model To reinforce understanding, model how to set up the investigation. Make sure students know to observe the sand before, during, and after the sound is being made.

SPECIAL NEEDS For students who struggle to work effectively in groups, be sure that all students in the group have specific tasks that must be accomplished in order for the entire group to be successful. This way a student who struggle working in a group understands, as do the other members of the group, that they have an important role in the group.

Component: *Grade 2 Teacher Guide*

ISBN: 9781323223338

Current Page Number(s): 76

Location: Topic 3, Experience 2, At-A-Glance; Objective

Original Text: Students will explain how and why different levels of sound are used in everyday life.

Updated Text: Students will develop explanations about how and why different levels of sound are used in everyday life and describe the properties of objects in terms of quantity.

Component: *Grade 2 Teacher Guide*

ISBN: 9781323223338

Current Page Number(s): 80

Location: Topic 3, Experience 2, Differentiated Instruction box

Original Text: Support for Striving Students To reinforce understanding, model how to set up the investigation. Demonstrate how to tap an object on a flat surface.

Updated Text: STRIVING To reinforce understanding, model how to set up the investigation. For example, demonstrate how to tap an object on a flat surface. Then, ask students how they will make a sound with the other objects. Remind students that they should use the same method for each object.

CHALLENGE After students have completed this activity, ask them what other questions they would like to investigate as a result of this activity. If time allows students to plan and conduct an investigation to help answer their additional questions.

Component: *Grade 2 Teacher Guide*

ISBN: 9781323223338

Current Page Number(s): 84

Location: Topic 3, Experience 3, At-A-Glance; Objective

Original Text: Objective
Students will explain how different levels of sound are used in everyday life.

Updated Text: Objectives
Students will explain how different levels of sound are used in everyday life.

Students will use tools to examine the parts of a whole to define a sound device.

Component: *Grade 2 Teacher Guide*

ISBN: 9781323223338

Current Page Number(s): 84

Location: Topic 3, Experience 3, At-A-Glance; Blue box TEKS list

Original Text: TEKS
2.8C Design and build a device using tools and materials that uses sound to solve the problem of communicating over a distance.
2.1D Use tools to observe, measure, test, and compare.
2.1G Design a prototype for a solution to a problem.
2.2D Evaluate a design or an object using criteria to determine if it works as intended.

Also 2.3C, 2.4A, 2.4B, 2.5D

Updated Text: TEKS
TEKS 2.8C Design and build a device using tools and materials that uses sound

Proclamation 2024: Report of Editorial Changes (11/08/2023)

to solve the problem of communicating over a distance.
SEP 2.1D Use tools to observe, measure, test, and compare.
SEP 2.1G Design a prototype for a solution to a problem.
SEP 2.2D Evaluate a design or an object using criteria to determine if it works as intended.
RTC 2.5D Examine the parts of a whole to define or model a system.
Also 2.3C, 2.4A, 2.4B

Component: *Grade 2 Teacher Guide*

ISBN: 9781323223338

Current Page Number(s): 88

Location: Topic 3, Experience 3, Differentiated Instruction box

Original Text: Support for Striving Students Some students may not hold the string tight enough for the sound to travel easily. Demonstrate how to hold the cup straight up so that the string is taut. Also make sure that students are striking the tuning forks with enough force to make an audible sound.

Updated Text: STRIVING Some students may not hold the string tight enough for the sound to travel easily. Demonstrate how to hold the cup straight up so that the string is taut. Also make sure that students are striking the tuning forks with enough force to make an audible sound.

CHALLENGE For an additional challenge, allow students to use a different thickness of string or yarn to replace the original length of string. Have students compare how the sound is different between the different kinds of string or yarn.

Component: *Grade 2 Teacher Guide*

ISBN: 9781323223338

Current Page Number(s): 94

Location: Topic 4 Overview, Preview the Topic

Original Text: Preview the Topic

In this topic, students learn that the natural world has recognizable patterns that can be observed in systems and processes. First, in Experience 1, they describe the sun as a star and recognize that the moon reflects the sun's light. Then, in Experience 2, they measure, record, and graph weather information. Finally, in Experience 3, they investigate different types of severe weather events and explain that each one is most common in a given region of the United States.

PREVIEW ANCHORING PHENOMENON

Students watch and respond to a short Anchoring Phenomenon Video that shows how weather is changing along a stretch of highway. As students progress through the experiences, they will use sense-making activities to help them answer the Anchoring Phenomenon question, How is the weather changing?

Teacher Background

Watch the Teacher Background Video, Patterns in the Sky, to refresh your knowledge of topic content. Key concepts to support instruction of this topic include:

- The natural world has recognizable patterns that can be predicted.
- The sun is a star that provides light and heat, and the moon reflects the

sun's light.

- Objects in the sky are more visible and can appear different with a telescope than with an unaided eye.
- Weather information, such as temperature and precipitation, can be observed, measured, recorded, and graphed.
- Some types of severe weather events are hurricanes, tornadoes, and floods.
- Some types of severe weather events are more likely to occur in some regions than in others.

Common Misconceptions

As students explore the content, be attentive to common misconceptions that may arise and address as needed. Common misconceptions are listed in bold type. The subsequent text explains the misconceptions.

- The stars in the night sky are much smaller than our sun. In Experience 1, reinforce that distance is a factor when comparing the way objects in space appear to us on Earth. For example, the sun is a medium-sized star that looks enormous from our vantage point on Earth. Yet the sun is smaller than many of the stars in our galaxy, which appear to us as tiny points of light in the night sky.
- Severe weather events occur randomly. Students learn in Experience 3 that each type of severe weather requires specific conditions that occur only in certain places. For example, hurricanes are fueled by warm ocean water. As a result, they form over warm oceans. Note that this is why coastal cities of eastern Texas, such as Galveston and Corpus Christi, have long histories of hurricane damage, whereas inland cities of western Texas, such as El Paso and Amarillo, do not

Updated Text: Preview the Topic

In this topic, students learn that the natural world has recognizable patterns that can be observed in systems and processes. In Experience 1, they describe the sun as a star and recognize that the moon reflects the sun's light. In Experience 2, they measure, record, and graph weather information. In Experience 3, they investigate types of severe weather events and

explain that each one is most common in a given region of the United States.

As you progress through the topic, connect the activities back to Topic 3, Sound and Volume. Students can use what they learned about sound and vibrations (TEKS 2.8A) and apply it to what they learn in Topic 4 about severe weather events such as tornadoes (TEKS 2.10C). They can also apply what they learned about how people use levels of sound (TEKS 2.8B) to how devices that use sound could be used to warn people about severe weather events (TEKS 2.8C).

PREVIEW ANCHORING PHENOMENON

Students watch and respond to a short Anchoring Phenomenon Video that shows how weather is changing along a stretch of highway. As students progress through the experiences, they will use sense-making activities to help them answer the Anchoring Phenomenon question, How is the weather changing?

Topic Readiness Test and Remediation

Students answer questions to show what they already know about Patterns in the Sky by completing a printed or online Topic Readiness Test. For students who have difficulty on the test, assign the corresponding remediation items on Realize.

Teacher Background

Watch the Teacher Background Video, Patterns in the Sky, to refresh your knowledge of topic content. Key concepts to support instruction of this topic include:

- The sun is a star that provides light and heat. The moon reflects the sun's light.
- Objects in the sky are more visible and can appear different with a telescope than with an unaided eye.
- Weather information, such as temperature and precipitation, can be observed, measured, recorded, and graphed.
- Some types of severe weather events are hurricanes, tornadoes, and floods. These events are more likely to occur in some regions than in others.

Common Misconceptions

Common misconceptions are listed in bold type. The subsequent text explains the misconceptions.

- The stars in the night sky are much smaller than our sun. Distance is a factor when comparing the way objects in space appear to us on Earth. The sun is a medium-sized star that looks enormous from Earth. Yet the sun is smaller than many of the stars that appear as tiny points of light in the night sky.
- Severe weather events occur randomly. Each type of severe weather requires specific conditions that occur only in certain places. For example, hurricanes are fueled by warm ocean water. As a result, they form over warm oceans. This is why coastal cities of eastern Texas have histories of hurricane damage, whereas inland cities of western Texas do not.

Component: *Grade 2 Teacher Guide*

ISBN: 9781323223338

Current Page Number(s): 95

Location: Topic 4 Overview, Scientific and Engineering Practice TEKS

Original Text: SCIENTIFIC AND ENGINEERING PRACTICES TEKS

2.1F Record and organize data using pictures, numbers, words, symbols, and simple graphs.

2.2B Analyze data by identifying significant features and patterns.

Also 2.1C, 2.1D, 2.1E, 2.1F, 2.1G, 2.3A, 2.3B, 2.3C

RECURRING THEMES AND CONCEPTS TEKS

2.5B Investigate cause-and-effect relationships in science.

Also 2.5A, 2.5D, 2.5G

ENGLISH LANGUAGE PROFICIENCY STANDARDS

Listening 2C Learn new language structures, expressions, and basic and academic vocabulary heard during classroom instruction and interactions. Ask and give information ranging from using a very limited bank of high-frequency, high-need, concrete vocabulary, including key words and expressions needed for basic communications in academic and social contexts, to using abstract and content-based vocabulary during extended speaking assignments.

Also Listening 2C, 2E; Speaking 3E, 3H; Reading 4C, 4F, 4G

MATH and ENGLISH LANGUAGE ARTS AND READING TEKS

Math 2.1D Communicate mathematical ideas, reasoning, and their implications using multiple representations, including symbols, diagrams, graphs, and language as appropriate.

ELAR 2.9D Recognize characteristics and structures of informational text.

Also ELAR TEKS 2.6E, 2.7E, 2.12D

Updated Text: SCIENTIFIC AND ENGINEERING PRACTICES TEKS

2.2B Analyze data by identifying significant features and patterns.

Also 2.1C, 2.1D, 2.1E, 2.1F, 2.1G, 2.3A, 2.3B, 2.3C

RECURRING THEMES AND CONCEPTS TEKS

2.5B Investigate cause-and-effect relationships in science.

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Also 2.5A, 2.5D, 2.5G

ENGLISH LANGUAGE PROFICIENCY STANDARDS

Listening 2C Learn new language structures, expressions, and basic and academic vocabulary heard during classroom instruction and interactions.

Also Listening 2E; Speaking 3E, 3H; Reading 4C, 4F, 4G

MATH and ENGLISH LANGUAGE ARTS AND READING TEKS

Math 2.1D Communicate mathematical ideas, reasoning, and their implications using multiple representations, including symbols, diagrams, graphs, and language as appropriate.

ELAR 2.9D Recognize characteristics and structures of informational text.

Also ELAR TEKS 2.6E, 2.7E, 2.12D

SOCIAL STUDIES TEKS

SS 2.16E Communicate information visually, orally, or in writing based on knowledge and experiences in social studies.

Component: *Grade 2 Teacher Guide*

ISBN: 9781323223338

Current Page Number(s): 96

Location: Topic 4, Topic Planner, Experience 2; STEAM Activity

Original Text: STEAM Activity How can you design a weather station?

Updated Text: STEAM Activity Build A Weather Station

Component: *Grade 2 Teacher Guide*

ISBN: 9781323223338

Current Page Number(s): 100

Location: Topic 4, Experience 1, At-A-Glance; Objective

Original Text: Objective

Students will explain that the sun provides Earth with light and heat and that the moon reflects the sun's light.

Updated Text: Objectives

Students will collect observations to explain that the sun provides Earth with light and heat and that the moon reflects the sun's light.

Students will investigate and predict cause-and-effect relationships between the light of the sun and heat on Earth.

Component: *Grade 2 Teacher Guide*

ISBN: 9781323223338

Current Page Number(s): 104

Location: Topic 4, Experience 1, Differentiated Instruction box

Original Text: Visual Impairments Allow student to place their fingers in the water to compare the temperatures, or pair a student with a seeing partner.

Updated Text: SPECIAL NEEDS: Visual Impairments Allow student to place their fingers in the water to compare the temperatures, or pair a student with a seeing partner.

CHALLENGE After completing the investigation, some students may have additional questions they would like to investigate. Time permitting, have students share their questions with you and allow them to plan and conduct a simple descriptive investigation to answer their questions.

Component: *Grade 2 Teacher Guide*

ISBN: 9781323223338

Current Page Number(s): 108

Location: Topic 4, Experience 2, At-A-Glance; Objective

Original Text: Objective

Students will record and graph weather information, including temperature and precipitation.

Updated Text: Objectives

Students will use tools to record and graph weather information, including temperature and precipitation. Students will look at the parts of a weather tool and tell how the parts work together to give information about the weather.

Component: *Grade 2 Teacher Guide*

ISBN: 9781323223338

Current Page Number(s): 109

Location: Topic 4, Experience 2, STEAM Activity

Original Text: STEAM Activity How can you design a weather station?

Updated Text: STEAM Activity Build A Weather Station

Component: *Grade 2 Teacher Guide*

ISBN: 9781323223338

Current Page Number(s): 116

Location: Topic 4, Experience 3, At-A-Glance; Objective

Original Text: Objective

Students will investigate extreme weather, including hurricanes, tornadoes, and floods, and where they are most likely to occur.

Updated Text: Objectives

Students will investigate extreme weather, including hurricanes, tornadoes, and floods, and where they are most likely to occur.

Students will model a flood occurring around a lake and analyze their data to tell what might happen to plants and animals near a flooded river.

Component: *Grade 2 Topic 4 Read About It*

ISBN: 9781428514041

Current Page Number(s): 5

Location: Caption

Original Text: The McDonald Observatory in Austin, Texas, has several large telescopes.

Updated Text: The McDonald Observatory in Fort Davis, Texas, has several large telescopes.

Component: *Grade 2 Teacher Guide*

ISBN: 9781323223338

Current Page Number(s): 126

Location: Topic 5 Overview, Preview the Topic

Original Text: Preview the Topic

In this topic, students learn about Earth's resources. First, in Experience 1, they investigate the way the movement of water and wind can change Earth's surface. Then, in Experience 2, students distinguish between natural resources and resources made by people. Finally in Experience 3, students recognize that people affect resources and that resources can be conserved by reuse and recycling.

PREVIEW ANCHORING PHENOMENON

Students watch and respond to a short Anchoring Phenomenon video on the Lighthouse rock formation at Texas' Palo Duro Canyon. As students progress through the experiences, they will answer the Anchoring Phenomenon question, How did the Lighthouse rock get its shape?

Updated Text: Preview the Topic

In this topic, students learn about Earth's resources. First, in Experience 1, they investigate the way the movement of water and wind can change Earth's surface. Then, in Experience 2, students distinguish between natural resources and resources made by people. Finally in Experience 3, students recognize that people affect resources and that resources can be conserved by reuse and recycling.

PREVIEW ANCHORING PHENOMENON

Students watch and respond to a short Anchoring Phenomenon video on the Lighthouse rock formation at Texas' Palo Duro Canyon. As students progress through the experiences, they will answer the Anchoring Phenomenon question, How did the Lighthouse rock get its shape?

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 516 of 3538

Topic Readiness Test and Remediation

Students answer questions to show what they already know about Earth's Resources by completing a printed or online Topic Readiness Test. For students who have difficulty on the test, assign the corresponding remediation items on Realize.

Component: *Grade 2 Teacher Guide*

ISBN: 9781323223338

Current Page Number(s): 128

Location: Topic 5, Experience 2, Literact Station

Original Text: Literacy Station What resources do you see?

Updated Text: Literacy Station What are resources?

Component: *Grade 2 Teacher Guide*

ISBN: 9781323223338

Current Page Number(s): 132

Location: Topic 5, Experience 1, At-A-Glance; Objective

Original Text: Objective

Students will learn to define Earth materials, including wind and water, and describe how wind and water move soil and rock across Earth's surface.

Updated Text: Objectives

Students will learn to define Earth materials, including wind and water.

Students will develop and use models to describe how wind and water move soil and rock across Earth's surface.

Component: *Grade 2 Teacher Guide*

ISBN: 9781323223338

Current Page Number(s): 132

Location: Topic 5, Experience 1, Literacy Station

Original Text: How can water and wind change Earth's surface?

Updated Text: How can Earth's surface change?

Component: *Grade 2 Teacher Guide*

ISBN: 9781323223338

Current Page Number(s): 140

Location: Topic 5, Experience 2, At-A-Glance; Objective

Original Text: Objective

Students will learn to

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 517 of 3538

distinguish between natural resources and resources made by people that are important to everyday life.

Updated Text: Objectives
Students will learn to distinguish between natural resources and resources made by people that are important to everyday life.

Students will communicate individually and collaboratively how each resource is important.

Component: *Grade 2 Teacher Guide*

ISBN: 9781323223338

Current Page Number(s): 144

Location: Topic 5, Experience 2, Differentiated Instruction box

Original Text: Challenge Have partners or groups make a short list of resources we use, both natural resources and resources made by people. Direct them to exchange the lists and identify on their partner's list which type each resource is. Tell them to explain how they made their decisions.

Updated Text: Challenge Have partners or groups make a short list of resources we use, both natural resources and resources made by people. Direct them to exchange the lists and identify on their partner's list which type each resource is. Tell them to explain how they made their decisions.

SPECIAL NEEDS: Use Pictures Students with hearing impairments might benefit by using pictures as they explain to a partner how each resource is important. They can draw the pictures themselves or find pictures in their text, a magazine, or online.

Component: *Grade 2 Teacher Guide*

ISBN: 9781323223338

Current Page Number(s): 148

Location: Topic 5, Experience 3, At-A-Glance; Blue box TEKS list

Original Text: TEKS

2.11B Describe how human impact can be limited by making choices to conserve and properly dispose of materials such as reducing use of, reusing, or recycling paper, plastic, and metal.

2.1G Develop and use models to represent phenomena, objects, and processes.

2.4A Explain how science or an innovation can help others.

Updated Text: TEKS

TEKS 2.11B Describe how human impact can be limited by making choices to conserve and properly dispose of materials such as reducing use of, reusing, or recycling paper, plastic, and metal.

SEP 2.1G Develop and use models to represent phenomena, objects, and

processes.

SEP 2.4A Explain how science or an innovation can help others.

RTC 2.5B Investigate and predict cause-and-effect relationships in science.

Component: *Grade 2 Teacher Guide*

ISBN: 9781323223338

Current Page Number(s): 152

Location: Topic 5, Experience 3, Differentiated Instruction box

Original Text: Class Art Theme Help students who cannot develop an idea by providing a theme for students' art, such as animals or superheroes.

Challenge Students can work in groups to make a group art display.

Students can decide the focus of their group display, and each member can make an art piece to add to the display.

Updated Text: STRIVING: Class Art Theme Help students have trouble coming up with an idea by providing a theme for students' art, such as animals or superheroes.

CHALLENGE Students can work in groups to make a group art display.

Students can decide the focus of their group display, and each member can make an art piece to add to the display.

Component: *Grade 2 Teacher Guide*

ISBN: 9781323223338

Current Page Number(s): 158

Location: Topic 6 Overview, Preview the Topic

Original Text: Preview the Topic

In this topic, students learn about plants and animals. First, in Experience 1, they identify the roots, stems, leaves, flowers, fruits, and seeds of plants and compare how those structures help different plants meet their basic needs for survival.

Then, in Experience 2, they learn about and compare how the structures and behaviors of animals help them find and take in food, water, and air, and explore how being part of a group helps animals obtain food, defend themselves, and cope with changes. Finally, in Experience 3, students explore the life cycles of a frog and a butterfly.

PREVIEW ANCHORING PHENOMENON

Students watch and respond to a short Anchoring Phenomenon video that shows how bees and plants interact and how bees communicate to other bees where to find a food source. Through this, students explore different parts of plants and animals and how animals benefit from living in groups. As students progress through the experiences, they will answer the Anchoring Phenomenon question, How does being part of a hive help a bee survive?

Teacher Background

Watch the Teacher Background video Plants and Animals to refresh your knowledge of topic content. Key concepts to support instruction of this topic include:

- Most plants have roots, stems, leaves, and flowers that help them meet their basic needs. The structures of the parts vary in different kinds of plants.
- Flowers are the plant part that enable the plant to produce new plants.
- The flowers of some plants grow fruits, which encase and protect their seeds.

- Animals use structures and behaviors to find food and to get water and air.
- Living in groups can help animals find food and protect them.
- Some animals, such as the butterfly and the frog, have unique life cycles.

Updated Text: Preview the Topic

In this topic, students learn about plants and animals. First, in Experience 1, they identify the roots, stems, leaves, flowers, fruits, and seeds of plants and compare how those structures help different plants meet their basic needs for survival. Then, in Experience 2, they learn about and compare how the structures and behaviors of animals help them find and take in food, water, and air, and explore how being part of a group helps animals obtain food, defend themselves, and cope with changes. Finally, in Experience 3, students explore the life cycles of a frog and a butterfly.

As you progress through the topic, connect the activities back to Topic 5. Students can apply what they learned in Topic 5 about resources and how human impact can be limited by making choices to conserve and properly dispose of materials (TEKS 2.11A, 2.11B) to resources animals need and how animals find and take in food, water, and air (TEKS 2.13B) in Topic 6.

PREVIEW ANCHORING PHENOMENON

Students watch and respond to a short Anchoring Phenomenon video that shows how bees and plants interact and how bees communicate to other bees where to find a food source. Through this, students explore different parts of plants and animals and how animals benefit from living in groups. As students progress through the experiences, they will answer the Anchoring Phenomenon question, How does being part of a hive help a bee survive?

Topic Readiness Test and Remediation

Students answer questions to show what they already know about Plants and Animals by completing a printed or online Topic Readiness Test. For students who have difficulty on the test, assign the corresponding remediation items on Realize.

Teacher Background

Watch the Teacher Background video Plants and Animals to refresh your knowledge of topic content. Key concepts to support instruction of this topic include:

- Most plants have roots, stems, leaves, and flowers that help them meet their basic needs. The structures of the parts vary in different kinds of plants.
- Animals use structures and behaviors to find food and to get water and air.
- Living in groups can help animals find food and protect them.
- Animals, such as the butterfly and the frog, have unique life cycles.

Component: *Grade 2 Teacher Guide*

ISBN: 9781323223338

Current Page Number(s): 159

Location: Topic 6 Overview, English Language Arts and Reading TEKS

Original Text: ENGLISH LANGUAGE ARTS AND READING TEKS

ELAR 2.6B Generate questions about text before, during, and after reading to deepen understanding and gain information.

Proclamation 2024: Report of Editorial Changes (11/08/2023)

ELAR 2.7C Use text evidence to support an appropriate response.
Also ELAR 2.7E, 2.7F

Updated Text: ENGLISH LANGUAGE ARTS AND READING TEKS
ELAR 2.7C Use text evidence to support an appropriate response.
Also ELAR 2.6B, 2.7E, 2.7F

SOCIAL STUDIES TEKS

SS 2.17A Use democratic procedures to collaborate with others when making decisions on issues in the classroom, school, or community.

Also SS 2.11C

Component: *Grade 2 Teacher Guide*

ISBN: 9781323223338

Current Page Number(s): 164

Location: Topic 6, Experience 1, At-A-Glance; Objective

Original Text: Objective

Students will identify and describe plant structures and compare how they help plants meet their basic needs

Updated Text: Objectives

Students will identify and describe plant structures and compare how they help plants meet their basic needs. Students will use a hand lens to observe the parts of two plants.

Component: *Grade 2 Teacher Guide*

ISBN: 9781323223338

Current Page Number(s): 172

Location: Topic 6, Experience 2, At-A-Glance; Objective

Original Text: Objective

Students will describe how the structures and behaviors of animals help them survive.

Updated Text: Objectives

Students will describe how the structures and behaviors of animals help them survive.

(new Students will model how fish form a group, or school.

Component: *Grade 2 Teacher Guide*

ISBN: 9781323223338

Current Page Number(s): 176

Location: Topic 6, Experience 2, Differentiated Instruction box

Original Text: Adapt the Fish Some students may not be able to distinguish certain colors. Students can mark their fish with shapes, such as squares, triangles, and circles, rather than color them. For students whose vision prevents them from clearly seeing the fish, consider using fish with different textures that they can feel, such as cotton balls, sandpaper, or pieces of cotton.

Updated Text: SPECIAL NEEDS: Use Shapes Some students may not be able to distinguish certain colors. Students can mark their fish with shapes, such as squares, triangles, and circles, rather than color them.

SPECIAL NEEDS: Use Textures For students whose vision prevents them from clearly seeing the fish, consider using fish with different textures that they can feel, such as cotton balls, sandpaper, or pieces of cotton.

Component: *Grade 2 Teacher Guide*

ISBN: 9781323223338

Current Page Number(s): 177

Location: Topic 6 Experience 2, Literacy Station

Original Text: Literacy Station How do behaviors help animals?

Updated Text: Literacy Station How do behaviors help animals survive?

Component: *Grade 2 Teacher Guide*

ISBN: 9781323223338

Current Page Number(s): 180

Location: Topic 6, Experience 3, At-A-Glance; Objective

Original Text: Objective
Students will describe the life cycles of the frog and butterfly.

Updated Text: Objective
Students will describe the life cycles of the frog and butterfly.

Students will describe the pattern of the life cycles of a frog and butterfly.

Component: *Grade 2 Teacher Guide*

ISBN: 9781323223338

Current Page Number(s): 184

Location: Topic 6, Experience 3, Differentiated Instruction box

Original Text: Model Students may have difficulty determining how many days have occurred between the stages shown on the worksheet. Show students how to keep track of the number of days by writing the date that they observe each stage happen. They can then use a calendar to count the number of days.

Updated Text: STRIVING: Model Students may have difficulty determining how many days have occurred between the stages shown on the worksheet. Show students how to keep

track of the number of days by writing the date that they observe each stage happen. They can then use a calendar to count the number of days

CHALLENGE Have interested students compare the life cycle of the butterfly to the life cycle of a moth. They can find pictures of these life cycles in books or online. Have them compare and contrast the moth life cycle with the life cycle of the butterfly..

Component: *Grade 2 Topic 5 Read About It*

ISBN: 9781428514065

Current Page Number(s): 12

Location: Caption

Original Text: The Johnson Space Center is a resource of people with important skills.

Updated Text: The people working at the Johnson Space Center and their skills make this place an important resource.

Component: *Grade 2 Teacher Guide*

ISBN: 9781323223338

Current Page Number(s): 190

Location: Topic 7 Overview, Preview the Topic

Original Text: Preview the Topic

In this topic, students learn about how organisms interact with each other and with their environments. First, in Experience 1, they identify differences in environments and describe how the physical characteristics of environments support the plants and animals in an ecosystem. Then, in Experience 2, they explain and demonstrate how some plants depend on other living things, wind, or water for pollination and seed dispersal. Finally, in Experience 3, they describe the purpose of a food-chain model, identify producers and consumers in a food chain, and then create food chains to demonstrate the dependence of animals on other living things.

PREVIEW ANCHORING PHENOMENON

Students watch and respond to a short Anchoring Phenomenon video about how the prickly pear cactus helps the animals in a desert. As students progress through the experiences, they will answer the Anchoring Phenomenon question, How does the prickly pear cactus help the Texas desert ecosystem?

Teacher Background

Watch the Teacher Background video *Organisms and Environments* to refresh your knowledge of topic content. Key concepts to support instruction of this topic:

- The basic needs of living things are met through interactions with each other and with their physical environment.
- In order to reproduce, some plants depend on animals, wind, or water to distribute their pollen and seeds.
- The physical characteristics of an environment, such as the amount of rainfall, help determine the plants and animals that can live in that ecosystem.
- Plants and animals within an ecosystem interact through a food chain, a series of interconnected relationships between producers and consumers.

Common Misconceptions

As students explore the content, be attentive to common misconceptions that may arise and address them as needed. Common misconceptions are listed in bold type. The subsequent text explains the misconceptions.

- An animal's home is the same as its habitat. An animal's home gives it shelter and a place to have its young. The animal's habitat, on the other hand, supplies air, food, shelter, space, and water.
- Organisms placed higher in a food chain eat everything below them on the chain. Consumer organisms may eat many different types of organisms below them, but many consumers only eat one or a few types of organisms.

Updated Text: Preview the Topic

In this topic, students learn about how organisms interact with each other and with their environments. First, in Experience 1, they identify differences in environments and describe how the physical characteristics of environments support the plants and animals in an ecosystem. Then, in Experience 2, they explain and demonstrate how some plants depend on other living things, wind, or water for pollination and seed dispersal. Finally, in Experience 3, they describe the purpose of a food-chain model, identify producers and consumers in a food chain, and then create food chains to demonstrate the dependence of animals on other living things.

As you progress through the topic, connect the activities back to Topic 6, Plants and Animals. Students can apply what they learned about plant structures, animal structures, animal behaviors, and groups (TEKS 2.13B, 2.13C) with how physical characteristics of environments support plants and animals and food chains in Topic 7 (TEKS 2.12.A, 2.12.B). They can also use what they learn about butterfly life cycles in Topic 6 (TEKS 2.13D) with how plants depend on living things for pollination (TEKS 2.12C).

PREVIEW ANCHORING PHENOMENON

Students watch and respond to a short Anchoring Phenomenon video about how the prickly pear cactus helps the animals in a desert. As students progress through the experiences, they will answer the Anchoring Phenomenon question, How does the prickly pear cactus help the Texas desert ecosystem?

Topic Readiness Test and Remediation (body text) Students answer questions to show what they already know about Organisms and Environments by completing a printed or online Topic Readiness Test. For students who have difficulty on the test, assign the corresponding remediation items on Realize. Teacher Background

Watch the Teacher Background video Organisms and Environments to refresh your knowledge of topic content. Key concepts to support instruction of this topic:

- The basic needs of living things are met through interactions with each other and with their physical environment.
- In order to reproduce, some plants depend on animals, wind, or water to distribute their pollen and seeds.
- The physical characteristics of an environment, such as the amount of rainfall, help determine the plants and animals that can live in that ecosystem.
- Plants and animals within an ecosystem interact through a food chain, a series of interconnected relationships between producers and consumers.

Common Misconceptions

As students explore the content, be attentive to common misconceptions that may arise and address them as needed. Common misconceptions are listed in bold type. The subsequent text explains the misconceptions.

- An animal's home is the same as its habitat. An animal's home gives it shelter and a place to have its young. The animal's habitat, on the other hand, supplies air, food, shelter, space, and water.
- Organisms placed higher in a food chain eat everything below them on the

chain. Consumer organisms may eat many different types of organisms below them, but many consumers only eat one or a few types of organisms.

Component: *Grade 2 Teacher Guide*

ISBN: 9781323223338

Current Page Number(s): 191

Location: Topic 7 Overview Home Connection

Original Text: (Adding Home Connections Box This was previously not included.)

Updated Text: (Home Connections Box)

Share the Topic School-to-Home letter with parents and caregivers to provide information that supports student learning. Use the Home Communication Guide for additional ideas to bring home learning into the classroom.

Component: *Grade 2 Teacher Guide*

ISBN: 9781323223338

Current Page Number(s): 191

Location: Topic 7 Overview, SCIENTIFIC AND ENGINEERING PRACTICES TEKS

Original Text: SCIENTIFIC AND ENGINEERING PRACTICES TEKS

2.1G Develop models to represent phenomena and/or processes.

2.3A Develop explanations and propose solutions supported by data and models.

Also 2.1D, 2.1E, 2.1F, 2.3B, 2.3C

RECURRING THEMES AND CONCEPTS TEKS

2.5A Identify patterns to describe phenomena.

2.5D Examine parts of a whole to model a system.

2.5F Describe the relationship between structure and function of organisms.

ENGLISH LANGUAGE PROFICIENCY STANDARDS

Reading 4D Use prereading supports such as graphic organizers, illustrations, and pretaught topic-related vocabulary and other prereading activities to enhance comprehension of written text.

Also Learning Strategies 1A, 1D; Listening 2C, 2D; Speaking 3D, 3E, 3G, 3H:

Reading 4E, 4F, 4G, Writing 5B

ENGLISH LANGUAGE ARTS AND READING TEKS

ELAR 2.7C Use text evidence to support an appropriate response.

ELAR 2.7E Interact with sources in meaningful ways such as illustrating or writing.

ELAR 2.7F Respond using newly acquired vocabulary as appropriate.

Updated Text: SCIENTIFIC AND ENGINEERING PRACTICES TEKS

2.1G Develop models to represent phenomena and/or processes.

Also 2.1D, 2.1E, 2.1F, 2.3A, 2.3B, 2.3C

RECURRING THEMES AND CONCEPTS TEKS

2.5A Identify patterns to describe phenomena.

Also 2.5D, 2.5F

ENGLISH LANGUAGE PROFICIENCY STANDARDS

Speaking 3E Share information in cooperative learning interactions.

Also Learning Strategies 1A, 1D; Listening 2C, 2D; Speaking 3D, 3E, 3G, 3H:

Reading 4D, 4E, 4F, 4G, Writing 5B

ENGLISH LANGUAGE ARTS AND READING TEKS

ELAR 2.7C Use text evidence to support an appropriate response.

Also ELAR 2.7E, 2.7F

Proclamation 2024: Report of Editorial Changes (11/08/2023)

SOCIAL STUDIES TEKS

2.15A Identify and state facts based on relevant evidence. ^[1]_[SEP]

Also SS 2.15B

Component: *Grade 2 Teacher Guide*

ISBN: 9781323223338

Current Page Number(s): 196

Location: Topic 7, Experience 1, At-A-Glance; Objective

Original Text: Objective

Students will identify differences in environments and describe how the physical characteristics of environments support plants and animals in an ecosystem.

Updated Text: Objectives

Students will identify differences in environments and describe how the physical characteristics of environments support plants and animals in an ecosystem.

Students will communicate and support their decision about whether meerkats and flamingos could live in the same environment at a zoo.

Component: *Grade 2 Teacher Guide*

ISBN: 9781323223338

Current Page Number(s): 196

Location: Topic 7, Experience 1, At-A-Glance; Blue box TEKS list

Original Text: TEKS

2.12A Describe how the physical characteristics of environments, including the amount of rainfall, support plants and animals within an ecosystem.

2.3A Develop explanations and propose solutions supported by data and models.

2.3B Communicate explanations and solutions individually in a variety of settings and formats.

Also 2.3C, 2.5D

Updated Text: TEKS

TEKS 2.12A Describe how the physical characteristics of environments, including the amount of rainfall, support plants and animals within an

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 526 of 3538

ecosystem.

SEP 2.3A Develop explanations and propose solutions supported by data and models.

SEP 2.3B Communicate explanations and solutions individually in a variety of settings and formats.

SEP 2.3C Listen actively to others' explanations to identify important evidence and engage respectfully in scientific discussion.

RTC 2.5D Examine the parts of a whole to define or model a system.

Component: *Grade 2 Teacher Guide*

ISBN: 9781323223338

Current Page Number(s): 200

Location: Topic 7, Experience 1, Differentiated Instruction

Original Text: Support for Students Some students may have difficulty seeing the individual plants and animals and the information for each. Enlarge the pictures and have students place them in two piles, one for the dry environment and one for the wet environment.

Updated Text: SPECIAL NEEDS: Visually Impaired Some students may have difficulty seeing the individual plants and animals and the information for each. Enlarge the pictures and have students place them in two piles, one for the dry environment and one for the wet environment.

STRIVING: Role Playing(/bold) Have students take on the role of a nature guide that is describing each of the environments and what plants and animals live there. Encourage them to use their own words and vocabulary from the Experience as they discuss the environments and organisms.

Component: *Grade 2 Teacher Guide*

ISBN: 9781323223338

Current Page Number(s): 204

Location: Topic 7, Experience 2, At-A-Glance; Objective

Original Text: Objective

Students will explain and demonstrate how some plants depend on other living things, wind, or water for pollination and to move their seeds around.

Updated Text: Objectives

Students will explain and demonstrate how some plants depend on other living things, wind, or water for pollination and to move their seeds around.

Students will record data using pictures or words to tell what they observe about what moves different kinds of seeds.

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 527 of 3538

Component: *Grade 2 Teacher Guide*

ISBN: 9781323223338

Current Page Number(s): 208

Location: Topic 7, Experience 2, Differentiated Instruction

Original Text: Support for Students Show students the different types of seeds. Explain that they will use properties such as seed size, weight (by feel), and texture to determine whether each seed will travel best by wind, water, or fur. If students have vision impairments and are unable to see the seed details, allow extra time for them to hold and feel the seeds to evaluate their characteristics.

Updated Text: STRIVING Show students the different types of seeds. Explain that they will use properties such as seed size, weight (by feel), and texture to determine whether each seed will travel best by wind, water, or fur.

SPECIAL NEEDS If students have vision impairments and are unable to see the seed details, allow extra time for them to hold and feel the seeds to evaluate their characteristics.

CHALLENGE Have interested students make models of three different seeds—one that is scattered by wind, one by water, and one by animals.

Component: *Grade 2 Teacher Guide*

ISBN: 9781323223338

Current Page Number(s): xvi

Location: It's So Flexible page

Original Text: (outdated example page)

Updated Text: (updated example page)

Publisher: Studies Weekly

Science, Grade 2

Program: *Texas Science Studies Weekly: Second Grade: TEKS*

Component: *Texas Science Studies Weekly: 2 Grade Student Edition with Online Access*

ISBN: 9781649783790SE8

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 3

Location: Studies Weekly Online, Unit 1 Week 1 , Activity 5, “My Little Book of Scientists and Engineers - Gustav Kirchoff” (PDF pg. 3)

Original Text: Gustav Kirchoff

Gustav Kirchoff studied chemicals and the lights they can create when they are heated up. He was born in Russia. He worked with a partner to show that things look different when heated.

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 528 of 3538

Updated Text: Gustav Kirchhoff

Gustav Kirchhoff studied chemicals and the lights they can create when they are heated up. He was born in Russia. He worked with a partner to show that things look different when heated.

Component: *Texas Science Studies Weekly: 2 Grade Teacher Edition with Online Access*

ISBN: 9781649783783TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 4

Location: Studies Weekly Online, Unit 1 Week 1, "Flash Cards", Card 5 - definition of phenomenon (PDF pg. 4)

Original Text: an observable event

-

un evento observable

Updated Text: facts or situations that are observed to exist or happen

-

hechos o situaciones que se observa que existen o suceden

Component: *Texas Science Studies Weekly: 2 Grade Teacher Edition with Online Access*

ISBN: 9781649783783TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 3 - 4

Location: Studies Weekly Online, Unit 1 Week 1, "You Can Be a Scientist! You Can Be an Engineer!: Flash Cards" (PDF pg. 3 - 4)

Original Text: N/A

Updated Text: safe practices: actions, lab procedures, and the use of personal protective equipment that help keep science learning safe

-

prácticas de seguridad: acciones, procedimientos de laboratorio y uso de equipos de protección individual que contribuyen a la seguridad en el aprendizaje de las ciencias

Component: *Texas Science Studies Weekly: 2 Grade Teacher Edition with Online Access*

ISBN: 9781649783783TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 3

Location: Studies Weekly Online, Unit 1 Week 1, "You Can Be a Scientist! You Can Be an Engineer!: Word Wall Cards" (PDF pg. 3)

Original Text: N/A

Updated Text: safe practices

-

prácticas de seguridad

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 529 of 3538

Component: Texas Science Studies Weekly: 2 Grade Student Edition with Online Access

ISBN: 9781649783790SE8

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 1

Location: Studies Weekly Online, Unit 1 Week 1, Activity 4, "Mindset Challenge" (PDF pg. 1)

Original Text: Unit Title: You Can Be a Scientist! You Can Be an Engineer! - Activity 3

Updated Text: Unit Title: You Can Be a Scientist! You Can Be an Engineer! - Activity 4

Component: Texas Science Studies Weekly: 2 Grade Student Edition with Online Access

ISBN: 9781649783790SE8

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 4

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

Original Text: A mindset is a personal attitude toward something. Scientists and engineers have some common mindsets. One of the most important is a growth mindset. Those with a growth mindset believe that they can always be better. Those with a fixed mindset think differently. They believe that talent, not effort, is important. They think they are not able to learn and move on from failure. Scientists and engineers are resilient. Resilient people don't let things get them down. When things don't go their way, they try again. They know that the answer is not always as important as the process to get to the answer. This is what scientists call a productive struggle, and it shapes how we learn and grow. Those who wonder about the world and want to learn more about it have curiosity. Curiosity drives scientists to ask questions. These questions often lead to other questions. Curious engineers wonder about how to solve problems. They like to investigate and explore. They also like to observe things to learn more about them. Perseverance is the ability to resist giving up. It is important for scientists and engineers to persevere. When they persevere, they can solve problems. They can keep working until they are satisfied with the result.

Updated Text: A **mindset** is a personal attitude toward something. Scientists and engineers have some common mindsets. One of the most important is a growth mindset. Those with a growth mindset believe that they can always be better. Those with a fixed mindset think differently. They believe that talent, not effort, is important. They think they are not able to learn and move on from failure. Scientists and engineers are resilient. Resilient people don't let things get them down. When things don't go their way, they try again. They know that the answer is not always as important as the process to get to the answer. This is what scientists call a productive struggle, and it shapes how we learn and grow. Those who wonder about the world and want to learn more about it have curiosity. Curiosity drives scientists to ask questions. These questions often lead to other questions. Curious engineers wonder about how to solve problems. They like to investigate and explore. They also like to observe things to learn more about them. Perseverance is the ability to resist giving up. It is important for scientists and engineers to persevere. When they persevere, they can solve problems. They can keep working until they are satisfied with the result.

Component: Texas Science Studies Weekly: 2 Grade Student Edition with Online Access

ISBN: 9781649783790SE8

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Location: Studies Weekly Online, Unit 1 Week 1, Activity 1, "What is a Scientist? What is an Engineer?"

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 530 of 3538

Original Text: When you take part in science, you understand the world better. During science investigations, you gather evidence and look for patterns.

People who study science are called scientists. Scientists explore the world through investigations. They are curious about the world around them. Scientists ask questions. They want to learn more. As scientists explore, they answer their questions and ask new ones. There are many types of scientists. Different types of scientists focus their studies on certain areas. A plant scientist is called a botanist. A scientist who studies motion and forces is called a physicist. You are a scientist too!

Engineers create or build solutions to problems. They create and build products. There are different types of engineers. Aerospace engineers create objects that fly into space. Biomedical engineers create medical devices. Doctors and nurses use these devices to help others. You are also an engineer!

Updated Text: Who Are Scientists and Engineers?

Science is the search for knowledge. It is coming to understand how the natural world works. When you take part in science, you understand the world better. During science investigations, you gather evidence and look for patterns.

People who study science are called scientists. Scientists explore the world through investigations. They are curious about the world around them. Scientists ask questions. They want to learn more. As scientists explore, they answer their questions and ask new ones. There are many types of scientists. Different types of scientists focus their studies on certain areas. A plant scientist is called a botanist. A scientist who studies motion and forces is called a physicist. You are a scientist too!

Engineering is applying science to solve problems. You use what you have learned in science to help you. You use your science skills to solve problems.

Engineers create or build solutions to problems. They create and build products. There are different types of engineers. Aerospace engineers create objects that fly into space. Biomedical engineers create medical devices. Doctors and nurses use these devices to help others. You are also an engineer!

Component: *Texas Science Studies Weekly: 2 Grade Student Edition with Online Access*

ISBN: 9781649783790SE8

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Location: Studies Weekly Online, Unit 1 Week 1, Activity 3, "Teamwork"

Original Text: Team Work

Updated Text: Teamwork

Component: *Texas Science Studies Weekly: 2 Grade Teacher Edition with Online Access*

ISBN: 9781649783783TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 1.7

Location: Teacher Edition, Unit 1 Week 1, Activity 1, Introduce Activity 9a. (PDF Pg. 7)

Original Text: Amina is walking in the woods. She comes to a river, but there is nowhere to cross. What could she engineer? (e.g., a bridge, swing.)

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 531 of 3538

Updated Text: Amina is walking in the woods. She comes to a stream, but there is nowhere to cross without her shoes and feet getting wet. What could she engineer?

Component: *Texas Science Studies Weekly: 2 Grade Teacher Edition with Online Access*

ISBN: 9781649783783TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 1.4

Location: Teacher Edition, Unit 1 Week 1, Success Criteria table (PDF Pg. 4)

Original Text: My Little Book of Scientists and Engineers

Updated Text: Printable

Component: *Texas Science Studies Weekly: 2 Grade Teacher Edition with Online Access*

ISBN: 9781649783783TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 2

Location: Studies Weekly Online, Unit 1 Week 2, "Recurring Themes and Concepts: Reading Comprehension" (PDF pg. 2)

Original Text: Activity 4 Energy and Matter

Updated Text: Activity 4 Scale, Proportion, and Quantity

Component: *Texas Science Studies Weekly: 2 Grade Student Edition with Online Access*

ISBN: 9781649783790SE8

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 4

Location: Printable: Studies Weekly Online, Unit 1 Week 2, "Recurring Themes and Concepts: Reading Comprehension" (PDF pg. 4)

Original Text: Activity 4: Energy and Matter

Updated Text: Activity 4: Scale, Proportion, and Quantity

Component: *Texas Science Studies Weekly: 2 Grade Student Edition with Online Access*

ISBN: 9781649783790SE8

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 1

Location: Studies Weekly Online, Unit 1 Week 2, "Recurring Themes and Concepts: Unit Assessment" (PDF pg. 1)

Original Text: 1. Without energy, nothing would change.

TRUE FLASE

Updated Text: 1. Without energy, nothing would change.

TRUE FALSE

Component: *Texas Science Studies Weekly: 2 Grade Teacher Edition with Online Access*

ISBN: 9781649783783TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 4

Location: Studies Weekly Online, Unit 1 Week 2, "Recurring Themes and Concepts: Flash Cards" (PDF pg. 4)

Original Text: a small but exact copy of something

-

copia pequeña pero exacta de algo

Updated Text: model: a visual or 3D representation, typically on a smaller scale than the original

-

modelo: representación visual o en 3D, normalmente a menor escala que el original

Component: *Texas Science Studies Weekly: 2 Grade Teacher Edition with Online Access*

ISBN: 9781649783783TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 3 & 4

Location: Studies Weekly Online, Unit 1 Week 2, "Recurring Themes and Concepts: Flash Cards" (PDF pg. 3 & 4)

Original Text: N/A

Updated Text: patterns: something that is often repeated

-

patrones: algo que se repite con frecuencia

Component: *Texas Science Studies Weekly: 2 Grade Teacher Edition with Online Access*

ISBN: 9781649783783TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 3

Location: Studies Weekly Online, Unit 1 Week 2, "Recurring Themes and Concepts: Word Wall Cards" (PDF pg. 3)

Original Text: N/A

Updated Text: patterns

patrones

Component: *Texas Science Studies Weekly: 2 Grade Teacher Edition with Online Access*

ISBN: 9781649783783TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 1

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 533 of 3538

Location: Studies Weekly Online, Unit 1 Week 2, "Recurring Themes and Concepts: Reading Comprehension (PDF pg. 1)

Original Text: Activity 1 RecurringThemes and Concepts

Updated Text: Activity 1 Through the Lens of RecurringThemes and Concepts

Component: *Texas Science Studies Weekly: 2 Grade Student Edition with Online Access*

ISBN: 9781649783790SE8

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 1

Location: Studies Weekly Online, Unit 1 Week 2, "Recurring Themes and Concepts: Reading Comprehension (PDF pg. 1)

Original Text: Activity 1: RecurringThemes and Concepts

Updated Text: Activity 1: Through the Lens of RecurringThemes and Concepts

Component: *Texas Science Studies Weekly: 2 Grade Teacher Edition with Online Access*

ISBN: 9781649783783TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 2

Location: Studies Weekly Online, Unit 1 Week 2, "Recurring Themes and Concepts: Reading Comprehension (PDF pg. 1)

Original Text: Activity 3 Structure

Updated Text: Activity 3 Structure and Function

Component: *Texas Science Studies Weekly: 2 Grade Student Edition with Online Access*

ISBN: 9781649783790SE8

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 3

Location: Studies Weekly Online, Unit 1 Week 2, "Recurring Themes and Concepts: Reading Comprehension (PDF pg. 3)

Original Text: Activity 3: Structures

Updated Text: Activity 3: Structure and Function

Component: *Texas Science Studies Weekly: 2 Grade Teacher Edition with Online Access*

ISBN: 9781649783783TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 1

Location: Studies Weekly Online, Unit 1 Week 2, "Recurring Themes and Concepts: Reading Comprehension (PDF pg. 1)

Original Text: Activity 2 System and System Models

Updated Text: Activity 2 Systems and System Models

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Component: *Texas Science Studies Weekly: 2 Grade Student Edition with Online Access*

ISBN: 9781649783790SE8

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 2

Location: Studies Weekly Online, Unit 1 Week 2, "Recurring Themes and Concepts: Reading Comprehension" (PDF pg. 2)

Original Text: Activity 2: System and System Models

Updated Text: Activity 2: Systems and System Models

Component: *Texas Science Studies Weekly: 2 Grade Teacher Edition with Online Access*

ISBN: 9781649783783TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 1.19

Location: Teacher Edition, Unit 1 Week 2, Activity Success Criteria Formative Assessment table (PDF Pg. 4)

Original Text: (The formative assessment types did not match between the teacher edition and weekly answer key documents.)

Updated Text: (The formative assessment types were made to agree between the teacher edition and answer key documents.)

Component: *Texas Science Studies Weekly: 2 Grade Teacher Edition with Online Access*

ISBN: 9781649783783TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 1.23

Location: Teacher Edition, Unit 1 Week 2, Activity 2, Collaborative Learning Step 3 (PDF Pg. 8)

Original Text: 3. Have students write responses to the questions on the Cause and Effect printable or discuss them as a class and brainstorm student responses to gather ideas.

Updated Text: 3. Have students write responses to the questions on the Cause and Effect Questions printable or discuss them as a class and brainstorm student responses to gather ideas.

Component: *Texas Science Studies Weekly: 2 Grade Teacher Edition with Online Access*

ISBN: 9781649783783TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 1.3

Location: Teacher Edition, Unit 1 Week 2, Activity 5, Left Hand Column (PDF pg. 15)

Original Text: RTC Scale, Proportion, Quantity

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 535 of 3538

Updated Text: RTC Scale, Proportion, and Quantity

Component: *Texas Science Studies Weekly: 2 Grade Teacher Edition with Online Access*

ISBN: 9781649783783TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 1.21

Location: Teacher Edition, Unit 1 Week 2, Activity 1, Collaborative Work (PDF Pg. 6)

Original Text: Collaborative Work

Updated Text: Collaborative Learning

Component: *Texas Science Studies Weekly: 2 Grade Student Edition with Online Access*

ISBN: 9781649783790SE8

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 1

Location: Studies Weekly Online, Unit 1 Week 3, "What Do Scientists Do? Unit Assessment" (PDF pg. 1)

Original Text: 4. Fill in the Blank: A(n) starts with a question.

- A. Distractors:
- B. Investigation
- C. claim
- D. observation

Updated Text: 4. Fill in the Blank: A(n) _____ starts with a question.

- A. investigation
- B. claim
- C. observation

Component: *Texas Science Studies Weekly: 2 Grade Teacher Edition with Online Access*

ISBN: 9781649783783TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 2

Location: Studies Weekly Online, Unit 1 Week 3, "What Do Scientists Do? Flash Cards" Card 1 (PDF pg. 2)

Original Text: something that puts you in a good position

-

algo que te coloca en una buena posicion

Updated Text: something that benefits, helps, or makes things easier

-

algo que beneficia, ayuda o facilita las cosas

Component: *Texas Science Studies Weekly: 2 Grade Teacher Edition with Online Access*

ISBN: 9781649783783TE

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 536 of 3538

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 4

Location: Studies Weekly Online, Unit 1 Week 3, "What Do Scientists Do? Flash Cards" Card 5 (PDF pg. 4)

Original Text: something that puts you in a bad position

-

algo que te coloca en una mala posicion

Updated Text: something that causes a challenge or makes things harder

-

algo que causa un desafio o dificulta las cosas

Component: *Texas Science Studies Weekly: 2 Grade Teacher Edition with Online Access*

ISBN: 9781649783783TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 6

Location: Studies Weekly Online, Unit 1 Week 3, "What Do Scientists Do? Flash Cards" Card 5 (PDF pg. 6)

Original Text: an event that can be seen or observed

-

acontecimiento que puede verse u observarse

Updated Text: events that can be seen or observed

-

acontecimientos que pueden verse u observarse

Component: *Texas Science Studies Weekly: 2 Grade Teacher Edition with Online Access*

ISBN: 9781649783783TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 1

Location: Studies Weekly Online, Unit 1 Week 3, Activity 2, "What Do Scientists Do? Reading Comprehension Questions" (PDF pg. 1)

Original Text: Activity 2: Planning and Carrying Out Investigations

Updated Text: Activity 2: Plan and Conduct Investigations

Component: *Texas Science Studies Weekly: 2 Grade Student Edition with Online Access*

ISBN: 9781649783790SE8

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 1

Location: Studies Weekly Online, Unit 1 Week 3, Activity 2, "What Do Scientists Do? Reading Comprehension Questions Answer Key" (PDF pg. 1)

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 537 of 3538

Original Text: Activity 2: Planning and Carrying Out Investigations

Updated Text: Activity 2: Plan and Conduct Investigations

Component: *Texas Science Studies Weekly: 2 Grade Student Edition with Online Access*

ISBN: 9781649783790SE8

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 1

Location: Studies Weekly Online, Unit 1 Week 3, Activity 2, "What Do Scientists Do? Lower Lexile Articles (PDF pg. 1)

Original Text: Activity 2: Planning and Carrying Out Investigations

Updated Text: Activity 2: Plan and Conduct Investigations

Component: *Texas Science Studies Weekly: 2 Grade Student Edition with Online Access*

ISBN: 9781649783790SE8

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 1

Location: Student Edition, Unit 1 Week 3, Activity 1, Scientific and Engineering Practices article text (PDF pg. 1)

Original Text: Do you wonder how scientists know so much about the world? They use skills that we all have. They use these skills in special ways. These skills are called scientific and engineering practices.

Scientists decide on what they want to know. Then, they begin to learn about the world. They solve problems based on things they observe. They solve problems based on information they get from models, texts, or other investigations. Scientists and engineers often work in groups. They try to investigate new answers to questions. They also try to find new ways to solve problems.

Updated Text: (The article was re-edited to more closely align with the teacher edition.)

Have you ever wondered how scientists and engineers know so much about the world? They use the same skills that you do. They use these skills in special ways. In science, these skills are known as science and engineering practices. Learning more about the world takes a big first step for scientists and engineers. They have to decide what they want to learn about. They have to use their skills. They use the skill of asking questions. They use the skill of defining problems. To do these things, they have to use more skills. They make observations. They gather evidence. They get their information from models, texts, or investigations. They do all this to find a question they want to learn more about, or a problem they want to solve. Then, scientists and engineers get to work. They work alone or in groups. They investigate new answers to questions, and new ways to solve problems.

Component: *Texas Science Studies Weekly: 2 Grade Student Edition with Online Access*

ISBN: 9781649783790SE8

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 3

Location: Student Edition, Unit 1 Week 3, Activity 3, Vocabulary meaning boxes 2 & 3 (PDF pg. 2)

Original Text: something that puts you in a good position

something that puts you in a bad position

Updated Text: something that benefits, helps, or makes things easier

something that causes a challenge or makes things harder

Component: *Texas Science Studies Weekly: 2 Grade Student Edition with Online Access*

ISBN: 9781649783790SE8

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Location: Studies Weekly Online, Unit 1 Week 3, Activity 5, “Develop Explanations”

Original Text: Fill in the blank below.

Vocabulary Word

Meaning

a statement that makes something clear

a statement thought to be true used to answer a question

facts to support or back up a claim

describes how evidence supports or backs up the claim

Updated Text: Fill in the blank below.

Vocabulary Word

Meaning

a statement that makes something clear

a statement thought to be true used to answer a question

facts to support or back up a claim

describes how evidence supports or backs up the claim

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 539 of 3538

Component: *Texas Science Studies Weekly: 2 Grade Teacher Edition with Online Access*

ISBN: 9781649783783TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 1.43

Location: Teacher Edition, Unit 1 Week 3, Activity 3, Debrief Step 2 (PDF Pg. 12)

Original Text: 2. Discuss: How are models used in your community, school, or home? What are some advantages and disadvantages of each? (Answers will vary and could include safety, what the question was asking, and how much information they could get on the topic.)

Updated Text: 2. Discuss: How are models used in your community, school, or home? What are some advantages and disadvantages of each? (Answers will vary and could include safety, what the question was asking, and how much information they could get on the topic.)

Component: *Texas Science Studies Weekly: 2 Grade Teacher Edition with Online Access*

ISBN: 9781649783783TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 1.46

Location: Teacher Edition, Unit 1 Week 3, Activity 4, Reading to Learn (PDF Pg. 14)

Original Text: Reading to Learn

Updated Text: Debrief

Component: *Texas Science Studies Weekly: 2 Grade Teacher Edition with Online Access*

ISBN: 9781649783783TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 1.39

Location: Teacher Edition, Unit 1 Week 3, Activity 1, Collaborative Learning 2b (PDF Pg. 7)

Original Text: b. Present students with the Plant Parts image.

Updated Text: b. Present students with the Parts of a Plant image.

Component: *Texas Science Studies Weekly: 2 Grade Teacher Edition with Online Access*

ISBN: 9781649783783TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 1.44

Location: Teacher Edition, Unit 1 Week 3, Activity 3 (PDF Pg. 11)

Original Text: Say: When you talked about ways your miniature cave would make things easier for you to answer the question you were describing its advantages. An advantage is anything that benefits, helps, or makes things easier..

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 540 of 3538

Say: When you talked about ways your miniature cave would make things harder for you to answer the question, you were describing its disadvantages. A disadvantage is anything that causes a challenge to or makes things harder. .

Updated Text: Say: When you talked about ways your miniature cave would make things easier for you to answer the question you were describing its advantages. An advantage is anything that benefits, helps, or makes things easier.

Say: When you talked about ways your miniature cave would make things harder for you to answer the question, you were describing its disadvantages. A disadvantage is anything that causes a challenge to or makes things harder.

Component: *Texas Science Studies Weekly: 2 Grade Student Edition with Online Access*

ISBN: 9781649783790SE8

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

Current Page Number(s): N/A

Location: Studies Weekly Online, Unit 1 Week 3, Activity 2

Original Text: Activity 2: Planning and Conducting Investigations

Updated Text: Activity 2: Plan and Conduct Investigations

Component: *Texas Science Studies Weekly: 2 Grade Student Edition with Online Access*

ISBN: 9781649783790SE8

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

Current Page Number(s): N/A

Location: Studies Weekly Online, Unit 1 Week 3, Assessment

Original Text: (The final prompt says "Draw a model of a house." with an open response box.)

Updated Text: (An image of Jackson with a prompt to complete this portion of the activity on paper was used to replace the text box.)

Component: *Texas Science Studies Weekly: 2 Grade Teacher Edition with Online Access*

ISBN: 9781649783783TE

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

Current Page Number(s): 1.28

Location: Teacher Edition, Unit 1 Week 2, Activity 4, Whole Group, Step 4 (PDF Pg. 13)

Original Text: 4. Discussion: Based on what you know, how is the matter of the trees affected from the first picture to the second? (The trees were cut into smaller pieces and put together into a house.)

Updated Text: 4. Discuss: Based on what you know, how is the matter of the trees affected from the first picture to the second? (The trees were cut into smaller pieces and put together into a house.)

Component: *Texas Science Studies Weekly: 2 Grade Teacher Edition with Online Access*

ISBN: 9781649783783TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 1

Location: Studies Weekly Online, Unit 1 Week 4, "What Do Engineers Do?Answer Key, Activity 1 (PDF pg. 1)

Original Text: Directions: Describe the engineering problem.

Updated Text: Directions: Define Natalia's problem.

Component: *Texas Science Studies Weekly: 2 Grade Teacher Edition with Online Access*

ISBN: 9781649783783TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 1

Location: Studies Weekly Online, Unit 1 Week 4, "What Do Engineers Do?Answer Key, Activity 1 (PDF pg. 1)

Original Text: Draw a line to match each definition with the correct term.

Updated Text: Draw a line to match each term to its definition.

Component: *Texas Science Studies Weekly: 2 Grade Teacher Edition with Online Access*

ISBN: 9781649783783TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 3

Location: Printable: Studies Weekly Online, Unit 1 Week 4, "What Do Engineers Do?Answer Key, Activity 4 (PDF pg. 3)

Original Text: Formative Assessment: Student Edition Response and Participation

Updated Text: Formative Assessment: Student Edition Response

Component: *Texas Science Studies Weekly: 2 Grade Student Edition with Online Access*

ISBN: 9781649783790SE8

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 1

Location: Printable: Studies Weekly Online, Unit 1 Week 4, "What Do Engineer Do? Reading Comprehension" (PDF pg. 1)

Original Text: N/A

Updated Text: Name: _____ Date: _____

Component: *Texas Science Studies Weekly: 2 Grade Teacher Edition with Online Access*

ISBN: 9781649783783TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 3

Location: Printable: Studies Weekly Online, Unit 1 Week 4, "What Do Engineers Do? Answer Key, Activity 5 (PDF pg. 5)

Original Text: Formative Assessment: Unit 1: Communicate Your Process and Participation

Updated Text: Formative Assessment: Student Edition Response and Participation

Component: *Texas Science Studies Weekly: 2 Grade Student Edition with Online Access*

ISBN: 9781649783790SE8

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Location: Studies Weekly Online, Unit 1 Week 4, Activity 1, "The Engineering Design Process and Practices"

Original Text: Activity 2: The Engineering Design Process and Practices

Updated Text: Activity 1: The Engineering Design Process and Practices

Component: *Texas Science Studies Weekly: 2 Grade Student Edition with Online Access*

ISBN: 9781649783790SE8

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Location: Studies Weekly Online, Unit 1 Week 4, Activity 1, "The Engineering Design Process and Practices"

Original Text: Draw a line to match each term to its definition.

Updated Text: Match each term to its definition.

Component: *Texas Science Studies Weekly: 2 Grade Student Edition with Online Access*

ISBN: 9781649783790SE8

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Location: Studies Weekly Online, Unit 1 Week 4, Activity 4, "Test and Improve" Question 1

Original Text: (The table is formatted in a way that makes the headers difficult to read.)

Updated Text: (The table is re in a way that makes the headers difficult to read.)

Component: *Texas Science Studies Weekly: 2 Grade Teacher Edition with Online Access*

ISBN: 9781649783783TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 1.68

Location: Teacher Edition, Unit 1 Week 4, Formative Assessment Evidence (PDF pg.19)

Original Text: Evidence

Unit 1: Communicating Your Process Printable and Participation

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 543 of 3538

Updated Text: Evidence
Printable and Participation

Component: *Texas Science Studies Weekly: 2 Grade Teacher Edition with Online Access*

ISBN: 9781649783783TE

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

Current Page Number(s): 1.53

Location: Teacher Edition, Unit 1 Week 4, Formative Assessment Evidence, Activity 5 (PDF pg. 4)

Original Text: Communicate

I can communicate my engineering solution to others by describing my design process, proposed solution, and the results of its test.

Unit 1: Communicating Your Process and Participation

Updated Text: Communicate

I can communicate my engineering solution to others by describing my design process, proposed solution, and the results of its test.

Printable and Participation

Component: *Texas Science Studies Weekly: 2 Grade Teacher Edition with Online Access*

ISBN: 9781649783783TE

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

Current Page Number(s): 1.51

Location: Teacher Edition, Unit 1 Week 4, Standards Coverage Chart, ELAR (PDF Pg. 2)

Original Text: 3.1: Developing and Sustaining Foundational Language Skills

Updated Text: 2.1: Developing and Sustaining Foundational Language Skills

Component: *Texas Science Studies Weekly: 2 Grade Teacher Edition with Online Access*

ISBN: 9781649783783TE

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

Current Page Number(s): 1.53

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

Original Text: Test and Improve

I can test an engineering design against criteria and constraints and identify areas for improvements.
Student Edition Response

Updated Text: Test and Improve

I can test an engineering design against criteria and constraints and identify areas for improvements.
Student Edition Response and Participation

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 544 of 3538

Component: *Texas Science Studies Weekly: 2 Grade Teacher Edition with Online Access*

ISBN: 9781649783783TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 1.52

Location: Teacher Edition, Unit 1 Week 4, Standards Coverage Chart, ELPS (PDF Pg. 3)

Original Text: D: Use prereading supports such as graphic organizers, illustrations, and pretaught topic-related vocabulary and other prereading activities to enhance comprehension of written text.

Updated Text: (Bolding was added to indicate the coverage of the ELPS standard.)

D: **Use prereading supports such as** graphic organizers, illustrations, and **pretaught topic-related vocabulary** and other prereading activities **to enhance comprehension of written text.**

Component: *Texas Science Studies Weekly: 2 Grade Teacher Edition with Online Access*

ISBN: 9781649783783TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 1.3

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

Original Text: You Can Be a Scientist! You Can Be an Engineer!:
Topic Background Information

A podcast that discusses information to aid teachers in instructional strategies, content, and misconceptions students might have in the unit

Updated Text: (This item was removed.)

Component: *Texas Science Studies Weekly: 2 Grade Teacher Edition with Online Access*

ISBN: 9781649783783TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 1.19

Location: Teacher Edition, Unit 1 Week 2, Teacher Support Resouces (PDF pg. 4)

Original Text: Recurring Themes and Concepts: Topic Background Information

A podcast that discusses information to aid teachers in instructional strategies, content, and misconceptions students might have in the unit

Updated Text: (This item was removed.)

Component: *Texas Science Studies Weekly: 2 Grade Teacher Edition with Online Access*

ISBN: 9781649783783TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 1.36

Location: Teacher Edition, Unit 1 Week 3, Teacher Support Resources (PDF pg. 4)

Original Text: What Do Scientists Do?:

Topic Background Information

A podcast that discusses information to aid teachers in instructional strategies, content, and misconceptions students might have in the unit

Updated Text: (This item was removed.)

Component: *Texas Science Studies Weekly: 2 Grade Teacher Edition with Online Access*

ISBN: 9781649783783TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 1.53

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

Original Text: What Do Engineers Do?:

Topic Background Information

A podcast that discusses information to aid teachers in instructional strategies, content, and misconceptions students might have in the unit

Updated Text: (This item was removed.)

Component: *Texas Science Studies Weekly: 2 Grade Teacher Edition with Online Access*

ISBN: 9781649783783TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 3

Location: Studies Weekly Online, Unit 2, "Jiggly Gelatin Performance Tasks" (PDF pg. 3)

Original Text: Option 1: Classifying Objects

Updated Text: Option 2: Classifying Objects

Component: *Texas Science Studies Weekly: 2 Grade Teacher Edition with Online Access*

ISBN: 9781649783783TE

Link to Current Content:

[View Current Content](#)

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 546 of 3538

Current Page Number(s): 1

Location: Studies Weekly Online, Unit 2, Activity 1, "Wellness: The Power of Listening" (PDF pg. 1)

Original Text: Lesson Time 20 minutes

Updated Text: Lesson Time 15 minutes

Component: *Texas Science Studies Weekly: 2 Grade Student Edition with Online Access*

ISBN: 9781649783790SE8

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Location: Studies Weekly Online, Unit 2, "Unit Assessment"

Original Text: (Questions 2 and 5 are open response questions.)

Updated Text: (Questions 2 and 5 are true - false questions.)

Component: *Texas Science Studies Weekly: 2 Grade Student Edition with Online Access*

ISBN: 9781649783790SE8

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 1

Location: Studies Weekly Online, Unit 2, Activity 1, "Asking Phenomenon Questions" (PDF pg. 1)

Original Text: (Wrong version uploaded.)

Updated Text: (Second grade version uploaded.)

Component: *Texas Science Studies Weekly: 2 Grade Teacher Edition with Online Access*

ISBN: 9781649783783TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 2.20

Location: Teacher Edition, Unit 2, Activity 4, left hand column, flexibility definition (PDF Pg. 20)

Original Text: flexibility: a property of matter that describes how well something moves or bends

Updated Text: flexibility: a property that tells how well something moves or bends

Component: *Texas Science Studies Weekly: 2 Grade Teacher Edition with Online Access*

ISBN: 9781649783783TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 2.15

Location: Teacher Edition, Unit 2, Activity 2, left hand column liquid definition (PDF Pg. 15)

Original Text: liquid: an object that flows freely and takes the shape of its container

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 547 of 3538

Updated Text: liquid: matter that flows freely and takes the shape of its container

Component: *Texas Science Studies Weekly: 2 Grade Teacher Edition with Online Access*

ISBN: 9781649783783TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 2.15

Location: Teacher Edition, Unit 2, Activity 2, left hand column solid definition (PDF Pg. 15)

Original Text: solid: an object that is firm, stable, and has its own shape

Updated Text: solid: matter that is firm, stable, and has its own shape

Component: *Texas Science Studies Weekly: 2 Grade Teacher Edition with Online Access*

ISBN: 9781649783783TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 2.4

Location: Teacher Edition, Unit 2, Standards Coverage Chart (PDF Pg. 4)

Original Text: temperature: the amount of heat in a substance or object that can be noticed by senses or measured with tools

Updated Text: (This item was removed.)

Component: *Texas Science Studies Weekly: 2 Grade Teacher Edition with Online Access*

ISBN: 9781649783783TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 3

Location: Printable: Studies Weekly Online, Unit 3, Activity 4, "Engineering Design: Real or Wax Answer Keys" (PDF pg. 3)

Original Text: Record the steps to create a model of how you can turn your wax into a model of a fruit. Use the lines to explain it. Be sure to include what materials you'll need.

Updated Text: Record the steps to create a plan for how you can turn your wax into a model of a fruit. Use the lines after the table to explain it. Be sure to include what materials you'll need to explain your steps.

Component: *Texas Science Studies Weekly: 2 Grade Teacher Edition with Online Access*

ISBN: 9781649783783TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 5

Location: Printable: Studies Weekly Online, Unit 3, Activity 7, "Engineering Design: Real or Wax Answer Keys" (PDF pg. 5)

Original Text: How can Claire and Miguel make a convincing wax model to replace the one ruined in the comic? Be sure to use evidence from your previous activities to support your answers.

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 548 of 3538

Updated Text: Draw a picture and describe how Claire and Miguel can make a convincing wax model to replace the one in the comic. Use evidence from your previous activities to support your answer.

Component: *Texas Science Studies Weekly: 2 Grade Teacher Edition with Online Access*

ISBN: 9781649783783TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 1

Location: Printable: Studies Weekly Online, Unit 3, Activity 2, "Wellness: What Is Change? / Types of Change" (PDF pg. 1)

Original Text: Lesson Time 20 minutes

Updated Text: Lesson Time 15 minutes

Component: *Texas Science Studies Weekly: 2 Grade Student Edition with Online Access*

ISBN: 9781649783790SE8

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 4

Location: Student Edition, Unit 3, Activity 7, Communicate (PDF pg. 4)

Original Text: SEP Communicate Explanations and Solutions

RTC Stability and Change

ELAR

Updated Text: SEP Communicate Explanations and Solutions

RTC Stability and Change

Component: *Texas Science Studies Weekly: 2 Grade Student Edition with Online Access*

ISBN: 9781649783790SE8

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 3

Location: Student Edition, Unit 3, Activity 5, Create (PDF pg. 2)

Original Text: SEP Plan and Conduct Investigations

RTC Stability and Change

Updated Text: SEP Plan and Conduct Investigations

RTC Stability and Change

MATH

Component: *Texas Science Studies Weekly: 2 Grade Student Edition with Online Access*

ISBN: 9781649783790SE8

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Location: Studies Weekly Online, Unit 3, "Unit Assessment"

Original Text: Question 3 (Fill in the blank options are upper case.)

Question 5 ("Most" is not bold.)

Updated Text: Question 3 (Fill in the blank options are lower case.)

Question 5 ("Most" is bold.)

Component: *Texas Science Studies Weekly: 2 Grade Teacher Edition with Online Access*

ISBN: 9781649783783TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 20

Location: Teacher Edition, Unit 3, Activity 5, Student Driven Inquiry (PDF Pg. 3.20)

Original Text: Student-Driven Inquiry

Direct students to the Student-Driven Question Board they created during the Engineering Design Scenario introduction.

Discuss:

Which of these questions do you already have ideas about?

What evidence can you use from your current or previous science lessons to form your ideas?

What evidence can you use from your own life to help you form your ideas?

Do you think your ideas will be the same or different by the end of the unit? Why? (Answers may vary but could include students knowing that wax has to change color, shape, and size to create an effective model, and that these changes are done by using different tools. Students should be using evidence from their student edition and discussions from prior activities. Students may or may not think their ideas will be the same by the end of the unit.)

Remind students that they have already planned an investigation to turn wax into a convincing model and addressed questions related to the materials and processes needed to turn wax into a convincing model.

Ask: What are some ideas we already have about using our plan to create our model? Why? (Answers could include that having a plan will help students make all the necessary changes to the wax to make a convincing model.)

Discuss: What should we do next to find out more about turning wax into a convincing model. Why? (Answers should include questions from the Student-Driven Question Board.)

Note: If students have a hard time choosing an appropriate next step, use the discussion provided or one similar to guide students to the idea that they should use their design plan to create their model.

What was the focus of our last activity?

How did we intend to use the plans we created?

How will these plans help us complete the unit?

What should our next step be?

Updated Text: Student-Driven Inquiry

Remind students that they have already planned an investigation to turn wax into a convincing model and addressed questions related to the materials and processes needed to turn wax into a convincing model.

Ask: What are some ideas we already have about using our plan to create our model? Why? (Answers could include that having a plan will help students make all the necessary changes to the wax to make a convincing model.)

Component: *Texas Science Studies Weekly: 2 Grade Teacher Edition with Online Access*

ISBN: 9781649783783TE

Link to Current Content:

[View Current Content](#)

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 550 of 3538

Current Page Number(s): 3.23

Location: Teacher Edition, Unit 3, Activity 6, Student Driven Inquiry (PDF Pg. 23)

Original Text: Student-Driven Inquiry

Direct students to the Student-Driven Question Board they created during the Engineering Design Scenario introduction.
Discuss: Which of these questions do you already have ideas about? What evidence can you use from your current or previous science lessons to form your ideas? What evidence can you use from your own life to help you form your ideas? Do you think your ideas will be the same or different by the end of the unit? Why? (Answers may vary but could include questions that have already been addressed, such as: Can wax change? How does wax change? When does wax change?)
Explain to students that they will be working on questions related to the question, "What are wax models and why are they used?"

Ask: Do you have any prior experiences related to the question?

Updated Text: (This section was removed.)

Component: *Texas Science Studies Weekly: 2 Grade Teacher Edition with Online Access*

ISBN: 9781649783783TE

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

Current Page Number(s): 3.26

Location: Teacher Edition, Unit 3, Activity 7, Student Driven Inquiry (PDF Pg. 26)

Original Text: Student-Driven Inquiry

Direct students to the Student-Driven Question Board they created during the Engineering Design Scenario introduction.
Discuss: Which of these questions do you already have ideas about? What evidence can you use from your current or previous science lessons to form your ideas? What evidence can you use from your own life to help you form your ideas? Do you think your ideas will be the same or different by the end of the unit? Why? (Answers should include any questions from the Student-Driven Question Board with evidence from the activities done during the week.)
Remind students that they have already collected the evidence they need to explain the Engineering Design Scenario.

Updated Text: (This section was removed.)

Component: *Texas Science Studies Weekly: 2 Grade Teacher Edition with Online Access*

ISBN: 9781649783783TE

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

Current Page Number(s): 3.27

Location: Teacher Edition, Unit 3, Activity 7, Formative Assessment (PDF Pg. 27) - [Clarification Statement - if needed]

Original Text: Evidence

Engineering Design Rubric

Use the Engineering Design Rubric found in the Real or Wax?: Answer Keys to check for proficiency of the success criteria.

Updated Text: Evidence

Student Edition Response

Use students' drawings and descriptions to check for proficiency of the success criteria.

Component: *Texas Science Studies Weekly: 2 Grade Teacher Edition with Online Access*

ISBN: 9781649783783TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 3.5

Location: Teacher Edition, Unit 3, Materials List (PDF Pg. 5)

Original Text: plastic fruit models

Updated Text: fruit models

Component: *Texas Science Studies Weekly: 2 Grade Teacher Edition with Online Access*

ISBN: 9781649783783TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 3.7

Location: Teacher Edition, Unit 3, Activity Summary Chart, Activity 7, Success Criteria (PDF Pg. 7)

Original Text: I can use evidence regarding change and scale, proportion and quantity to develop and share explanations regarding how wax can be turned into a believable model.

Updated Text: I can communicate explanations using evidence to describe how wax can be turned into a believable model.

Component: *Texas Science Studies Weekly: 2 Grade Teacher Edition with Online Access*

ISBN: 9781649783783TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 3.26

Location: Teacher Edition, Unit 3, Activity 7, Success Criteria (PDF Pg. 26)

Original Text: Success Criteria

I can use evidence regarding stability and change to develop and share explanations regarding how wax can be turned into a believable model.

Updated Text: I can communicate explanations using evidence to describe how wax can be turned into a believable model.

Component: *Texas Science Studies Weekly: 2 Grade Teacher Edition with Online Access*

ISBN: 9781649783783TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 3.5

Location: Teacher Edition, Unit 3, Standards Coverage Chart, Common Misconceptions (PDF Pg. 5)

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 552 of 3538

Original Text: Common Misconceptions

Wax is made from plastic.

Change is random and irregular.

Objects' properties are random and have no use in understanding and explaining the world.

Updated Text: Common Misconceptions

Change is random and irregular.

Objects' properties are random and have no use in understanding and explaining the world.

Component: *Texas Science Studies Weekly: 2 Grade Teacher Edition with Online Access*

ISBN: 9781649783783TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 3.9

Location: Teacher Edition, Unit 3, Activity 1, Engineering Design Problem (PDF Pg. 9)

Original Text: Activity 1

Engineering Design Problem — Engage

20 minutes

Updated Text: Activity 1

Engineering Design Problem — Engage

25 minutes

Component: *Texas Science Studies Weekly: 2 Grade Teacher Edition with Online Access*

ISBN: 9781649783783TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 3.11

Location: Teacher Edition, Unit 3, Activity 2 Real or Wax? (PDF Pg. 11)

Original Text: Activity 2

Real or Wax? — Engage

15 minutes

Updated Text: Activity 2

Real or Wax? — Engage

20 minutes

Component: *Texas Science Studies Weekly: 2 Grade Teacher Edition with Online Access*

ISBN: 9781649783783TE

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 553 of 3538

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

Current Page Number(s): 3.4

Location: Teacher Edition, Unit 3, Standards Coverage Chart, ELPS (PDF pg. 4)

Original Text: 1: Learning Strategies

B: Monitor oral and written language production and employ self-corrective techniques or other resources. (Activities 1, 2, 3, 4, 5, 7)

2: Listening

D: Monitor understanding of spoken language during classroom instruction and interactions and seek clarification as needed. (Activities 1, 3, 4, 5, 6, 7)

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

(Activities 1, 3, 4, 5, 6, 7)

3: Speaking

B: Expand and internalize initial English vocabulary by learning and using high-frequency English words necessary for identifying and describing people, places, and objects, by retelling simple stories and basic information represented or supported by pictures, and by learning and using routine language needed for classroom communication. (Activities 1, 2, 3, 5, 6, 7)

4: Reading

C: Develop basic sight vocabulary, derive meaning of environmental print, and comprehend English vocabulary and language structures used routinely in written classroom materials. (Activities 1, 6)

Updated Text: (Changed ELPS activities to correspond with the ELPS tags in the lesson guides.)

1: Learning Strategies

B: Monitor oral and written language production and employ self-corrective techniques or other resources. (Activities 2, 3, 4, 5, 7)

2: Listening

D: Monitor understanding of spoken language during classroom instruction and interactions and seek clarification as needed. (Activities 3, 4, 5, 7)

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

(Activities 3, 4, 5, 7)

3: Speaking

B: Expand and internalize initial English vocabulary by learning and using high-frequency English words necessary for identifying and describing people, places, and objects, by retelling simple stories and basic information represented or supported by pictures, and by learning and using routine language needed for classroom communication. (Activities 1, 2, 5, 7)

4: Reading

C: Develop basic sight vocabulary, derive meaning of environmental print, and comprehend English vocabulary and language structures used routinely in written classroom materials. (Activity 1)

Component: *Texas Science Studies Weekly: 2 Grade Teacher Edition with Online Access*

ISBN: 9781649783783TE

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 554 of 3538

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 1

Location: Studies Weekly Online, Unit 4, Activity #, "Bird Tangram" (PDF pg. 1)

Original Text: Explore Science

Extension Activities

Updated Text: Texas Science

Component: *Texas Science Studies Weekly: 2 Grade Teacher Edition with Online Access*

ISBN: 9781649783783TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 1

Location: Studies Weekly Online, Unit 4, Activity #, "Printable Title" (PDF pg. 1)

Original Text: Explore Science

Teacher Instructions

Updated Text: Texas Science

Teacher Instructions

Component: *Texas Science Studies Weekly: 2 Grade Teacher Edition with Online Access*

ISBN: 9781649783783TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 1

Location: Printable: Studies Weekly Online, Unit 4, Activity 3, "Wellness: Steps for Decision Making" (PDF pg. 1)

Original Text: Explore Science

Wellness Connection

Updated Text: Texas Science

Wellness Connection

Component: *Texas Science Studies Weekly: 2 Grade Student Edition with Online Access*

ISBN: 9781649783790SE8

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 1

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

Original Text: A Northern Mockingbird's nest can be made of more than just leaves and twigs.

Updated Text: A northern mockingbird's nest can be made of more than just leaves and twigs.

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 555 of 3538

Component: *Texas Science Studies Weekly: 2 Grade Student Edition with Online Access*

ISBN: 9781649783790SE8

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/a

Location: Studies Weekly Online, Unit 4, Unit Assessment, Question 2

Original Text: (The question is formatted as a multiple choice question and is missing one of the images to compare.)

Updated Text: (The question is formatted as an open response and includes both images for students to compare.)

Component: *Texas Science Studies Weekly: 2 Grade Student Edition with Online Access*

ISBN: 9781649783790SE8

Link to Current Content:

[View Current Content](#)

Current Page Number(s): n/a

Location: Studies Weekly Online, Unit 4, Activity 1

Original Text: (An open response riddle question is provided at the bottom of the page.)

Updated Text: (The riddle was moved to the top of the page.)

Component: *Texas Science Studies Weekly: 2 Grade Teacher Edition with Online Access*

ISBN: 9781649783783TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 4.15

Location: Teacher Edition, Unit 4, Activity 2, Independent Work, Step 2 (PDF Pg. 15)

Original Text: 2. Tell students that they will work to use the tangram pieces to uncover the images hidden on their Bird Tangram printable cards.

Updated Text: 2. Tell students that they will work to use the tangram pieces to uncover the images hidden on their Tangram Pieces printable cards.

Component: *Texas Science Studies Weekly: 2 Grade Teacher Edition with Online Access*

ISBN: 9781649783783TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 4.22

Location: Teacher Edition, Unit 4, Activity 4, Left Hand Column, Materials (PDF Pg. 22)

Original Text: Materials:
anchor chart paper

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 556 of 3538

markers (one per student

Updated Text: (Removed)

Component: *Texas Science Studies Weekly: 2 Grade Teacher Edition with Online Access*

ISBN: 9781649783783TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 4.5

Location: Teacher Edition, Unit 4, Standards Coverage Chart, Misconceptions (PDF Pg. 5)

Original Text:

Common Misconceptions

All birds' nests look the same.

All birds make nests in the same places.

Birds will use any natural material to make a nest.

Once materials are used to make something, those materials cannot be used for anything else.

Updated Text:

Common Misconceptions

All birds' nests look the same.

All birds make nests in the same places.

Birds will use any natural material to make a nest.

Component: *Texas Science Studies Weekly: 2 Grade Teacher Edition with Online Access*

ISBN: 9781649783783TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 4.10

Location: Teacher Edition, Unit 4, Activity 1, Left Hand Column, ELPS (PDF Pg. 10)

Original Text: ELPS

1D, 2D, 2E, 3E, 3F, 4D, 4F

Updated Text: ELPS

1D, 2D, 2E, 3F, 4D, 4F

Component: *Texas Science Studies Weekly: 2 Grade Teacher Edition with Online Access*

ISBN: 9781649783783TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 4.22

Location: Teacher Edition, Unit 4, Activity 4, Left Hand Column, ELPS (PDF Pg. 22)

Original Text: ELPS

1B, 1D, 2D, 2E, 3E, 3F, 4D, 4F

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 557 of 3538

Updated Text: ELPS
1B, 1D, 2D, 2E, 3F, 4D, 4F

Component: *Texas Science Studies Weekly: 2 Grade Teacher Edition with Online Access*

ISBN: 9781649783783TE

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

Current Page Number(s): n/a

Location: Studies Weekly Online, Unit 4, Activity 2, video, "Choosing Nesting Materials"

Original Text: Explore Science
Activity: Choosing Nesting Material

Updated Text: Texas Science
Activity: Choosing Nesting Materials

Component: *Texas Science Studies Weekly: 2 Grade Teacher Edition with Online Access*

ISBN: 9781649783783TE

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

Current Page Number(s): n/a

Location: Studies Weekly Online, Unit 4, Activity 3, video, "Where Nesting Materials Come From"

Original Text: Explore Science
Activity: Where Nesting Materials Come From

Updated Text: Texas Science
Activity: Where Nesting Materials Come From

Component: *Texas Science Studies Weekly: 2 Grade Teacher Edition with Online Access*

ISBN: 9781649783783TE

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

Current Page Number(s): n/a

Location: Studies Weekly Online, Unit 4, video, "Ornithology"

Original Text: Explore Science
Ornithology

Updated Text: Texas Science
Ornithology

Component: *Texas Science Studies Weekly: 2 Grade Teacher Edition with Online Access*

ISBN: 9781649783783TE

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

Current Page Number(s): 5

Location: Printable: Studies Weekly Online, Unit 5, "Push, Touch, and Collide: Watch Out!: Answer Key" (PDF pg. 5)

Original Text: Rubric for Phenomenon Explanation

Updated Text: (Removed)

Component: *Texas Science Studies Weekly: 2 Grade Student Edition with Online Access*

ISBN: 9781649783790SE8

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 1

Location: Studies Weekly Online, Unit 5, "Performance Task" (PDF pg. 1)

Original Text: Performance Task

Updated Text: Performance Task

Push, Touch, Collide: Watch Out!

2.7A

Component: *Texas Science Studies Weekly: 2 Grade Teacher Edition with Online Access*

ISBN: 9781649783783TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 1

Location: Studies Weekly Online, Unit 5, Activity 4, "Wellness: What Works for You?" (PDF pg. 1)

Original Text: Lesson Time

20 minutes

Updated Text: Lesson Time

15 minutes

Component: *Texas Science Studies Weekly: 2 Grade Student Edition with Online Access*

ISBN: 9781649783790SE8

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 4

Location: Student Edition, Unit 5, Activity 4, Will It Change? (PDF pg. 3)

Original Text: SEP Develop and Use Models

RTC Stability

Updated Text: SEP Develop and Use Models

RTC Stability

ELAR

Component: *Texas Science Studies Weekly: 2 Grade Teacher Edition with Online Access*

ISBN: 9781649783783TE

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

Current Page Number(s): n/a

Location: Studies Weekly Online, Unit 5, Activity 1 video, "Push, Touch, Collide: Watch Out! Phenomenon Video"

Original Text: Texas Science
Golf Balls and Energy: Phenomenon Video

Updated Text: Texas Science
Push, Touch, Collide: Watch Out!: Phenomenon Video

Component: *Texas Science Studies Weekly: 2 Grade Teacher Edition with Online Access*

ISBN: 9781649783783TE

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

Current Page Number(s): N/A

Location: Studies Weekly Online, Unit 5, Activity 1, "Push, Touch, Collide: Watch Out!: Phenomenon Video"

Original Text: (The final image shows the student edition instead of the Asking Phenomenon Questions printable.)

Updated Text: (The final image was changed to show the Asking Phenomenon Questions Printable students should work on after viewing the video.)

Component: *Texas Science Studies Weekly: 2 Grade Teacher Edition with Online Access*

ISBN: 9781649783783TE

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

Current Page Number(s): 2

Location: Studies Weekly Online, Unit 6, Activity 3, "Playground Problems: Answer Keys" (PDF pg. 2)

Original Text: Using your questions about the phenomenon and what you learned from Bell's example from the article, work with your partner to determine the purpose of our push investigation and write it on the lines provided. (Answers will vary. Example: The purpose of this investigation is to determine how the strength of a push or a pull affects how an object moves.)

Updated Text: (The first question in the student edition was added to the answer key with a sample student response.)

What was the purpose of Alexander Graham Bell's investigation? Use evidence from the article to support your answer. (The purpose of Alexander Graham Bell's investigation was to make the telephone better. Line four of the article says that Bell wanted to make the telephone better even though it had already been invented.)

Using your questions about the phenomenon and what you learned from Bell's example from the article, work with your partner to determine the purpose of our push investigation and write it on the lines provided. (Answers will vary. Example: The purpose of this investigation is to determine how the strength of a push or a pull affects how an object moves.)

Component: *Texas Science Studies Weekly: 2 Grade Teacher Edition with Online Access*

ISBN: 9781649783783TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 7

Location: Studies Weekly Online, Unit 6, Activity 9, "Playground Problems: Answer Keys" (PDF pg. 7)

Original Text: (The kite image doesn't match the image used in the student edition and the formative assessment description doesn't match what is in the teacher edition.)

Updated Text: (The kite image and the formative assessment description were made to match the student edition and teacher edition respectively.)

Component: *Texas Science Studies Weekly: 2 Grade Teacher Edition with Online Access*

ISBN: 9781649783783TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 9

Location: Studies Weekly Online, Unit 6, Activity 11, "Playground Problems: Answer Keys" (PDF pg. 9)

Original Text: How does the strength of a push or pull affect how an object moves? (Pushes and pulls make objects move. Weak and strong pushes and pulls can make an object move. Weak pushes and pulls can cause objects to move a little. If the object is too heavy, a weak push or pull might not move it at all. If it is light, a weak push or pull can move it as much as a strong push or pull. Strong pushes and pulls can make objects move longer distances over shorter periods of time.)

Updated Text: How does the strength of a push or pull affect how an object moves? Use evidence from your investigations to support your response. (Pushes and pulls make objects move. Weak and strong pushes and pulls can make an object move. Weak pushes and pulls can cause objects to move a little. If the object is too heavy, a weak push or pull might not move it at all. If it is light, a weak push or pull can move it as much as a strong push or pull. Strong pushes and pulls can make objects move longer distances over shorter periods of time.)

Component: *Texas Science Studies Weekly: 2 Grade Teacher Edition with Online Access*

ISBN: 9781649783783TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 1 - 2

Location: Printable: Studies Weekly Online, Unit 6, "Push and Pull Extension Activity" (PDF pg. 1 - 2)

Original Text: Lesson Time
20 minutes

(Page two is missing the items to sort.)

Updated Text: Lesson Time
5 minutes

(Images were added to page two for students to sort.)

Component: *Texas Science Studies Weekly: 2 Grade Teacher Edition with Online Access*

ISBN: 9781649783783TE

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

Current Page Number(s): 1

Location: Studies Weekly Online, Unit 6, "Push or Pull Drawing" (PDF pg. 1)

Original Text: Lesson Time 20 minutes
5E Engage

Updated Text: Lesson Time 10 minutes
5E Elaborate

Component: *Texas Science Studies Weekly: 2 Grade Teacher Edition with Online Access*

ISBN: 9781649783783TE

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

Current Page Number(s): 1

Location: Printable: Studies Weekly Online, Unit 6, "Touches and Collisions" (PDF pg. 1)

Original Text: Lesson Time 20 minutes
5E Engage

Updated Text: Lesson Time 10 minutes
5E Elaborate

Component: *Texas Science Studies Weekly: 2 Grade Student Edition with Online Access*

ISBN: 9781649783790SE8

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

Current Page Number(s): 1

Location: Studies Weekly Online, Unit 6, "Playground Problems: Unit Assessment" (PDF pg. 1)

Original Text: 3. Two children are playing with a skateboard. What type of force is needed to push the skateboard?

Updated Text: 3. Two children are playing with a skateboard. What type of force is needed to move the skateboard?

Component: *Texas Science Studies Weekly: 2 Grade Teacher Edition with Online Access*

ISBN: 9781649783783TE

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

Current Page Number(s): 1

Location: Printable: Studies Weekly Online, Unit 6, "Playground Problems: Unit Assessment Answer Key" (PDF pg. 1)

Original Text: 3. Two children are playing with a skateboard. What type of force is needed to push the skateboard?

Updated Text: 3. Two children are playing with a skateboard. What type of force is needed to move the skateboard?

Component: *Texas Science Studies Weekly: 2 Grade Student Edition with Online Access*

ISBN: 9781649783790SE8

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 1 - 3

Location: Printable: Studies Weekly Online, Unit 6, "Playground Problems: Performance Tasks" (PDF pg. 1-3)

Original Text: Unit Title: Unit Name - Second Grade

Updated Text: (Removed)

Component: *Texas Science Studies Weekly: 2 Grade Student Edition with Online Access*

ISBN: 9781649783790SE8

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 1

Location: Student Edition, Unit 6, Phenomenon Statement (PDF pg. 1)

Original Text: Gina can't get Ms. Johnson to move on the swing but Ms. Garcia can.

Updated Text: Gina can't get Ms. Johnson to move on the swing, but Ms. Garcia can.

Component: *Texas Science Studies Weekly: 2 Grade Student Edition with Online Access*

ISBN: 9781649783790SE8

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 2

Location: Student Edition, Unit 6, Activity 3 (PDF pg. 2)

Original Text: Printable

My Hypothesis

Updated Text: (removed)

Component: *Texas Science Studies Weekly: 2 Grade Teacher Edition with Online Access*

ISBN: 9781649783783TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 6.10

Location: Teacher Edition, Unit 6, Activity 1, Introduce Activity, Step 1 (PDF Pg. 10)

Original Text: 1. Have students engage in a movement activity such as going on swings, dancing to the Hokey Pokey, or playing a game of Simon Says.

Updated Text: 1. Have students engage in a movement activity such as going on swings, dancing to the Hokey Pokey, or playing a game of Simon Says, or provide students with the Identify Game printable.

Component: *Texas Science Studies Weekly: 2 Grade Teacher Edition with Online Access*

ISBN: 9781649783783TE

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 563 of 3538

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 6.12

Location: Teacher Edition, Unit 6, Activity 1, Whole Group (PDF Pg. 12)

Original Text: Whole Group

1. Gather students back together, returning to the classroom, if needed, and post a two-column anchor chart in a visible location.

a. Title: Things That Move in Our _____

b. Column 1: Things That Move

c. Column 2: How They Move

2. Ask: What items did you find that could move and how did they move? (Depending on the location, answers could include: furniture; playground equipment; or physical structures, such as doors.)

3. Record students' responses on the anchor chart.

4. Have students discuss similarities and differences they noticed between the way the various objects moved.

Updated Text: Whole Group

1. Gather students back together, returning to the classroom, if needed, and post a two-column anchor chart in a visible location.

a. Title: Things That Move in Our _____

b. Column 1: Things That Move

c. Column 2: How They Move

2. Ask: What items did you find that could move and how did they move? (Depending on the location, answers could include: furniture; playground equipment; or physical structures, such as doors.)

3. Record students' responses on the anchor chart.

4. Have students discuss similarities and differences they noticed between the way the various objects moved.

5. Ask: Which of these items can be pulled? (Depending on the location, answers could include furniture such as desks and chairs, playground equipment such as wagons and ropes, or physical structures such as window blinds.)

6. Ask: Did you find any items that could be pushed and pulled? (Depending on the location, answers could include furniture such as desks and chairs, playground equipment such as ropes and swings, or physical structures such as doors.)

7. Ask: Were any of your examples the same as the ones on the Identify Game? Which ones? (Answers could include pulling tissue, closing and opening doors, using a stapler and pushing a swing.)

8. Ask: Did you notice any patterns in objects that can just be pushed, just be pulled, or do both?

Component: *Texas Science Studies Weekly: 2 Grade Teacher Edition with Online Access*

ISBN: 9781649783783TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 6.31

Location: Teacher Edition, Unit 6, Standards Coverage Chart (PDF pg. 31)

Original Text: Evidence

Student Edition Response

Use students' data and Reflect and Connect responses to determine students' progress toward mastery of the success criteria.

Updated Text: Evidence

Student Edition Response

Use students' data and Reflect and Connect responses to check for proficiency of the success criteria.

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 564 of 3538

Component: *Texas Science Studies Weekly: 2 Grade Teacher Edition with Online Access*

ISBN: 9781649783783TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 6.19

Location: Teacher Edition, Unit 6, Activity 4 (PDF Pg. 19)

Original Text: Discussion

Use the Playground Problems Whole Group Investigation Plan to guide students toward the ideal swing pushes investigation plan and add the steps to the Pushes Investigation Anchor Chart.

Updated Text: Discussion

Use the Playground Problems: Whole Group Discussion Guide to guide students toward the ideal swing pushes investigation plan and add the steps to the Pushes Investigation Anchor Chart.

Component: *Texas Science Studies Weekly: 2 Grade Teacher Edition with Online Access*

ISBN: 9781649783783TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 6.18

Location: Teacher Edition, Unit 6, Activity 4, Left hand column, materials (PDF Pg. 18)

Original Text: Printable Create a Ruler Swing (with thumbnail)

Updated Text: Printable

Create a Ruler Swing (with thumbnail)

Playground Problems: Whole Group Discussion Guide (with thumbnail)

Component: *Texas Science Studies Weekly: 2 Grade Teacher Edition with Online Access*

ISBN: 9781649783783TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 6.21

Location: Teacher Edition, Unit 6, Activity 5 (PDF Pg. 21)

Original Text: Discussion

Refer to the Playground Problems: Whole Group Investigation Plan Guide to support students in creating a class system for collecting evidence.

Updated Text: Discussion

Refer to the Playground Problems: Whole Group Discussion Guide to support students in creating a class system for collecting evidence.

Component: *Texas Science Studies Weekly: 2 Grade Teacher Edition with Online Access*

ISBN: 9781649783783TE

Link to Current Content:

[View Current Content](#)

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 565 of 3538

Current Page Number(s): 6.23

Location: Teacher Edition, Unit 6, Activity 6 (PDF Pg. 23)

Original Text: Discussion

Refer to the Playground Problems Whole Group Investigation Plan Guide to support students in creating a class investigation plan for pulls.

Updated Text: Discussion

Refer to the Playground Problems: Whole Group Discussion Guide to support students in creating a class investigation plan for pulls.

Component: *Texas Science Studies Weekly: 2 Grade Teacher Edition with Online Access*

ISBN: 9781649783783TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 6.5

Location: Teacher Edition, Unit 6, Standards Coverage Chart, Misconceptions (PDF pg. 5)

Original Text: Common Misconceptions

A push or a pull can only start things moving.

The faster an object is moving, the greater the force on it.

Updated Text: Common Misconceptions

A push or a pull can only start things moving.

The faster an object is moving, the greater the force on it.

Models are like art projects.

Component: *Texas Science Studies Weekly: 2 Grade Teacher Edition with Online Access*

ISBN: 9781649783783TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 6.23

Location: Teacher Edition, Unit 6, Activity 6, Left Hand Column (PDF Pg. 23)

Original Text: ELPS 2E, 3G, 3H

Updated Text: ELPS 2E, 3G

Component: *Texas Science Studies Weekly: 2 Grade Teacher Edition with Online Access*

ISBN: 9781649783783TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 6.18

Location: Teacher Edition, Unit 6, Activity 4, Left Hand Column (PDF Pg. 18)

Original Text: ELPS 2E, 3G

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 566 of 3538

Updated Text: ELPS 2E, 3G, 3H

Component: *Texas Science Studies Weekly: 2 Grade Teacher Edition with Online Access*

ISBN: 9781649783783TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 6.1

Location: Teacher Edition, Unit 6, Unit Objective (PDF Pg. 1)

Original Text: SEP

2B: Plan and Conduct Investigations
and Design Solutions

Use scientific practices to plan and conduct simple descriptive investigations.

Updated Text: SEP

2B: Plan and Conduct Investigations

Use scientific practices to plan and conduct simple descriptive investigations.

Component: *Texas Science Studies Weekly: 2 Grade Teacher Edition with Online Access*

ISBN: 9781649783783TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 6.16

Location: Teacher Edition, Unit 6, Activity 3, Student Driven Inquiry (PDF Pg. 16)

Original Text: Student-Driven Inquiry

1. Ask: What did Gina experience when she tried to push Ms. Johnson on the swing? (She could not get Ms. Johnson to move like Ms. Garcia could.)
2. Direct students' attention to the student-driven question board and point out a question relating to "What caused Ms. Garcia to push Ms. Johnson higher on the swing?"
 - a. Explain to students that many times, their own questions can help guide them to the purpose of their investigations.
3. Tell students that they will apply what they learned in the video during their last activity to determine the purpose of an investigation from a scientist.
 - a. What was the purpose of reading the article about Alexander Graham Bell? (to see how Alexander Graham Bell used a similar investigation process to help him improve his telephone)

Updated Text: Student-Driven Inquiry

1. Ask: What did Gina experience when she tried to push Ms. Johnson on the swing? (She could not get Ms. Johnson to move like Ms. Garcia could.)
2. Direct students' attention to the student-driven question board and point out a question relating to "What caused Ms. Garcia to push Ms. Johnson higher on the swing?"
 - a. Explain to students that many times, their own questions can help guide them to the purpose of their investigations.
3. Tell students that they will apply what they learned in the video during their last activity to determine the purpose of an investigation from a scientist.

Component: *Texas Science Studies Weekly: 2 Grade Teacher Edition with Online Access*

ISBN: 9781649783783TE

Link to Current Content:

[View Current Content](#)

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 567 of 3538

Current Page Number(s): n/a

Location: Studies Weekly Online, Unit 7, Activity 3, "Sound Podcast"

Original Text: (1:55 "Is that similar to or different from how you'd make sound with a bell?"

2:08 missing sound of knocking on a table

2:10 missing sound of banging on a can

2:32 missing sound of empty can.

2:38 missing sound of can of soda)

Updated Text: (1:55 "Is that similar to or different from how you'd make sound with a hand bell?"

2:08 insert sound of knocking on a table

2:10 insert sound of banging on a can

2:32 insert sound of empty can.

2:38 insert sound of can of soda)

Component: *Texas Science Studies Weekly: 2 Grade Teacher Edition with Online Access*

ISBN: 9781649783783TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): n/a

Location: Studies Weekly Online, Unit 7, Activity 4, "What's That Sound? Podcast"

Original Text: (0:05 - 0:35 too difficult to hear sounds)

Updated Text: (0:05 - 0:35 adjustments made to improve the sounds)

Component: *Texas Science Studies Weekly: 2 Grade Teacher Edition with Online Access*

ISBN: 9781649783783TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 3

Location: Printable: Studies Weekly Online, Unit 7, "Surprising Sounds: Answer Keys", Activity 3 (PDF pg. 3)

Original Text: Use the items provided by your teacher to try and make sound. Then, record what happens to the water in the space provided.

Reflect and Connect

Use the space provided to describe two ways the Sound podcast explained how sound can be made. Then, explain how you could use each way to try and make the cup screech. Answers will vary but could include plans to strum or pluck the string like a guitar, tap the cup like a drum, or drop it like everyday items in order to get the screeching cup to make its noise.

Updated Text: (An example Frayer model for the vocabulary vibration was added to the answer key for activity 3.)

Component: *Texas Science Studies Weekly: 2 Grade Teacher Edition with Online Access*

ISBN: 9781649783783TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 5

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 568 of 3538

Location: Printable: Studies Weekly Online, Unit 7, "Surprising Sounds: Answer Keys", Activity 5 (PDF pg. 5)

Original Text: Alana thinks that all sounds should be as quiet as a refrigerator. Construct an argument to explain if you agree or disagree with Character. Use evidence from your investigation to justify your response. Answers will vary.

Example: I disagree with Alana. If all sounds were as quiet as a refrigerator, we could miss important things. Lots of emergency sounds are loud, like police sirens. A police siren as quiet as a refrigerator could be easily missed.

Updated Text: Alana thinks that all sounds should be as quiet as a refrigerator. Construct an argument to explain if you agree or disagree with Alana. Use evidence from your investigation to justify your response. Answers will vary. Example: I disagree with Alana. If all sounds were as quiet as a refrigerator, we could miss important things. Lots of emergency sounds are loud, like police sirens. A police siren as quiet as a refrigerator could be easily missed.

Component: *Texas Science Studies Weekly: 2 Grade Student Edition with Online Access*

ISBN: 9781649783790SE8

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 3

Location: Student Edition, Unit 7, Activity 3: Visible Vibrations (PDF pg. 2)

Original Text: Printable Two Column Notes

Updated Text: Printable Two-Column Notes

Component: *Texas Science Studies Weekly: 2 Grade Student Edition with Online Access*

ISBN: 9781649783790SE8

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 3

Location: Student Edition, Unit 7, Activity 5: Phenomenon Explanation (PDF pg. 4)

Original Text: SEP Develop Explanations and Propose Solutions

RTC Patterns

ELAR

Updated Text: SEP Develop Explanations

RTC Patterns

ELAR

Component: *Texas Science Studies Weekly: 2 Grade Student Edition with Online Access*

ISBN: 9781649783790SE8

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 1

Location: Student Edition, Unit 7, Activity 1: Phenomenon Introduction (PDF pg. 1)

Original Text: SEP Ask Questions

RTC Cause and Effect

ELAR

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 569 of 3538

Updated Text: SEP Ask Questions
RTC Cause and Effect

Component: *Texas Science Studies Weekly: 2 Grade Student Edition with Online Access*

ISBN: 9781649783790SE8

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 1

Location: Studies Weekly Online, Unit 7, Activity 1, "Asking Phenomenon Questions" (PDF pg. 1)

Original Text: (Wrong version uploaded.)

Updated Text: (Second grade version uploaded.)

Component: *Texas Science Studies Weekly: 2 Grade Teacher Edition with Online Access*

ISBN: 9781649783783TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 7.14

Location: Teacher Edition, Unit 7, Activity 3, Student Driven Inquiry (PDF Pg. 14)

Original Text: Student-Driven Inquiry

1. Direct students' attention to the Student-Driven Question Board they created during "Phenomenon Introduction."
2. Discuss: Which of these questions do you already have ideas about? What evidence can you use from your current or previous science lessons to form your ideas? (Answers will vary but could that sounds can be made in different ways and many objects can make sounds.)
3. Remind students that the ideas on the Student-Driven Question Board will help guide their learning for the week.

Updated Text: (removed)

Component: *Texas Science Studies Weekly: 2 Grade Teacher Edition with Online Access*

ISBN: 9781649783783TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 7.1

Location: Teacher Edition, Unit 7, Unit Objective Table (PDF Pg. 1)

Original Text: Unit Objectives

Students will be able to demonstrate and explain sound's vibrations and levels caused by a variety of means.

SEP

2.3B: Communicate Explanations

Communicate explanations individually and collaboratively in a variety of settings and formats.

RTC

2.5B: Cause and Effect

Investigate and predict cause-and-effect relationships in science.

Updated Text: Unit Objective

Students will be able to demonstrate and explain sound's vibrations and

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 570 of 3538

levels caused by a variety of means.

SEP

2.3B: Communicate Explanations

Communicate explanations individually and collaboratively in a variety of settings and formats.

RTC

2.5B: Cause and Effect

Investigate and predict cause-and-effect relationships in science.

Component: *Texas Science Studies Weekly: 2 Grade Student Edition with Online Access*

ISBN: 9781649783790SE8

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 1

Location: Printable: Studies Weekly Online, Unit 8, "Mrs. Garcia's Recess Dilemma: Performance Tasks" (PDF pg. 1)

Original Text: Performance Task

Electric Paths

2.8C

Updated Text: Performance Task

Mrs. Garcia's Recess Dilemma

2.8C

Component: *Texas Science Studies Weekly: 2 Grade Student Edition with Online Access*

ISBN: 9781649783790SE8

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 1

Location: Printable: Studies Weekly Online, Unit 8, "Mrs. Garcia's Recess Dilemma: Reading Comprehension Questions" (PDF pg. 1)

Original Text: Activity 1: Communicate

Updated Text: Activity 1: Engineering Design Scenario

Component: *Texas Science Studies Weekly: 2 Grade Teacher Edition with Online Access*

ISBN: 9781649783783TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 1

Location: Printable: Studies Weekly Online, Unit 8, "Mrs. Garcia's Recess Dilemma: Reading Comprehension Questions Answer Keys" (PDF pg. 1)

Original Text: Activity 1 Communicate

Updated Text: Activity 1 Engineering Design Scenario

Component: Texas Science Studies Weekly: 2 Grade Student Edition with Online Access

ISBN: 9781649783790SE8

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 1

Location: Printable: Studies Weekly Online, Unit 8, "Mrs. Garcia' Recess Dilemma: Lower Lexile Articles" (PDF pg. 1)

Original Text: Studies Weekly Mrs. Garcia' Recess Dilemma

Updated Text: Studies Weekly Engineering Design: Mrs. Garcia' Recess Dilemma

Component: Texas Science Studies Weekly: 2 Grade Student Edition with Online Access

ISBN: 9781649783790SE8

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Location: Studies Weekly Online, Unit 8, Activity 4, "Ideate" (PDF pg. #)

Original Text: (The student prompts are numbered 1, 2, 2, 3.)

Updated Text: (The student prompts are numbered sequentially to 4.)

Component: Texas Science Studies Weekly: 2 Grade Student Edition with Online Access

ISBN: 9781649783790SE8

Link to Current Content:

[View Current Content](#)

Current Page Number(s): n/a

Location: Studies Weekly Online, Unit 8, Activity 10, "Communicate" Multiple Choice Questions 1 & 2 (PDF pg. n/a)

Original Text: Multiple Choice Question

Which grade does Mrs. Garcia teach?

first

second

third

fourth

Multiple Choice Question

What makes it hard for Mrs. Garcia to communicate with her class?

time

weather

distance

height

Updated Text: (removed)

Component: *Texas Science Studies Weekly: 2 Grade Teacher Edition with Online Access*

ISBN: 9781649783783TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 8.12

Location: Teacher Edition, Unit 8, Activity 4, Left Hand Column, device (PDF Pg. 12)

Original Text: device: something engineered for a specific use

Updated Text: device: something engineered for a specific pupose

Component: *Texas Science Studies Weekly: 2 Grade Teacher Edition with Online Access*

ISBN: 9781649783783TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 8.4

Location: Teacher Edition, Unit 8, Standards Coverage Chart, Misconceptions (PDF Pg. 4)

Original Text: Common Misconceptions

It is impossible to communicate over long distances. (Activity 3)

You can only communicate over long distances with technological devices like a phone or other devices.

Updated Text: Common Misconceptions

It is impossible to communicate over long distances. (Activity 3)

Component: *Texas Science Studies Weekly: 2 Grade Student Edition with Online Access*

ISBN: 9781649783790SE8

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 3

Location: Printable: Studies Weekly Online, Unit 9, "Day and Night Difference: Unit Assessment", Question 5 (PDF pg. 3)

Original Text: 5. Sort the tools into the correct columns.

(There are no columns present and the images are just in a list.)

Updated Text: (Reformatted the page so that a table is present for sorting the images.)

Component: *Texas Science Studies Weekly: 2 Grade Student Edition with Online Access*

ISBN: 9781649783790SE8

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 1

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 573 of 3538

Location: Printable: Studies Weekly Online, Unit 9, "Day and Night Difference: Reading Comprehension Questions" (PDF pg. 1)

Original Text: Texas Science Studies Weekly: First Grade
Sound Investigation
Reading Comprehension

Updated Text: Texas Science Studies Weekly: Second Grade
Day and Night Difference
Reading Comprehension

Component: *Texas Science Studies Weekly: 2 Grade Teacher Edition with Online Access*

ISBN: 9781649783783TE

Link to Current Content:
[View Current Content](#)

Current Page Number(s): 2 - 3

Location: Printable: Studies Weekly Online, Unit 9, "Day and Night Difference: Answer Key" (PDF pg. 2 - 3)

Original Text: Student Edition Answers

Directions: Make a prediction about whether you think the sun and moon are the same or different, then compare and contrast the images of the sun and moon, as seen from Earth, in the space provided. Use your comparisons to answer the question.

Do you think the sun and moon are the same? Why or why not? Answers will vary and could include that students think the sun and moon are the same or different. Reasoning could include noticing similarities in shape or differences in appearance.

Updated Text: (Added a Venn Diagram with sample answers below the directions text block to match the SE content)

Component: *Texas Science Studies Weekly: 2 Grade Teacher Edition with Online Access*

ISBN: 9781649783783TE

Link to Current Content:
[View Current Content](#)

Current Page Number(s): 4

Location: Printable: Studies Weekly Online, Unit 9, Activity 5, "Day and Night Difference: Answer Key" (PDF pg. 4)

Original Text: Formative

Assessment:

Student Edition Response

Reflect and Connect" responses to check for proficiency of the success criteria.

Updated Text: Formative

Assessment:

Student Edition Response

Use students' Reflect and Connect responses to check for proficiency of the success criteria.

Component: *Texas Science Studies Weekly: 2 Grade Student Edition with Online Access*

ISBN: 9781649783790SE8

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 574 of 3538

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 3

Location: Student Edition, Unit 9, Activity 8 (PDF pg. 2)

Original Text: The Moon

he moon is a round and rocky object. It is not a star like the sun. There are many planets with moons. However, Earth's moon is the moon people are usually talking about when they say "the moon." The surface of the moon is not like the surface of Earth. It is rocky like the Earth. However, it does not have water or air around it. Without the air around it, lots of space objects crash into the moon. These crashes make craters of many sizes on the moon's surface. It is because of the craters that the surface of the moon is not smooth. The moon gives off very little heat. It also gives off no light of its own. It may seem to glow many nights out of the month. However, the moon does not make light.

Updated Text: The Moon

The moon is a round and rocky object. It is not a star like the sun. There are many planets with moons. However, Earth's moon is the moon people are usually talking about when they say "the moon." The surface of the moon is not like the surface of Earth. It is rocky like the Earth. However, it does not have water or air around it. Without the air around it, lots of space objects crash into the moon. These crashes make craters of many sizes on the moon's surface. It is because of the craters that the surface of the moon is not smooth. The moon gives off very little heat. It also gives off no light of its own. It may seem to glow many nights out of the month. However, the moon does not make light.

Component: *Texas Science Studies Weekly: 2 Grade Student Edition with Online Access*

ISBN: 9781649783790SE8

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 1

Location: Studies Weekly Online, Unit 9, Activity 1, "Asking Phenomenon Questions" (PDF pg. 1)

Original Text: (Wrong version uploaded.)

Updated Text: (Second grade version uploaded.)

Component: *Texas Science Studies Weekly: 2 Grade Teacher Edition with Online Access*

ISBN: 9781649783783TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 9.13

Location: Teacher Edition, Unit 9, Activity 3, Whole Group, Step 4a (PDF pg. 13)

Original Text: 4. Separate the class into groups of four and explain to them that they will be making observations with the various tools to determine the effect the tools have on seeing things.

a. Remind students that they should not look directly at the sun, especially without proper eye protection.

Updated Text: 4. Separate the class into groups of four and explain to them that they will be making observations with the various tools to determine the effect the tools have on seeing things.

a. Remind students that they should not look directly at the sun.

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 575 of 3538

Component: *Texas Science Studies Weekly: 2 Grade Teacher Edition with Online Access*

ISBN: 9781649783783TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 9.14

Location: Teacher Edition, Unit 9, Activity 3, Reflect and Connect, Step 1 (PDF Pg. 14)

Original Text: Reflect and Connect

1. Have students respond to the “Reflect and Connect” prompt in their science notebooks.

Updated Text: Reflect and Connect

1. Have students respond to the “Reflect and Connect” prompt in their student editions.

Component: *Texas Science Studies Weekly: 2 Grade Teacher Edition with Online Access*

ISBN: 9781649783783TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 9.9

Location: Teacher Edition, Unit 9, Activity 1, Left Hand Column (PDF Pg. 9)

Original Text: (A video icon in the materials list of the left hand column.)

Updated Text: (An image icon replaced the video icon in the materials list of the left hand column.)

Component: *Texas Science Studies Weekly: 2 Grade Teacher Edition with Online Access*

ISBN: 9781649783783TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 9.24

Location: Teacher Edition, Unit 9, Activity 8, Left Hand Column (PDF Pg. 24)

Original Text: SEP

Collect Evidence

Collect and Organize Data

Develop and Use Models

Identify Advantages and Limitations of Models

Updated Text: SEP

Collect Evidence

Collect and Organize Data

Develop and Use Models

Component: *Texas Science Studies Weekly: 2 Grade Teacher Edition with Online Access*

ISBN: 9781649783783TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 9.18

Location: Teacher Edition, Unit 9, Activity 5, Whole Group, Step 2a and 2b (PDF Pg. 18)

Original Text: 2. As you circulate, observe or take anecdotal data, monitoring students' understanding of the following ideas/connections/concepts:

- a. different tools
- b. idea/concept/connection

Updated Text: 2. As you circulate, monitor students' understanding of the following concepts:

- a. Different tools can be used for different purposes.
- b. Some tools can help you see better.

Component: *Texas Science Studies Weekly: 2 Grade Teacher Edition with Online Access*

ISBN: 9781649783783TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 9.1

Location: Teacher Edition, Unit 9, Phenomenon Statement (PDF Pg. 1)

Original Text: It is warmer and brighter during the day than at night.

Updated Text: The world around us is warmer and brighter in the day than at night.

Component: *Texas Science Studies Weekly: 2 Grade Student Edition with Online Access*

ISBN: 9781649783790SE8

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 1

Location: Student Edition, Unit 9, Phenomenon Statement (PDF pg. 1)

Original Text: It is warmer and brighter during the day than at night.

Updated Text: The world around us is warmer and brighter in the day than at night.

Component: *Texas Science Studies Weekly: 2 Grade Student Edition with Online Access*

ISBN: 9781649783790SE8

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 1

Location: Studies Weekly Online, Unit 10, "Where Did My Sandcastle Go?: Unit Assessment" (PDF pg. 1)

Original Text: Fill in the blank: ____A____ and ____B____ can move soil and rocks.

A: Light, Sun, Sound, Wind

B: stars, heat, light, water

Updated Text: Fill in the blank: _____ and _____ can move soil and rocks.

A. Light, stars

B. Sun, heat

C. Sound, wind

D. Wind, water

Component: *Texas Science Studies Weekly: 2 Grade Student Edition with Online Access*

ISBN: 9781649783790SE8

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 1

Location: Printable: Studies Weekly Online, Unit 10, "Where Did My Sandcastle Go?: Performance Task" (PDF pg. 1)

Original Text: Performance Task

Phases of the Moon

2.10A

Updated Text: Performance Task

Where Did My Sandcastle Go?

2.10A

Component: *Texas Science Studies Weekly: 2 Grade Teacher Edition with Online Access*

ISBN: 9781649783783TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 1

Location: Printable: Studies Weekly Online, Unit 10, "Where Did My Sandcastle Go?: Performance Task Answer Key" (PDF pg. 1)

Original Text: Second Grade: Phases of the Moon

Updated Text: Second Grade: Where Did My Sandcastle Go?

Component: *Texas Science Studies Weekly: 2 Grade Student Edition with Online Access*

ISBN: 9781649783790SE8

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 1 - 2

Location: Printable: Studies Weekly Online, Unit 10, "Where Did My Sandcastle Go?: Reading Comprehension Questions" (PDF pg. 1 - 2)

Original Text: (Two Studies Weekly Logos in the footer.)

Updated Text: (One Studies Weekly Logo removed from footer.)

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 578 of 3538

Component: *Texas Science Studies Weekly: 2 Grade Student Edition with Online Access*

ISBN: 9781649783790SE8

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Location: Studies Weekly Online, Unit 10, Unit Assessment

Original Text: Steven wants to know why this cave has a hole at the top. What can he do to find out?

Updated Text: (An image of a cave was added for visual support.)

Component: *Texas Science Studies Weekly: 2 Grade Student Edition with Online Access*

ISBN: 9781649783790SE8

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Location: Studies Weekly Online, Unit 10, Unit Assessment

Original Text: The sand on the beach was once flat. Describe what likely caused the dunes to form

Updated Text: The sand on the beach was once flat. Describe what likely caused the dunes to form.

Component: *Texas Science Studies Weekly: 2 Grade Student Edition with Online Access*

ISBN: 9781649783790SE8

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 1

Location: Studies Weekly Online, Unit 11, Activity 1, "Asking Phenomenon Questions" (PDF pg. 1)

Original Text: (Wrong version uploaded.)

Updated Text: (Second grade version uploaded.)

Component: *Texas Science Studies Weekly: 2 Grade Student Edition with Online Access*

ISBN: 9781649783790SE8

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 1 - 2

Location: Studies Weekly Online, Unit 10, "Where Did My Sandcastle Go?: Unit Assessment" (PDF pg. 1 - 2)

Original Text: (Two Studies Weekly Logos in the footer.)

Updated Text: (One Studies Weekly Logo removed from footer.)

Component: *Texas Science Studies Weekly: 2 Grade Student Edition with Online Access*

ISBN: 9781649783790SE8

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 579 of 3538

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 1

Location: Student Edition, Unit 10, Activity 1, Phenomenon Introduction, My Hypothesis (PDF pg. 1)

Original Text: (Beginning of the year "My hypothesis" format used.)

Updated Text: (Updated to mid year "My Hypothesis" format.)

Component: *Texas Science Studies Weekly: 2 Grade Teacher Edition with Online Access*

ISBN: 9781649783783TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 1

Location: Studies Weekly Online, Unit 11, "Wellness: Fear of the Unknown" (PDF pg. 1)

Original Text: 5E

Engage

Updated Text: 5E

Elaborate

Component: *Texas Science Studies Weekly: 2 Grade Student Edition with Online Access*

ISBN: 9781649783790SE8

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 1

Location: Studies Weekly Online, Unit 11, Activity 1, "Asking Phenomenon Questions" (PDF pg. 1)

Original Text: (Wrong version uploaded.)

Updated Text: (Second grade version uploaded.)

Component: *Texas Science Studies Weekly: 2 Grade Student Edition with Online Access*

ISBN: 9781649783790SE8

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 1 - 2

Location: Studies Weekly Online, Unit 10, "Where Did My Sandcastle Go?: Unit Assessment" (PDF pg. 1 - 2)

Original Text: (Two Studies Weekly Logos in the footer.)

Updated Text: (One Studies Weekly Logo removed from footer.)

Component: *Texas Science Studies Weekly: 2 Grade Student Edition with Online Access*

ISBN: 9781649783790SE8

Link to Current Content:

[View Current Content](#)

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 580 of 3538

Current Page Number(s): 1

Location: Student Edition, Unit 10, Activity 1, Phenomenon Introduction, My Hypothesis (PDF pg. 1)

Original Text: (Beginning of the year "My hypothesis" format used.)

Updated Text: (Updated to mid year "My Hypothesis" format.)

Component: *Texas Science Studies Weekly: 2 Grade Teacher Edition with Online Access*

ISBN: 9781649783783TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 1

Location: Studies Weekly Online, Unit 11, "Wellness: Fear of the Unknown" (PDF pg. 1)

Original Text: 5E

Engage

Updated Text: 5E

Elaborate

Component: *Texas Science Studies Weekly: 2 Grade Student Edition with Online Access*

ISBN: 9781649783790SE8

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 2

Location: Student Edition, Unit 11, Activity 7 (PDF pg. 2)

Original Text: A flood happens when water covers land that is usually dry. Water can come from a storm or the ocean. It can come from other freshwater sources, like rivers or lakes. Floods can damage land, buildings, and more. Temperature is not related to flooding. However, precipitation is. The more precipitation that happens in an area, the more likely it is to flood.

Updated Text: A flood happens when water covers land that is usually dry. Flood water can come from a storm or the ocean. It can come from rivers or lakes. Floods can damage land, buildings, and more. Many things can affect flooding. Flooding can occur in hot or cold temperatures. Precipitation can affect flooding. The more precipitation that happens in an area, the more likely it is to flood.

Component: *Texas Science Studies Weekly: 2 Grade Student Edition with Online Access*

ISBN: 9781649783790SE8

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Location: Studies Weekly Online, Unit 11, Activity 7, "Flooding"

Original Text: A flood happens when water covers land that is usually dry. Water can come from a storm or the ocean. It can come from other freshwater sources, like rivers or lakes. Floods can damage land, buildings, and more. Temperature is not related to flooding. However, precipitation is. The more precipitation that happens in an area, the more likely it is to flood.

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 581 of 3538

Updated Text: A flood happens when water covers land that is usually dry. Flood water can come from a storm or the ocean. It can come from rivers or lakes. Floods can damage land, buildings, and more. Many things can affect flooding. Flooding can occur in hot or cold temperatures. Precipitation can affect flooding. The more precipitation that happens in an area, the more likely it is to flood.

Component: *Texas Science Studies Weekly: 2 Grade Student Edition with Online Access*

ISBN: 9781649783790SE8

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 1

Location: Student Edition, Unit 11, Activity 6, "Texas Regional Weather", Reflect and Connect (PDF pg. 1)

Original Text: Think about the phenomenon comic. [Character 1] wondered if a hurricane was happening in their region. Where do you think hurricanes might happen on the map? Make a hypothesis, and draw them on the map, using this symbol:

Updated Text: Think about the phenomenon comic. Cameron wondered if a hurricane was happening in their region. Where do you think hurricanes might happen on the map? Make a hypothesis, and draw them on the map, using this symbol:

Component: *Texas Science Studies Weekly: 2 Grade Student Edition with Online Access*

ISBN: 9781649783790SE8

Link to Current Content:

[View Current Content](#)

Current Page Number(s): n/a

Location: Studies Weekly Online, Unit 11, Activity 6, "Texas Regional Weather", Reflect and Connect

Original Text: Think about the phenomenon comic. [Character 1] wondered if a hurricane was happening in their region. Where do you think hurricanes might happen on the map? Make a hypothesis, and draw them on the map, using this symbol:

Updated Text: Think about the phenomenon comic. Cameron wondered if a hurricane was happening in their region. Where do you think hurricanes might happen on the map? Make a hypothesis, and draw them on the map, using this symbol:

Component: *Texas Science Studies Weekly: 2 Grade Student Edition with Online Access*

ISBN: 9781649783790SE8

Link to Current Content:

[View Current Content](#)

Current Page Number(s): n/a

Location: Studies Weekly Online, Unit 11, Activity 3, "Precipitation"

Original Text: Use a weather report to record precipitation predictions. Then, measure and record the precipitation where you live. Draw and write the type of precipitation. For example,

Updated Text: Use a weather report to record precipitation predictions. Then, measure and record the precipitation where you live. Draw and write the type of precipitation. For example, snow, hail, sleet, rain, or none.

Component: *Texas Science Studies Weekly: 2 Grade Student Edition with Online Access*

ISBN: 9781649783790SE8

Link to Current Content:

[View Current Content](#)

Current Page Number(s): n/a

Location: Studies Weekly Online, Unit 11, Activity 6, "Texas Regional Weather", Reflect and Connect

Original Text: Think about the phenomenon comic. [Character 1] wondered if a hurricane was happening in their region. Where do you think hurricanes might happen on the map? Make a hypothesis, and draw them on the map, using this symbol:

Updated Text: Think about the phenomenon comic. Cameron wondered if a hurricane was happening in their region. Where do you think hurricanes might happen on the map? Make a hypothesis, and draw them on the map, using this symbol:

Component: *Texas Science Studies Weekly: 2 Grade Student Edition with Online Access*

ISBN: 9781649783790SE8

Link to Current Content:

[View Current Content](#)

Current Page Number(s): n/a

Location: Studies Weekly Online, Unit 11, Activity 4, "Graph and Analyze Data"

Original Text: (The precipitation data table that is present in the student edition is missing from the online student edition.)

Updated Text: (The missing precipitation data table was added to the online student edition to correspond with the print student edition.)

Component: *Texas Science Studies Weekly: 2 Grade Student Edition with Online Access*

ISBN: 9781649783790SE8

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 1

Location: Studies Weekly Online, Unit 11, Activity 1, "Asking Phenomenon Questions" (PDF pg. 1)

Original Text: (Wrong version uploaded.)

Updated Text: (Second grade version uploaded.)

Component: *Texas Science Studies Weekly: 2 Grade Teacher Edition with Online Access*

ISBN: 9781649783783TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 1

Location: Teacher Edition, Unit 11, Unit Objective (PDF pg. 1)

Original Text: RTC

2.5A: Patterns

Identify and use patterns to describe phenomena or design.

Updated Text: RTC

2.5A: Patterns

Identify and use patterns to describe phenomena or design solutions.

Component: *Texas Science Studies Weekly: 2 Grade Student Edition with Online Access*

ISBN: 9781649783790SE8

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 1

Location: Student Edition, Unit 11, Activity 1, Phenomenon Introduction, My Hypothesis (PDF pg. 1)

Original Text: (Beginning of the year "My hypothesis" format used.)

Updated Text: (Updated to mid year "My Hypothesis" format.)

Component: *Texas Science Studies Weekly: 2 Grade Teacher Edition with Online Access*

ISBN: 9781649783783TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 11.1

Location: Teacher Edition, Unit 11, Activity 1, Phenomenon Statement (PDF pg. 1)

Original Text: Alana, Gina, and Cameron observe the windy, rainy, and cold weather outside, and each think a different weather event is happening: a tornado, a hurricane, and a regular rainy day.

Updated Text: Alana, Gina, and Cameron observe the windy, rainy, and cold weather outside and each think a different weather event is happening: a tornado, a hurricane, and a regular rainy day. (A comma was added after the word outside.)

Component: *Texas Science Studies Weekly: 2 Grade Student Edition with Online Access*

ISBN: 9781649783790SE8

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 1

Location: Studies Weekly Online, Unit 12, "Shopping at the Superstore: Unit Assessment" (PDF pg. 1)

Original Text: 1. Sort the resources into the appropriate columns.
(No images were provided for the sort.)

Updated Text: 1. Sort the resources into the appropriate columns.
(Images of natural and human-made resources included for the sort.)

Component: *Texas Science Studies Weekly: 2 Grade Teacher Edition with Online Access*

ISBN: 9781649783783TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 2

Location: Printable: Studies Weekly Online, Unit 12, Activity 1, "Shopping at the Superstore: Superstore Phenomenon Cards" (PDF pg. 2)

Original Text: (The image used for the pebbles card partially obscures the words "bag 2" above the image.)

Updated Text: (The image used for the pebbles card was reformatted to show the words "bag 2" above the image.)

Component: *Texas Science Studies Weekly: 2 Grade Student Edition with Online Access*

ISBN: 9781649783790SE8

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 1

Location: Student Edition, Unit 12, Activity 1 (PDF pg. 1)

Original Text: (Wrong version of the "My Hypothesis format used.")

Updated Text: ("My Hypothesis" was reformatted to remove some scaffolds and increase student independent writing.)

Component: *Texas Science Studies Weekly: 2 Grade Student Edition with Online Access*

ISBN: 9781649783790SE8

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 1

Location: Studies Weekly Online, Unit 12, Activity 1, "Asking Phenomenon Questions" (PDF pg. 1)

Original Text: (Wrong version uploaded.)

Updated Text: (Second grade version uploaded.)

Component: *Texas Science Studies Weekly: 2 Grade Teacher Edition with Online Access*

ISBN: 9781649783783TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 2

Location: Printable: Studies Weekly Online, Unit 13, Activity 3, "Treasured Trash: Answer Key" (PDF pg. 2)

Original Text: Trash can be prevented from ending up in a landfill or the ocean by bringing it to centers where it can be turned into something new, reusing it for the same purpose, and limiting the amount of trash you use by paying attention to what you use.

Updated Text: (Removed.)

Component: *Texas Science Studies Weekly: 2 Grade Student Edition with Online Access*

ISBN: 9781649783790SE8

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 1

Location: Printable: Studies Weekly Online, Unit 13, "Treasured Trash: Performance Task" (PDF pg. 1)

Original Text: Treasured Trash

Shopping at the Superstore

2.11B

Updated Text: Treasured Trash

Performance Task

2.11B

Component: *Texas Science Studies Weekly: 2 Grade Student Edition with Online Access*

ISBN: 9781649783790SE8

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 1

Location: Printable: Studies Weekly Online, Unit 13, "Treasured Trash: Reading Comprehension" (PDF pg. 1)

Original Text: Texas Science Studies Weekly: First Grade

Updated Text: Texas Science Studies Weekly: Second Grade

Component: *Texas Science Studies Weekly: 2 Grade Student Edition with Online Access*

ISBN: 9781649783790SE8

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 1

Location: Studies Weekly Online, Unit 13, Activity 1, "Asking Phenomenon Questions" (PDF pg. 1)

Original Text: (Wrong version uploaded.)

Updated Text: (Second grade version uploaded.)

Component: *Texas Science Studies Weekly: 2 Grade Student Edition with Online Access*

ISBN: 9781649783790SE8

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 3

Location: Student Edition, Unit 13, Activity 3 (PDF pg. 2)

Original Text: SEP Plan and Conduct Investigations

RTC Cause and Effect

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 586 of 3538

Updated Text: SEP Plan and Conduct Investigations
RTC Systems and System Models
ELAR

Component: *Texas Science Studies Weekly: 2 Grade Teacher Edition with Online Access*

ISBN: 9781649783783TE

Link to Current Content:
[View Current Content](#)

Current Page Number(s): 13.16

Location: Teacher Edition, Unit 13, Activity 4, Left Hand Column, Materials (PDF Pg. 16)

Original Text: Materials:
scale (1)
trash collection (see Teacher Note)

Podcast Trash Talk

Printable Trash I Found Around School

Updated Text: Materials:
scale (1)
trash collection (see Teacher Note)

Printable Trash I Found Around School

Component: *Texas Science Studies Weekly: 2 Grade Teacher Edition with Online Access*

ISBN: 9781649783783TE

Link to Current Content:
[View Current Content](#)

Current Page Number(s): 17

Location: Teacher Edition, Unit 13, Activity 4, Collaborative Learning Step 2 (PDF Pg. 17)

Original Text: 2. Have students follow the directions in their student editions to complete the activity.

Updated Text: 2. Have students follow the directions on page 2 of the Trash I Found Around School printable to complete the activity.

Component: *Texas Science Studies Weekly: 2 Grade Student Edition with Online Access*

ISBN: 9781649783790SE8

Link to Current Content:
[View Current Content](#)

Current Page Number(s): 1

Location: Student Edition, Unit 13, Activity 1, Phenomenon Introduction, My Hypothesis (PDF pg. 1)

Original Text: (Beginning of the year "My hypothesis" format used.)

Updated Text: (Updated to mid year "My Hypothesis" format.)

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 587 of 3538

Component: *Texas Science Studies Weekly: 2 Grade Student Edition with Online Access*

ISBN: 9781649783790SE8

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 1

Location: Student Edition, Unit 14, Activity 1, Phenomenon Introduction, My Hypothesis (PDF pg. 1)

Original Text: (Beginning of the year "My hypothesis" format used.)

Updated Text: (Updated to mid year "My Hypothesis" format.)

Component: *Texas Science Studies Weekly: 2 Grade Student Edition with Online Access*

ISBN: 9781649783790SE8

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 1

Location: Studies Weekly Online, Unit 14, Activity 1, "Asking Phenomenon Questions" (PDF pg. 1)

Original Text: (Wrong version uploaded.)

Updated Text: (Second grade version uploaded.)

Component: *Texas Science Studies Weekly: 2 Grade Teacher Edition with Online Access*

ISBN: 9781649783783TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 1 - 3

Location: Studies Weekly Online, Unit 14, Activity 1, "Questioning Technique" (PDF pg. 1)

Original Text: (Wrong version uploaded.)

Updated Text: (Correct version uploaded.)

Component: *Texas Science Studies Weekly: 2 Grade Teacher Edition with Online Access*

ISBN: 9781649783783TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Location: Studies Weekly Online, Unit 14, Activity 1, "Exploring Ecosystems: Phenomenon Video"

Original Text: (The final image shows the student edition instead of the Asking Phenomenon Questions printable.)

Updated Text: (The final image was changed to show the Asking Phenomenon Questions Printable students should work on after viewing the video.)

Component: *Texas Science Studies Weekly: 2 Grade Student Edition with Online Access*

ISBN: 9781649783790SE8

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 588 of 3538

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 1 - 2

Location: Studies Weekly Online, Unit 15, "Wild Berries and Javelinas: Unit Assessment" (PDF pg. 1 - 2)

Original Text: (Two Studies Weekly Logos in the footer.)

Updated Text: (One Studies Weekly Logo removed from footer.)

Component: *Texas Science Studies Weekly: 2 Grade Student Edition with Online Access*

ISBN: 9781649783790SE8

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 2

Location: Student Edition, Unit 15, Activity 3 (PDF pg. 2)

Original Text: Producers are organisms that make their own food. Plants are producers. They produce, or make, their own food. Plants do not need to eat dirt, other plants, or other animals. Plants still need food to survive, but they can produce it themselves. Animals depend on producers to survive. Animals depend on producers for food.

Updated Text: Producers are organisms that make their own food. Plants are producers. They produce, or make, their own food. Plants do not need to eat dirt, other plants, or other animals. Plants still need food to survive, but many can produce it themselves. Animals depend on producers to survive. Animals depend on producers for food.

Component: *Texas Science Studies Weekly: 2 Grade Student Edition with Online Access*

ISBN: 9781649783790SE8

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/a

Location: Studies Weekly Online, Unit 15, Activities 1 - 5

Original Text: (The activities are misnumbered.)

Updated Text: (The activities were renumbered.)

Component: *Texas Science Studies Weekly: 2 Grade Student Edition with Online Access*

ISBN: 9781649783790SE8

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 1

Location: Studies Weekly Online, Unit 15, Activity 1, "Asking Phenomenon Questions" (PDF pg. 1)

Original Text: (Wrong version uploaded.)

Updated Text: (Second grade version uploaded.)

Component: *Texas Science Studies Weekly: 2 Grade Student Edition with Online Access*

ISBN: 9781649783790SE8

Link to Current Content:
[View Current Content](#)

Current Page Number(s): 2

Location: Printable: Studies Weekly Online, Unit 16, "Dandelion Surprise: Unit Assessment" (PDF pg. 2)

Original Text: (The diagram of a flower included too many labels.)

Updated Text: (The diagram of a flower was simplified to only include labels for the parts of a flower that correspond with the answer choices.)

Component: *Texas Science Studies Weekly: 2 Grade Teacher Edition with Online Access*

ISBN: 9781649783783TE

Link to Current Content:
[View Current Content](#)

Current Page Number(s): 2

Location: Studies Weekly Online, Unit 16, "Wellness: Critical Thinking is Important" (PDF pg. 2)

Original Text: (The text of the student facing article was inconsistently formatted making it difficult to read.)

Updated Text: (The text of the student facing article was reformatted to remove the inconsistent bolding and improve readability.)

Component: *Texas Science Studies Weekly: 2 Grade Student Edition with Online Access*

ISBN: 9781649783790SE8

Link to Current Content:
[View Current Content](#)

Current Page Number(s): 1

Location: Studies Weekly Online, Unit 16, Activity 9, "Dandelion Surprise: Reading Comprehension Questions Answer Key" (PDF pg. 1)

Original Text: 2. What effect does better pollination have?

- a. 1more food
- b. taller plants
- c. bigger flowers
- d. brighter colors

Updated Text: 2. What effect does better pollination have?

- a. more food
- b. taller plants
- c. bigger flowers
- d. brighter colors

Component: *Texas Science Studies Weekly: 2 Grade Student Edition with Online Access*

ISBN: 9781649783790SE8

Link to Current Content:
[View Current Content](#)

Current Page Number(s): 1

Location: Studies Weekly Online, Unit 16, "Dandelion Surprise: Reading Comprehension Questions " (PDF pg. 1)

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 590 of 3538

Original Text: Texa Science Studies Weekly: First Grade

Updated Text: Texa Science Studies Weekly: Second Grade

Component: *Texas Science Studies Weekly: 2 Grade Teacher Edition with Online Access*

ISBN: 9781649783783TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 1

Location: Printable: Studies Weekly Online, Unit 16, Activity 1, "Dandelion Surprise: Answer Key" (PDF pg. 1)

Original Text: Formative Assessment: Questioning Self - Assessment Printable

Updated Text: Formative Assessment: Engineering Design Rubric

Component: *Texas Science Studies Weekly: 2 Grade Student Edition with Online Access*

ISBN: 9781649783790SE8

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 3

Location: Student Edition, Unit 16, Activity 3 (PDF pg. 2)

Original Text: Animal Helpers

Wind and water aren't always the best ways to create seeds. That's where animals help. Some animals collect the sticky substance from the stamen of plants. They transport that substance to other flowers, where it might help the plant grow seeds. Animals do not know they're pollinating plants. They are actually drawn to the colorful petals and a sweet substance found in the center of flowers called nectar. As animals, such as insects and birds, search for nectar, the sticky substance clings to their fur or feathers. As they move to other flowers, some of the sticky substance falls off. Some animal helpers drink nectar from many different kinds of flowers. This helps pollinate many different flowers. Some animal helpers only collect nectar from one or two kinds of flowers. These animals can only pollinate one or two kinds of flowers.

Updated Text: Animal Helpers

Wind and water aren't always the best ways to carry seeds. That's where animals help. Some animals collect the sticky substance from the stamen of plants. They transport that substance to other flowers, where it might help the plant grow seeds. Animals do not know they're pollinating plants. They are actually drawn to the colorful petals and a sweet substance found in the center of flowers called nectar. As animals, such as insects and birds, search for nectar, the sticky substance clings to their fur or feathers. As they move to other flowers, some of the sticky substance falls off. Some animal helpers drink nectar from many different kinds of flowers. This helps pollinate many different flowers. Some animal helpers only collect nectar from one or two kinds of flowers. These animals can only pollinate one or two kinds of flowers.

Component: *Texas Science Studies Weekly: 2 Grade Teacher Edition with Online Access*

ISBN: 9781649783783TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 16.11

Location: Teacher Edition, Unit 16, Activity 2, Teacher Note (PDF Pg. 11)

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 591 of 3538

Original Text: Teacher Note Gather materials from the printable, Design Surprise: Engineering Design Materials before introducing students to the “Collaborative Learning” section.

Updated Text: Teacher Note Gather materials from the printable, Dandelion Surprise: Engineering Design Materials before introducing students to the “Collaborative Learning” section.

Component: *Texas Science Studies Weekly: 2 Grade Teacher Edition with Online Access*

ISBN: 9781649783783TE

Link to Current Content:
[View Current Content](#)

Current Page Number(s): 16.23

Location: Teacher Edition, Unit 16, Activity 7, Left Hand Column (PDF Pg. 23)

Original Text: (The incorrect flower template thumbnail was used.)

Updated Text: (The correct flower template thumbnail that corresponds to the printable was used to replace the first thumbnail.)

Component: *Texas Science Studies Weekly: 2 Grade Teacher Edition with Online Access*

ISBN: 9781649783783TE

Link to Current Content:
[View Current Content](#)

Current Page Number(s): 16.23

Location: Teacher Edition, Unit 16, Activity 7, Left Hand Column (PDF Pg. 23)

Original Text: (Dandelion Suprise: Teacher Instruction Page is bold and green.)

Updated Text: (Dandelion Suprise: Teacher Instruction Page is plain text.)

Component: *Texas Science Studies Weekly: 2 Grade Teacher Edition with Online Access*

ISBN: 9781649783783TE

Link to Current Content:
[View Current Content](#)

Current Page Number(s): 16.25

Location: Teacher Edition, Unit 16, Activity 8, Left Hand Column (PDF Pg. 25)

Original Text: (Dandelion Suprise: Teacher Instruction Page is bold and green.)

Updated Text: (Dandelion Suprise: Teacher Instruction Page is plain text.)

Component: *Texas Science Studies Weekly: 2 Grade Teacher Edition with Online Access*

ISBN: 9781649783783TE

Link to Current Content:
[View Current Content](#)

Current Page Number(s): 16.7

Location: Teacher Edition, Unit 16, Success Criteria Table (PDF Pg. 7)

Original Text: 10. Communicate: Sailing Seeds

I can compare a flower at different stages to determine how its change in structure helps it meet its change in function.

Writing Sample

Updated Text: 10. Communicate: Sailing Seeds

I can compare a flower at different stages to determine how its change in structure helps it meet its change in function.

Engineering Design Rubric

Component: *Texas Science Studies Weekly: 2 Grade Teacher Edition with Online Access*

ISBN: 9781649783783TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 16.2

Location: Teacher Edition, Unit 16, Activity Summary Table (PDF pg. 2)

Original Text: (Optional materials have "Elaborate" listed for the EDP label.)

Updated Text: (Optional materials have nothing listed for the EDP label.)

Component: *Texas Science Studies Weekly: 2 Grade Teacher Edition with Online Access*

ISBN: 9781649783783TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 16.11

Location: Teacher Edition, Unit 16, Activity 2 (PDF Pg. 11)

Original Text: Activity 2 Conduct Research - Define 45 minutes

Updated Text: Activity 2 Conduct Research - Develop Solutions 45 minutes

Component: *Texas Science Studies Weekly: 2 Grade Teacher Edition with Online Access*

ISBN: 9781649783783TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Location: Studies Weekly Online, Unit 17, Activity 4, "Plant Parts: Fruits and Seeds Podcast"

Original Text: (2:33 - 2:39 "The flower will have everything it needs to produce more seeds.")

Updated Text: (2:33 - 2:39 "The flower will have almost everything it needs to produce seeds.")

Component: *Texas Science Studies Weekly: 2 Grade Student Edition with Online Access*

ISBN: 9781649783790SE8

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 3 - 4

Location: Studies Weekly Online, Unit 18, "Animals In Big Bend: Performance Tasks" (PDF pg. 3 - 4)

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 593 of 3538

Original Text: (The page set up for pages 3 - 4 are in portrait making them difficult to use.)

Updated Text: (Pages 3 - 4 are reformatted to landscape to improve usability.)

Component: *Texas Science Studies Weekly: 2 Grade Student Edition with Online Access*

ISBN: 9781649783790SE8

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 6

Location: Studies Weekly Online, Unit 18, Activity 7, "Animals in Big Bend: Lower Lexile Articles" (PDF pg. 6)

Original Text: Activity 10: Raccoons

Raccoons learn where water is when they are young. They stay close to where the water is. Raccoons have great eyesight. It helps them to see water from high up in trees. They drink water by leaning over the water and lapping it up with their tongues. Raccoons eat plants. They also eat small animals such as fish, frogs, turtles, and rabbits. Raccoons hunt at night. At night, it is cool in the desert. They have dark rings around their eyes. The rings help them to see more clearly in the dark. Raccoons find food with their powerful noses. They can also catch fish by simply putting their hands in the water and sensing the vibrations. Raccoons often get their hands wet before eating. Their wet five-fingered paws have an increased sense of touch. This helps them move and tear their food easily. Raccoons do not need to find air. They can breathe freely with their lungs.

Updated Text: (The second to last sentence was changed to say tear their food more easily.)

Activity 10: Raccoons

Raccoons learn where water is when they are young. They stay close to where the water is. Raccoons have great eyesight. It helps them to see water from high up in trees. They drink water by leaning over the water and lapping it up with their tongues. Raccoons eat plants. They also eat small animals such as fish, frogs, turtles, and rabbits. Raccoons hunt at night. At night, it is cool in the desert. They have dark rings around their eyes. The rings help them to see more clearly in the dark. Raccoons find food with their powerful noses. They can also catch fish by simply putting their hands in the water and sensing the vibrations. Raccoons often get their hands wet before eating. Their wet five-fingered paws have an increased sense of touch. This helps them move and tear their food more easily. Raccoons do not need to find air. They can breathe freely with their lungs.

Component: *Texas Science Studies Weekly: 2 Grade Student Edition with Online Access*

ISBN: 9781649783790SE8

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 2

Location: Student Edition, Unit 18, Activity 7 (PDF pg. 2)

Original Text: Blue Catfish Fish need air to breathe like all other animals! Fish can breathe underwater with a special feature called gills. A blue catfish takes in water through its mouth. The water has air in it. The gills pull the air out of the water and into the blue catfish's body. Last, the water passes out through the other side of the blue catfish' gills.

Updated Text: (An 's was added to the second to last word in the article: catfish's.)

Blue Catfish Fish need air to breathe like all other animals! Fish can breathe underwater with a special feature called gills. A blue catfish takes in water through its mouth. The water has air in it. The gills pull the air out of the water and into the blue catfish's body. Last, the water passes out through the other side of the blue catfish's gills.

Component: *Texas Science Studies Weekly: 2 Grade Student Edition with Online Access*

ISBN: 9781649783790SE8

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 594 of 3538

Link to Current Content:
[View Current Content](#)

Current Page Number(s): 4

Location: Student Edition, Unit 18, Activity 10 (PDF pg. 4)

Original Text: Activity 10: Raccoons

Raccoons learn where water is when they are young. They stay close to where the water is. Raccoons have great eyesight. It helps them to see water from high up in trees. They drink water by leaning over the water and lapping it up with their tongues. Raccoons eat plants. They also eat small animals such as fish, frogs, turtles, and rabbits. Raccoons hunt at night. At night, it is cool in the desert. They have dark rings around their eyes. The rings help them to see more clearly in the dark. Raccoons find food with their powerful noses. They can also catch fish by simply putting their hands in the water and sensing the vibrations. Raccoons often get their hands wet before eating. Their wet five-fingered paws have an increased sense of touch. This helps them move and tear their food easily. Raccoons do not need to find air. They can breathe freely with their lungs.

Updated Text: (The second to last sentence was changed to say tear their food more easily.)

Activity 10: Raccoons

Raccoons learn where water is when they are young. They stay close to where the water is. Raccoons have great eyesight. It helps them to see water from high up in trees. They drink water by leaning over the water and lapping it up with their tongues. Raccoons eat plants. They also eat small animals such as fish, frogs, turtles, and rabbits. Raccoons hunt at night. At night, it is cool in the desert. They have dark rings around their eyes. The rings help them to see more clearly in the dark. Raccoons find food with their powerful noses. They can also catch fish by simply putting their hands in the water and sensing the vibrations. Raccoons often get their hands wet before eating. Their wet five-fingered paws have an increased sense of touch. This helps them move and tear their food more easily. Raccoons do not need to find air. They can breathe freely with their lungs.

Component: *Texas Science Studies Weekly: 2 Grade Teacher Edition with Online Access*

ISBN: 9781649783783TE

Link to Current Content:
[View Current Content](#)

Current Page Number(s): 18.25

Location: Teacher Edition, Unit 18, Activity 6, Reflect and Connect (PDF Pg. 25)

Original Text: Discuss: Based on your evidence from this activity and/or from your prior experiences, do you think a raccoon drinks water similarly to the Mexican long-nosed bat, the Texas horned lizard, or neither? (Answers may vary but should be backed up with evidence, even if the answer or evidence contains misconceptions, such as: I think the raccoon eats food similarly to the bat because they both eat at night from what I have seen while camping; or I think the raccoon waits quietly and still for its prey like a Texas horned lizard.)

Updated Text: ("drinks water" was changed to "eats food" in the discussion prompt) Discuss: Based on your evidence from this activity and/or from your prior experiences, do you think a raccoon eats food similarly to the Mexican long-nosed bat, the Texas horned lizard, or neither? (Answers may vary but should be backed up with evidence, even if the answer or evidence contains misconceptions, such as: I think the raccoon eats food similarly to the bat because they both eat at night from what I have seen while camping; or I think the raccoon waits quietly and still for its prey like a Texas horned lizard.)

Component: *Texas Science Studies Weekly: 2 Grade Teacher Edition with Online Access*

ISBN: 9781649783783TE

Link to Current Content:
[View Current Content](#)

Current Page Number(s): N/A

Location: Studies Weekly Online, Unit 18, Activity 1, "Animals In Big Bend: Phenomenon Video"

Original Text: (The final image shows the student edition instead of the Asking Phenomenon Questions printable.)

Updated Text: (The final image was changed to show the Asking Phenomenon Questions Printable students should work on after viewing the video.)

Component: *Texas Science Studies Weekly: 2 Grade Teacher Edition with Online Access*

ISBN: 9781649783783TE

Link to Current Content:
[View Current Content](#)

Current Page Number(s): N/A

Location: Studies Weekly Online, Unit 19, Activity 6, "Penguins Podcast"

Original Text: (Half of the audio was missing.)

Updated Text: (The audio file was completed.)

Component: *Texas Science Studies Weekly: 2 Grade Teacher Edition with Online Access*

ISBN: 9781649783783TE

Link to Current Content:
[View Current Content](#)

Current Page Number(s): 2

Location: Studies Weekly Online, Unit 19, "Ant Colony" (PDF pg. 2)

Original Text: (A box and yellow highlight covered a statement that reads "Solider ants are the largest ants in the colony.")

Updated Text: (The box and highlight are removed. The statement now reads "Solider ants are the largest worker ants in the colony.")

Component: *Texas Science Studies Weekly: 2 Grade Teacher Edition with Online Access*

ISBN: 9781649783783TE

Link to Current Content:
[View Current Content](#)

Current Page Number(s): 1

Location: Studies Weekly Online, Unit 19, "Wellness: Work Together" (PDF pg. 1)

Original Text: Lesson Time
20 minutes

5E
Explore

Updated Text: Lesson Time
15 minutes

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 596 of 3538

5E

Elaborate

Component: *Texas Science Studies Weekly: 2 Grade Teacher Edition with Online Access*

ISBN: 9781649783783TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 1

Location: Printable: Studies Weekly Online, Unit 19, Activity #, "Seeing Sides: Discussion Guide" (PDF pg. 1)

Original Text: Activity Duration

10 minutes

Updated Text: Activity Duration

20 minutes

Component: *Texas Science Studies Weekly: 2 Grade Student Edition with Online Access*

ISBN: 9781649783790SE8

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 1

Location: Studies Weekly Online, Unit 19, Activity 1, "Asking Phenomenon Questions" (PDF pg. 1)

Original Text: (Wrong version uploaded.)

Updated Text: (Second grade version uploaded.)

Component: *Texas Science Studies Weekly: 2 Grade Teacher Edition with Online Access*

ISBN: 9781649783783TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 19.4

Location: Teacher Edition, Unit 19, Standards Coverage Table, Vocabulary (PDF Pg. 4)

Original Text: predator: an animal that is hunting another animal

Updated Text: predator: an animal that hunts another animal

Component: *Texas Science Studies Weekly: 2 Grade Student Edition with Online Access*

ISBN: 9781649783790SE8

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 1

Location: Student Edition, Unit 19, Activity 1 (PDF Pg. 1)

Original Text: (The comic text in frames 3 - 6 were edited to improve readability and avoid introducing misconceptions.)

Updated Text: (The comic text in frames 3 - 6 were edited to improve readability and avoid introducing misconceptions.)

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 597 of 3538

Component: Texas Science Studies Weekly: 2 Grade Teacher Edition with Online Access

ISBN: 9781649783783TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 19.4

Location: Teacher Edition, Unit 19, Standards Coverage Chart (PDF pg. 4)

Original Text: to make a change to better survive in one's environment

Updated Text: to change to better survive in one's environment

Component: Texas Science Studies Weekly: 2 Grade Student Edition with Online Access

ISBN: 9781649783790SE8

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 1

Location: Student Edition, Unit 19, Activity 6, Vocabulary Box (PDF pg. 1)

Original Text: to make a change to better survive in one's environment

Updated Text: to change to better survive in one's environment

Component: Texas Science Studies Weekly: 2 Grade Teacher Edition with Online Access

ISBN: 9781649783783TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 2

Location: Printable: Studies Weekly Online, Unit 19, "Ant Farm: Flash Cards" (PDF pg. 2)

Original Text: to make a change to better survive in one's environment

-

hacer un cambio para sobrevivir mejor en su ambiente

Updated Text: to change to better survive in one's environment

-

cambiar para sobrevivir mejor en su ambiente

Component: Texas Science Studies Weekly: 2 Grade Teacher Edition with Online Access

ISBN: 9781649783783TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 1 - 2

Location: Printable: Studies Weekly Online, Unit 20, "Frog and Butterfly Life Cycles: Reading Comprehension Answer Key" (PDF pg. 1 - 2)

Original Text: (Activity 6 was misformatted.)

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 598 of 3538

Updated Text: (Activity 6 was reformatted to improve readability.)

Component: *Texas Science Studies Weekly: 2 Grade Student Edition with Online Access*

ISBN: 9781649783790SE8

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Location: Studies Weekly Online, Unit 20, Activity 7, "Caterpillars"

Original Text: (Activity components in the wrong order.)

Updated Text: (Activity components reformatted to more closely match the TE activity layout.)

Component: *Texas Science Studies Weekly: 2 Grade Student Edition with Online Access*

ISBN: 9781649783790SE8

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/a

Location: Studies Weekly Online, Unit 4, "Unit Assessment"

Original Text: (The answer choices for the blanks for question 3 are uppercase.)

Updated Text: (The answer choices for the blanks for question 3 are lower case.)

Component: *Texas Science Studies Weekly: 2 Grade Student Edition with Online Access*

ISBN: 9781649783790SE8

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 1

Location: Student Edition, Unit 5, Activity 1 (PDF pg. 1)

Original Text: (There is no video icon by the phenomenon statement.)

Updated Text: (There is a video icon by the phenomenon statement.)

Component: *Texas Science Studies Weekly: 2 Grade Student Edition with Online Access*

ISBN: 9781649783790SE8

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Location: Studies Weekly Online, Unit 6, Activity 10, "Specific Title" (PDF pg. #)

Original Text: Scientist Look for Answers

Updated Text: Scientists Look for Answers

Component: *Texas Science Studies Weekly: 2 Grade Teacher Edition with Online Access*

ISBN: 9781649783783TE

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 599 of 3538

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 1 - 8

Location: Studies Weekly Online, Unit 10, "Day and Night Difference: Answer Key" (PDF pg. 1 - 8)

Original Text: [Drawing Space]

Updated Text: (All instances of the phrase were removed.)

Component: *Texas Science Studies Weekly: 2 Grade Student Edition with Online Access*

ISBN: 9781649783790SE8

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Location: Studies Weekly Online, Unit 9, Activity 6, "Specific Title"

Original Text: (There is no space for students to take notes.)

Updated Text: (The notes section was turned to an open response question so students can take notes.)

Component: *Texas Science Studies Weekly: 2 Grade Student Edition with Online Access*

ISBN: 9781649783790SE8

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Location: Studies Weekly Online, Unit 9, Activity 7, "Specific Title"

Original Text: (There is no space for students to take notes.)

Updated Text: (The notes section was turned to an open response question so students can take notes.)

Component: *Texas Science Studies Weekly: 2 Grade Student Edition with Online Access*

ISBN: 9781649783790SE8

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Location: Studies Weekly Online, Unit 9, Activity 8, "Specific Title"

Original Text: (There is no space for students to take notes.)

Updated Text: (The notes section was turned to an open response question so students can take notes.)

Component: *Texas Science Studies Weekly: 2 Grade Student Edition with Online Access*

ISBN: 9781649783790SE8

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Location: Studies Weekly Online, Unit 10, Activity 7, "Wind Moves Soil"

Original Text: (The multiple choice questions do not work.)

Updated Text: (The questions were revised to work online.)

Component: *Texas Science Studies Weekly: 2 Grade Teacher Edition with Online Access*

ISBN: 9781649783783TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 19.19

Location: Teacher Edition, Unit 19, Activity 4, Left hand column (PDF Pg. 19)

Original Text: ELPS 1E, 2C, 2I, 3F, 3H, 5B

Updated Text: ELPS 1E, 2C, 2I, 3H, 5B

Component: *Texas Science Studies Weekly: 2 Grade Teacher Edition with Online Access*

ISBN: 9781649783783TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 1.2

Location: Teacher Edition, Unit 1 Week 1, Standards Coverage Chart (PDF pg. 2)

Original Text: collaborate: to work together in a group to create a shared artifact

engineer: someone who applies their scientific knowledge to create and build machines that solve problems

engineering: the process of using science in practical applications to solve problems

mindset: a personal attitude toward something

phenomenon: facts or situations that are observed to exist or happen

safe practices: actions, lab procedures, and the use of personal protective equipment that help keep science learning safe

science: the systematic study of the structure and behavior of the natural and physical world through observation and investigations

scientist: someone who studies science

tool: a device used to solve a problem

Updated Text: (An asterisk was added to each vocabulary with a note explaining its meaning at the end.)

collaborate*: to work together in a group to create a shared artifact

engineer*: someone who applies their scientific knowledge to create and build machines that solve problems

engineering*: the process of using science in practical applications to solve problems

mindset*: a personal attitude toward something

phenomenon*: facts or situations that are observed to exist or happen

safe practices*: actions, lab procedures, and the use of personal protective equipment that help keep science learning safe

science*: the systematic study of the structure and behavior of the natural and physical world through observation and investigations

scientist*: someone who studies science

tool*: a device used to solve a problem

*Vocabulary may be previously taught from prior grades

Component: Texas Science Studies Weekly: 2 Grade Teacher Edition with Online Access

ISBN: 9781649783783TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 1.17

Location: Teacher Edition, Unit 1 Week 2, Standards Coverage Chart (PDF pg. 2)

Original Text: cause: the first thing that happens in a situation

change: to make or become different

effect: what happens because of a cause

energy: the ability to do work or create change

function: the purpose of something or how it works

matter: anything that has weight or takes up space

model: a visual or 3D representation, typically on a smaller scale than the original

patterns: something that is often repeated

proportion: the size or amount of one thing or group as compared to the size or amount of another

quantity: the amount of something

scale: the size of a model of a thing compared to the size of the thing itself

stability: the condition of being stable, or unchanging

structure: the way something is made or the parts of a living thing

system: a set of things working together

Updated Text: (An asterisk was added to each vocabulary with a note explaining its meaning at the end.)

cause*: the first thing that happens in a situation

change*: to make or become different

effect*: what happens because of a cause

energy*: the ability to do work or create change

function*: the purpose of something or how it works

matter*: anything that has weight and takes up space

model*: a visual or 3D representation, typically on a smaller scale than the original

patterns*: something that is often repeated

proportion*: the size or amount of one thing or group as compared to the size or amount of another

quantity*: the amount of something

scale*: the size of a model of a thing compared to the size of the thing itself

stability*: the condition of being stable, or unchanging

structure*: the way something is made or the parts of a living thing

system*: a set of things working together

*Vocabulary may be previously taught from prior grades

Component: Texas Science Studies Weekly: 2 Grade Teacher Edition with Online Access

ISBN: 9781649783783TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 1.34

Location: Teacher Edition, Unit 1 Week 3, Standards Coverage Chart (PDF pg. 2)

Original Text: advantage: something that benefits, helps, or makes things easier

analyze: to look closely at something

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 602 of 3538

data: facts and information about a topic
claim: a statement thought to be true used to answer a question
disadvantage: something that causes a challenge or makes things harder
evidence: facts to support or back up a claim
explanation: a statement that makes something clear
investigate: to discover and examine facts about a topic
model: a visual representation of something usually of a smaller size
phenomena: events that can be seen or observed
reasoning: describes how evidence supports or backs up the claim

Updated Text: (An asterisk was added to each vocabulary with a note explaining its meaning at the end.)

advantage*: something that benefits, helps, or makes things easier
analyze*: to look closely at something
data*: facts and information about a topic
claim*: a statement thought to be true used to answer a question
disadvantage*: something that causes a challenge or makes things harder
evidence*: facts to support or back up a claim
explanation*: a statement that makes something clear
investigate*: to discover and examine facts about a topic
model*: a visual representation of something usually of a smaller size
phenomena*: events that can be seen or observed
reasoning*: describes how evidence supports or backs up the claim
*Vocabulary may be previously taught from prior grades

Component: *Texas Science Studies Weekly: 2 Grade Teacher Edition with Online Access*

ISBN: 9781649783783TE

Link to Current Content:
[View Current Content](#)

Current Page Number(s): 1.51

Location: Teacher Edition, Unit 1 Week 4, Standards Coverage Chart (PDF pg. 2)

Original Text: engineering design process: common steps engineers use to create things that improve science or society
engineering problem: a challenge meant to be solved by creating a physical solution that will improve the daily lives of people or society
ideate: the process of forming ideas
improve: to make something better
prototype: the first version or draft of an engineering design

Updated Text: (An asterisk was added to each vocabulary with a note explaining its meaning at the end.)

engineering design process*: common steps engineers use to create things that improve science or society
engineering problem*: a challenge meant to be solved by creating a physical solution that will improve the daily lives of people or society
ideate*: the process of forming ideas
improve*: to make something better
prototype*: the first version or draft of an engineering design
*Vocabulary may be previously taught from prior grades

Component: *Texas Science Studies Weekly: 2 Grade Teacher Edition with Online Access*

ISBN: 9781649783783TE

Current Page Number(s): N/A

Location: Studies Weekly Online, Teacher Edition, Unit Level "Teacher Resources," ELD Student Edition (All Unts)

Original Text: N/A

Updated Text: (Removed all publisher design notes from "Speaker Notes")

(Removed all answer keys from student-facing slides)

(Removed Leveling indicators from each student-facing slide)

Component: *Texas Science Studies Weekly: 2 Grade Teacher Edition with Online Access*

ISBN: 9781649783783TE

Current Page Number(s): N/A

Location: Studies Weekly Online, Teacher Edition, Unit Level "Teacher Resources," ELD Teacher Edition (All Units)

Original Text: N/A

Updated Text: (Removed all publisher design notes from "Speaker Notes")

Component: *Texas Science Studies Weekly: 2 Grade Teacher Edition with Online Access*

ISBN: 9781649783783TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 8

Location: Studies Weekly Online, Teacher Edition, Unit 10 Level "Teacher Resources," Unit 10 ELD Teacher and Student Edition Edition

Original Text: N/A

Updated Text: (deleted duplicate slide number 8)

Component: *Texas Science Studies Weekly: 2 Grade Teacher Edition with Online Access*

ISBN: 9781649783783TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 7

Location: Studies Weekly Online, Teacher Edition, Unit 1 Week 2 Level "Teacher Resources," Unit 1 Week 2 ELD Teacher and Student Edition Edition

Original Text: Natalia forgot to water her plant AND Steven wore his lucky socks

Updated Text: (added period)

Natalia forgot to water her plant AND Steven wore his lucky socks.

Component: *Texas Science Studies Weekly: 2 Grade Teacher Edition with Online Access*

ISBN: 9781649783783TE

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 604 of 3538

Link to Current Content:
[View Current Content](#)

Current Page Number(s): 2.17

Location: Teacher Edition, Unit 2, Activity 3, Student Driven Inquiry, Steps 6b, 7b, & 7c (PDF Pg. 17)

Original Text: Student-Driven Inquiry

1. Explain to students that you noticed something interesting about the gelatin you made the first day of the unit.
2. Present the set gelatin to students, and have them make observations.
3. Allow students to share their observations and record their responses on the board.
4. Direct students to the Student-Driven Question Board they created during the Phenomenon Introduction.
5. Ask: Which questions or questions can we explore to find out more about your observations of the gelatin?
 - a. Guide students toward questions related to how temperature affects texture and flexibility.
6. Direct students to follow the directions in their student edition for the first question.
 - a. Assess students' listening comprehension by ensuring they are completing the task as directed. Provide support to struggling students by repeating the directions and having students restate the expectations back to you in their own words. [ELPS 2I]
7. Have one or two students share their responses with the class.
 - a. Encourage students to speak using grade-level content area vocabulary, and provide sentence starters or other resources, such as word walls, vocabulary cards, and word banks, as needed. [ELPS 3D]

Updated Text: (Three steps were added to this activity to provide more guidance and practice regarding temperature as a property of matter.)

Student-Driven Inquiry

1. Explain to students that you noticed something interesting about the gelatin you made the first day of the unit.
2. Present the set gelatin to students, and have them make observations.
3. Allow students to share their observations and record their responses on the board.
4. Direct students to the Student-Driven Question Board they created during the Phenomenon Introduction.
5. Ask: Which questions or questions can we explore to find out more about your observations of the gelatin?
 - a. Guide students toward questions related to how temperature affects texture and flexibility.
6. Direct students to follow the directions in their student edition for the first question.
 - a. Assess students' listening comprehension by ensuring they are completing the task as directed. Provide support to struggling students by repeating the directions and having students restate the expectations back to you in their own words. [ELPS 2I]
 - b. As you circulate, listen for students who share responses related to the effects of temperature to share with the class.
7. Have one or two students share their responses with the class.
 - a. Encourage students to speak using grade-level content area vocabulary, and provide sentence starters or other resources, such as word walls, vocabulary cards, and word banks, as needed. [ELPS 3D]
 - b. Explain to students that items can also be classified by their temperature.
 - c. Have students create a list of things that are relatively cold and those that are relatively hot.

Component: *Texas Science Studies Weekly: 2 Grade Teacher Edition with Online Access*

ISBN: 9781649783783TE

Link to Current Content:
[View Current Content](#)

Current Page Number(s): 2.17 - 2.18

Location: Teacher Edition, Unit 2, Activity 3, Reading to Learn, Steps 6 & 6b (PDF Pg. 17 - 18)

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 605 of 3538

Original Text: Reading to Learn

1. Remind students that they learned the words “solid” and “liquid” in their last activity while describing the gelatin they were making.
2. Ask: What is a solid? (A solid is an object that is firm, stable, and has its own shape.)
3. Ask: What is a liquid? (A liquid is an object that flows freely and takes the shape of its container.)
4. Direct the students to the article in their student edition.
5. Prior to reading the article, have students underline or highlight the sight words and/or spelling patterns they already know. [ELPS 4C]
6. Have students read the article independently, in pairs, or as a class.
 - a. As students come upon unfamiliar words, prompt students to identify familiar spelling patterns or chunks of the word that they already know. If a student cannot identify a familiar portion of the word, provide support by modeling or having a peer model how to decode the word. [ELPS 4C]

Updated Text: (Two steps were added to provide additional teacher support in using an English Language Proficiency Standard.)

Reading to Learn

1. Remind students that they learned the words “solid” and “liquid” in their last activity while describing the gelatin they were making.
2. Ask: What is a solid? (A solid is an object that is firm, stable, and has its own shape.)
3. Ask: What is a liquid? (A liquid is an object that flows freely and takes the shape of its container.)
4. Direct the students to the article in their student edition.
5. Prior to reading the article, have students underline or highlight the sight words and/or spelling patterns they already know. [ELPS 4C]
6. Have students read the article in pairs or as a class.
 - a. As students come upon unfamiliar words, prompt students to identify familiar spelling patterns or chunks of the word that they already know. If a student cannot identify a familiar portion of the word, provide support by modeling or having a peer model how to decode the word. [ELPS 4C]
 - b. Encourage students to use support from peers and teachers to develop vocabulary needed to comprehend increasingly challenging language. [ELPS 4F]

Component: *Texas Science Studies Weekly: 2 Grade Teacher Edition with Online Access*

ISBN: 9781649783783TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 2.4

Location: Teacher Edition, Unit 2, Standards Coverage Chart (PDF Pg. 4)

Original Text: • F: Use visual and contextual support and support from peers and teachers to read grade-appropriate content area text, enhance and confirm understanding, and develop vocabulary, grasp of language structures, and background knowledge needed to comprehend increasingly challenging language. (Activity 1)

Updated Text: (The bolding was changed to indicate the additional ELPS coverage provided in activity 3.)

• F: Use visual and contextual support and support from peers and teachers to read grade-appropriate content area text, enhance and confirm understanding, and develop vocabulary, grasp of language structures, and background knowledge needed to comprehend increasingly challenging language. (Activities 1, 3)

Component: *Texas Science Studies Weekly: 2 Grade Teacher Edition with Online Access*

ISBN: 9781649783783TE

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 606 of 3538

Current Page Number(s): 5.19-5.20

Location: Teacher Edition, Unit 5, Activity 4, "Collaborative Learning", Steps 1-3e (PDF pg. 19-20)

Original Text: 1) Direct the students to follow the directions in their student editions to record their predictions of stability and change when each pair of objects collides or touches and then their observations after they investigate.

a) If students do not predict or observe anything staying stable or nothing changes (one or the other) in an instance, they can leave the space blank or write "none."

2) As you circulate, observe or take anecdotal data monitoring students' understanding of the following ideas:

a) When the balls go down the ramp and collide, a change can be witnessed in the shape of the ball because of their speed. This change in shape may be hard to see but could be seen with a slow motion video.

b) When the balls simply touch, a change in shape would be nearly impossible to see with eyes in real time or in a slow motion video.

Updated Text: 1) Direct the students to follow the directions in their student editions.

a) Students should record their predictions of stability and change when each pair of objects collides or touches and then their observations after they investigate.

b) Encourage students to use the vocabulary of "cause" and "effect" as they complete the activity.

c) If students do not predict or observe anything staying stable or nothing changes (one or the other) in an instance, they can leave the space blank or write "none."

2) As you circulate, observe or take anecdotal data monitoring students' understanding of the following ideas:

a) When the balls go down the ramp and collide, it causes a change in the shape of the ball because of their speed. This effect (change in shape) may be hard to see but could be seen with a slow motion video.

b) When the balls simply touch, a change in shape would be nearly impossible to see with eyes in real time or in a slow motion video.

Component: *Texas Science Studies Weekly: 2 Grade Student Edition with Online Access*

ISBN: 9781649783790SE8

Current Page Number(s): 2

Location: Student Edition, Unit 3, Activity 3: Visible Vibrations (PDF pg. 2)

Original Text: What changes happened to make wax look like your real fruit? Why do you think that?

Updated Text: What changes caused the wax to look like real fruit? Why do you think it had this effect?

Component: *Texas Science Studies Weekly: 2 Grade Teacher Edition with Online Access*

ISBN: 9781649783783TE

Current Page Number(s): 1.58

Location: Teacher Edition, Unit 1 Week 4, Activity 2, "Reading to Learn", Steps 1-1b

Original Text: Reading to Learn

1. Have students read the first article in their student editions in pairs or as a class.

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 607 of 3538

a. This is an opportunity for students to use pre-taught vocabulary as a pre-reading support. [ELPS 4D]

Updated Text: Reading to Learn

1. Have students read the first article in their student editions in pairs or as a class.

a. This is an opportunity for students to use pre-taught vocabulary as a pre-reading support. [ELPS 4D]

b. Point out to students that engineers should consider the limitations to the model of their design such as the materials, size, scale, or properties.

Component: *Texas Science Studies Weekly: 2 Grade Teacher Edition with Online Access*

ISBN: 9781649783783TE

Location: Teacher Edition, Unit 8, Activity 8, "Collaborative Learning", Steps 3a - 3c

Original Text: a. Discuss: Why is it important to improve our designs? How did improving our designs help us? (Improving our designs makes sure it works as well as it can.)

b. Ask: If you could improve your designs again, what would you do differently this time? Why? (Answers should depend on students' analysis of data and should identify limitations of their devices.)

c. How did your device solve the problem of communicating over a distance with sound? Or, how was it not able to solve the problem? (Answers should include experience of how the device was able or unable to use sound to communicate.)

Updated Text: a. Discuss: Why is it important to improve our designs? What was the effect of our improvements? (Improving our designs makes sure it works as well as it can.)

b. Ask: If you could improve your designs again, what would you do differently this time? Why? What effects would your changes create? (Answers should depend on students' analysis of data and should identify limitations of their devices.)

c. How did your device solve the problem of communicating over a distance with sound? Or, what do you think caused the device to not solve the problem? (Answers should include experience of how the device was able or unable to use sound to communicate.)

Component: *Texas Science Studies Weekly: 2 Grade Teacher Edition with Online Access*

ISBN: 9781649783783TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 1.12

Location: Teacher Edition, Unit 1, Week 1, Activity 4, Teacher Note (pdf pg. 12)

Original Text: n/a

Updated Text: Depending on the amount of materials available, students can work in pairs or groups.

Component: *Texas Science Studies Weekly: 2 Grade Teacher Edition with Online Access*

ISBN: 9781649783783TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 2.19

Location: Teacher Edition, Unit 2, Activity 4, Teacher Note (pdf pg. 19)

Original Text: Review the "Use Electrical Equipment Safely," "Use Glassware Safely," and "General Laboratory Safety Rules" of the Texas Safety Standards before completing the demonstration.

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 608 of 3538

Updated Text: Prepare 6 sets of flexible and inflexible materials. You may use a variety of classroom items such as bendy straws, craft sticks, pencils, plastic blocks, pipe cleaners, ribbon, string, wooden blocks, or yarn.

Review the “Use Electrical Equipment Safely,” “Use Glassware Safely,” and “General Laboratory Safety Rules” of the Texas Safety Standards before completing the demonstration.

Publisher: TPS Publishing

Science, Grade 2

Program: *STEAM into Science - Grade 2 Edition: TEKS*

Component: *Learn By Doing STEAM Activity Reader Book - Grade 2 Student Edition*

ISBN: 9781788057820

Link to Current Content:

[View Current Content](#)

Current Page Number(s): Page 7

Location: Top of page

Original Text: n/a

Updated Text: Delete: This should be followed by a page of writing lines.

Component: *Learn By Doing STEAM Activity Reader Book - Grade 2 Student Edition*

ISBN: 9781788057820

Link to Current Content:

[View Current Content](#)

Current Page Number(s): Page 10

Location: Top of page

Original Text: Draw the movement that each object produced below the table.

Updated Text: Activity 6 Push and Pull with Magnets

Draw your results with magnets below.

Component: *Learn By Doing STEAM Activity Reader Book - Grade 2 Student Edition*

ISBN: 9781788057820

Link to Current Content:

[View Current Content](#)

Current Page Number(s): Page 62

Location: Last paragraph

Original Text: They learned that in London, England, Tower Bridge was built in 1894, was over a hundred years ago and can raise itself to allow a tall boat to pass through.

Updated Text: They learned that in London, England, Tower Bridge was built in 1894; over a hundred years ago! It can raise itself to allow a tall boat to pass through.

Component: *Learn By Doing STEAM Activity Reader Book - Grade 2 Student Edition*

ISBN: 9781788057820

Link to Current Content:

[View Current Content](#)

Current Page Number(s): Page 109

Location: Top of page

Original Text: Record your results here.

Write a sentence describing what the bubbles on the leaves represent.

Updated Text: Draw your lettuce in both locations, and record your bubble count.

Write a sentence describing what the bubbles on the leaves represented.

Component: *STEAM Activity Guide - Grade 2 Teacher Edition*

ISBN: 9781788057790

Current Page Number(s): 124, 126, 202, 221, 294, 297, 451, 484

Location: Digital Frog

Original Text: n/a

Updated Text: Remove reference to Digital Frog

Component: *Assessment Guide - Grade 2 Teacher Edition*

ISBN: 9781788057530

Current Page Number(s): 101, 120, 254

Location: Digital Frog

Original Text: n/a

Updated Text: Remove reference to Digital Frog

Component: *Teacher Textbook - Grade 2 Science*

ISBN: 9781788058100

Current Page Number(s): ii, xiv, xv, xxxii

Location: Digital Frog

Original Text: n/a

Updated Text: Remove reference to Digital Frog

Component: *Teacher Textbook - Grade 2 Science*

ISBN: 9781788058100

Link to Current Content:

[View Current Content](#)

Current Page Number(s): Page I

Location: Unit Column

Original Text: 1 – Scientific and Engineering Practices

The student asks questions, identifies problems, and plans and safely conducts classroom, laboratory, and field investigations to answer questions, explain phenomena, or design solutions using appropriate tools and models.

The student knows the contributions of scientists and recognizes the importance of scientific research and innovation for society.

The student knows that matter has physical properties that determine how it is described, classified, and used.

Updated Text: 1 – Scientific and Engineering Practices

The student asks questions, identifies problems, and plans and safely conducts classroom, laboratory, and field investigations to answer questions, explain phenomena, or design solutions using appropriate tools and models.

The student analyzes and interprets data to derive meaning, identify features and patterns, and discover relationships or correlations to develop evidence-based arguments or evaluate designs.

The student develops evidence-based explanations and communicates findings, conclusions, and proposed solutions.

The student knows the contributions of scientists and recognizes the importance of scientific research and innovation for society.

Recurring themes and concepts. The student uses recurring themes and concepts to make connections across disciplines.

Note: Content for TEKS 1 to 5 appears within all other Units. Examples are provided in the Texas Essential Knowledge and Skills section and detailed in correlations.

Component: *Teacher Textbook - Grade 2 Science*

ISBN: 9781788058100

Link to Current Content:

[View Current Content](#)

Current Page Number(s): Page Lv

Location: Text

Original Text: 1 – Scientific and Engineering Practices

The student asks questions, identifies problems, and plans and safely conducts classroom, laboratory, and field investigations to answer questions, explain phenomena, or design solutions using appropriate tools and models.

The student knows the contributions of scientists and recognizes the importance of scientific research and innovation for society.

The student knows that matter has physical properties that determine how it is described, classified, and used.

Updated Text: 1 – Scientific and Engineering Practices

The student asks questions, identifies problems, and plans and safely conducts classroom, laboratory, and field investigations to answer questions, explain phenomena, or design solutions using appropriate tools and models.

The student analyzes and interprets data to derive meaning, identify features and patterns, and discover relationships or correlations to develop evidence-based arguments or evaluate designs.

The student develops evidence-based explanations and communicates findings, conclusions, and proposed solutions.

The student knows the contributions of scientists and recognizes the importance of scientific research and innovation for society.

Recurring themes and concepts. The student uses recurring themes and concepts to make connections across disciplines.

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Note: Content for TEKS 1 to 5 appears within all other Units.

Component: *Learn By Doing STEAM Activity Reader Book - Grade 2 Teacher Edition*

ISBN: 9781788058094

Link to Current Content:

[View Current Content](#)

Current Page Number(s): Page 10

Location: Add the following sentence after first paragraph of Scientific method section

Original Text: N/A

Updated Text: Discuss the results with the students. Ask students what they expected to happen with their experiment if their prediction was correct. For example, the ice cubes melted in the glass in the Sun as it was all liquid, but not in the glass in the shade where there were solid ice cubes in the glass. What actually happened? Does this evidence support their prediction? They should summarize using quantitative and descriptive words.

Component: *Learn By Doing STEAM Activity Reader Book - Grade 2 Teacher Edition*

ISBN: 9781788058094

Link to Current Content:

[View Current Content](#)

Current Page Number(s): Page 3

Location: Add to Idea box guidance

Original Text: N/A

Updated Text: Idea Boxes

Idea boxes placed throughout the chapter text function to provide opportunities for collaborative discussion of content, review of content introduced, and focus on certain content that is harder to grasp. Guidance on how to use the idea boxes can be found in the Comprehension Skills section. However, before reading each chapter prepare for the idea boxes by:

- Reviewing the chapter and idea boxes and planning for the time taken for each box to be implemented (guidance on how long each idea box will take to implement can be found in the Learn by Doing Activity Reader Books Scope and Sequence that can be found in the TPS Online Library Teacher Support).
- Reading the chapter and planning where in the text to stop for the Idea box; this should be an appropriate break from the text that can be used to implement the idea box.
- Planning to have at hand any materials needed to implement the Idea box.
- Reviewing the task information contained within the Idea boxes.

Component: *Assessment Generator*

ISBN: 9781788059640

Link to Current Content:

[View Current Content](#)

Current Page Number(s): ID 1127

Location: Answer options

Original Text: scientist; engineer; mathematician

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 612 of 3538

Updated Text: Fix cars
Create medicine
Drive trains

Component: *Assessment Generator*

ISBN: 9781788059640

Link to Current Content:
[View Current Content](#)

Current Page Number(s): ID 5136

Location: Answer options

Original Text: 4

Updated Text: 3

Component: *Assessment Generator*

ISBN: 9781788059640

Link to Current Content:
[View Current Content](#)

Current Page Number(s): ID 5163

Location: Answer options

Original Text: Clay

Updated Text: Glass

Component: *Assessment Generator*

ISBN: 9781788059640

Link to Current Content:
[View Current Content](#)

Current Page Number(s): ID 1199

Location: Answer options

Original Text: individual

Updated Text: individual

Publisher: Argument-Driven Inquiry, LLC

Science, Grade 3

Program: *Texas ADI Learning Hub for Science, 3rd Grade: TEKS*

Component: *Texas ADI Learning Hub for Science, 3rd Grade*

ISBN: 9798987754801

Link to Current Content:
[View Current Content](#)

Current Page Number(s): N/A

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 613 of 3538

Location: Download document under the heading "Investigation Standards"

Link to Updated Content:

[View Updated Content](#)

Original Text: List of student expectations

Updated Text: Updated section titled "Alignment with Science TEKS. To access, Click the URL for Updated Text (make sure to sign into ADI Review Site First: <https://adilearninghub.com/advanced-search/v3/login> Password is ADITEARev2024!).

Download PDF file under heading "Investigation Standards PDF." Open the file. New content is under the heading "Alignment with Science TEKS." The changes are:

1. Separate single list into 3 separate tables. First table is for science and engineering practice TEKS. Second table is for recurring theme TEKS. Third table is for content TEKS.
2. Inclusion of an explanation of each student expectation in the column titled "Explanation of the TEKS."
3. Added a column titled "Focus" indicating if this is the first time students are learning the student expectation or if it is a re-introduction of the student expectation.
4. Added 2 columns on vertical alignment. One column is for grade 2 TEKS and one column is for Grade 4 TEKS.

Component: *Texas ADI Learning Hub for Science, 3rd Grade*

ISBN: 9798987754801

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Location: Download document under the heading "Investigation Standards"

Link to Updated Content:

[View Updated Content](#)

Original Text: List of all ELAR student expectations. Original content was the list of the entire set of grade level ELAR student expectations

Updated Text: Updated section in the "Investigation Information and Standards Alignment Document" for this investigation. Click the URL for Updated Text (make sure to sign into ADI Review Site First:

<https://adilearninghub.com/advanced-search/v3/login> Password is ADITEARev2024!). Download PDF file under heading "Investigation Standards PDF." Updated changes are:

1. Changed title of section to "Cross-Curricular Connections"
2. Provided a more focused list of ELAR student expectations supported during this investigation.
3. Added a list of mathematics student expectations supported during this investigation

Component: *Texas ADI Learning Hub for Science, 3rd Grade*

ISBN: 9798987754801

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Location: Download document under the heading "Investigation Standards"

Link to Updated Content:

[View Updated Content](#)

Original Text: List of student expectations

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 614 of 3538

Updated Text: Updated section titled "Alignment with Science TEKS. To access, Click the URL for Updated Text (make sure to sign into ADI Review Site First: <https://adilearninghub.com/advanced-search/v3/login> Password is ADITEARev2024!). Download PDF file under heading "Investigation Standards PDF." Open the file. New content is under the heading "Alignment with Science TEKS." The changes are:

1. Separate single list into 3 separate tables. First table is for science and engineering practice TEKS. Second table is for recurring theme TEKS. Third table is for content TEKS.
2. Inclusion of an explanation of each student expectation in the column titled "Explanation of the TEKS."
3. Added a column titled "Focus" indicating if this is the first time students are learning the student expectation or if it is a re-introduction of the student expectation.
4. Added 2 columns on vertical alignment. One column is for grade 2 TEKS and one column is for Grade 4 TEKS.

Component: *Texas ADI Learning Hub for Science, 3rd Grade*

ISBN: 9798987754801

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Location: Download document under the heading "Investigation Standards"

Link to Updated Content:

[View Updated Content](#)

Original Text: List of all ELAR student expectations. Original content was the list of the entire set of grade level ELAR student expectations

Updated Text: Updated section in the "Investigation Information and Standards Alignment Document" for this investigation. Click the URL for Updated Text (make sure to sign into ADI Review Site First: <https://adilearninghub.com/advanced-search/v3/login> Password is ADITEARev2024!). Download PDF file under heading "Investigation Standards PDF." Updated changes are:

1. Changed title of section to "Cross-Curricular Connections"
2. Provided a more focused list of ELAR student expectations supported during this investigation.
3. Added a list of mathematics student expectations supported during this investigation

Component: *Texas ADI Learning Hub for Science, 3rd Grade*

ISBN: 9798987754801

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Location: Download document under the heading "Investigation Standards"

Link to Updated Content:

[View Updated Content](#)

Original Text: List of student expectations

Updated Text: Updated section titled "Alignment with Science TEKS. To access, Click the URL for Updated Text (make sure to sign into ADI Review Site First: <https://adilearninghub.com/advanced-search/v3/login> Password is ADITEARev2024!). Download PDF file under heading "Investigation Standards PDF." Open the file. New content is under the heading "Alignment with Science TEKS." The changes are:

1. Separate single list into 3 separate tables. First table is for science and engineering practice TEKS. Second table is for recurring theme TEKS. Third table is for content TEKS.

Proclamation 2024: Report of Editorial Changes (11/08/2023)

2. Inclusion of an explanation of each student expectation in the column titled "Explanation of the TEKS."
3. Added a column titled "Focus" indicating if this is the first time students are learning the student expectation or if it is a re-introduction of the student expectation.
4. Added 2 columns on vertical alignment. One column is for grade 2 TEKS and one column is for Grade 4 TEKS.

Component: *Texas ADI Learning Hub for Science, 3rd Grade*

ISBN: 9798987754801

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Location: Download document under the heading "Investigation Standards"

Link to Updated Content:

[View Updated Content](#)

Original Text: List of all ELAR student expectations. Original content was the list of the entire set of grade level ELAR student expectations

Updated Text: Updated section in the "Investigation Information and Standards Alignment Document" for this investigation. Click the URL for Updated Text (make sure to sign into ADI Review Site First: <https://adilearninghub.com/advanced-search/v3/login> Password is ADITEARev2024!). Download PDF file under heading "Investigation Standards PDF." Updated changes are:

1. Changed title of section to "Cross-Curricular Connections"
2. Provided a more focused list of ELAR student expectations supported during this investigation.
3. Added a list of mathematics student expectations supported during this investigation

Component: *Texas ADI Learning Hub for Science, 3rd Grade*

ISBN: 9798987754801

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Location: Download document under the heading "Investigation Standards"

Link to Updated Content:

[View Updated Content](#)

Original Text: List of student expectations

Updated Text: Updated section titled "Alignment with Science TEKS. To access, Click the URL for Updated Text (make sure to sign into ADI Review Site First: <https://adilearninghub.com/advanced-search/v3/login> Password is ADITEARev2024!). Download PDF file under heading "Investigation Standards PDF." Open the file. New content is under the heading "Alignment with Science TEKS." The changes are:

1. Separate single list into 3 separate tables. First table is for science and engineering practice TEKS. Second table is for recurring theme TEKS. Third table is for content TEKS.
2. Inclusion of an explanation of each student expectation in the column titled "Explanation of the TEKS."
3. Added a column titled "Focus" indicating if this is the first time students are learning the student expectation or if it is a re-introduction of the student expectation.
4. Added 2 columns on vertical alignment. One column is for grade 2 TEKS and one column is for Grade 4 TEKS.

Component: Texas ADI Learning Hub for Science, 3rd Grade

ISBN: 9798987754801

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Location: Download document under the heading "Investigation Standards"

Link to Updated Content:

[View Updated Content](#)

Original Text: List of all ELAR student expectations. Original content was the list of the entire set of grade level ELAR student expectations

Updated Text: Updated section in the "Investigation Information and Standards Alignment Document" for this investigation. Click the URL for Updated Text (make sure to sign into ADI Review Site First: <https://adilearninghub.com/advanced-search/v3/login> Password is ADITEARev2024!). Download PDF file under heading "Investigation Standards PDF." Updated changes are:

1. Changed title of section to "Cross-Curricular Connections"
2. Provided a more focused list of ELAR student expectations supported during this investigation.
3. Added a list of mathematics student expectations supported during this investigation

Component: Texas ADI Learning Hub for Science, 3rd Grade

ISBN: 9798987754801

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Location: Download document under the heading "Investigation Standards"

Link to Updated Content:

[View Updated Content](#)

Original Text: List of student expectations

Updated Text: Updated section titled "Alignment with Science TEKS. To access, Click the URL for Updated Text (make sure to sign into ADI Review Site First: <https://adilearninghub.com/advanced-search/v3/login> Password is ADITEARev2024!). Download PDF file under heading "Investigation Standards PDF." Open the file. New content is under the heading "Alignment with Science TEKS." The changes are:

1. Separate single list into 3 separate tables. First table is for science and engineering practice TEKS. Second table is for recurring theme TEKS. Third table is for content TEKS.
2. Inclusion of an explanation of each student expectation in the column titled "Explanation of the TEKS."
3. Added a column titled "Focus" indicating if this is the first time students are learning the student expectation or if it is a re-introduction of the student expectation.
4. Added 2 columns on vertical alignment. One column is for grade 2 TEKS and one column is for Grade 4 TEKS.

Component: Texas ADI Learning Hub for Science, 3rd Grade

ISBN: 9798987754801

Link to Current Content:

[View Current Content](#)

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 617 of 3538

Current Page Number(s): N/A

Location: Download document under the heading "Investigation Standards"

Link to Updated Content:

[View Updated Content](#)

Original Text: List of all ELAR student expectations. Original content was the list of the entire set of grade level ELAR student expectations

Updated Text: Updated section in the "Investigation Information and Standards Alignment Document" for this investigation. Click the URL for Updated Text (make sure to sign into ADI Review Site First: <https://adilearninghub.com/advanced-search/v3/login> Password is ADITEARev2024!). Download PDF file under heading "Investigation Standards PDF." Updated changes are:

1. Changed title of section to "Cross-Curricular Connections"
2. Provided a more focused list of ELAR student expectations supported during this investigation.
3. Added a list of mathematics student expectations supported during this investigation

Component: *Texas ADI Learning Hub for Science, 3rd Grade*

ISBN: 9798987754801

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Location: Download document under the heading "Investigation Standards"

Link to Updated Content:

[View Updated Content](#)

Original Text: List of student expectations

Updated Text: Updated section titled "Alignment with Science TEKS. To access, Click the URL for Updated Text (make sure to sign into ADI Review Site First: <https://adilearninghub.com/advanced-search/v3/login> Password is ADITEARev2024!). Download PDF file under heading "Investigation Standards PDF." Open the file. New content is under the heading "Alignment with Science TEKS." The changes are:

1. Separate single list into 3 separate tables. First table is for science and engineering practice TEKS. Second table is for recurring theme TEKS. Third table is for content TEKS.
2. Inclusion of an explanation of each student expectation in the column titled "Explanation of the TEKS."
3. Added a column titled "Focus" indicating if this is the first time students are learning the student expectation or if it is a re-introduction of the student expectation.
4. Added 2 columns on vertical alignment. One column is for grade 2 TEKS and one column is for Grade 4 TEKS.

Component: *Texas ADI Learning Hub for Science, 3rd Grade*

ISBN: 9798987754801

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Location: Download document under the heading "Investigation Standards"

Link to Updated Content:

[View Updated Content](#)

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 618 of 3538

Original Text: List of all ELAR student expectations. Original content was the list of the entire set of grade level ELAR student expectations

Updated Text: Updated section in the "Investigation Information and Standards Alignment Document" for this investigation. Click the URL for Updated Text (make sure to sign into ADI Review Site First: <https://adilearninghub.com/advanced-search/v3/login> Password is ADITEARev2024!). Download PDF file under heading "Investigation Standards PDF." Updated changes are:

1. Changed title of section to "Cross-Curricular Connections"
2. Provided a more focused list of ELAR student expectations supported during this investigation.
3. Added a list of mathematics student expectations supported during this investigation

Component: *Texas ADI Learning Hub for Science, 3rd Grade*

ISBN: 9798987754801

Link to Current Content:
[View Current Content](#)

Current Page Number(s): N/A

Location: Download document under the heading "Investigation Standards"

Link to Updated Content:

[View Updated Content](#)

Original Text: List of student expectations

Updated Text: Updated section titled "Alignment with Science TEKS. To access, Click the URL for Updated Text (make sure to sign into ADI Review Site First: <https://adilearninghub.com/advanced-search/v3/login> Password is ADITEARev2024!). Download PDF file under heading "Investigation Standards PDF." Open the file. New content is under the heading "Alignment with Science TEKS." The changes are:

1. Separate single list into 3 separate tables. First table is for science and engineering practice TEKS. Second table is for recurring theme TEKS. Third table is for content TEKS.
2. Inclusion of an explanation of each student expectation in the column titled "Explanation of the TEKS."
3. Added a column titled "Focus" indicating if this is the first time students are learning the student expectation or if it is a re-introduction of the student expectation.
4. Added 2 columns on vertical alignment. One column is for grade 2 TEKS and one column is for Grade 4 TEKS.

Component: *Texas ADI Learning Hub for Science, 3rd Grade*

ISBN: 9798987754801

Link to Current Content:
[View Current Content](#)

Current Page Number(s): N/A

Location: Download document under the heading "Investigation Standards"

Link to Updated Content:

[View Updated Content](#)

Original Text: List of all ELAR student expectations. Original content was the list of the entire set of grade level ELAR student expectations

Updated Text: Updated section in the "Investigation Information and Standards Alignment Document" for this investigation. Click the URL for Updated Text (make sure to sign into ADI Review Site First: <https://adilearninghub.com/advanced-search/v3/login> Password is ADITEARev2024!). Download PDF file under heading

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 619 of 3538

"Investigation Standards PDF." Updated changes are:

1. Changed title of section to "Cross-Curricular Connections"
2. Provided a more focused list of ELAR student expectations supported during this investigation.
3. Added a list of mathematics student expectations supported during this investigation

Component: *Texas ADI Learning Hub for Science, 3rd Grade*

ISBN: 9798987754801

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Location: Download document under the heading "Investigation Standards"

Link to Updated Content:

[View Updated Content](#)

Original Text: List of student expectations

Updated Text: Updated section titled "Alignment with Science TEKS. To access, Click the URL for Updated Text (make sure to sign into ADI Review Site First: <https://adilearninghub.com/advanced-search/v3/login> Password is ADITEARev2024!). Download PDF file under heading "Investigation Standards PDF." Open the file. New content is under the heading "Alignment with Science TEKS." The changes are:

1. Separate single list into 3 separate tables. First table is for science and engineering practice TEKS. Second table is for recurring theme TEKS. Third table is for content TEKS.
2. Inclusion of an explanation of each student expectation in the column titled "Explanation of the TEKS."
3. Added a column titled "Focus" indicating if this is the first time students are learning the student expectation or if it is a re-introduction of the student expectation.
4. Added 2 columns on vertical alignment. One column is for grade 2 TEKS and one column is for Grade 4 TEKS.

Component: *Texas ADI Learning Hub for Science, 3rd Grade*

ISBN: 9798987754801

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Location: Download document under the heading "Investigation Standards"

Link to Updated Content:

[View Updated Content](#)

Original Text: List of all ELAR student expectations. Original content was the list of the entire set of grade level ELAR student expectations

Updated Text: Updated section in the "Investigation Information and Standards Alignment Document" for this investigation. Click the URL for Updated Text (make sure to sign into ADI Review Site First: <https://adilearninghub.com/advanced-search/v3/login> Password is ADITEARev2024!). Download PDF file under heading "Investigation Standards PDF." Updated changes are:

1. Changed title of section to "Cross-Curricular Connections"
2. Provided a more focused list of ELAR student expectations supported during this investigation.
3. Added a list of mathematics student expectations supported during this investigation

Component: Texas ADI Learning Hub for Science, 3rd Grade

ISBN: 9798987754801

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Location: Download document under the heading "Investigation Standards"

Link to Updated Content:

[View Updated Content](#)

Original Text: List of student expectations

Updated Text: Updated section titled "Alignment with Science TEKS. To access, Click the URL for Updated Text (make sure to sign into ADI Review Site First: <https://adilearninghub.com/advanced-search/v3/login> Password is ADITEARev2024!). Download PDF file under heading "Investigation Standards PDF." Open the file. New content is under the heading "Alignment with Science TEKS." The changes are:

1. Separate single list into 3 separate tables. First table is for science and engineering practice TEKS. Second table is for recurring theme TEKS. Third table is for content TEKS.
2. Inclusion of an explanation of each student expectation in the column titled "Explanation of the TEKS."
3. Added a column titled "Focus" indicating if this is the first time students are learning the student expectation or if it is a re-introduction of the student expectation.
4. Added 2 columns on vertical alignment. One column is for grade 2 TEKS and one column is for Grade 4 TEKS.

Component: Texas ADI Learning Hub for Science, 3rd Grade

ISBN: 9798987754801

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Location: Download document under the heading "Investigation Standards"

Link to Updated Content:

[View Updated Content](#)

Original Text: List of all ELAR student expectations. Original content was the list of the entire set of grade level ELAR student expectations

Updated Text: Updated section in the "Investigation Information and Standards Alignment Document" for this investigation. Click the URL for Updated Text (make sure to sign into ADI Review Site First: <https://adilearninghub.com/advanced-search/v3/login> Password is ADITEARev2024!). Download PDF file under heading "Investigation Standards PDF." Updated changes are:

1. Changed title of section to "Cross-Curricular Connections"
2. Provided a more focused list of ELAR student expectations supported during this investigation.
3. Added a list of mathematics student expectations supported during this investigation

Component: Texas ADI Learning Hub for Science, 3rd Grade

ISBN: 9798987754801

Link to Current Content:

[View Current Content](#)

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 621 of 3538

Current Page Number(s): N/A

Location: Download document under the heading "Investigation Standards"

Link to Updated Content:

[View Updated Content](#)

Original Text: List of student expectations

Updated Text: Updated section titled "Alignment with Science TEKS. To access, Click the URL for Updated Text (make sure to sign into ADI Review Site First: <https://adilearninghub.com/advanced-search/v3/login> Password is ADITEARev2024!).

Download PDF file under heading "Investigation Standards PDF." Open the file. New content is under the heading "Alignment with Science TEKS." The changes are:

1. Separate single list into 3 separate tables. First table is for science and engineering practice TEKS. Second table is for recurring theme TEKS. Third table is for content TEKS.
2. Inclusion of an explanation of each student expectation in the column titled "Explanation of the TEKS."
3. Added a column titled "Focus" indicating if this is the first time students are learning the student expectation or if it is a re-introduction of the student expectation.
4. Added 2 columns on vertical alignment. One column is for grade 2 TEKS and one column is for Grade 4 TEKS.

Component: *Texas ADI Learning Hub for Science, 3rd Grade*

ISBN: 9798987754801

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Location: Download document under the heading "Investigation Standards"

Link to Updated Content:

[View Updated Content](#)

Original Text: List of all ELAR student expectations. Original content was the list of the entire set of grade level ELAR student expectations

Updated Text: Updated section in the "Investigation Information and Standards Alignment Document" for this investigation. Click the URL for Updated Text (make sure to sign into ADI Review Site First:

<https://adilearninghub.com/advanced-search/v3/login> Password is ADITEARev2024!). Download PDF file under heading "Investigation Standards PDF." Updated changes are:

1. Changed title of section to "Cross-Curricular Connections"
2. Provided a more focused list of ELAR student expectations supported during this investigation.
3. Added a list of mathematics student expectations supported during this investigation

Component: *Texas ADI Learning Hub for Science, 3rd Grade*

ISBN: 9798987754801

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Location: Download document under the heading "Investigation Standards"

Link to Updated Content:

[View Updated Content](#)

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 622 of 3538

Original Text: List of student expectations

Updated Text: Updated section titled "Alignment with Science TEKS. To access, Click the URL for Updated Text (make sure to sign into ADI Review Site First: <https://adilearninghub.com/advanced-search/v3/login> Password is ADITEARev2024!). Download PDF file under heading "Investigation Standards PDF." Open the file. New content is under the heading "Alignment with Science TEKS." The changes are:

1. Separate single list into 3 separate tables. First table is for science and engineering practice TEKS. Second table is for recurring theme TEKS. Third table is for content TEKS.
2. Inclusion of an explanation of each student expectation in the column titled "Explanation of the TEKS."
3. Added a column titled "Focus" indicating if this is the first time students are learning the student expectation or if it is a re-introduction of the student expectation.
4. Added 2 columns on vertical alignment. One column is for grade 2 TEKS and one column is for Grade 4 TEKS.

Component: *Texas ADI Learning Hub for Science, 3rd Grade*

ISBN: 9798987754801

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Location: Download document under the heading "Investigation Standards"

Link to Updated Content:

[View Updated Content](#)

Original Text: List of all ELAR student expectations. Original content was the list of the entire set of grade level ELAR student expectations

Updated Text: Updated section in the "Investigation Information and Standards Alignment Document" for this investigation. Click the URL for Updated Text (make sure to sign into ADI Review Site First: <https://adilearninghub.com/advanced-search/v3/login> Password is ADITEARev2024!). Download PDF file under heading "Investigation Standards PDF." Updated changes are:

1. Changed title of section to "Cross-Curricular Connections"
2. Provided a more focused list of ELAR student expectations supported during this investigation.
3. Added a list of mathematics student expectations supported during this investigation

Component: *Texas ADI Learning Hub for Science, 3rd Grade*

ISBN: 9798987754801

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Location: Download document under the heading "Investigation Standards"

Link to Updated Content:

[View Updated Content](#)

Original Text: List of student expectations

Updated Text: Updated section titled "Alignment with Science TEKS. To access, Click the URL for Updated Text (make sure to sign into ADI Review Site First: <https://adilearninghub.com/advanced-search/v3/login> Password is ADITEARev2024!). Download PDF file under heading "Investigation Standards PDF." Open the file. New content is under the heading "Alignment with Science TEKS." The changes are:

Proclamation 2024: Report of Editorial Changes (11/08/2023)

1. Separate single list into 3 separate tables. First table is for science and engineering practice TEKS. Second table is for recurring theme TEKS. Third table is for content TEKS.
2. Inclusion of an explanation of each student expectation in the column titled "Explanation of the TEKS."
3. Added a column titled "Focus" indicating if this is the first time students are learning the student expectation or if it is a re-introduction of the student expectation.
4. Added 2 columns on vertical alignment. One column is for grade 2 TEKS and one column is for Grade 4 TEKS.

Component: *Texas ADI Learning Hub for Science, 3rd Grade*

ISBN: 9798987754801

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Location: Download document under the heading "Investigation Standards"

Link to Updated Content:

[View Updated Content](#)

Original Text: List of all ELAR student expectations. Original content was the list of the entire set of grade level ELAR student expectations

Updated Text: Updated section in the "Investigation Information and Standards Alignment Document" for this investigation. Click the URL for Updated Text (make sure to sign into ADI Review Site First: <https://adilearninghub.com/advanced-search/v3/login> Password is ADITEARev2024!). Download PDF file under heading "Investigation Standards PDF." Updated changes are:

1. Changed title of section to "Cross-Curricular Connections"
2. Provided a more focused list of ELAR student expectations supported during this investigation.
3. Added a list of mathematics student expectations supported during this investigation

Component: *Texas ADI Learning Hub for Science, 3rd Grade*

ISBN: 9798987754801

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Location: Download document under the heading "Investigation Standards"

Link to Updated Content:

[View Updated Content](#)

Original Text: List of student expectations

Updated Text: Updated section titled "Alignment with Science TEKS. To access, Click the URL for Updated Text (make sure to sign into ADI Review Site First: <https://adilearninghub.com/advanced-search/v3/login> Password is ADITEARev2024!). Download PDF file under heading "Investigation Standards PDF." Open the file. New content is under the heading "Alignment with Science TEKS." The changes are:

1. Separate single list into 3 separate tables. First table is for science and engineering practice TEKS. Second table is for recurring theme TEKS. Third table is for content TEKS.
2. Inclusion of an explanation of each student expectation in the column titled "Explanation of the TEKS."
3. Added a column titled "Focus" indicating if this is the first time students are learning the student expectation or if it is a re-introduction of the student expectation.
4. Added 2 columns on vertical alignment. One column is for grade 2 TEKS and one column is for Grade 4 TEKS.

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Component: Texas ADI Learning Hub for Science, 3rd Grade

ISBN: 9798987754801

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Location: Download document under the heading "Investigation Standards"

Link to Updated Content:

[View Updated Content](#)

Original Text: List of all ELAR student expectations. Original content was the list of the entire set of grade level ELAR student expectations

Updated Text: Updated section in the "Investigation Information and Standards Alignment Document" for this investigation. Click the URL for Updated Text (make sure to sign into ADI Review Site First: <https://adilearninghub.com/advanced-search/v3/login> Password is ADITEARev2024!). Download PDF file under heading "Investigation Standards PDF." Updated changes are:

1. Changed title of section to "Cross-Curricular Connections"
2. Provided a more focused list of ELAR student expectations supported during this investigation.
3. Added a list of mathematics student expectations supported during this investigation

Component: Texas ADI Learning Hub for Science, 3rd Grade

ISBN: 9798987754801

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Location: Download document under the heading "Investigation Standards"

Link to Updated Content:

[View Updated Content](#)

Original Text: List of student expectations

Updated Text: Updated section titled "Alignment with Science TEKS. To access, Click the URL for Updated Text (make sure to sign into ADI Review Site First: <https://adilearninghub.com/advanced-search/v3/login> Password is ADITEARev2024!). Download PDF file under heading "Investigation Standards PDF." Open the file. New content is under the heading "Alignment with Science TEKS." The changes are:

1. Separate single list into 3 separate tables. First table is for science and engineering practice TEKS. Second table is for recurring theme TEKS. Third table is for content TEKS.
2. Inclusion of an explanation of each student expectation in the column titled "Explanation of the TEKS."
3. Added a column titled "Focus" indicating if this is the first time students are learning the student expectation or if it is a re-introduction of the student expectation.
4. Added 2 columns on vertical alignment. One column is for grade 2 TEKS and one column is for Grade 4 TEKS.

Component: Texas ADI Learning Hub for Science, 3rd Grade

ISBN: 9798987754801

Link to Current Content:

[View Current Content](#)

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 625 of 3538

Current Page Number(s): N/A

Location: Download document under the heading "Investigation Standards"

Link to Updated Content:

[View Updated Content](#)

Original Text: List of all ELAR student expectations. Original content was the list of the entire set of grade level ELAR student expectations

Updated Text: Updated section in the "Investigation Information and Standards Alignment Document" for this investigation. Click the URL for Updated Text (make sure to sign into ADI Review Site First: <https://adilearninghub.com/advanced-search/v3/login> Password is ADITEARev2024!). Download PDF file under heading "Investigation Standards PDF." Updated changes are:

1. Changed title of section to "Cross-Curricular Connections"
2. Provided a more focused list of ELAR student expectations supported during this investigation.
3. Added a list of mathematics student expectations supported during this investigation

Component: *Texas ADI Learning Hub for Science, 3rd Grade*

ISBN: 9798987754801

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Location: Download document under the heading "Investigation Standards"

Link to Updated Content:

[View Updated Content](#)

Original Text: List of student expectations

Updated Text: Updated section titled "Alignment with Science TEKS. To access, Click the URL for Updated Text (make sure to sign into ADI Review Site First: <https://adilearninghub.com/advanced-search/v3/login> Password is ADITEARev2024!). Download PDF file under heading "Investigation Standards PDF." Open the file. New content is under the heading "Alignment with Science TEKS." The changes are:

1. Separate single list into 3 separate tables. First table is for science and engineering practice TEKS. Second table is for recurring theme TEKS. Third table is for content TEKS.
2. Inclusion of an explanation of each student expectation in the column titled "Explanation of the TEKS."
3. Added a column titled "Focus" indicating if this is the first time students are learning the student expectation or if it is a re-introduction of the student expectation.
4. Added 2 columns on vertical alignment. One column is for grade 2 TEKS and one column is for Grade 4 TEKS.

Component: *Texas ADI Learning Hub for Science, 3rd Grade*

ISBN: 9798987754801

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Location: Download document under the heading "Investigation Standards"

Link to Updated Content:

[View Updated Content](#)

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 626 of 3538

Original Text: List of all ELAR student expectations. Original content was the list of the entire set of grade level ELAR student expectations

Updated Text: Updated section in the "Investigation Information and Standards Alignment Document" for this investigation. Click the URL for Updated Text (make sure to sign into ADI Review Site First: <https://adilearninghub.com/advanced-search/v3/login> Password is ADITEARev2024!). Download PDF file under heading "Investigation Standards PDF." Updated changes are:

1. Changed title of section to "Cross-Curricular Connections"
2. Provided a more focused list of ELAR student expectations supported during this investigation.
3. Added a list of mathematics student expectations supported during this investigation

Component: *Texas ADI Learning Hub for Science, 3rd Grade*

ISBN: 9798987754801

Link to Current Content:
[View Current Content](#)

Current Page Number(s): N/A

Location: Download document under the heading "Investigation Standards"

Link to Updated Content:

[View Updated Content](#)

Original Text: List of student expectations

Updated Text: Updated section titled "Alignment with Science TEKS. To access, Click the URL for Updated Text (make sure to sign into ADI Review Site First: <https://adilearninghub.com/advanced-search/v3/login> Password is ADITEARev2024!). Download PDF file under heading "Investigation Standards PDF." Open the file. New content is under the heading "Alignment with Science TEKS." The changes are:

1. Separate single list into 3 separate tables. First table is for science and engineering practice TEKS. Second table is for recurring theme TEKS. Third table is for content TEKS.
2. Inclusion of an explanation of each student expectation in the column titled "Explanation of the TEKS."
3. Added a column titled "Focus" indicating if this is the first time students are learning the student expectation or if it is a re-introduction of the student expectation.
4. Added 2 columns on vertical alignment. One column is for grade 2 TEKS and one column is for Grade 4 TEKS.

Component: *Texas ADI Learning Hub for Science, 3rd Grade*

ISBN: 9798987754801

Link to Current Content:
[View Current Content](#)

Current Page Number(s): N/A

Location: Download document under the heading "Investigation Standards"

Link to Updated Content:

[View Updated Content](#)

Original Text: List of all ELAR student expectations. Original content was the list of the entire set of grade level ELAR student expectations

Updated Text: Updated section in the "Investigation Information and Standards Alignment Document" for this investigation. Click the URL for Updated Text (make sure to sign into ADI Review Site First: <https://adilearninghub.com/advanced-search/v3/login> Password is ADITEARev2024!). Download PDF file under heading

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 627 of 3538

"Investigation Standards PDF." Updated changes are:

1. Changed title of section to "Cross-Curricular Connections"
2. Provided a more focused list of ELAR student expectations supported during this investigation.
3. Added a list of mathematics student expectations supported during this investigation

Component: *Texas ADI Learning Hub for Science, 3rd Grade*

ISBN: 9798987754801

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Location: Download document under the heading "Investigation Standards"

Link to Updated Content:

[View Updated Content](#)

Original Text: List of student expectations

Updated Text: Updated section titled "Alignment with Science TEKS. To access, Click the URL for Updated Text (make sure to sign into ADI Review Site First: <https://adilearninghub.com/advanced-search/v3/login> Password is ADITEARev2024!). Download PDF file under heading "Investigation Standards PDF." Open the file. New content is under the heading "Alignment with Science TEKS." The changes are:

1. Separate single list into 3 separate tables. First table is for science and engineering practice TEKS. Second table is for recurring theme TEKS. Third table is for content TEKS.
2. Inclusion of an explanation of each student expectation in the column titled "Explanation of the TEKS."
3. Added a column titled "Focus" indicating if this is the first time students are learning the student expectation or if it is a re-introduction of the student expectation.
4. Added 2 columns on vertical alignment. One column is for grade 2 TEKS and one column is for Grade 4 TEKS.

Component: *Texas ADI Learning Hub for Science, 3rd Grade*

ISBN: 9798987754801

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Location: Download document under the heading "Investigation Standards"

Link to Updated Content:

[View Updated Content](#)

Original Text: List of all ELAR student expectations. Original content was the list of the entire set of grade level ELAR student expectations

Updated Text: Updated section in the "Investigation Information and Standards Alignment Document" for this investigation. Click the URL for Updated Text (make sure to sign into ADI Review Site First: <https://adilearninghub.com/advanced-search/v3/login> Password is ADITEARev2024!). Download PDF file under heading "Investigation Standards PDF." Updated changes are:

1. Changed title of section to "Cross-Curricular Connections"
2. Provided a more focused list of ELAR student expectations supported during this investigation.
3. Added a list of mathematics student expectations supported during this investigation

Component: Texas ADI Learning Hub for Science, 3rd Grade

ISBN: 9798987754801

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Location: Download document under the heading "Investigation Standards"

Link to Updated Content:

[View Updated Content](#)

Original Text: List of student expectations

Updated Text: Updated section titled "Alignment with Science TEKS. To access, Click the URL for Updated Text (make sure to sign into ADI Review Site First: <https://adilearninghub.com/advanced-search/v3/login> Password is ADITEARev2024!). Download PDF file under heading "Investigation Standards PDF." Open the file. New content is under the heading "Alignment with Science TEKS." The changes are:

1. Separate single list into 3 separate tables. First table is for science and engineering practice TEKS. Second table is for recurring theme TEKS. Third table is for content TEKS.
2. Inclusion of an explanation of each student expectation in the column titled "Explanation of the TEKS."
3. Added a column titled "Focus" indicating if this is the first time students are learning the student expectation or if it is a re-introduction of the student expectation.
4. Added 2 columns on vertical alignment. One column is for grade 2 TEKS and one column is for Grade 4 TEKS.

Component: Texas ADI Learning Hub for Science, 3rd Grade

ISBN: 9798987754801

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Location: Download document under the heading "Investigation Standards"

Link to Updated Content:

[View Updated Content](#)

Original Text: List of all ELAR student expectations. Original content was the list of the entire set of grade level ELAR student expectations

Updated Text: Updated section in the "Investigation Information and Standards Alignment Document" for this investigation. Click the URL for Updated Text (make sure to sign into ADI Review Site First: <https://adilearninghub.com/advanced-search/v3/login> Password is ADITEARev2024!). Download PDF file under heading "Investigation Standards PDF." Updated changes are:

1. Changed title of section to "Cross-Curricular Connections"
2. Provided a more focused list of ELAR student expectations supported during this investigation.
3. Added a list of mathematics student expectations supported during this investigation

Component: Texas ADI Learning Hub for Science, 3rd Grade

ISBN: 9798987754801

Link to Current Content:

[View Current Content](#)

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 629 of 3538

Current Page Number(s): N/A

Location: Download document under the heading "Investigation Standards"

Link to Updated Content:

[View Updated Content](#)

Original Text: List of student expectations

Updated Text: Updated section titled "Alignment with Science TEKS. To access, Click the URL for Updated Text (make sure to sign into ADI Review Site First: <https://adilearninghub.com/advanced-search/v3/login> Password is ADITEARev2024!).

Download PDF file under heading "Investigation Standards PDF." Open the file. New content is under the heading "Alignment with Science TEKS." The changes are:

1. Separate single list into 3 separate tables. First table is for science and engineering practice TEKS. Second table is for recurring theme TEKS. Third table is for content TEKS.
2. Inclusion of an explanation of each student expectation in the column titled "Explanation of the TEKS."
3. Added a column titled "Focus" indicating if this is the first time students are learning the student expectation or if it is a re-introduction of the student expectation.
4. Added 2 columns on vertical alignment. One column is for grade 2 TEKS and one column is for Grade 4 TEKS.

Component: *Texas ADI Learning Hub for Science, 3rd Grade*

ISBN: 9798987754801

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Location: Download document under the heading "Investigation Standards"

Link to Updated Content:

[View Updated Content](#)

Original Text: List of all ELAR student expectations. Original content was the list of the entire set of grade level ELAR student expectations

Updated Text: Updated section in the "Investigation Information and Standards Alignment Document" for this investigation. Click the URL for Updated Text (make sure to sign into ADI Review Site First:

<https://adilearninghub.com/advanced-search/v3/login> Password is ADITEARev2024!). Download PDF file under heading "Investigation Standards PDF." Updated changes are:

1. Changed title of section to "Cross-Curricular Connections"
2. Provided a more focused list of ELAR student expectations supported during this investigation.
3. Added a list of mathematics student expectations supported during this investigation

Component: *Texas ADI Learning Hub for Science, 3rd Grade*

ISBN: 9798987754801

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Location: Download document under the heading "Investigation Standards"

Link to Updated Content:

[View Updated Content](#)

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 630 of 3538

Original Text: List of student expectations

Updated Text: Updated section titled "Alignment with Science TEKS. To access, Click the URL for Updated Text (make sure to sign into ADI Review Site First: <https://adilearninghub.com/advanced-search/v3/login> Password is ADITEARev2024!). Download PDF file under heading "Investigation Standards PDF." Open the file. New content is under the heading "Alignment with Science TEKS." The changes are:

1. Separate single list into 3 separate tables. First table is for science and engineering practice TEKS. Second table is for recurring theme TEKS. Third table is for content TEKS.
2. Inclusion of an explanation of each student expectation in the column titled "Explanation of the TEKS."
3. Added a column titled "Focus" indicating if this is the first time students are learning the student expectation or if it is a re-introduction of the student expectation.
4. Added 2 columns on vertical alignment. One column is for grade 2 TEKS and one column is for Grade 4 TEKS.

Component: *Texas ADI Learning Hub for Science, 3rd Grade*

ISBN: 9798987754801

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Location: Download document under the heading "Investigation Standards"

Link to Updated Content:

[View Updated Content](#)

Original Text: List of all ELAR student expectations. Original content was the list of the entire set of grade level ELAR student expectations

Updated Text: Updated section in the "Investigation Information and Standards Alignment Document" for this investigation. Click the URL for Updated Text (make sure to sign into ADI Review Site First: <https://adilearninghub.com/advanced-search/v3/login> Password is ADITEARev2024!). Download PDF file under heading "Investigation Standards PDF." Updated changes are:

1. Changed title of section to "Cross-Curricular Connections"
2. Provided a more focused list of ELAR student expectations supported during this investigation.
3. Added a list of mathematics student expectations supported during this investigation

Component: *Texas ADI Learning Hub for Science, 3rd Grade*

ISBN: 9798987754801

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Location: Download document under the heading "Investigation Standards"

Link to Updated Content:

[View Updated Content](#)

Original Text: List of student expectations

Updated Text: Updated section titled "Alignment with Science TEKS. To access, Click the URL for Updated Text (make sure to sign into ADI Review Site First: <https://adilearninghub.com/advanced-search/v3/login> Password is ADITEARev2024!). Download PDF file under heading "Investigation Standards PDF." Open the file. New content is under the heading "Alignment with Science TEKS." The changes are:

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 631 of 3538

1. Separate single list into 3 separate tables. First table is for science and engineering practice TEKS. Second table is for recurring theme TEKS. Third table is for content TEKS.
2. Inclusion of an explanation of each student expectation in the column titled "Explanation of the TEKS."
3. Added a column titled "Focus" indicating if this is the first time students are learning the student expectation or if it is a re-introduction of the student expectation.
4. Added 2 columns on vertical alignment. One column is for grade 2 TEKS and one column is for Grade 4 TEKS.

Component: *Texas ADI Learning Hub for Science, 3rd Grade*

ISBN: 9798987754801

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Location: Download document under the heading "Investigation Standards"

Link to Updated Content:

[View Updated Content](#)

Original Text: List of all ELAR student expectations. Original content was the list of the entire set of grade level ELAR student expectations

Updated Text: Updated section in the "Investigation Information and Standards Alignment Document" for this investigation. Click the URL for Updated Text (make sure to sign into ADI Review Site First: <https://adilearninghub.com/advanced-search/v3/login> Password is ADITEARev2024!). Download PDF file under heading "Investigation Standards PDF." Updated changes are:

1. Changed title of section to "Cross-Curricular Connections"
2. Provided a more focused list of ELAR student expectations supported during this investigation.
3. Added a list of mathematics student expectations supported during this investigation

Component: *Texas ADI Learning Hub for Science, 3rd Grade*

ISBN: 9798987754801

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Location: Download document under the heading "Investigation Standards"

Link to Updated Content:

[View Updated Content](#)

Original Text: List of student expectations

Updated Text: Updated section titled "Alignment with Science TEKS. To access, Click the URL for Updated Text (make sure to sign into ADI Review Site First: <https://adilearninghub.com/advanced-search/v3/login> Password is ADITEARev2024!). Download PDF file under heading "Investigation Standards PDF." Open the file. New content is under the heading "Alignment with Science TEKS." The changes are:

1. Separate single list into 3 separate tables. First table is for science and engineering practice TEKS. Second table is for recurring theme TEKS. Third table is for content TEKS.
2. Inclusion of an explanation of each student expectation in the column titled "Explanation of the TEKS."
3. Added a column titled "Focus" indicating if this is the first time students are learning the student expectation or if it is a re-introduction of the student expectation.
4. Added 2 columns on vertical alignment. One column is for grade 2 TEKS and one column is for Grade 4 TEKS.

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Component: Texas ADI Learning Hub for Science, 3rd Grade

ISBN: 9798987754801

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Location: Download document under the heading "Investigation Standards"

Link to Updated Content:

[View Updated Content](#)

Original Text: List of all ELAR student expectations. Original content was the list of the entire set of grade level ELAR student expectations

Updated Text: Updated section in the "Investigation Information and Standards Alignment Document" for this investigation. Click the URL for Updated Text (make sure to sign into ADI Review Site First: <https://adilearninghub.com/advanced-search/v3/login> Password is ADITEARev2024!). Download PDF file under heading "Investigation Standards PDF." Updated changes are:

1. Changed title of section to "Cross-Curricular Connections"
2. Provided a more focused list of ELAR student expectations supported during this investigation.
3. Added a list of mathematics student expectations supported during this investigation

Component: Texas ADI Learning Hub for Science, 3rd Grade

ISBN: 9798987754801

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Location: Download document under the heading "Investigation Standards"

Link to Updated Content:

[View Updated Content](#)

Original Text: List of student expectations

Updated Text: Updated section titled "Alignment with Science TEKS. To access, Click the URL for Updated Text (make sure to sign into ADI Review Site First: <https://adilearninghub.com/advanced-search/v3/login> Password is ADITEARev2024!). Download PDF file under heading "Investigation Standards PDF." Open the file. New content is under the heading "Alignment with Science TEKS." The changes are:

1. Separate single list into 3 separate tables. First table is for science and engineering practice TEKS. Second table is for recurring theme TEKS. Third table is for content TEKS.
2. Inclusion of an explanation of each student expectation in the column titled "Explanation of the TEKS."
3. Added a column titled "Focus" indicating if this is the first time students are learning the student expectation or if it is a re-introduction of the student expectation.
4. Added 2 columns on vertical alignment. One column is for grade 2 TEKS and one column is for Grade 4 TEKS.

Component: Texas ADI Learning Hub for Science, 3rd Grade

ISBN: 9798987754801

Link to Current Content:

[View Current Content](#)

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 633 of 3538

Current Page Number(s): N/A

Location: Download document under the heading "Investigation Standards"

Link to Updated Content:

[View Updated Content](#)

Original Text: List of all ELAR student expectations. Original content was the list of the entire set of grade level ELAR student expectations

Updated Text: Updated section in the "Investigation Information and Standards Alignment Document" for this investigation. Click the URL for Updated Text (make sure to sign into ADI Review Site First: <https://adilearninghub.com/advanced-search/v3/login> Password is ADITEARev2024!). Download PDF file under heading "Investigation Standards PDF." Updated changes are:

1. Changed title of section to "Cross-Curricular Connections"
2. Provided a more focused list of ELAR student expectations supported during this investigation.
3. Added a list of mathematics student expectations supported during this investigation

Component: *Texas ADI Learning Hub for Science, 3rd Grade*

ISBN: 9798987754801

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Location: Download document under the heading "Investigation Standards"

Link to Updated Content:

[View Updated Content](#)

Original Text: List of student expectations

Updated Text: Updated section titled "Alignment with Science TEKS. To access, Click the URL for Updated Text (make sure to sign into ADI Review Site First: <https://adilearninghub.com/advanced-search/v3/login> Password is ADITEARev2024!). Download PDF file under heading "Investigation Standards PDF." Open the file. New content is under the heading "Alignment with Science TEKS." The changes are:

1. Separate single list into 3 separate tables. First table is for science and engineering practice TEKS. Second table is for recurring theme TEKS. Third table is for content TEKS.
2. Inclusion of an explanation of each student expectation in the column titled "Explanation of the TEKS."
3. Added a column titled "Focus" indicating if this is the first time students are learning the student expectation or if it is a re-introduction of the student expectation.
4. Added 2 columns on vertical alignment. One column is for grade 2 TEKS and one column is for Grade 4 TEKS.

Component: *Texas ADI Learning Hub for Science, 3rd Grade*

ISBN: 9798987754801

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Location: Download document under the heading "Investigation Standards"

Link to Updated Content:

[View Updated Content](#)

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 634 of 3538

Original Text: List of all ELAR student expectations. Original content was the list of the entire set of grade level ELAR student expectations

Updated Text: Updated section in the "Investigation Information and Standards Alignment Document" for this investigation. Click the URL for Updated Text (make sure to sign into ADI Review Site First: <https://adilearninghub.com/advanced-search/v3/login> Password is ADITEARev2024!). Download PDF file under heading "Investigation Standards PDF." Updated changes are:

1. Changed title of section to "Cross-Curricular Connections"
2. Provided a more focused list of ELAR student expectations supported during this investigation.
3. Added a list of mathematics student expectations supported during this investigation

Component: *Texas ADI Learning Hub for Science, 3rd Grade*

ISBN: 9798987754801

Link to Current Content:
[View Current Content](#)

Current Page Number(s): N/A

Location: Download document under the heading "Investigation Standards"

Link to Updated Content:

[View Updated Content](#)

Original Text: List of student expectations

Updated Text: Updated section titled "Alignment with Science TEKS. To access, Click the URL for Updated Text (make sure to sign into ADI Review Site First: <https://adilearninghub.com/advanced-search/v3/login> Password is ADITEARev2024!). Download PDF file under heading "Investigation Standards PDF." Open the file. New content is under the heading "Alignment with Science TEKS." The changes are:

1. Separate single list into 3 separate tables. First table is for science and engineering practice TEKS. Second table is for recurring theme TEKS. Third table is for content TEKS.
2. Inclusion of an explanation of each student expectation in the column titled "Explanation of the TEKS."
3. Added a column titled "Focus" indicating if this is the first time students are learning the student expectation or if it is a re-introduction of the student expectation.
4. Added 2 columns on vertical alignment. One column is for grade 2 TEKS and one column is for Grade 4 TEKS.

Component: *Texas ADI Learning Hub for Science, 3rd Grade*

ISBN: 9798987754801

Link to Current Content:
[View Current Content](#)

Current Page Number(s): N/A

Location: Download document under the heading "Investigation Standards"

Link to Updated Content:

[View Updated Content](#)

Original Text: List of all ELAR student expectations. Original content was the list of the entire set of grade level ELAR student expectations

Updated Text: Updated section in the "Investigation Information and Standards Alignment Document" for this investigation. Click the URL for Updated Text (make sure to sign into ADI Review Site First: <https://adilearninghub.com/advanced-search/v3/login> Password is ADITEARev2024!). Download PDF file under heading

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 635 of 3538

"Investigation Standards PDF." Updated changes are:

1. Changed title of section to "Cross-Curricular Connections"
2. Provided a more focused list of ELAR student expectations supported during this investigation.
3. Added a list of mathematics student expectations supported during this investigation

Component: *Texas ADI Learning Hub for Science, 3rd Grade*

ISBN: 9798987754801

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Location: Download document under the heading "Investigation Standards"

Link to Updated Content:

[View Updated Content](#)

Original Text: List of student expectations

Updated Text: Updated section titled "Alignment with Science TEKS. To access, Click the URL for Updated Text (make sure to sign into ADI Review Site First: <https://adilearninghub.com/advanced-search/v3/login> Password is ADITEARev2024!). Download PDF file under heading "Investigation Standards PDF." Open the file. New content is under the heading "Alignment with Science TEKS." The changes are:

1. Separate single list into 3 separate tables. First table is for science and engineering practice TEKS. Second table is for recurring theme TEKS. Third table is for content TEKS.
2. Inclusion of an explanation of each student expectation in the column titled "Explanation of the TEKS."
3. Added a column titled "Focus" indicating if this is the first time students are learning the student expectation or if it is a re-introduction of the student expectation.
4. Added 2 columns on vertical alignment. One column is for grade 2 TEKS and one column is for Grade 4 TEKS.

Component: *Texas ADI Learning Hub for Science, 3rd Grade*

ISBN: 9798987754801

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Location: Download document under the heading "Investigation Standards"

Link to Updated Content:

[View Updated Content](#)

Original Text: List of all ELAR student expectations. Original content was the list of the entire set of grade level ELAR student expectations

Updated Text: Updated section in the "Investigation Information and Standards Alignment Document" for this investigation. Click the URL for Updated Text (make sure to sign into ADI Review Site First: <https://adilearninghub.com/advanced-search/v3/login> Password is ADITEARev2024!). Download PDF file under heading "Investigation Standards PDF." Updated changes are:

1. Changed title of section to "Cross-Curricular Connections"
2. Provided a more focused list of ELAR student expectations supported during this investigation.
3. Added a list of mathematics student expectations supported during this investigation

Component: Texas ADI Learning Hub for Science, 3rd Grade

ISBN: 9798987754801

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Location: Download document under the heading "Investigation Standards"

Link to Updated Content:

[View Updated Content](#)

Original Text: List of student expectations

Updated Text: Updated section titled "Alignment with Science TEKS. To access, Click the URL for Updated Text (make sure to sign into ADI Review Site First: <https://adilearninghub.com/advanced-search/v3/login> Password is ADITEARev2024!). Download PDF file under heading "Investigation Standards PDF." Open the file. New content is under the heading "Alignment with Science TEKS." The changes are:

1. Separate single list into 3 separate tables. First table is for science and engineering practice TEKS. Second table is for recurring theme TEKS. Third table is for content TEKS.
2. Inclusion of an explanation of each student expectation in the column titled "Explanation of the TEKS."
3. Added a column titled "Focus" indicating if this is the first time students are learning the student expectation or if it is a re-introduction of the student expectation.
4. Added 2 columns on vertical alignment. One column is for grade 2 TEKS and one column is for Grade 4 TEKS.

Component: Texas ADI Learning Hub for Science, 3rd Grade

ISBN: 9798987754801

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Location: Download document under the heading "Investigation Standards"

Link to Updated Content:

[View Updated Content](#)

Original Text: List of all ELAR student expectations. Original content was the list of the entire set of grade level ELAR student expectations

Updated Text: Updated section in the "Investigation Information and Standards Alignment Document" for this investigation. Click the URL for Updated Text (make sure to sign into ADI Review Site First: <https://adilearninghub.com/advanced-search/v3/login> Password is ADITEARev2024!). Download PDF file under heading "Investigation Standards PDF." Updated changes are:

1. Changed title of section to "Cross-Curricular Connections"
2. Provided a more focused list of ELAR student expectations supported during this investigation.
3. Added a list of mathematics student expectations supported during this investigation

Component: Texas ADI Learning Hub for Science, 3rd Grade

ISBN: 9798987754801

Link to Current Content:

[View Current Content](#)

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 637 of 3538

Current Page Number(s): N/A

Location: Download document under the heading "Investigation Standards"

Link to Updated Content:

[View Updated Content](#)

Original Text: List of student expectations

Updated Text: Updated section titled "Alignment with Science TEKS. To access, Click the URL for Updated Text (make sure to sign into ADI Review Site First: <https://adilearninghub.com/advanced-search/v3/login> Password is ADITEARev2024!).

Download PDF file under heading "Investigation Standards PDF." Open the file. New content is under the heading "Alignment with Science TEKS." The changes are:

1. Separate single list into 3 separate tables. First table is for science and engineering practice TEKS. Second table is for recurring theme TEKS. Third table is for content TEKS.
2. Inclusion of an explanation of each student expectation in the column titled "Explanation of the TEKS."
3. Added a column titled "Focus" indicating if this is the first time students are learning the student expectation or if it is a re-introduction of the student expectation.
4. Added 2 columns on vertical alignment. One column is for grade 2 TEKS and one column is for Grade 4 TEKS.

Component: *Texas ADI Learning Hub for Science, 3rd Grade*

ISBN: 9798987754801

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Location: Download document under the heading "Investigation Standards"

Link to Updated Content:

[View Updated Content](#)

Original Text: List of all ELAR student expectations. Original content was the list of the entire set of grade level ELAR student expectations

Updated Text: Updated section in the "Investigation Information and Standards Alignment Document" for this investigation. Click the URL for Updated Text (make sure to sign into ADI Review Site First:

<https://adilearninghub.com/advanced-search/v3/login> Password is ADITEARev2024!). Download PDF file under heading "Investigation Standards PDF." Updated changes are:

1. Changed title of section to "Cross-Curricular Connections"
2. Provided a more focused list of ELAR student expectations supported during this investigation.
3. Added a list of mathematics student expectations supported during this investigation

Component: *Texas ADI Learning Hub for Science, 3rd Grade*

ISBN: 9798987754801

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Location: Download document under the heading "Investigation Standards"

Link to Updated Content:

[View Updated Content](#)

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 638 of 3538

Original Text: List of student expectations

Updated Text: Updated section titled "Alignment with Science TEKS. To access, Click the URL for Updated Text (make sure to sign into ADI Review Site First: <https://adilearninghub.com/advanced-search/v3/login> Password is ADITEARev2024!). Download PDF file under heading "Investigation Standards PDF." Open the file. New content is under the heading "Alignment with Science TEKS." The changes are:

1. Separate single list into 3 separate tables. First table is for science and engineering practice TEKS. Second table is for recurring theme TEKS. Third table is for content TEKS.
2. Inclusion of an explanation of each student expectation in the column titled "Explanation of the TEKS."
3. Added a column titled "Focus" indicating if this is the first time students are learning the student expectation or if it is a re-introduction of the student expectation.
4. Added 2 columns on vertical alignment. One column is for grade 2 TEKS and one column is for Grade 4 TEKS.

Component: *Texas ADI Learning Hub for Science, 3rd Grade*

ISBN: 9798987754801

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Location: Download document under the heading "Investigation Standards"

Link to Updated Content:

[View Updated Content](#)

Original Text: List of all ELAR student expectations. Original content was the list of the entire set of grade level ELAR student expectations

Updated Text: Updated section in the "Investigation Information and Standards Alignment Document" for this investigation. Click the URL for Updated Text (make sure to sign into ADI Review Site First: <https://adilearninghub.com/advanced-search/v3/login> Password is ADITEARev2024!). Download PDF file under heading "Investigation Standards PDF." Updated changes are:

1. Changed title of section to "Cross-Curricular Connections"
2. Provided a more focused list of ELAR student expectations supported during this investigation.
3. Added a list of mathematics student expectations supported during this investigation

Component: *Texas ADI Learning Hub for Science, 3rd Grade*

ISBN: 9798987754801

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Location: Unsinkable Signal Bouy, Plan Stage, Section: Some Materials You Can Use, Consumable Items and Represents Chart

Link to Updated Content:

[View Updated Content](#)

Original Text: Cost

\$0.19

\$0.39

\$0.15

\$0.45

Proclamation 2024: Report of Editorial Changes (11/08/2023)

\$0.02
\$0.01
\$0.50
\$0.04
\$0.10
\$0.06
\$0.96
\$0.92
\$0.02
\$2.35
\$0.10

Updated Text: N/A (Column Deleted)

Component: *Texas ADI Learning Hub for Science, 3rd Grade*

ISBN: 9798987754801

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Location: Unsinkable Signal Bouy, Plan Stage, Section: Some Materials You Can Use, Consumable Items and Represents Chart Image

Link to Updated Content:

[View Updated Content](#)

Original Text: Cost

\$0.19
\$0.39
\$0.15
\$0.45
\$0.02
\$0.01
\$0.50
\$0.04
\$0.10
\$0.06
\$0.96
\$0.92
\$0.02
\$2.35
\$0.10

Updated Text: N/A (Column Deleted)

Component: *Texas ADI Learning Hub for Science, 3rd Grade*

ISBN: 9798987754801

Link to Current Content:

[View Current Content](#)

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 640 of 3538

Current Page Number(s): N/A

Location: Electric Toy Cars, Safety Notes, Carry Out Your Plan (Learning Hub)

Link to Updated Content:

[View Updated Content](#)

Original Text: Follow all class safety rules as you carry out your plan. In addition, be sure to:

- Wear sanitized safety goggles during setup, while collecting data, and when you clean up.
- Be careful when handling batteries—they can get hot and burn your skin.
- Never put batteries in your mouth or on your tongue.
- Wash your hands with soap and water when you are done cleaning up.

Updated Text: Follow all class safety rules as you carry out your plan. Make sure to look around the room for symbols that indicate how to safely carry out an investigation in science. These symbols might indicate where to dispose of liquid or solid waste. They can also indicate where safety equipment, like goggles, is kept.

In addition, be sure to:

- Always wear rubber gloves when handling wires/batteries
- Be careful when handling batteries—they can get hot and burn your skin.
- Never put batteries in your mouth or on your tongue.
- Wash your hands with soap and water when you are done cleaning up.

While cleaning up your materials, be sure to:

- Let your teacher know if any materials got broken during your investigation.
- Return your supplies to the supply area.

Component: *Texas ADI Learning Hub for Science, 3rd Grade*

ISBN: 9798987754801

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Location: Pushing a Magnet with a Magnet, Safety Notes, Carry Out Your Plan (Learning Hub)

Link to Updated Content:

[View Updated Content](#)

Original Text: Follow all class safety rules as you carry out your plan. In addition, be sure to:

- Wear sanitized safety goggles during setup, while collecting data, and when you clean up.
- Wash your hands with soap and water when you are done cleaning up.

Updated Text: Follow all class safety rules as you carry out your plan. Make sure to look around the room for symbols that indicate how to safely carry out an investigation in science. These symbols might indicate where to dispose of liquid or solid waste. They can also indicate where safety equipment, like goggles, is kept.

In addition, be sure to:

- Magnets may present a pinch hazard. Be careful not to put any part of your body between two magnets.
- Magnets may damage electronic devices, cell phones, and computers. Do not hold/place magnets near electronic devices.

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 641 of 3538

- Wash your hands with soap and water when you are done cleaning up.

While cleaning up your materials, be sure to:

- Magnets may damage electronic devices, cell phones, and computers. Do not place/store magnets near electronic devices.

Component: *Texas ADI Learning Hub for Science, 3rd Grade*

ISBN: 9798987754801

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Location: Keeping Chickens Warm with Light, Safety Notes, Carry Out Your Plan (Learning Hub)

Link to Updated Content:

[View Updated Content](#)

Original Text: Follow all class safety rules as you carry out your plan. In addition, be sure to:

- Wear sanitized safety goggles during setup, data collection, and cleanup.
- Keep the electrical equipment away from water sources to prevent shock.
- Be careful when handling the heat lamp and bulb. The bulb can shatter if dropped and can cut skin; if the bulb breaks, tell your teacher immediately so he or she can clean up the pieces.
- Do not touch the bulb when it is on or for several minutes after turning it off, because lightbulbs can get very hot and burn skin.
- Wash your hands with soap and water when you are done cleaning up.

Updated Text: Follow all class safety rules as you carry out your plan. Make sure to look around the room for symbols that indicate how to safely carry out an investigation in science. These symbols might indicate where to dispose of liquid or solid waste. They can also indicate where safety equipment, like goggles, is kept.

In addition, be sure to:

- Wear sanitized safety goggles during setup, data collection, and cleanup.
- Handle glass with care. Always wear gloves, a lab coat/apron, and safety goggles when handling glass materials.
- Keep the electrical equipment away from water sources to prevent shock.
- Be careful when handling the heat lamp and bulb. The bulb can shatter if dropped and can cut skin; if the bulb breaks, tell your teacher immediately so he or she can clean up the pieces.
- Do not touch the bulb when it is on or for several minutes after turning it off, because lightbulbs can get very hot and burn skin.
- Wash your hands with soap and water when you are done cleaning up.

While cleaning up your materials, be sure to:

- Let your teacher know if any materials got broken during your investigation.
- Do not touch broken glass
- Return your supplies to the supply area.
- Return your safety goggles to the place where they are stored in your classroom.

Component: *Texas ADI Learning Hub for Science, 3rd Grade*

ISBN: 9798987754801

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 642 of 3538

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Location: Mealworm Food Preferences, Safety Notes, Carry Out Your Plan (Learning Hub)

Link to Updated Content:

[View Updated Content](#)

Original Text: Follow all class safety rules as you carry out your plan. In addition, be sure to:

- Wear sanitized safety goggles during setup, data collection, and cleanup.
- Wash your hands with soap and water when you are done cleaning up.

Updated Text: Follow all class safety rules as you carry out your plan. Make sure to look around the room for symbols that indicate how to safely carry out an investigation in science. These symbols might indicate where to dispose of liquid or solid waste. They can also indicate where safety equipment, like goggles, is kept.

In addition, be sure to:

- Wear sanitized safety goggles during setup, data collection, and cleanup.
- Keep your eyes safe! Always wear safety goggles when sand/powder is present in the work area.
- Let your teacher know if any materials got broken during your investigation.
- Do not touch broken glass.
- Wash your hands with soap and water when you are done cleaning up.

While cleaning up your materials, be sure to:

- Return your supplies to the supply area.
- Return your safety goggles to the place where they are stored in your classroom.

Component: *Texas ADI Learning Hub for Science, 3rd Grade*

ISBN: 9798987754801

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Location: Walruses in the Arctic, Safety Notes, Carry Out Your Plan (Learning Hub)

Link to Updated Content:

[View Updated Content](#)

Original Text: Follow all class safety rules as you carry out your plan. In addition, be sure to:

- Wear sanitized safety goggles during setup, data collection, and cleanup.
- Immediately clean up any spills to avoid a slip or fall hazard.
- Wash your hands with soap and water when you are done cleaning up.

Updated Text: Follow all class safety rules as you carry out your plan. Make sure to look around the room for symbols that indicate how to safely carry out an investigation in science. These symbols might indicate where to dispose of liquid or solid waste. They can also indicate where safety equipment, like goggles, is kept.

In addition, be sure to:

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 643 of 3538

- Wear sanitized safety goggles during setup, data collection, and cleanup.
- Handle liquids with care. Always wear gloves, a lab coat/apron, and safety goggles when handling liquids.
- Immediately clean up any spills to avoid a slip or fall hazard.
- Wash your hands with soap and water when you are done cleaning up.

While cleaning up your materials, be sure to:

- Return your supplies to the supply area.
- Return your safety goggles to the place where they are stored in your classroom.

Component: *Texas ADI Learning Hub for Science, 3rd Grade*

ISBN: 9798987754801

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Location: Magnetic Attraction, Safety Notes, Carry Out Your Plan (Learning Hub)

Link to Updated Content:

[View Updated Content](#)

Original Text: Follow all class safety rules as you carry out your plan. In addition, be sure to:

- Wash your hands with soap and water when you are done cleaning up.

Updated Text: Follow all class safety rules as you carry out your plan. Make sure to look around the room for symbols that indicate how to safely carry out an investigation in science. These symbols might indicate where to dispose of liquid or solid waste. They can also indicate where safety equipment, like goggles, is kept.

In addition, be sure to:

- Handle glass with care. Always wear gloves, a lab coat/apron, and safety goggles when handling glass materials.
- Wash your hands with soap and water when you are done cleaning up.
- Magnets may present a pinch hazard. Be careful not to put any part of your body between two magnets.
- Magnets may damage electronic devices, cell phones, and computers. Do not place/store magnets near electronic devices.

While cleaning up your materials, be sure to:

- Return your supplies to the supply area.
- Return your safety goggles to the place where they are stored in your classroom.
- Let your teacher know if any materials got broken during your investigation. Do not touch broken glass.

Component: *Texas ADI Learning Hub for Science, 3rd Grade*

ISBN: 9798987754801

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Location: Eclipses on Other Planets, Safety Notes, Carry Out Your Plan (Learning Hub)

Link to Updated Content:

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 644 of 3538

[View Updated Content](#)

Original Text: Follow all class safety rules as you carry out your plan. In addition, be sure to:

- Wear sanitized safety goggles during setup, data collection, and cleanup.
- Do not touch the light bulb or lamp. They can get very hot and cause burns.
- Do not stare directly into the light bulb.
- Wash your hands with soap and water when you are done cleaning up.

Updated Text: Follow all class safety rules as you carry out your plan. Make sure to look around the room for symbols that indicate how to safely carry out an investigation in science. These symbols might indicate where to dispose of liquid or solid waste. They can also indicate where safety equipment, like goggles, is kept.

In addition, be sure to:

- Wear sanitized safety goggles during setup, data collection, and cleanup.
- Handle glass with care. Always wear gloves, a lab coat/apron, and safety goggles when handling glass materials.
- Do not touch the light bulb or lamp. They can get very hot and cause burns.
- Do not stare directly into the light bulb.
- Wash your hands with soap and water when you are done cleaning up.

While cleaning up your materials, be sure to:

- Let your teacher know if any materials got broken during your investigation. Do not touch broken glass.
- Return your supplies to the supply area.
- Return your safety goggles to the place where they are stored in your classroom.

Component: *Texas ADI Learning Hub for Science, 3rd Grade*

ISBN: 9798987754801

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Location: Bowling Ball Energy, Safety Notes, Carry Out Your Plan (Learning Hub)

Link to Updated Content:

[View Updated Content](#)

Original Text: Follow all class safety rules as you carry out your plan. In addition, be sure to:

- Wear sanitized safety goggles during setup, data collection, and cleanup.
- Pick up any cups or carts off the floor immediately after use.
- Make sure the marble is off the floor to prevent falls.
- Wash your hands with soap and water when you are done cleaning up.

Updated Text: Follow all class safety rules as you carry out your plan. Make sure to look around the room for symbols that indicate how to safely carry out an investigation in science. These symbols might indicate where to dispose of liquid or solid waste. They can also indicate where safety equipment, like goggles, is kept.

In addition, be sure to:

- Fallen Marbles may present a trip/slip hazard. Be careful to keep your materials in your work area and be careful walking around your classroom when these materials are present.
- Pick up any cups or carts off the floor immediately after use.

Proclamation 2024: Report of Editorial Changes (11/08/2023)

- Wash your hands with soap and water when you are done cleaning up.

While cleaning up your materials, be sure to:

- Return your supplies to the supply area.
- Return your safety goggles to the place where they are stored in your classroom.

Component: *Texas ADI Learning Hub for Science, 3rd Grade*

ISBN: 9798987754801

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Location: State Your Shape, Safety Notes, Carry Out Your Plan (Learning Hub)

Link to Updated Content:

[View Updated Content](#)

Original Text: Follow all class safety rules as you carry out your plan. In addition, be sure to:

- Wear sanitized safety goggles during setup, data collection, and cleanup.
- Clean any spills immediately.
- Keep all small pieces off the floor.
- Keep food coloring away from face.
- Wash your hands with soap and water when you are done cleaning up.

Updated Text: Follow all class safety rules as you carry out your plan. Make sure to look around the room for symbols that indicate how to safely carry out an investigation in science. These symbols might indicate where to dispose of liquid or solid waste. They can also indicate where safety equipment, like goggles, is kept.

In addition, be sure to:

- Wear sanitized safety goggles during setup, data collection, and cleanup.
- Handle glass with care. Always wear gloves, a lab coat/apron, and safety goggles when handling glass materials.
- Handle liquids with care. Always wear gloves, a lab coat/apron, and safety goggles when handling liquids.
- Clean any spills immediately.
- Handle food coloring/dyes with care! May stain skin and clothes. Always wear gloves, a lab coat/apron, and safety goggles when handling food coloring or dyes
- Fallen Marbles may present a trip/slip hazard. Be careful to keep your materials in your work area and be careful walking around your classroom when these materials are present.
- Wash your hands with soap and water when you are done cleaning up.

While cleaning up your materials, be sure to:

- Let your teacher know if any materials got broken during your investigation. Do not touch broken glass.
- Return your supplies to the supply area.
- Return your safety goggles to the place where they are stored in your classroom.

Component: *Texas ADI Learning Hub for Science, 3rd Grade*

ISBN: 9798987754801

Link to Current Content:

[View Current Content](#)

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 646 of 3538

Current Page Number(s): N/A

Location: Landslides Safety Notes, Carry Out Your Plan (Learning Hub)

Link to Updated Content:

[View Updated Content](#)

Original Text: Follow all class safety rules as you carry out your plan. In addition, be sure to:

- Wear sanitized safety goggles during setup, data collection, and cleanup.
- Keep sand away from eyes and face.
- Clean up any spills immediately.
- Wash your hands with soap and water when you are done cleaning up.

Updated Text: Follow all class safety rules as you carry out your plan. Make sure to look around the room for symbols that indicate how to safely carry out an investigation in science. These symbols might indicate where to dispose of liquid or solid waste. They can also indicate where safety equipment, like goggles, is kept.

In addition, be sure to:

- Wear sanitized safety goggles during setup, data collection, and cleanup.
- Handle liquids with care. Always wear gloves, a lab coat/apron, and safety goggles when handling liquids.
- Clean up any spills immediately.
- Keep your eyes safe! Always wear safety goggles when sand/powder is present in the work area.
- Wash your hands with soap and water when you are done cleaning up.

While cleaning up your materials, be sure to:

- Return your supplies to the supply area.
- Return your safety goggles to the place where they are stored in your classroom.

Component: *Texas ADI Learning Hub for Science, 3rd Grade*

ISBN: 9798987754801

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Location: Fertile Soil in Raised Gardens, Safety Notes, Carry Out Your Plan (Learning Hub)

Link to Updated Content:

[View Updated Content](#)

Original Text: Follow all class safety rules as you carry out your plan. In addition, be sure to:

- Wear sanitized safety goggles during setup, data collection, and cleanup.
- Keep beads away from your mouth.
- Pick up any beads that fall on the floor immediately.
- Wash your hands with soap and water when you are done cleaning up.

Updated Text: Follow all class safety rules as you carry out your plan. Make sure to look around the room for symbols that indicate how to safely carry out an investigation in science. These symbols might indicate where to dispose of liquid or solid waste. They can also indicate where safety equipment, like goggles, is kept.

In addition, be sure to:

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 647 of 3538

- Fallen beads may present a trip/slip hazard. Be careful to keep your materials in your work area and be careful walking around your classroom when these materials are present.
- Keep beads away from your mouth.
- Wash your hands with soap and water when you are done cleaning up.

While cleaning up your materials, be sure to:

- Return your supplies to the supply area.
- Return your safety goggles to the place where they are stored in your classroom.

Component: *Texas ADI Learning Hub for Science, 3rd Grade*

ISBN: 9798987754801

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Location: Unsinkable Signal Buoy (EDC), Safety Notes, Carry Out Your Plan (Learning Hub)

Link to Updated Content:

[View Updated Content](#)

Original Text: Follow all class safety rules as you carry out your plan. In addition, be sure to:

- Wear safety glasses during setup, data collection, and cleanup.
- Be careful when using the hot glue gun. The tip can get hot and can cause burns if touched.
- Hobby snippers should only be used under supervision. Incorrect use of the hobby snippers can lead to severe cuts.
- Wash your hands with soap and water when you are done cleaning up.

Updated Text: Follow all class safety rules as you carry out your plan. Make sure to look around the room for symbols that indicate how to safely carry out an investigation in science. These symbols might indicate where to dispose of liquid or solid waste. They can also indicate where safety equipment, like goggles, is kept.

In addition, be sure to:

- Wear sanitized safety goggles during setup, data collection, and cleanup.
- Wear heat-insulated gloves when handling hot glue or hot water.
- Be careful when using the hot glue gun. The tip can get hot and can cause burns if touched.
- Keep your eyes safe! Always wear safety goggles when sand/powder is present in the work area.
- Only use sharp tools with your teacher's supervision (e.g. safety box cutters, snippers, scissors, wire cutters)
- Wash your hands with soap and water when you are done cleaning up.

While cleaning up your materials, be sure to:

- Return your supplies to the supply area.
- Return your safety goggles to the place where they are stored in your classroom.

Component: *Texas ADI Learning Hub for Science, 3rd Grade*

ISBN: 9798987754801

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Location: Do Other Planets Have Eclipses?, Learning Hub, Investigation Title

Link to Updated Content:

[View Updated Content](#)

Original Text: Eclipses on Other Planets

Updated Text: Do Other Planets Have Eclipses?

Component: *Texas ADI Learning Hub for Science, 3rd Grade*

ISBN: 9798987754801

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Location: Do Other Planets Have Eclipses? (Plan Document, Title)

Link to Updated Content:

[View Updated Content](#)

Original Text: Eclipses on Other Planets

Updated Text: Do Other Planets Have Eclipses?

Component: *Texas ADI Learning Hub for Science, 3rd Grade*

ISBN: 9798987754801

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Location: Do Other Planets Have Eclipses? (Materials and Preparation Document, Title)

Link to Updated Content:

[View Updated Content](#)

Original Text: Eclipses on Other Planets

Updated Text: Do Other Planets Have Eclipses?

Component: *Texas ADI Learning Hub for Science, 3rd Grade*

ISBN: 9798987754801

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Location: Do Other Planets Have Eclipses? (Do Document, Title)

Link to Updated Content:

[View Updated Content](#)

Original Text: Eclipses on Other Planets

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 649 of 3538

Updated Text: Do Other Planets Have Eclipses?

Component: *Texas ADI Learning Hub for Science, 3rd Grade*

ISBN: 9798987754801

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Location: Do Other Planets Have Eclipses? (Share Document, Title)

Link to Updated Content:

[View Updated Content](#)

Original Text: Eclipses on Other Planets

Updated Text: Do Other Planets Have Eclipses?

Component: *Texas ADI Learning Hub for Science, 3rd Grade*

ISBN: 9798987754801

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Location: Do Other Planets Have Eclipses? (Reflect Document, Title)

Link to Updated Content:

[View Updated Content](#)

Original Text: Eclipses on Other Planets

Updated Text: Do Other Planets Have Eclipses?

Component: *Texas ADI Learning Hub for Science, 3rd Grade*

ISBN: 9798987754801

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Location: Do Other Planets Have Eclipses? (Report Document, Title)

Link to Updated Content:

[View Updated Content](#)

Original Text: Eclipses on Other Planets

Updated Text: Do Other Planets Have Eclipses?

Component: *Texas ADI Learning Hub for Science, 3rd Grade*

ISBN: 9798987754801

Link to Current Content:

[View Current Content](#)

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 650 of 3538

Current Page Number(s): N/A

Location: Do Other Planets Have Eclipses? (Standards Document, Title)

Link to Updated Content:

[View Updated Content](#)

Original Text: Eclipses on Other Planets

Updated Text: Do Other Planets Have Eclipses?

Component: Texas ADI Learning Hub for Science, 3rd Grade

ISBN: 9798987754801

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Location: States of Matter and Mass, Safety Notes, Carry Out Your Plan (Learning Hub)

Link to Updated Content:

[View Updated Content](#)

Original Text: Safety Note

Follow all class safety rules as you carry out your plan. Make sure to look around the room for symbols that indicate how to safely carry out an investigation in science. These symbols might indicate where to dispose of liquid or solid waste. They can also indicate where safety equipment like goggles are kept.

In addition, be sure to:

- Wear sanitized safety goggles during setup, while collecting data, and when you clean up.

Wash your hands with soap and water when you are done cleaning up.

Updated Text: Follow all class safety rules as you carry out your plan. Make sure to look around the room for symbols that indicate how to safely carry out an investigation in science. These symbols might indicate where to dispose of liquid or solid waste. They can also indicate where safety equipment, like goggles, is kept.

In addition, be sure to:

- Wear sanitized safety goggles during setup, data collection, and cleanup.
- Handle liquids with care. Always wear gloves, a lab coat/apron, and safety goggles when handling liquids.
- Wear heat-insulated gloves when handling hot glue or hot water.
- Wash your hands with soap and water when you are done cleaning up.

While cleaning up your materials, be sure to:

- Let your teacher know if any materials got broken during your investigation. Do not touch broken glass.
- Return your supplies to the supply area.
- Return your safety goggles to the place where they are stored in your classroom.

Component: Texas ADI Learning Hub for Science, 3rd Grade

ISBN: 9798987754801

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 651 of 3538

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Location: Draft Horses, Safety Notes, Carry Out Your Plan (Learning Hub)

Link to Updated Content:

[View Updated Content](#)

Original Text: Follow all class safety rules as you carry out your plan. In addition, be sure to:

- Wear sanitized safety goggles during setup, data collection, and cleanup.
- Use caution when allowing carts to move to the edge of the table.
- Pick up any equipment off the floor immediately.
- Wash your hands with soap and water when you are done cleaning up.

Updated Text: Follow all class safety rules as you carry out your plan. Make sure to look around the room for symbols that indicate how to safely carry out an investigation in science. These symbols might indicate where to dispose of liquid or solid waste. They can also indicate where safety equipment, like goggles, is kept.

In addition, be sure to:

- Wear sanitized safety goggles during setup, data collection, and cleanup.
- Use caution when allowing the carts to move to the edge of the table.
- Pick up any equipment off the floor immediately.
- Wash your hands with soap and water when you are done cleaning up.

While cleaning up your materials, be sure to:

- Double-check the area around your workspace and pick up any items that fell during your investigation.

Component: *Texas ADI Learning Hub for Science, 3rd Grade*

ISBN: 9798987754801

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Location: Wrecking Ball, Safety Notes, Carry Out Your Plan (Learning Hub)

Link to Updated Content:

[View Updated Content](#)

Original Text: Follow all class safety rules as you carry out your plan. In addition, be sure to:

- Wear sanitized safety goggles during setup, data collection, and cleanup.
- Use caution when working with moving pieces.
- Use caution when working with string.
- Wash your hands with soap and water when you are done cleaning up.

Updated Text: Follow all class safety rules as you carry out your plan. Make sure to look around the room for symbols that indicate how to safely carry out an investigation in science. These symbols might indicate where to dispose of liquid or solid waste. They can also indicate where safety equipment, like goggles, is kept.

In addition, be sure to:

- Wear sanitized safety goggles during setup, data collection, and cleanup.
- Use caution when working with moving pieces.

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 652 of 3538

- Pick up any equipment off the floor immediately.
- Wash your hands with soap and water when you are done cleaning up.

While cleaning up your materials, be sure to:

- Double-check the area around your workspace and pick up any items that fell during your investigation.

Component: *Texas ADI Learning Hub for Science, 3rd Grade*

ISBN: 9798987754801

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Location: Which Way is Down?, Safety Notes, Carry Out Your Plan (Learning Hub)

Link to Updated Content:

[View Updated Content](#)

Original Text: Follow all class safety rules as you carry out your plan. In addition, be sure to:

- Wear sanitized safety goggles during setup, data collection, and cleanup.
- Keep all small pieces off the floor to prevent falls.
- Do not throw or toss any of the model components.
- Wash your hands with soap and water when you are done cleaning up.

Updated Text: Follow all class safety rules as you carry out your plan. Make sure to look around the room for symbols that indicate how to safely carry out an investigation in science. These symbols might indicate where to dispose of liquid or solid waste. They can also indicate where safety equipment, like goggles, is kept.

In addition, be sure to:

- Wear sanitized safety goggles during setup, data collection, and cleanup.
- Do not throw any of the model components. Handle all materials carefully.
- Pick up any equipment off the floor immediately.
- Wash your hands with soap and water when you are done cleaning up.

While cleaning up your materials, be sure to:

- Double-check the area around your workspace and pick up any items that fell during your investigation.

Component: *Texas ADI Learning Hub for Science, 3rd Grade*

ISBN: 9798987754801

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Location: Energy All Around Us, Ideas Progress Check

Link to Updated Content:

[View Updated Content](#)

Original Text: What are your biggest takeaways from this investigation? You may want to mention ideas related to different types of energy, making and using tree maps, and making and using concept maps.

Updated Text: What are your biggest takeaways from this stage of the investigation? You may want to mention ideas related to different types of energy such as sound energy or electrical energy, making and using tree maps, and making and using concept maps.

Component: *Texas ADI Learning Hub for Science, 3rd Grade*

ISBN: 9798987754801

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Location: Energy All Around Us, Report, Activity 1

Link to Updated Content:

[View Updated Content](#)

Original Text: In your report, you want to demonstrate your understanding of the types of energy and identify everyday examples of energy, including sound, mechanical, light, and thermal energy. You also want to describe the scientific practices, such as making and using tree maps and concept maps, that you used to plan and conduct this investigation. You can also describe the safety practices you used during the investigation if your group went outside.

Updated Text: In your report, you want to demonstrate your understanding of the types of energy and identify everyday examples of energy, including sound energy, mechanical energy, light energy, and thermal energy. You also want to describe the scientific practices, such as making and using tree maps and concept maps, that you used to plan and conduct this investigation. You can also describe the safety practices you used during the investigation if your group went outside.

Component: *Texas ADI Learning Hub for Science, 3rd Grade*

ISBN: 9798987754801

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Location: Woodfrogs of Wash Co, Ideas, Progress Check

Link to Updated Content:

[View Updated Content](#)

Original Text: WWhat are your biggest takeaways from this investigation? You may want to mention ideas related to hibernation and weather.

Updated Text: What are your biggest takeaways from this investigation? You may want to mention ideas related to hibernation and weather.

Component: *Texas ADI Learning Hub for Science, 3rd Grade*

ISBN: 9798987754801

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Location: Do Other Planets, IDEas Activity 1 Page 1

Link to Updated Content:

[View Updated Content](#)

Original Text: A planet is a large, almost round object that orbits the Sun. Orbit means to move around another object. Planets orbit the Sun because of gravity from the Sun. There are eight planets in the solar system and five dwarf planets, according to NASA. The image below shows all eight planets in order from the closest to the farthest from the Sun. The Sun is so much larger than all the planets that it does not fit in the picture. Instead, the Sun is the large yellow source of light on the left.

Updated Text: A planet is a large, almost round object that orbits the Sun. Orbit means to move around another object. Planets orbit the Sun because of gravity from the Sun. There are eight planets in the solar system and five dwarf planets, according to NASA. The image below shows all eight planets in order from the closest to the farthest from the Sun. The Sun is so much larger than all the planets that it does not fit in the picture. Instead, the Sun is the large yellow source of light on the left. The planet closest to the sun is Mercury. After mercury, the next three planets are Venus, Earth, and Mars. Jupiter is the 5th planet from the Sun, and the largest planet in the solar system. Saturn is the 6th planet from the sun and is the planet with the most rings. The next two planets are Uranus and Neptune

Component: *Texas ADI Learning Hub for Science, 3rd Grade*

ISBN: 9798987754801

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Location: Reflect, Activity 1, In-Person Lesson Plan Make sure to sign into ADI Review Site before clicking URLs
<https://adilearninghub.com/advanced-search/v3/login> Password ADITEARev2024!

Link to Updated Content:

[View Updated Content](#)

Original Text: The Reflect stage includes three activities: (1) discussing some core ideas used during the investigation, (2) discussing how to plan and carry out investigations, and (3) a progress check. The intent of this stage is to allow students to discuss the core ideas they used during this investigation, how they used the practices of science to figure out a phenomenon, and how these ideas and practices might be useful in the future.

Updated Text: Updated the first paragraph of the In-Person Lesson Plan. This paragraph now reads:
The Reflect stage includes three activities: (1) discussing some core ideas used during the investigation, (2) discussing how to plan and carry out investigations, and (3) making connections to other topics in science and in other content areas as well as a progress check. The intent of this stage is to allow students to discuss the core ideas they used during this investigation, how they used the practices of science to figure out a phenomenon, and how these ideas and practices might be useful in the future.

Component: *Texas ADI Learning Hub for Science, 3rd Grade*

ISBN: 9798987754801

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Location: Reflect, Activity 2 Make sure to sign into ADI Review Site before clicking URLs
<https://adilearninghub.com/advanced-search/v3/login> Password ADITEARev2024!

Link to Updated Content:

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 655 of 3538

[View Updated Content](#)

Original Text: Original Activity provided students with the opportunity to:

1. Identify strengths in how they carried out their investigation
2. Agree on class norms for future investigation

Updated Text: Made the following revisions to this activity:

1. Adjusted the directions for students discussion on what things they did that made them good scientists during the investigation
2. Updated In-Person Lesson Plan to reflect changes in the student activity
3. Updated Teaching Tip for In Person Lessons to provide guidance for teachers on the updated student activity
4. Added opportunity to reflect on how this investigation was an improvement over prior investigations
5. Added opportunity for students to agree on additional class norms for future investigations.

Component: *Texas ADI Learning Hub for Science, 3rd Grade*

ISBN: 9798987754801

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Location: Reflect, Activity 3 Make sure to sign into ADI Review Site before clicking URLs

<https://adilearninghub.com/advanced-search/v3/login> Password ADITEARev2024!

Link to Updated Content:

[View Updated Content](#)

Original Text: Progress check

Updated Text: Updated the third activity of the reflect stage in the following ways:

1. Changed title to "Making Connections"
2. Provide opportunity for student to make connections to other topics they learned in science this year or in prior years.
3. Provide opportunity for students to make connections between science topics using the recurring themes in science TEKS.
4. Provide an opportunity for students to make connections between what they learned in this investigation and what they learned in other subjects, such as math.
5. Changed the text of the exit ticket to ask students how they used the practices, recurring themes, and ideas to answer the guiding question
6. Updated In-Person Lesson plan
7. Updated the Teaching Tip for In-Person Lessons

Component: *Texas ADI Learning Hub for Science, 3rd Grade*

ISBN: 9798987754801

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Location: Reflect, Activity 1, In-Person Lesson Plan Make sure to sign into ADI Review Site before clicking URLs

<https://adilearninghub.com/advanced-search/v3/login> Password ADITEARev2024!

Link to Updated Content:

[View Updated Content](#)

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 656 of 3538

Original Text: The Reflect stage includes three activities: (1) discussing some core ideas used during the investigation, (2) discussing how to plan and carry out investigations, and (3) a progress check. The intent of this stage is to allow students to discuss the core ideas they used during this investigation, how they used the practices of science to figure out a phenomenon, and how these ideas and practices might be useful in the future.

Updated Text: Updated the first paragraph of the In-Person Lesson Plan. This paragraph now reads:
The Reflect stage includes three activities: (1) discussing some core ideas used during the investigation, (2) discussing how to plan and carry out investigations, and (3) making connections to other topics in science and in other content areas as well as a progress check. The intent of this stage is to allow students to discuss the core ideas they used during this investigation, how they used the practices of science to figure out a phenomenon, and how these ideas and practices might be useful in the future.

Component: Texas ADI Learning Hub for Science, 3rd Grade

ISBN: 9798987754801

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Location: Reflect, Activity 2Make sure to sign into ADI Review Site before clicking URLs

<https://adilearninghub.com/advanced-search/v3/login> Password ADITEARev2024!

Link to Updated Content:

[View Updated Content](#)

Original Text: Original Activity provided students with the opportunity to:

1. Identify strengths in how they carried out their investigation
2. Agree on class norms for future investigation

Updated Text: Made the following revisions to this activity:

1. Adjusted the directions for students discussion on what things they did that made them good scientists during the investigation
2. Updated In-Person Lesson Plan to reflect changes in the student activity
3. Updated Teaching Tip for In Person Lessons to provide guidance for teachers on the updated student activity
4. Added opportunity to reflect on how this investigation was an improvement over prior investigations
5. Added opportunity for students to agree on additional class norms for future investigations.

Component: Texas ADI Learning Hub for Science, 3rd Grade

ISBN: 9798987754801

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Location: Reflect, Activity 3Make sure to sign into ADI Review Site before clicking URLs

<https://adilearninghub.com/advanced-search/v3/login> Password ADITEARev2024!

Link to Updated Content:

[View Updated Content](#)

Original Text: Progress check

Updated Text: Updated the third activity of the reflect stage in the following ways:

1. Changed title to "Making Connections"

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 657 of 3538

2. Provide opportunity for student to make connections to other topics they learned in science this year or in prior years.
3. Provide opportunity for students to make connections between science topics using the recurring themes in science TEKS.
4. Provide an opportunity for students to make connections between what they learned in this investigation and what they learned in other subjects, such as math.
5. Changed the text of the exit ticket to ask students how they used the practices, recurring themes, and ideas to answer the guiding question
6. Updated In-Person Lesson plan
7. Updated the Teaching Tip for In-Person Lessons

Component: *Texas ADI Learning Hub for Science, 3rd Grade*

ISBN: 9798987754801

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Location: Reflect, Activity 1, In-Person Lesson Plan Make sure to sign into ADI Review Site before clicking URLs
<https://adilearninghub.com/advanced-search/v3/login> Password ADITEARev2024!

Link to Updated Content:

[View Updated Content](#)

Original Text: The Reflect stage includes three activities: (1) discussing some core ideas used during the investigation, (2) discussing how to plan and carry out investigations, and (3) a progress check. The intent of this stage is to allow students to discuss the core ideas they used during this investigation, how they used the practices of science to figure out a phenomenon, and how these ideas and practices might be useful in the future.

Updated Text: Updated the first paragraph of the In-Person Lesson Plan. This paragraph now reads:
The Reflect stage includes three activities: (1) discussing some core ideas used during the investigation, (2) discussing how to plan and carry out investigations, and (3) making connections to other topics in science and in other content areas as well as a progress check. The intent of this stage is to allow students to discuss the core ideas they used during this investigation, how they used the practices of science to figure out a phenomenon, and how these ideas and practices might be useful in the future.

Component: *Texas ADI Learning Hub for Science, 3rd Grade*

ISBN: 9798987754801

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Location: Reflect, Activity 2 Make sure to sign into ADI Review Site before clicking URLs
<https://adilearninghub.com/advanced-search/v3/login> Password ADITEARev2024!

Link to Updated Content:

[View Updated Content](#)

Original Text: Original Activity provided students with the opportunity to:

1. Identify strengths in how they carried out their investigation
2. Agree on class norms for future investigation

Updated Text: Made the following revisions to this activity:

1. Adjusted the directions for students discussion on what things they did that made them good scientists during the

Proclamation 2024: Report of Editorial Changes (11/08/2023)

investigation

2. Updated In-Person Lesson Plan to reflect changes in the student activity
3. Updated Teaching Tip for In Person Lessons to provide guidance for teachers on the updated student activity
4. Added opportunity to reflect on how this investigation was an improvement over prior investigations
5. Added opportunity for students to agree on additional class norms for future investigations.

Component: *Texas ADI Learning Hub for Science, 3rd Grade*

ISBN: 9798987754801

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Location: Reflect, Activity 3 Make sure to sign into ADI Review Site before clicking URLs

<https://adilearninghub.com/advanced-search/v3/login> Password ADITEARev2024!

Link to Updated Content:

[View Updated Content](#)

Original Text: Progress check

Updated Text: Updated the third activity of the reflect stage in the following ways:

1. Changed title to "Making Connections"
2. Provide opportunity for student to make connections to other topics they learned in science this year or in prior years.
3. Provide opportunity for students to make connections between science topics using the recurring themes in science TEKS.
4. Provide an opportunity for students to make connections between what they learned in this investigation and what they learned in other subjects, such as math.
5. Changed the text of the exit ticket to ask students how they used the practices, recurring themes, and ideas to answer the guiding question
6. Updated In-Person Lesson plan
7. Updated the Teaching Tip for In-Person Lessons

Component: *Texas ADI Learning Hub for Science, 3rd Grade*

ISBN: 9798987754801

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Location: Reflect, Activity 1, In-Person Lesson Plan Make sure to sign into ADI Review Site before clicking URLs

<https://adilearninghub.com/advanced-search/v3/login> Password ADITEARev2024!

Link to Updated Content:

[View Updated Content](#)

Original Text: The Reflect stage includes three activities: (1) discussing some core ideas used during the investigation, (2) discussing how to plan and carry out investigations, and (3) a progress check. The intent of this stage is to allow students to discuss the core ideas they used during this investigation, how they used the practices of science to figure out a phenomenon, and how these ideas and practices might be useful in the future.

Updated Text: Updated the first paragraph of the In-Person Lesson Plan. This paragraph now reads:

The Reflect stage includes three activities: (1) discussing some core ideas used during the investigation, (2) discussing how to plan and carry out investigations, and (3) making connections to other topics in science and in other content areas

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 659 of 3538

as well as a progress check. The intent of this stage is to allow students to discuss the core ideas they used during this investigation, how they used the practices of science to figure out a phenomenon, and how these ideas and practices might be useful in the future.

Component: Texas ADI Learning Hub for Science, 3rd Grade

ISBN: 9798987754801

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Location: Reflect, Activity 2 Make sure to sign into ADI Review Site before clicking URLs

<https://adilearninghub.com/advanced-search/v3/login> Password ADITEARev2024!

Link to Updated Content:

[View Updated Content](#)

Original Text: Original Activity provided students with the opportunity to:

1. Identify strengths in how they carried out their investigation
2. Agree on class norms for future investigation

Updated Text: Made the following revisions to this activity:

1. Adjusted the directions for students discussion on what things they did that made them good scientists during the investigation
2. Updated In-Person Lesson Plan to reflect changes in the student activity
3. Updated Teaching Tip for In Person Lessons to provide guidance for teachers on the updated student activity
4. Added opportunity to reflect on how this investigation was an improvement over prior investigations
5. Added opportunity for students to agree on additional class norms for future investigations.

Component: Texas ADI Learning Hub for Science, 3rd Grade

ISBN: 9798987754801

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Location: Reflect, Activity 3 Make sure to sign into ADI Review Site before clicking URLs

<https://adilearninghub.com/advanced-search/v3/login> Password ADITEARev2024!

Link to Updated Content:

[View Updated Content](#)

Original Text: Progress check

Updated Text: Updated the third activity of the reflect stage in the following ways:

1. Changed title to "Making Connections"
2. Provide opportunity for student to make connections to other topics they learned in science this year or in prior years.
3. Provide opportunity for students to make connections between science topics using the recurring themes in science TEKS.
4. Provide an opportunity for students to make connections between what they learned in this investigation and what they learned in other subjects, such as math.
5. Changed the text of the exit ticket to ask students how they used the practices, recurring themes, and ideas to answer the guiding question

6. Updated In-Person Lesson plan
7. Updated the Teaching Tip for In-Person Lessons

Component: *Texas ADI Learning Hub for Science, 3rd Grade*

ISBN: 9798987754801

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Location: Reflect, Activity 1, In-Person Lesson Plan Make sure to sign into ADI Review Site before clicking URLs

<https://adilearninghub.com/advanced-search/v3/login> Password ADITEARev2024!

Link to Updated Content:

[View Updated Content](#)

Original Text: The Reflect stage includes three activities: (1) discussing some core ideas used during the investigation, (2) discussing how to plan and carry out investigations, and (3) a progress check. The intent of this stage is to allow students to discuss the core ideas they used during this investigation, how they used the practices of science to figure out a phenomenon, and how these ideas and practices might be useful in the future.

Updated Text: Updated the first paragraph of the In-Person Lesson Plan. This paragraph now reads:

The Reflect stage includes three activities: (1) discussing some core ideas used during the investigation, (2) discussing how to plan and carry out investigations, and (3) making connections to other topics in science and in other content areas as well as a progress check. The intent of this stage is to allow students to discuss the core ideas they used during this investigation, how they used the practices of science to figure out a phenomenon, and how these ideas and practices might be useful in the future.

Component: *Texas ADI Learning Hub for Science, 3rd Grade*

ISBN: 9798987754801

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Location: Reflect, Activity 2 Make sure to sign into ADI Review Site before clicking URLs

<https://adilearninghub.com/advanced-search/v3/login> Password ADITEARev2024!

Link to Updated Content:

[View Updated Content](#)

Original Text: Original Activity provided students with the opportunity to:

1. Identify strengths in how they carried out their investigation
2. Agree on class norms for future investigation

Updated Text: Made the following revisions to this activity:

1. Adjusted the directions for students discussion on what things they did that made them good scientists during the investigation
2. Updated In-Person Lesson Plan to reflect changes in the student activity
3. Updated Teaching Tip for In Person Lessons to provide guidance for teachers on the updated student activity
4. Added opportunity to reflect on how this investigation was an improvement over prior investigations
5. Added opportunity for students to agree on additional class norms for future investigations.

Component: Texas ADI Learning Hub for Science, 3rd Grade

ISBN: 9798987754801

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Location: Reflect, Activity 3 Make sure to sign into ADI Review Site before clicking URLs

<https://adilearninghub.com/advanced-search/v3/login> Password ADITEARev2024!

Link to Updated Content:

[View Updated Content](#)

Original Text: Progress check

Updated Text: Updated the third activity of the reflect stage in the following ways:

1. Changed title to "Making Connections"
2. Provide opportunity for student to make connections to other topics they learned in science this year or in prior years.
3. Provide opportunity for students to make connections between science topics using the recurring themes in science TEKS.
4. Provide an opportunity for students to make connections between what they learned in this investigation and what they learned in other subjects, such as math.
5. Changed the text of the exit ticket to ask students how they used the practices, recurring themes, and ideas to answer the guiding question
6. Updated In-Person Lesson plan
7. Updated the Teaching Tip for In-Person Lessons

Component: Texas ADI Learning Hub for Science, 3rd Grade

ISBN: 9798987754801

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Location: Reflect, Activity 1, In-Person Lesson Plan Make sure to sign into ADI Review Site before clicking URLs

<https://adilearninghub.com/advanced-search/v3/login> Password ADITEARev2024!

Link to Updated Content:

[View Updated Content](#)

Original Text: The Reflect stage includes three activities: (1) discussing some core ideas used during the investigation, (2) discussing how to plan and carry out investigations, and (3) a progress check. The intent of this stage is to allow students to discuss the core ideas they used during this investigation, how they used the practices of science to figure out a phenomenon, and how these ideas and practices might be useful in the future.

Updated Text: Updated the first paragraph of the In-Person Lesson Plan. This paragraph now reads:

The Reflect stage includes three activities: (1) discussing some core ideas used during the investigation, (2) discussing how to plan and carry out investigations, and (3) making connections to other topics in science and in other content areas as well as a progress check. The intent of this stage is to allow students to discuss the core ideas they used during this investigation, how they used the practices of science to figure out a phenomenon, and how these ideas and practices might be useful in the future.

Component: Texas ADI Learning Hub for Science, 3rd Grade

ISBN: 9798987754801

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Location: Reflect, Activity 2 Make sure to sign into ADI Review Site before clicking URLs

<https://adilearninghub.com/advanced-search/v3/login> Password ADITEARev2024!

Link to Updated Content:

[View Updated Content](#)

Original Text: Original Activity provided students with the opportunity to:

1. Identify strengths in how they carried out their investigation
2. Agree on class norms for future investigation

Updated Text: Made the following revisions to this activity:

1. Adjusted the directions for students discussion on what things they did that made them good scientists during the investigation
2. Updated In-Person Lesson Plan to reflect changes in the student activity
3. Updated Teaching Tip for In Person Lessons to provide guidance for teachers on the updated student activity
4. Added opportunity to reflect on how this investigation was an improvement over prior investigations
5. Added opportunity for students to agree on additional class norms for future investigations.

Component: Texas ADI Learning Hub for Science, 3rd Grade

ISBN: 9798987754801

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Location: Reflect, Activity 3 Make sure to sign into ADI Review Site before clicking URLs

<https://adilearninghub.com/advanced-search/v3/login> Password ADITEARev2024!

Link to Updated Content:

[View Updated Content](#)

Original Text: Progress check

Updated Text: Updated the third activity of the reflect stage in the following ways:

1. Changed title to "Making Connections"
2. Provide opportunity for student to make connections to other topics they learned in science this year or in prior years.
3. Provide opportunity for students to make connections between science topics using the recurring themes in science TEKS.
4. Provide an opportunity for students to make connections between what they learned in this investigation and what they learned in other subjects, such as math.
5. Changed the text of the exit ticket to ask students how they used the practices, recurring themes, and ideas to answer the guiding question
6. Updated In-Person Lesson plan
7. Updated the Teaching Tip for In-Person Lessons

Component: Texas ADI Learning Hub for Science, 3rd Grade

ISBN: 9798987754801

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Location: Reflect, Activity 1, In-Person Lesson Plan Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/login> Password ADITEARev2024!

Link to Updated Content:

[View Updated Content](#)

Original Text: The Reflect stage includes three activities: (1) discussing some core ideas used during the investigation, (2) discussing how to plan and carry out investigations, and (3) a progress check. The intent of this stage is to allow students to discuss the core ideas they used during this investigation, how they used the practices of science to figure out a phenomenon, and how these ideas and practices might be useful in the future.

Updated Text: Updated the first paragraph of the In-Person Lesson Plan. This paragraph now reads:
The Reflect stage includes three activities: (1) discussing some core ideas used during the investigation, (2) discussing how to plan and carry out investigations, and (3) making connections to other topics in science and in other content areas as well as a progress check. The intent of this stage is to allow students to discuss the core ideas they used during this investigation, how they used the practices of science to figure out a phenomenon, and how these ideas and practices might be useful in the future.

Component: Texas ADI Learning Hub for Science, 3rd Grade

ISBN: 9798987754801

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Location: Reflect, Activity 2 Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/login> Password ADITEARev2024!

Link to Updated Content:

[View Updated Content](#)

Original Text: Original Activity provided students with the opportunity to:

1. Identify strengths in how they carried out their investigation
2. Agree on class norms for future investigation

Updated Text: Made the following revisions to this activity:

1. Adjusted the directions for students discussion on what things they did that made them good scientists during the investigation
2. Updated In-Person Lesson Plan to reflect changes in the student activity
3. Updated Teaching Tip for In Person Lessons to provide guidance for teachers on the updated student activity
4. Added opportunity to reflect on how this investigation was an improvement over prior investigations
5. Added opportunity for students to agree on additional class norms for future investigations.

Component: Texas ADI Learning Hub for Science, 3rd Grade

ISBN: 9798987754801

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Location: Reflect, Activity 3
Make sure to sign into ADI Review Site before clicking
URLs <https://adilearninghub.com/advanced-search/v3/login> Password ADITEARev2024!

Link to Updated Content:

[View Updated Content](#)

Original Text: Progress check

Updated Text: Updated the third activity of the reflect stage in the following ways:

1. Changed title to "Making Connections"
2. Provide opportunity for student to make connections to other topics they learned in science this year or in prior years.
3. Provide opportunity for students to make connections between science topics using the recurring themes in science TEKS.
4. Provide an opportunity for students to make connections between what they learned in this investigation and what they learned in other subjects, such as math.
5. Changed the text of the exit ticket to ask students how they used the practices, recurring themes, and ideas to answer the guiding question
6. Updated In-Person Lesson plan
7. Updated the Teaching Tip for In-Person Lessons

Component: *Texas ADI Learning Hub for Science, 3rd Grade*

ISBN: 9798987754801

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Location: Reflect, Activity 1, In-Person Lesson Plan
Make sure to sign into ADI Review Site before clicking
URLs <https://adilearninghub.com/advanced-search/v3/login> Password ADITEARev2024!

Link to Updated Content:

[View Updated Content](#)

Original Text: The Reflect stage includes three activities: (1) discussing some core ideas used during the investigation, (2) discussing how to plan and carry out investigations, and (3) a progress check. The intent of this stage is to allow students to discuss the core ideas they used during this investigation, how they used the practices of science to figure out a phenomenon, and how these ideas and practices might be useful in the future.

Updated Text: Updated the first paragraph of the In-Person Lesson Plan. This paragraph now reads:

The Reflect stage includes three activities: (1) discussing some core ideas used during the investigation, (2) discussing how to plan and carry out investigations, and (3) making connections to other topics in science and in other content areas as well as a progress check. The intent of this stage is to allow students to discuss the core ideas they used during this investigation, how they used the practices of science to figure out a phenomenon, and how these ideas and practices might be useful in the future.

Component: *Texas ADI Learning Hub for Science, 3rd Grade*

ISBN: 9798987754801

Link to Current Content:

[View Current Content](#)

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 665 of 3538

Current Page Number(s): N/A

Location: Reflect, Activity 2 Make sure to sign into ADI Review Site before clicking
URLs <https://adilearninghub.com/advanced-search/v3/login> Password ADITEARev2024!

Link to Updated Content:

[View Updated Content](#)

Original Text: Original Activity provided students with the opportunity to:

1. Identify strengths in how they carried out their investigation
2. Agree on class norms for future investigation

Updated Text: Made the following revisions to this activity:

1. Adjusted the directions for students discussion on what things they did that made them good scientists during the investigation
2. Updated In-Person Lesson Plan to reflect changes in the student activity
3. Updated Teaching Tip for In Person Lessons to provide guidance for teachers on the updated student activity
4. Added opportunity to reflect on how this investigation was an improvement over prior investigations
5. Added opportunity for students to agree on additional class norms for future investigations.

Component: *Texas ADI Learning Hub for Science, 3rd Grade*

ISBN: 9798987754801

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Location: Reflect, Activity 3 Make sure to sign into ADI Review Site before clicking
URLs <https://adilearninghub.com/advanced-search/v3/login> Password ADITEARev2024!

Link to Updated Content:

[View Updated Content](#)

Original Text: Progress check

Updated Text: Updated the third activity of the reflect stage in the following ways:

1. Changed title to "Making Connections"
2. Provide opportunity for student to make connections to other topics they learned in science this year or in prior years.
3. Provide opportunity for students to make connections between science topics using the recurring themes in science TEKS.
4. Provide an opportunity for students to make connections between what they learned in this investigation and what they learned in other subjects, such as math.
5. Changed the text of the exit ticket to ask students how they used the practices, recurring themes, and ideas to answer the guiding question
6. Updated In-Person Lesson plan
7. Updated the Teaching Tip for In-Person Lessons

Component: *Texas ADI Learning Hub for Science, 3rd Grade*

ISBN: 9798987754801

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 666 of 3538

Location: Reflect, Activity 1, In-Person Lesson Plan Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/login> Password ADITEARev2024!

Link to Updated Content:

[View Updated Content](#)

Original Text: The Reflect stage includes three activities: (1) discussing some core ideas used during the investigation, (2) discussing how to plan and carry out investigations, and (3) a progress check. The intent of this stage is to allow students to discuss the core ideas they used during this investigation, how they used the practices of science to figure out a phenomenon, and how these ideas and practices might be useful in the future.

Updated Text: Updated the first paragraph of the In-Person Lesson Plan. This paragraph now reads:
The Reflect stage includes three activities: (1) discussing some core ideas used during the investigation, (2) discussing how to plan and carry out investigations, and (3) making connections to other topics in science and in other content areas as well as a progress check. The intent of this stage is to allow students to discuss the core ideas they used during this investigation, how they used the practices of science to figure out a phenomenon, and how these ideas and practices might be useful in the future.

Component: *Texas ADI Learning Hub for Science, 3rd Grade*

ISBN: 9798987754801

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Location: Reflect, Activity 2 Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/login> Password ADITEARev2024!

Link to Updated Content:

[View Updated Content](#)

Original Text: Original Activity provided students with the opportunity to:

1. Identify strengths in how they carried out their investigation
2. Agree on class norms for future investigation

Updated Text: Made the following revisions to this activity:

1. Adjusted the directions for students discussion on what things they did that made them good scientists during the investigation
2. Updated In-Person Lesson Plan to reflect changes in the student activity
3. Updated Teaching Tip for In Person Lessons to provide guidance for teachers on the updated student activity
4. Added opportunity to reflect on how this investigation was an improvement over prior investigations
5. Added opportunity for students to agree on additional class norms for future investigations.

Component: *Texas ADI Learning Hub for Science, 3rd Grade*

ISBN: 9798987754801

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Location: Reflect, Activity 3 Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/login> Password ADITEARev2024!

Link to Updated Content:

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 667 of 3538

[View Updated Content](#)

Original Text: Progress check

Updated Text: Updated the third activity of the reflect stage in the following ways:

1. Changed title to "Making Connections"
2. Provide opportunity for student to make connections to other topics they learned in science this year or in prior years.
3. Provide opportunity for students to make connections between science topics using the recurring themes in science TEKS.
4. Provide an opportunity for students to make connections between what they learned in this investigation and what they learned in other subjects, such as math.
5. Changed the text of the exit ticket to ask students how they used the practices, recurring themes, and ideas to answer the guiding question
6. Updated In-Person Lesson plan
7. Updated the Teaching Tip for In-Person Lessons

Component: *Texas ADI Learning Hub for Science, 3rd Grade*

ISBN: 9798987754801

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Location: Reflect, Activity 1, In-Person Lesson Plan Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/login> Password ADITEARev2024!

Link to Updated Content:

[View Updated Content](#)

Original Text: The Reflect stage includes three activities: (1) discussing some core ideas used during the investigation, (2) discussing how to plan and carry out investigations, and (3) a progress check. The intent of this stage is to allow students to discuss the core ideas they used during this investigation, how they used the practices of science to figure out a phenomenon, and how these ideas and practices might be useful in the future.

Updated Text: Updated the first paragraph of the In-Person Lesson Plan. This paragraph now reads:

The Reflect stage includes three activities: (1) discussing some core ideas used during the investigation, (2) discussing how to plan and carry out investigations, and (3) making connections to other topics in science and in other content areas as well as a progress check. The intent of this stage is to allow students to discuss the core ideas they used during this investigation, how they used the practices of science to figure out a phenomenon, and how these ideas and practices might be useful in the future.

Component: *Texas ADI Learning Hub for Science, 3rd Grade*

ISBN: 9798987754801

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Location: Reflect, Activity 2 Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/login> Password ADITEARev2024!

Link to Updated Content:

[View Updated Content](#)

Original Text: Original Activity provided students with the opportunity to:

1. Identify strengths in how they carried out their investigation
2. Agree on class norms for future investigation

Updated Text: Made the following revisions to this activity:

1. Adjusted the directions for students discussion on what things they did that made them good scientists during the investigation
2. Updated In-Person Lesson Plan to reflect changes in the student activity
3. Updated Teaching Tip for In Person Lessons to provide guidance for teachers on the updated student activity
4. Added opportunity to reflect on how this investigation was an improvement over prior investigations
5. Added opportunity for students to agree on additional class norms for future investigations.

Component: *Texas ADI Learning Hub for Science, 3rd Grade*

ISBN: 9798987754801

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Location: Reflect, Activity 3Make sure to sign into ADI Review Site before clicking
URLs<https://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!>

Link to Updated Content:

[View Updated Content](#)

Original Text: Progress check

Updated Text: Updated the third activity of the reflect stage in the following ways:

1. Changed title to "Making Connections"
2. Provide opportunity for student to make connections to other topics they learned in science this year or in prior years.
3. Provide opportunity for students to make connections between science topics using the recurring themes in science TEKS.
4. Provide an opportunityfor students to make connections between what they learned in this investigation and what they learned in other subjects, such as math.
5. Changed the text of the exit ticket to ask students how they used the practices, recurring themes, and ideas to answer the guiding question
6. Updated In-Person Lesson plan
7. Updated the Teaching Tip for In-Person Lessons

Component: *Texas ADI Learning Hub for Science, 3rd Grade*

ISBN: 9798987754801

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Location: Reflect, Activity 1, In-Person Lesson PlanMake sure to sign into ADI Review Site before clicking
URLs<https://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!>

Link to Updated Content:

[View Updated Content](#)

Original Text: The Reflect stage includes three activities: (1) discussing some core ideas used during the investigation, (2) discussing how to plan and carry out investigations, and (3) a progress check. The intent of this stage is to allow students

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 669 of 3538

to discuss the core ideas they used during this investigation, how they used the practices of science to figure out a phenomenon, and how these ideas and practices might be useful in the future.

Updated Text: Updated the first paragraph of the In-Person Lesson Plan. This paragraph now reads:
The Reflect stage includes three activities: (1) discussing some core ideas used during the investigation, (2) discussing how to plan and carry out investigations, and (3) making connections to other topics in science and in other content areas as well as a progress check. The intent of this stage is to allow students to discuss the core ideas they used during this investigation, how they used the practices of science to figure out a phenomenon, and how these ideas and practices might be useful in the future.

Component: *Texas ADI Learning Hub for Science, 3rd Grade*

ISBN: 9798987754801

Link to Current Content:
[View Current Content](#)

Current Page Number(s): N/A

Location: Reflect, Activity 2Make sure to sign into ADI Review Site before clicking
URLs<https://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!>

Link to Updated Content:
[View Updated Content](#)

Original Text: Original Activity provided students with the opportunity to:

1. Identify strengths in how they carried out their investigation
2. Agree on class norms for future investigation

Updated Text: Made the following revisions to this activity:

1. Adjusted the directions for students discussion on what things they did that made them good scientists during the investigation
2. Updated In-Person Lesson Plan to reflect changes in the student activity
3. Updated Teaching Tip for In Person Lessons to provide guidance for teachers on the updated student activity
4. Added opportunity to reflect on how this investigation was an improvement over prior investigations
5. Added opportunity for students to agree on additional class norms for future investigations.

Component: *Texas ADI Learning Hub for Science, 3rd Grade*

ISBN: 9798987754801

Link to Current Content:
[View Current Content](#)

Current Page Number(s): N/A

Location: Reflect, Activity 3Make sure to sign into ADI Review Site before clicking
URLs<https://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!>

Link to Updated Content:
[View Updated Content](#)

Original Text: Progress check

Updated Text: Updated the third activity of the reflect stage in the following ways:

1. Changed title to "Making Connections"
2. Provide opportunity for student to make connections to other topics they learned in science this year or in prior years.
3. Provide opportunity for students to make connections between science topics using the recurring themes in science

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 670 of 3538

TEKS.

4. Provide an opportunity for students to make connections between what they learned in this investigation and what they learned in other subjects, such as math.
5. Changed the text of the exit ticket to ask students how they used the practices, recurring themes, and ideas to answer the guiding question
6. Updated In-Person Lesson plan
7. Updated the Teaching Tip for In-Person Lessons

Component: *Texas ADI Learning Hub for Science, 3rd Grade*

ISBN: 9798987754801

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Location: Reflect, Activity 1, In-Person Lesson Plan Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/login> Password ADITEARev2024!

Link to Updated Content:

[View Updated Content](#)

Original Text: The Reflect stage includes three activities: (1) discussing some core ideas used during the investigation, (2) discussing how to plan and carry out investigations, and (3) a progress check. The intent of this stage is to allow students to discuss the core ideas they used during this investigation, how they used the practices of science to figure out a phenomenon, and how these ideas and practices might be useful in the future.

Updated Text: Updated the first paragraph of the In-Person Lesson Plan. This paragraph now reads:

The Reflect stage includes three activities: (1) discussing some core ideas used during the investigation, (2) discussing how to plan and carry out investigations, and (3) making connections to other topics in science and in other content areas as well as a progress check. The intent of this stage is to allow students to discuss the core ideas they used during this investigation, how they used the practices of science to figure out a phenomenon, and how these ideas and practices might be useful in the future.

Component: *Texas ADI Learning Hub for Science, 3rd Grade*

ISBN: 9798987754801

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Location: Reflect, Activity 2 Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/login> Password ADITEARev2024!

Link to Updated Content:

[View Updated Content](#)

Original Text: Original Activity provided students with the opportunity to:

1. Identify strengths in how they carried out their investigation
2. Agree on class norms for future investigation

Updated Text: Made the following revisions to this activity:

1. Adjusted the directions for students discussion on what things they did that made them good scientists during the investigation
2. Updated In-Person Lesson Plan to reflect changes in the student activity

Proclamation 2024: Report of Editorial Changes (11/08/2023)

3. Updated Teaching Tip for In Person Lessons to provide guidance for teachers on the updated student activity
4. Added opportunity to reflect on how this investigation was an improvement over prior investigations
5. Added opportunity for students to agree on additional class norms for future investigations.

Component: Texas ADI Learning Hub for Science, 3rd Grade

ISBN: 9798987754801

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Location: Reflect, Activity 3 Make sure to sign into ADI Review Site before clicking
URLs <https://adilearninghub.com/advanced-search/v3/login> Password ADITEARev2024!

Link to Updated Content:

[View Updated Content](#)

Original Text: Progress check

Updated Text: Updated the third activity of the reflect stage in the following ways:

1. Changed title to "Making Connections"
2. Provide opportunity for student to make connections to other topics they learned in science this year or in prior years.
3. Provide opportunity for students to make connections between science topics using the recurring themes in science TEKS.
4. Provide an opportunity for students to make connections between what they learned in this investigation and what they learned in other subjects, such as math.
5. Changed the text of the exit ticket to ask students how they used the practices, recurring themes, and ideas to answer the guiding question
6. Updated In-Person Lesson plan
7. Updated the Teaching Tip for In-Person Lessons

Component: Texas ADI Learning Hub for Science, 3rd Grade

ISBN: 9798987754801

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Location: Reflect, Activity 1, In-Person Lesson Plan Make sure to sign into ADI Review Site before clicking
URLs <https://adilearninghub.com/advanced-search/v3/login> Password ADITEARev2024!

Link to Updated Content:

[View Updated Content](#)

Original Text: The Reflect stage includes three activities: (1) discussing some core ideas used during the investigation, (2) discussing how to plan and carry out investigations, and (3) a progress check. The intent of this stage is to allow students to discuss the core ideas they used during this investigation, how they used the practices of science to figure out a phenomenon, and how these ideas and practices might be useful in the future.

Updated Text: Updated the first paragraph of the In-Person Lesson Plan. This paragraph now reads:

The Reflect stage includes three activities: (1) discussing some core ideas used during the investigation, (2) discussing how to plan and carry out investigations, and (3) making connections to other topics in science and in other content areas as well as a progress check. The intent of this stage is to allow students to discuss the core ideas they used during this

investigation, how they used the practices of science to figure out a phenomenon, and how these ideas and practices might be useful in the future.

Component: *Texas ADI Learning Hub for Science, 3rd Grade*

ISBN: 9798987754801

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Location: Reflect, Activity 2 Make sure to sign into ADI Review Site before clicking
URLs <https://adilearninghub.com/advanced-search/v3/login> Password ADITEARev2024!

Link to Updated Content:

[View Updated Content](#)

Original Text: Original Activity provided students with the opportunity to:

1. Identify strengths in how they carried out their investigation
2. Agree on class norms for future investigation

Updated Text: Made the following revisions to this activity:

1. Adjusted the directions for students discussion on what things they did that made them good scientists during the investigation
2. Updated In-Person Lesson Plan to reflect changes in the student activity
3. Updated Teaching Tip for In Person Lessons to provide guidance for teachers on the updated student activity
4. Added opportunity to reflect on how this investigation was an improvement over prior investigations
5. Added opportunity for students to agree on additional class norms for future investigations.

Component: *Texas ADI Learning Hub for Science, 3rd Grade*

ISBN: 9798987754801

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Location: Reflect, Activity 3 Make sure to sign into ADI Review Site before clicking
URLs <https://adilearninghub.com/advanced-search/v3/login> Password ADITEARev2024!

Link to Updated Content:

[View Updated Content](#)

Original Text: Progress check

Updated Text: Updated the third activity of the reflect stage in the following ways:

1. Changed title to "Making Connections"
2. Provide opportunity for student to make connections to other topics they learned in science this year or in prior years.
3. Provide opportunity for students to make connections between science topics using the recurring themes in science TEKS.
4. Provide an opportunity for students to make connections between what they learned in this investigation and what they learned in other subjects, such as math.
5. Changed the text of the exit ticket to ask students how they used the practices, recurring themes, and ideas to answer the guiding question
6. Updated In-Person Lesson plan
7. Updated the Teaching Tip for In-Person Lessons

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Component: Texas ADI Learning Hub for Science, 3rd Grade

ISBN: 9798987754801

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Location: Reflect, Activity 1, In-Person Lesson Plan Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/login> Password ADITEARev2024!

Link to Updated Content:

[View Updated Content](#)

Original Text: The Reflect stage includes three activities: (1) discussing some core ideas used during the investigation, (2) discussing how to plan and carry out investigations, and (3) a progress check. The intent of this stage is to allow students to discuss the core ideas they used during this investigation, how they used the practices of science to figure out a phenomenon, and how these ideas and practices might be useful in the future.

Updated Text: Updated the first paragraph of the In-Person Lesson Plan. This paragraph now reads:

The Reflect stage includes three activities: (1) discussing some core ideas used during the investigation, (2) discussing how to plan and carry out investigations, and (3) making connections to other topics in science and in other content areas as well as a progress check. The intent of this stage is to allow students to discuss the core ideas they used during this investigation, how they used the practices of science to figure out a phenomenon, and how these ideas and practices might be useful in the future.

Component: Texas ADI Learning Hub for Science, 3rd Grade

ISBN: 9798987754801

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Location: Reflect, Activity 2 Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/login> Password ADITEARev2024!

Link to Updated Content:

[View Updated Content](#)

Original Text: Original Activity provided students with the opportunity to:

1. Identify strengths in how they carried out their investigation
2. Agree on class norms for future investigation

Updated Text: Made the following revisions to this activity:

1. Adjusted the directions for students discussion on what things they did that made them good scientists during the investigation
2. Updated In-Person Lesson Plan to reflect changes in the student activity
3. Updated Teaching Tip for In Person Lessons to provide guidance for teachers on the updated student activity
4. Added opportunity to reflect on how this investigation was an improvement over prior investigations
5. Added opportunity for students to agree on additional class norms for future investigations.

Component: Texas ADI Learning Hub for Science, 3rd Grade

ISBN: 9798987754801

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Location: Reflect, Activity 3
Make sure to sign into ADI Review Site before clicking URL
<https://adilearninghub.com/advanced-search/v3/login>
Password ADITEARev2024!

Link to Updated Content:

[View Updated Content](#)

Original Text: Progress check

Updated Text: Updated the third activity of the reflect stage in the following ways:

1. Changed title to "Making Connections"
2. Provide opportunity for student to make connections to other topics they learned in science this year or in prior years.
3. Provide opportunity for students to make connections between science topics using the recurring themes in science TEKS.
4. Provide an opportunity for students to make connections between what they learned in this investigation and what they learned in other subjects, such as math.
5. Changed the text of the exit ticket to ask students how they used the practices, recurring themes, and ideas to answer the guiding question
6. Updated In-Person Lesson plan
7. Updated the Teaching Tip for In-Person Lessons

Component: *Texas ADI Learning Hub for Science, 3rd Grade*

ISBN: 9798987754801

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Location: Reflect, Activity 1, In-Person Lesson Plan
Make sure to sign into ADI Review Site before clicking URL
<https://adilearninghub.com/advanced-search/v3/login>
Password ADITEARev2024!

Link to Updated Content:

[View Updated Content](#)

Original Text: The Reflect stage includes three activities: (1) discussing some core ideas used during the investigation, (2) discussing how to plan and carry out investigations, and (3) a progress check. The intent of this stage is to allow students to discuss the core ideas they used during this investigation, how they used the practices of science to figure out a phenomenon, and how these ideas and practices might be useful in the future.

Updated Text: Updated the first paragraph of the In-Person Lesson Plan. This paragraph now reads:

The Reflect stage includes three activities: (1) discussing some core ideas used during the investigation, (2) discussing how to plan and carry out investigations, and (3) making connections to other topics in science and in other content areas as well as a progress check. The intent of this stage is to allow students to discuss the core ideas they used during this investigation, how they used the practices of science to figure out a phenomenon, and how these ideas and practices might be useful in the future.

Component: *Texas ADI Learning Hub for Science, 3rd Grade*

ISBN: 9798987754801

Link to Current Content:

[View Current Content](#)

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 675 of 3538

Current Page Number(s): N/A

Location: Reflect, Activity 2 Make sure to sign into ADI Review Site before clicking
URLs <https://adilearninghub.com/advanced-search/v3/login> Password ADITEARev2024!

Link to Updated Content:

[View Updated Content](#)

Original Text: Original Activity provided students with the opportunity to:

1. Identify strengths in how they carried out their investigation
2. Agree on class norms for future investigation

Updated Text: Made the following revisions to this activity:

1. Adjusted the directions for students discussion on what things they did that made them good scientists during the investigation
2. Updated In-Person Lesson Plan to reflect changes in the student activity
3. Updated Teaching Tip for In Person Lessons to provide guidance for teachers on the updated student activity
4. Added opportunity to reflect on how this investigation was an improvement over prior investigations
5. Added opportunity for students to agree on additional class norms for future investigations.

Component: *Texas ADI Learning Hub for Science, 3rd Grade*

ISBN: 9798987754801

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Location: Reflect, Activity 3 Make sure to sign into ADI Review Site before clicking
URLs <https://adilearninghub.com/advanced-search/v3/login> Password ADITEARev2024!

Link to Updated Content:

[View Updated Content](#)

Original Text: Progress check

Updated Text: Updated the third activity of the reflect stage in the following ways:

1. Changed title to "Making Connections"
2. Provide opportunity for student to make connections to other topics they learned in science this year or in prior years.
3. Provide opportunity for students to make connections between science topics using the recurring themes in science TEKS.
4. Provide an opportunity for students to make connections between what they learned in this investigation and what they learned in other subjects, such as math.
5. Changed the text of the exit ticket to ask students how they used the practices, recurring themes, and ideas to answer the guiding question
6. Updated In-Person Lesson plan
7. Updated the Teaching Tip for In-Person Lessons

Component: *Texas ADI Learning Hub for Science, 3rd Grade*

ISBN: 9798987754801

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 676 of 3538

Location: Reflect, Activity 1, In-Person Lesson Plan Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/login> Password ADITEARev2024!

Link to Updated Content:

[View Updated Content](#)

Original Text: The Reflect stage includes three activities: (1) discussing some core ideas used during the investigation, (2) discussing how to plan and carry out investigations, and (3) a progress check. The intent of this stage is to allow students to discuss the core ideas they used during this investigation, how they used the practices of science to figure out a phenomenon, and how these ideas and practices might be useful in the future.

Updated Text: Updated the first paragraph of the In-Person Lesson Plan. This paragraph now reads:
The Reflect stage includes three activities: (1) discussing some core ideas used during the investigation, (2) discussing how to plan and carry out investigations, and (3) making connections to other topics in science and in other content areas as well as a progress check. The intent of this stage is to allow students to discuss the core ideas they used during this investigation, how they used the practices of science to figure out a phenomenon, and how these ideas and practices might be useful in the future.

Component: *Texas ADI Learning Hub for Science, 3rd Grade*

ISBN: 9798987754801

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Location: Reflect, Activity 2 Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/login> Password ADITEARev2024!

Link to Updated Content:

[View Updated Content](#)

Original Text: Original Activity provided students with the opportunity to:

1. Identify strengths in how they carried out their investigation
2. Agree on class norms for future investigation

Updated Text: Made the following revisions to this activity:

1. Adjusted the directions for students discussion on what things they did that made them good scientists during the investigation
2. Updated In-Person Lesson Plan to reflect changes in the student activity
3. Updated Teaching Tip for In Person Lessons to provide guidance for teachers on the updated student activity
4. Added opportunity to reflect on how this investigation was an improvement over prior investigations
5. Added opportunity for students to agree on additional class norms for future investigations.

Component: *Texas ADI Learning Hub for Science, 3rd Grade*

ISBN: 9798987754801

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Location: Reflect, Activity 3 Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/login> Password ADITEARev2024!

Link to Updated Content:

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 677 of 3538

[View Updated Content](#)

Original Text: Progress check

Updated Text: Updated the third activity of the reflect stage in the following ways:

1. Changed title to "Making Connections"
2. Provide opportunity for student to make connections to other topics they learned in science this year or in prior years.
3. Provide opportunity for students to make connections between science topics using the recurring themes in science TEKS.
4. Provide an opportunity for students to make connections between what they learned in this investigation and what they learned in other subjects, such as math.
5. Changed the text of the exit ticket to ask students how they used the practices, recurring themes, and ideas to answer the guiding question
6. Updated In-Person Lesson plan
7. Updated the Teaching Tip for In-Person Lessons

Component: *Texas ADI Learning Hub for Science, 3rd Grade*

ISBN: 9798987754801

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Location: Reflect, Activity 1, In-Person Lesson Plan Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/login> Password ADITEARev2024!

Link to Updated Content:

[View Updated Content](#)

Original Text: The Reflect stage includes three activities: (1) discussing some core ideas used during the investigation, (2) discussing how to plan and carry out investigations, and (3) a progress check. The intent of this stage is to allow students to discuss the core ideas they used during this investigation, how they used the practices of science to figure out a phenomenon, and how these ideas and practices might be useful in the future.

Updated Text: Updated the first paragraph of the In-Person Lesson Plan. This paragraph now reads:

The Reflect stage includes three activities: (1) discussing some core ideas used during the investigation, (2) discussing how to plan and carry out investigations, and (3) making connections to other topics in science and in other content areas as well as a progress check. The intent of this stage is to allow students to discuss the core ideas they used during this investigation, how they used the practices of science to figure out a phenomenon, and how these ideas and practices might be useful in the future.

Component: *Texas ADI Learning Hub for Science, 3rd Grade*

ISBN: 9798987754801

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Location: Reflect, Activity 2 Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/login> Password ADITEARev2024!

Link to Updated Content:

[View Updated Content](#)

Original Text: Original Activity provided students with the opportunity to:

1. Identify strengths in how they carried out their investigation
2. Agree on class norms for future investigation

Updated Text: Made the following revisions to this activity:

1. Adjusted the directions for students discussion on what things they did that made them good scientists during the investigation
2. Updated In-Person Lesson Plan to reflect changes in the student activity
3. Updated Teaching Tip for In Person Lessons to provide guidance for teachers on the updated student activity
4. Added opportunity to reflect on how this investigation was an improvement over prior investigations
5. Added opportunity for students to agree on additional class norms for future investigations.

Component: *Texas ADI Learning Hub for Science, 3rd Grade*

ISBN: 9798987754801

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Location: Reflect, Activity 3Make sure to sign into ADI Review Site before clicking
URLs<https://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!>

Link to Updated Content:

[View Updated Content](#)

Original Text: Progress check

Updated Text: Updated the third activity of the reflect stage in the following ways:

1. Changed title to "Making Connections"
2. Provide opportunity for student to make connections to other topics they learned in science this year or in prior years.
3. Provide opportunity for students to make connections between science topics using the recurring themes in science TEKS.
4. Provide an opportunityfor students to make connections between what they learned in this investigation and what they learned in other subjects, such as math.
5. Changed the text of the exit ticket to ask students how they used the practices, recurring themes, and ideas to answer the guiding question
6. Updated In-Person Lesson plan
7. Updated the Teaching Tip for In-Person Lessons

Component: *Texas ADI Learning Hub for Science, 3rd Grade*

ISBN: 9798987754801

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Location: Reflect, Activity 1, In-Person Lesson PlanMake sure to sign into ADI Review Site before clicking
URLs<https://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!>

Link to Updated Content:

[View Updated Content](#)

Original Text: The Reflect stage includes three activities: (1) discussing some core ideas used during the investigation, (2) discussing how to plan and carry out investigations, and (3) a progress check. The intent of this stage is to allow students

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 679 of 3538

to discuss the core ideas they used during this investigation, how they used the practices of science to figure out a phenomenon, and how these ideas and practices might be useful in the future.

Updated Text: Updated the first paragraph of the In-Person Lesson Plan. This paragraph now reads:
The Reflect stage includes three activities: (1) discussing some core ideas used during the investigation, (2) discussing how to plan and carry out investigations, and (3) making connections to other topics in science and in other content areas as well as a progress check. The intent of this stage is to allow students to discuss the core ideas they used during this investigation, how they used the practices of science to figure out a phenomenon, and how these ideas and practices might be useful in the future.

Component: *Texas ADI Learning Hub for Science, 3rd Grade*

ISBN: 9798987754801

Link to Current Content:
[View Current Content](#)

Current Page Number(s): N/A

Location: Reflect, Activity 2Make sure to sign into ADI Review Site before clicking
URLs<https://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!>

Link to Updated Content:

[View Updated Content](#)

Original Text: Original Activity provided students with the opportunity to:

1. Identify strengths in how they carried out their investigation
2. Agree on class norms for future investigation

Updated Text: Made the following revisions to this activity:

1. Adjusted the directions for students discussion on what things they did that made them good scientists during the investigation
2. Updated In-Person Lesson Plan to reflect changes in the student activity
3. Updated Teaching Tip for In Person Lessons to provide guidance for teachers on the updated student activity
4. Added opportunity to reflect on how this investigation was an improvement over prior investigations
5. Added opportunity for students to agree on additional class norms for future investigations.

Component: *Texas ADI Learning Hub for Science, 3rd Grade*

ISBN: 9798987754801

Link to Current Content:
[View Current Content](#)

Current Page Number(s): N/A

Location: Reflect, Activity 3Make sure to sign into ADI Review Site before clicking
URLs<https://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!>

Link to Updated Content:

[View Updated Content](#)

Original Text: Progress check

Updated Text: Updated the third activity of the reflect stage in the following ways:

1. Changed title to "Making Connections"
2. Provide opportunity for student to make connections to other topics they learned in science this year or in prior years.
3. Provide opportunity for students to make connections between science topics using the recurring themes in science

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 680 of 3538

TEKS.

4. Provide an opportunity for students to make connections between what they learned in this investigation and what they learned in other subjects, such as math.
5. Changed the text of the exit ticket to ask students how they used the practices, recurring themes, and ideas to answer the guiding question
6. Updated In-Person Lesson plan
7. Updated the Teaching Tip for In-Person Lessons

Component: *Texas ADI Learning Hub for Science, 3rd Grade*

ISBN: 9798987754801

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Location: Reflect, Activity 1, In-Person Lesson Plan Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/login> Password ADITEARev2024!

Link to Updated Content:

[View Updated Content](#)

Original Text: The Reflect stage includes three activities: (1) discussing some core ideas used during the investigation, (2) discussing how to plan and carry out investigations, and (3) a progress check. The intent of this stage is to allow students to discuss the core ideas they used during this investigation, how they used the practices of science to figure out a phenomenon, and how these ideas and practices might be useful in the future.

Updated Text: Updated the first paragraph of the In-Person Lesson Plan. This paragraph now reads:

The Reflect stage includes three activities: (1) discussing some core ideas used during the investigation, (2) discussing how to plan and carry out investigations, and (3) making connections to other topics in science and in other content areas as well as a progress check. The intent of this stage is to allow students to discuss the core ideas they used during this investigation, how they used the practices of science to figure out a phenomenon, and how these ideas and practices might be useful in the future.

Component: *Texas ADI Learning Hub for Science, 3rd Grade*

ISBN: 9798987754801

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Location: Reflect, Activity 2 Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/login> Password ADITEARev2024!

Link to Updated Content:

[View Updated Content](#)

Original Text: Original Activity provided students with the opportunity to:

1. Identify strengths in how they carried out their investigation
2. Agree on class norms for future investigation

Updated Text: Made the following revisions to this activity:

1. Adjusted the directions for students discussion on what things they did that made them good scientists during the investigation
2. Updated In-Person Lesson Plan to reflect changes in the student activity

Proclamation 2024: Report of Editorial Changes (11/08/2023)

3. Updated Teaching Tip for In Person Lessons to provide guidance for teachers on the updated student activity
4. Added opportunity to reflect on how this investigation was an improvement over prior investigations
5. Added opportunity for students to agree on additional class norms for future investigations.

Component: *Texas ADI Learning Hub for Science, 3rd Grade*

ISBN: 9798987754801

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Location: Reflect, Activity 3
Make sure to sign into ADI Review Site before clicking URL
<https://adilearninghub.com/advanced-search/v3/login>
Password ADITEARev2024!

Link to Updated Content:

[View Updated Content](#)

Original Text: Progress check

Updated Text: Updated the third activity of the reflect stage in the following ways:

1. Changed title to "Making Connections"
2. Provide opportunity for student to make connections to other topics they learned in science this year or in prior years.
3. Provide opportunity for students to make connections between science topics using the recurring themes in science TEKS.
4. Provide an opportunity for students to make connections between what they learned in this investigation and what they learned in other subjects, such as math.
5. Changed the text of the exit ticket to ask students how they used the practices, recurring themes, and ideas to answer the guiding question
6. Updated In-Person Lesson plan
7. Updated the Teaching Tip for In-Person Lessons

Component: *Texas ADI Learning Hub for Science, 3rd Grade*

ISBN: 9798987754801

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Location: Reflect, Activity 1, In-Person Lesson Plan
Make sure to sign into ADI Review Site before clicking URL
<https://adilearninghub.com/advanced-search/v3/login>
Password ADITEARev2024!

Link to Updated Content:

[View Updated Content](#)

Original Text: The Reflect stage includes three activities: (1) discussing some core ideas used during the investigation, (2) discussing how to plan and carry out investigations, and (3) a progress check. The intent of this stage is to allow students to discuss the core ideas they used during this investigation, how they used the practices of science to figure out a phenomenon, and how these ideas and practices might be useful in the future.

Updated Text: Updated the first paragraph of the In-Person Lesson Plan. This paragraph now reads:

The Reflect stage includes three activities: (1) discussing some core ideas used during the investigation, (2) discussing how to plan and carry out investigations, and (3) making connections to other topics in science and in other content areas as well as a progress check. The intent of this stage is to allow students to discuss the core ideas they used during this

investigation, how they used the practices of science to figure out a phenomenon, and how these ideas and practices might be useful in the future.

Component: *Texas ADI Learning Hub for Science, 3rd Grade*

ISBN: 9798987754801

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Location: Reflect, Activity 2 Make sure to sign into ADI Review Site before clicking
URLs <https://adilearninghub.com/advanced-search/v3/login> Password ADITEARev2024!

Link to Updated Content:

[View Updated Content](#)

Original Text: Original Activity provided students with the opportunity to:

1. Identify strengths in how they carried out their investigation
2. Agree on class norms for future investigation

Updated Text: Made the following revisions to this activity:

1. Adjusted the directions for students discussion on what things they did that made them good scientists during the investigation
2. Updated In-Person Lesson Plan to reflect changes in the student activity
3. Updated Teaching Tip for In Person Lessons to provide guidance for teachers on the updated student activity
4. Added opportunity to reflect on how this investigation was an improvement over prior investigations
5. Added opportunity for students to agree on additional class norms for future investigations.

Component: *Texas ADI Learning Hub for Science, 3rd Grade*

ISBN: 9798987754801

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Location: Reflect, Activity 3 Make sure to sign into ADI Review Site before clicking
URLs <https://adilearninghub.com/advanced-search/v3/login> Password ADITEARev2024!

Link to Updated Content:

[View Updated Content](#)

Original Text: Progress check

Updated Text: Updated the third activity of the reflect stage in the following ways:

1. Changed title to "Making Connections"
2. Provide opportunity for student to make connections to other topics they learned in science this year or in prior years.
3. Provide opportunity for students to make connections between science topics using the recurring themes in science TEKS.
4. Provide an opportunity for students to make connections between what they learned in this investigation and what they learned in other subjects, such as math.
5. Changed the text of the exit ticket to ask students how they used the practices, recurring themes, and ideas to answer the guiding question
6. Updated In-Person Lesson plan
7. Updated the Teaching Tip for In-Person Lessons

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Component: Texas ADI Learning Hub for Science, 3rd Grade

ISBN: 9798987754801

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Location: Reflect, Activity 1, In-Person Lesson Plan Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/login> Password ADITEARev2024!

Link to Updated Content:

[View Updated Content](#)

Original Text: The Reflect stage includes three activities: (1) discussing some core ideas used during the investigation, (2) discussing how to plan and carry out investigations, and (3) a progress check. The intent of this stage is to allow students to discuss the core ideas they used during this investigation, how they used the practices of science to figure out a phenomenon, and how these ideas and practices might be useful in the future.

Updated Text: Updated the first paragraph of the In-Person Lesson Plan. This paragraph now reads: The Reflect stage includes three activities: (1) discussing some core ideas used during the investigation, (2) discussing how to plan and carry out investigations, and (3) making connections to other topics in science and in other content areas as well as a progress check. The intent of this stage is to allow students to discuss the core ideas they used during this investigation, how they used the practices of science to figure out a phenomenon, and how these ideas and practices might be useful in the future.

Component: Texas ADI Learning Hub for Science, 3rd Grade

ISBN: 9798987754801

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Location: Reflect, Activity 2 Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/login> Password ADITEARev2024!

Link to Updated Content:

[View Updated Content](#)

Original Text: Original Activity provided students with the opportunity to:

1. Identify strengths in how they carried out their investigation
2. Agree on class norms for future investigation

Updated Text: Made the following revisions to this activity:

1. Adjusted the directions for students discussion on what things they did that made them good scientists during the investigation
2. Updated In-Person Lesson Plan to reflect changes in the student activity
3. Updated Teaching Tip for In Person Lessons to provide guidance for teachers on the updated student activity
4. Added opportunity to reflect on how this investigation was an improvement over prior investigations
5. Added opportunity for students to agree on additional class norms for future investigations.

Component: Texas ADI Learning Hub for Science, 3rd Grade

ISBN: 9798987754801

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Location: Reflect, Activity 3
Make sure to sign into ADI Review Site before clicking
URLs <https://adilearninghub.com/advanced-search/v3/login> Password ADITEARev2024!

Link to Updated Content:

[View Updated Content](#)

Original Text: Progress check

Updated Text: Updated the third activity of the reflect stage in the following ways:

1. Changed title to "Making Connections"
2. Provide opportunity for student to make connections to other topics they learned in science this year or in prior years.
3. Provide opportunity for students to make connections between science topics using the recurring themes in science TEKS.
4. Provide an opportunity for students to make connections between what they learned in this investigation and what they learned in other subjects, such as math.
5. Changed the text of the exit ticket to ask students how they used the practices, recurring themes, and ideas to answer the guiding question
6. Updated In-Person Lesson plan
7. Updated the Teaching Tip for In-Person Lessons

Component: *Texas ADI Learning Hub for Science, 3rd Grade*

ISBN: 9798987754801

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Location: Reflect, Activity 1, In-Person Lesson Plan
Make sure to sign into ADI Review Site before clicking
URLs <https://adilearninghub.com/advanced-search/v3/login> Password ADITEARev2024!

Link to Updated Content:

[View Updated Content](#)

Original Text: The Reflect stage includes three activities: (1) discussing some core ideas used during the investigation, (2) discussing how to plan and carry out investigations, and (3) a progress check. The intent of this stage is to allow students to discuss the core ideas they used during this investigation, how they used the practices of science to figure out a phenomenon, and how these ideas and practices might be useful in the future.

Updated Text: Updated the first paragraph of the In-Person Lesson Plan. This paragraph now reads:

The Reflect stage includes three activities: (1) discussing some core ideas used during the investigation, (2) discussing how to plan and carry out investigations, and (3) making connections to other topics in science and in other content areas as well as a progress check. The intent of this stage is to allow students to discuss the core ideas they used during this investigation, how they used the practices of science to figure out a phenomenon, and how these ideas and practices might be useful in the future.

Component: *Texas ADI Learning Hub for Science, 3rd Grade*

ISBN: 9798987754801

Link to Current Content:

[View Current Content](#)

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 685 of 3538

Current Page Number(s): N/A

Location: Reflect, Activity 2Make sure to sign into ADI Review Site before clicking
URLs<https://adilearninghub.com/advanced-search/v3/login>Password ADITEARev2024!

Link to Updated Content:

[View Updated Content](#)

Original Text: Original Activity provided students with the opportunity to:

1. Identify strengths in how they carried out their investigation
2. Agree on class norms for future investigation

Updated Text: Made the following revisions to this activity:

1. Adjusted the directions for students discussion on what things they did that made them good scientists during the investigation
2. Updated In-Person Lesson Plan to reflect changes in the student activity
3. Updated Teaching Tip for In Person Lessons to provide guidance for teachers on the updated student activity
4. Added opportunity to reflect on how this investigation was an improvement over prior investigations
5. Added opportunity for students to agree on additional class norms for future investigations.

Component: *Texas ADI Learning Hub for Science, 3rd Grade*

ISBN: 9798987754801

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Location: Reflect, Activity 3Make sure to sign into ADI Review Site before clicking
URLs<https://adilearninghub.com/advanced-search/v3/login>Password ADITEARev2024!

Link to Updated Content:

[View Updated Content](#)

Original Text: Progress check

Updated Text: Updated the third activity of the reflect stage in the following ways:

1. Changed title to "Making Connections"
2. Provide opportunity for student to make connections to other topics they learned in science this year or in prior years.
3. Provide opportunity for students to make connections between science topics using the recurring themes in science TEKS.
4. Provide an opportunityfor students to make connections between what they learned in this investigation and what they learned in other subjects, such as math.
5. Changed the text of the exit ticket to ask students how they used the practices, recurring themes, and ideas to answer the guiding question
6. Updated In-Person Lesson plan
7. Updated the Teaching Tip for In-Person Lessons

Component: *Texas ADI Learning Hub for Science, 3rd Grade*

ISBN: 9798987754801

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Location: Reflect, Activity 1, In-Person Lesson Plan Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/login> Password ADITEARev2024!

Link to Updated Content:

[View Updated Content](#)

Original Text: The Reflect stage includes three activities: (1) discussing some core ideas used during the investigation, (2) discussing how to plan and carry out investigations, and (3) a progress check. The intent of this stage is to allow students to discuss the core ideas they used during this investigation, how they used the practices of science to figure out a phenomenon, and how these ideas and practices might be useful in the future.

Updated Text: Updated the first paragraph of the In-Person Lesson Plan. This paragraph now reads:

The Reflect stage includes three activities: (1) discussing some core ideas used during the investigation, (2) discussing how to plan and carry out investigations, and (3) making connections to other topics in science and in other content areas as well as a progress check. The intent of this stage is to allow students to discuss the core ideas they used during this investigation, how they used the practices of science to figure out a phenomenon, and how these ideas and practices might be useful in the future.

Component: *Texas ADI Learning Hub for Science, 3rd Grade*

ISBN: 9798987754801

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Location: Reflect, Activity 2 Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/login> Password ADITEARev2024!

Link to Updated Content:

[View Updated Content](#)

Original Text: Original Activity provided students with the opportunity to:

1. Identify strengths in how they carried out their investigation
2. Agree on class norms for future investigation

Updated Text: Made the following revisions to this activity:

1. Adjusted the directions for students discussion on what things they did that made them good scientists during the investigation
2. Updated In-Person Lesson Plan to reflect changes in the student activity
3. Updated Teaching Tip for In Person Lessons to provide guidance for teachers on the updated student activity
4. Added opportunity to reflect on how this investigation was an improvement over prior investigations
5. Added opportunity for students to agree on additional class norms for future investigations.

Component: *Texas ADI Learning Hub for Science, 3rd Grade*

ISBN: 9798987754801

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Location: Reflect, Activity 3 Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/login> Password ADITEARev2024!

Link to Updated Content:

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 687 of 3538

[View Updated Content](#)

Original Text: Progress check

Updated Text: Updated the third activity of the reflect stage in the following ways:

1. Changed title to "Making Connections"
2. Provide opportunity for student to make connections to other topics they learned in science this year or in prior years.
3. Provide opportunity for students to make connections between science topics using the recurring themes in science TEKS.
4. Provide an opportunity for students to make connections between what they learned in this investigation and what they learned in other subjects, such as math.
5. Changed the text of the exit ticket to ask students how they used the practices, recurring themes, and ideas to answer the guiding question
6. Updated In-Person Lesson plan
7. Updated the Teaching Tip for In-Person Lessons

Component: *Texas ADI Learning Hub for Science, 3rd Grade*

ISBN: 9798987754801

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Location: Reflect, Activity 1, In-Person Lesson Plan Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/login> Password ADITEARev2024!

Link to Updated Content:

[View Updated Content](#)

Original Text: The Reflect stage includes three activities: (1) discussing some core ideas used during the investigation, (2) discussing how to plan and carry out investigations, and (3) a progress check. The intent of this stage is to allow students to discuss the core ideas they used during this investigation, how they used the practices of science to figure out a phenomenon, and how these ideas and practices might be useful in the future.

Updated Text: Updated the first paragraph of the In-Person Lesson Plan. This paragraph now reads:

The Reflect stage includes three activities: (1) discussing some core ideas used during the investigation, (2) discussing how to plan and carry out investigations, and (3) making connections to other topics in science and in other content areas as well as a progress check. The intent of this stage is to allow students to discuss the core ideas they used during this investigation, how they used the practices of science to figure out a phenomenon, and how these ideas and practices might be useful in the future.

Component: *Texas ADI Learning Hub for Science, 3rd Grade*

ISBN: 9798987754801

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Location: Reflect, Activity 2 Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/login> Password ADITEARev2024!

Link to Updated Content:

[View Updated Content](#)

Original Text: Original Activity provided students with the opportunity to:

1. Identify strengths in how they carried out their investigation
2. Agree on class norms for future investigation

Updated Text: Made the following revisions to this activity:

1. Adjusted the directions for students discussion on what things they did that made them good scientists during the investigation
2. Updated In-Person Lesson Plan to reflect changes in the student activity
3. Updated Teaching Tip for In Person Lessons to provide guidance for teachers on the updated student activity
4. Added opportunity to reflect on how this investigation was an improvement over prior investigations
5. Added opportunity for students to agree on additional class norms for future investigations.

Component: *Texas ADI Learning Hub for Science, 3rd Grade*

ISBN: 9798987754801

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Location: Reflect, Activity 3Make sure to sign into ADI Review Site before clicking
URLs<https://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!>

Link to Updated Content:

[View Updated Content](#)

Original Text: Progress check

Updated Text: Updated the third activity of the reflect stage in the following ways:

1. Changed title to "Making Connections"
2. Provide opportunity for student to make connections to other topics they learned in science this year or in prior years.
3. Provide opportunity for students to make connections between science topics using the recurring themes in science TEKS.
4. Provide an opportunityfor students to make connections between what they learned in this investigation and what they learned in other subjects, such as math.
5. Changed the text of the exit ticket to ask students how they used the practices, recurring themes, and ideas to answer the guiding question
6. Updated In-Person Lesson plan
7. Updated the Teaching Tip for In-Person Lessons

Component: *Texas ADI Learning Hub for Science, 3rd Grade*

ISBN: 9798987754801

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Location: Reflect, Activity 1, In-Person Lesson PlanMake sure to sign into ADI Review Site before clicking
URLs<https://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!>

Link to Updated Content:

[View Updated Content](#)

Original Text: The Reflect stage includes three activities: (1) discussing some core ideas used during the investigation, (2) discussing how to plan and carry out investigations, and (3) a progress check. The intent of this stage is to allow students

Proclamation 2024: Report of Editorial Changes (11/08/2023)

to discuss the core ideas they used during this investigation, how they used the practices of science to figure out a phenomenon, and how these ideas and practices might be useful in the future.

Updated Text: Updated the first paragraph of the In-Person Lesson Plan. This paragraph now reads:
The Reflect stage includes three activities: (1) discussing some core ideas used during the investigation, (2) discussing how to plan and carry out investigations, and (3) making connections to other topics in science and in other content areas as well as a progress check. The intent of this stage is to allow students to discuss the core ideas they used during this investigation, how they used the practices of science to figure out a phenomenon, and how these ideas and practices might be useful in the future.

Component: *Texas ADI Learning Hub for Science, 3rd Grade*

ISBN: 9798987754801

Link to Current Content:
[View Current Content](#)

Current Page Number(s): N/A

Location: Reflect, Activity 2Make sure to sign into ADI Review Site before clicking
URLs<https://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!>

Link to Updated Content:
[View Updated Content](#)

Original Text: Original Activity provided students with the opportunity to:

1. Identify strengths in how they carried out their investigation
2. Agree on class norms for future investigation

Updated Text: Made the following revisions to this activity:

1. Adjusted the directions for students discussion on what things they did that made them good scientists during the investigation
2. Updated In-Person Lesson Plan to reflect changes in the student activity
3. Updated Teaching Tip for In Person Lessons to provide guidance for teachers on the updated student activity
4. Added opportunity to reflect on how this investigation was an improvement over prior investigations
5. Added opportunity for students to agree on additional class norms for future investigations.

Component: *Texas ADI Learning Hub for Science, 3rd Grade*

ISBN: 9798987754801

Link to Current Content:
[View Current Content](#)

Current Page Number(s): N/A

Location: Reflect, Activity 3Make sure to sign into ADI Review Site before clicking
URLs<https://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!>

Link to Updated Content:
[View Updated Content](#)

Original Text: Progress check

Updated Text: Updated the third activity of the reflect stage in the following ways:

1. Changed title to "Making Connections"
2. Provide opportunity for student to make connections to other topics they learned in science this year or in prior years.
3. Provide opportunity for students to make connections between science topics using the recurring themes in science

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 690 of 3538

TEKS.

4. Provide an opportunity for students to make connections between what they learned in this investigation and what they learned in other subjects, such as math.
5. Changed the text of the exit ticket to ask students how they used the practices, recurring themes, and ideas to answer the guiding question
6. Updated In-Person Lesson plan
7. Updated the Teaching Tip for In-Person Lessons

Component: *Texas ADI Learning Hub for Science, 3rd Grade*

ISBN: 9798987754801

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Location: Reflect, Activity 1, In-Person Lesson Plan Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/login> Password ADITEARev2024!

Link to Updated Content:

[View Updated Content](#)

Original Text: The Reflect stage includes three activities: (1) discussing some core ideas used during the investigation, (2) discussing how to plan and carry out investigations, and (3) a progress check. The intent of this stage is to allow students to discuss the core ideas they used during this investigation, how they used the practices of science to figure out a phenomenon, and how these ideas and practices might be useful in the future.

Updated Text: Updated the first paragraph of the In-Person Lesson Plan. This paragraph now reads:

The Reflect stage includes three activities: (1) discussing some core ideas used during the investigation, (2) discussing how to plan and carry out investigations, and (3) making connections to other topics in science and in other content areas as well as a progress check. The intent of this stage is to allow students to discuss the core ideas they used during this investigation, how they used the practices of science to figure out a phenomenon, and how these ideas and practices might be useful in the future.

Component: *Texas ADI Learning Hub for Science, 3rd Grade*

ISBN: 9798987754801

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Location: Reflect, Activity 2 Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/login> Password ADITEARev2024!

Link to Updated Content:

[View Updated Content](#)

Original Text: Original Activity provided students with the opportunity to:

1. Identify strengths in how they carried out their investigation
2. Agree on class norms for future investigation

Updated Text: Made the following revisions to this activity:

1. Adjusted the directions for students discussion on what things they did that made them good scientists during the investigation
2. Updated In-Person Lesson Plan to reflect changes in the student activity

Proclamation 2024: Report of Editorial Changes (11/08/2023)

3. Updated Teaching Tip for In Person Lessons to provide guidance for teachers on the updated student activity
4. Added opportunity to reflect on how this investigation was an improvement over prior investigations
5. Added opportunity for students to agree on additional class norms for future investigations.

Component: *Texas ADI Learning Hub for Science, 3rd Grade*

ISBN: 9798987754801

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Location: Reflect, Activity 3 Make sure to sign into ADI Review Site before clicking
URLs <https://adilearninghub.com/advanced-search/v3/login> Password ADITEARev2024!

Link to Updated Content:

[View Updated Content](#)

Original Text: Progress check

Updated Text: Updated the third activity of the reflect stage in the following ways:

1. Changed title to "Making Connections"
2. Provide opportunity for student to make connections to other topics they learned in science this year or in prior years.
3. Provide opportunity for students to make connections between science topics using the recurring themes in science TEKS.
4. Provide an opportunity for students to make connections between what they learned in this investigation and what they learned in other subjects, such as math.
5. Changed the text of the exit ticket to ask students how they used the practices, recurring themes, and ideas to answer the guiding question
6. Updated In-Person Lesson plan
7. Updated the Teaching Tip for In-Person Lessons

Component: *Texas ADI Learning Hub for Science, 3rd Grade*

ISBN: 9798987754801

Link to Current Content:

[View Current Content](#)

Current Page Number(s): Make sure to sign into ADI Review Site before clicking
URLs <https://adilearninghub.com/advanced-search/v3/login> Password ADITEARev2024!

Location: Read the directions to students under the heading "Progress check- Page 1

Link to Updated Content:

[View Updated Content](#)

Original Text:

What are your biggest takeaways from this investigation? You may want to mention ideas related to different types of energy, making and using tree maps, and making and using concept maps.

Updated Text: What are your biggest takeaways from this stage of the investigation? You may want to mention ideas related to different types of energy such as sound energy or electrical energy, making and using tree maps, and making and using concept maps.

Component: Texas ADI Learning Hub for Science, 3rd Grade

ISBN: 9798987754801

Link to Current Content:

[View Current Content](#)

Current Page Number(s): Make sure to sign into ADI Review Site before clicking

URLs <https://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!>

Location: Read the directions to students under the heading "Create a draft report - Page 1"

Link to Updated Content:

[View Updated Content](#)

Original Text: You are now ready to write a report to share what you did and what you figured out during this investigation. Your report can be no longer than two pages in length. You need to divide your report into three sections:

Introduction—this is where you need to tell the reader what you were trying to figure out and why.

Method—this is where you need to describe what you did to answer the guiding question and why.

Argument—this is where you need to share what you figured out through an evidence-based argument.

You can write a draft of your investigation report on your handout or in a new Google Docs or Microsoft Word file.

In your report, you want to demonstrate your understanding of the types of energy and identify everyday examples of energy, including sound, mechanical, light, and thermal energy. You also want to describe the scientific practices, such as making and using tree maps and concept maps, that you used to plan and conduct this investigation. You can also describe the safety practices you used during the investigation if your group went outside.

You also want to make sure to use any of the unfamiliar words that you circled and defined from earlier in the investigation. You also may want to use any important vocabulary words from the readings earlier in this investigation. If your class has a word wall or you keep a list of new words in your notebook, check to see if you can use any of those words when you are writing your draft report.

When you are finished writing, let your teacher know that you are ready to move on to the next activity.

Updated Text: You are now ready to write a report to share what you did and what you figured out during this investigation. Your report can be no longer than two pages in length. You need to divide your report into three sections:

Introduction—this is where you need to tell the reader what you were trying to figure out and why.

Method—this is where you need to describe what you did to answer the guiding question and why.

Argument—this is where you need to share what you figured out through an evidence-based argument.

You can write a draft of your investigation report on your handout or in a new Google Docs or Microsoft Word file.

In your report, you want to demonstrate your understanding of the types of energy and identify everyday examples of energy, including sound energy, mechanical energy, light energy, and thermal energy. You also want to describe the scientific practices, such as making and using tree maps and concept maps, that you used to plan and conduct this investigation. You can also describe the safety practices you used during the investigation if your group went outside.

You also want to make sure to use any of the unfamiliar words that you circled and defined from earlier in the investigation. You also may want to use any important vocabulary words from the readings earlier in this investigation. If your class has a word wall or you keep a list of new words in your notebook, check to see if you can use any of those words when you are writing your draft report.

When you are finished writing, let your teacher know that you are ready to move on to the next activity.

Component: *Texas ADI Learning Hub for Science, 3rd Grade*

ISBN: 9798987754801

Link to Current Content:

[View Current Content](#)

Current Page Number(s): Pages 3-5 of the updated Teacher Implementation Guide

Location: Pages 3-5 of the Updated Teacher Implementation Guide

Link to Updated Content:

[View Updated Content](#)

Original Text: Original Tables of Contents

Updated Text: Updated Tables of Contents

Component: *Texas ADI Learning Hub for Science, 3rd Grade*

ISBN: 9798987754801

Link to Current Content:

[View Current Content](#)

Current Page Number(s): Pages 6-8 of the Updated Teacher Implementation Guide

Location: Pages 6-8 of the Updated Teacher Implementation Guide

Link to Updated Content:

[View Updated Content](#)

Original Text: Original section begins on page 4 of the initial Teacher Implementation Guide and continues through page 5.

Updated Text: Revised and included additional text in section titled "A Vision for Science Education in Texas." Revisions begin with the second paragraph on page 6. Revisions and additions to this section continue in each subsequent paragraph in the section.

Component: *Texas ADI Learning Hub for Science, 3rd Grade*

ISBN: 9798987754801

Link to Current Content:

[View Current Content](#)

Current Page Number(s): Pages 8 -10 of the Updated Teacher Implementation Guide

Location: Pages 8-10 of the updated Teacher Implementation Guide

Link to Updated Content:

[View Updated Content](#)

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 694 of 3538

Original Text: Original sections begins on page 6 of the initial Teacher Implementation Guide and continues through page 7.

Updated Text: Revised and included additional text in section titled "The Need for New Ways of Teaching Science in 3rd Grade)." The changes begin on page 9 and continue through the remainder of the section.

Component: *Texas ADI Learning Hub for Science, 3rd Grade*

ISBN: 9798987754801

Link to Current Content:

[View Current Content](#)

Current Page Number(s): Page 10 in the Updated Teacher Implementation Guide

Location: Last paragraph on page 10 in the Updated Teacher Implementation Guide

Link to Updated Content:

[View Updated Content](#)

Original Text: The ADI instructional model (Sampson et al., 2009, 2011, 2014, 2015; Sampson & Gleim, 2009; Sampson & Walker, 2012; Walker et al., 2011) was created using the most up-to-date findings on learning and then tested and refined through university-based research in partnership with school districts throughout Texas. As part of this development process, the instructional model was the focus of numerous studies (see Research on ADI) that took place in actual classrooms over a period of ten years. This instructional model is intended to serve as a guide or a template for creating meaningful, rigorous, and equitable 3D science investigations (such as the ones included in these instructional materials). When teachers use these investigations inside their classrooms, their students not only have an opportunity to learn new SCIs, RTCs, and SEPs that are found in the revised TEKS as they figure out how or why something happens, but they are also encouraged to use SCIs, RTCs, and SEPs that they learned during prior investigations (or grades) as part of the process. Each investigation also has the following features:

Updated Text: The ADI instructional model (Sampson et al., 2009, 2011, 2014, 2015; Sampson & Gleim, 2009; Sampson & Walker, 2012; Walker et al., 2011) was first created using the most up-to-date findings about how people learn and then tested and refined over time through university-based research in partnership with school districts throughout Texas. As part of this development process, the instructional model was the focus of numerous studies (see Research on ADI) that took place in actual classrooms over a period of ten years. This instructional model is intended to serve as a guide or a template for creating meaningful, rigorous, and equitable 3D science investigations or design challenges. When teachers use these investigations inside their classrooms, their students not only have an opportunity to learn new DC, RTCs, and SEPs that are found in the revised TEKS as they figure out how or why something happens, but they are also encouraged to use DC, RTCs, and SEPs that they learned during prior investigations (or grades) as part of the process. Each investigation also has the following features:

Component: *Texas ADI Learning Hub for Science, 3rd Grade*

ISBN: 9798987754801

Link to Current Content:

[View Current Content](#)

Current Page Number(s): Page 12 of the updated Teacher Implementation Guide

Location: First paragraph

Link to Updated Content:

[View Updated Content](#)

Original Text: This instructional model includes seven stages of classroom activity (see image below). These seven stages of the instructional model provide a structure that supports students as they investigate a phenomenon, make sense of

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 695 of 3538

that phenomenon, and evaluate and refine ideas, explanations, or arguments (NRC, 2012). ADI also provides an authentic context for students to develop fundamental literacy skills and to learn or apply mathematical concepts and practices. Finally, and perhaps most importantly, these investigations create a language rich learning environment that enables emerging multilingual students to acquire a new language as they learn science.

Updated Text: This instructional model includes seven stages of classroom activity (see image below). These seven stages of the instructional model provide a structure that supports students as they make sense of a phenomenon or problem, create an explanation or solution, share arguments to support the validity or acceptability of these explanations or solutions, and then refine these explanations, solutions, and arguments based on feedback (NRC, 2012). ADI also provides an authentic context for students to develop fundamental literacy skills and to learn or apply mathematical concepts and practices. Finally, and perhaps most importantly, these investigations and design challenges create a language rich learning environment that enables emerging multilingual students to acquire a new language as they learn science.

Component: *Texas ADI Learning Hub for Science, 3rd Grade*

ISBN: 9798987754801

Link to Current Content:

[View Current Content](#)

Current Page Number(s): Page 13 of updated Teacher Implementation Guide

Location: First 2 paragraph

Link to Updated Content:

[View Updated Content](#)

Original Text: The first activity of this stage of an investigation begins with the introduction of a phenomenon to create a need for students to figure something out. A phenomenon is simply an observable event. The phenomenon will usually be in video format. Students should be encouraged to record what they noticed and wonder about the phenomenon as they watch the video introduction in the task stage handout (see image at right). The students should then be given an opportunity to share their observations and questions with the rest of the class. At this point, students are interested and want to know more about the phenomenon.

Updated Text: The first activity of this stage of an investigation begins with the introduction of a phenomenon or a problem to solve. This introduction of a phenomenon or problem at the beginning of the investigation or design challenge creates a need for students to figure something out. The phenomenon or problem to solve will usually be presented to student in video format. Students should be encouraged to record what they noticed and wonder about the phenomenon or problem as they watch the video introduction in the task stage handout (see image at right). The students should then be given an opportunity to share their observations and questions with the rest of the class. At this point, students are interested and want to know more about the phenomenon or problem.

We recommend students be given opportunities to share with the full class the things they wonder about in response to the phenomenon. These wonderings can be written on a sheet of chart paper or on the whiteboard and displayed as a Wonder Wall—a specific place to document the scientifically oriented questions students pose in response to the phenomenon. A Wonder Wall ensures that all students questions about the phenomenon are acknowledged as valid and their contributions to class discourse are valued. The Wonder Wall also provides resources for extension activities for students in the Do and Share stage.

Component: *Texas ADI Learning Hub for Science, 3rd Grade*

ISBN: 9798987754801

Link to Current Content:

[View Current Content](#)

Current Page Number(s): Page 13 of updated Teacher Implementation Guide

Location: Last 2 full paragraphs on page 13

Link to Updated Content:

[View Updated Content](#)

Original Text: The students are given an opportunity to share what they already know about the phenomenon during the third activity of this stage. Students begin by drawing a picture that shows what they know about the phenomenon (or in some cases a related phenomenon that is more familiar to them). They should also be encouraged to use words to help explain their ideas or thinking as part of the picture. This activity is important because students' prior knowledge and experiences related to the phenomenon can be used as a starting point for student sense-making. Teachers can then leverage the prior knowledge and experiences of the students in their classes as a tool to help students figure out how or why something happens in the world around them. This stage also provides multiple opportunities to practice, develop, and demonstrate mastery of the following grade-level SEPs as outlined in the TEKS:

Updated Text: The students are then given an opportunity to share what they already know about the phenomenon or the problem during the third activity of this stage. Students begin by drawing a picture to illustrate what they know about the phenomenon or the problem on the task stage handout (see image at right). They should also be encouraged to use words to help explain their ideas or thinking as part of the picture.

Once all the students have drawn and labeled a picture (which is a basic conceptual model of their thinking), they should be given time to share their ideas with the other students in their group. As they share their ideas, they will start asking more questions about the phenomenon and begin to think about what else they will need to know before they will be able to answer the guiding question. Finally, each group of students should be encouraged to generate a list of at least three things that they will need to learn more about during the investigation.

Component: *Texas ADI Learning Hub for Science, 3rd Grade*

ISBN: 9798987754801

Current Page Number(s): Page 18 of the updated Teacher Implementation Guide

Location: Hints for the Plan Stage box. Hint 6

Link to Updated Content:

[View Updated Content](#)

Original Text: N/A

Updated Text: 6. For those groups who may need a more challenging learning experience, you can use a different graphic organizer that requires students to provide more details about their plan (see appendix) or do not give them any graphic organizer.

Component: *Texas ADI Learning Hub for Science, 3rd Grade*

ISBN: 9798987754801

Link to Current Content:

[View Current Content](#)

Current Page Number(s): Page 30-33 of the updated Teacher Implementation Guide

Location: Section titled "Stage 6 Reflect"

Link to Updated Content:

[View Updated Content](#)

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 697 of 3538

Original Text: Original Text begins on page 25 of the original Teacher Implementation Guide. The section begins with the header "Stage 6: Reflect."

Updated Text: Revised content begins on page 30 under the header "Stage 6: Reflect." Changes include:

1. More indepth description of the first activity of the Reflect stage
2. Updated description of the second activity of the Reflect stage in light of changes made to each investigation in response to feedback from the Texas Resource Review
3. Updated description of the third activity of the Reflect stage in light of changes made made to each investigation in response to feedback from the Texas Resources Review.

Component: *Texas ADI Learning Hub for Science, 3rd Grade*

ISBN: 9798987754801

Link to Current Content:

[View Current Content](#)

Current Page Number(s): Page 35-36 of the updated Teacher Implementation Guide.

Location: Bottom 3 paragraphs on page 35 and first paragraph of page 36 of the updated Teacher Implementation Guide

Link to Updated Content:

[View Updated Content](#)

Original Text: The second activity of the report stage gives students an opportunity to review the reports in pairs using the peer-review guide and teacher scoring rubric (PRG/TSR; see images below). The PRG/TSR contains specific criteria that are to be used by a pair of students as they evaluate the quality of each section of the investigation report as well as the quality of the writing. There is also space for the reviewers to provide the author with feedback about how to improve the report. Once a pair of students finishes reviewing a report as a team, they are given another report to review. When students are grouped together in pairs, they only need to review two different reports. Be sure to give students only 15 minutes to review each report (we recommend setting a timer to help manage time). When students are grouped into pairs and given 15 minutes to complete each review, the entire peer-review process can be completed in 30 minutes (2 different reports × 15 minutes = 30 minutes).

Updated Text: The second activity of the report stage gives students an opportunity to review the reports in pairs using the peer-review guide and teacher scoring rubric (PRG/TSR; see images below). The PRG/TSR is designed as an analytical rubric that makes the criteria for mastery of the task explicit. It contains four sections. One section focuses on the introduction of the report, one section focuses on the method, one on the argument, and one on the overall writing mechanics. Each section contains specific criteria that are unique to each section of the report. These criteria are framed as questions that can be answer with an answer of "yes" (meets expectations for that criterion), "somewhat" (approaches expectations for the criterion), or "no" (does not meet expectations for that criterion). The pair of students can simply answer each question as they evaluate the quality of each section of the report as well as the quality of the writing. There is also space for the reviewers to provide the author with feedback about how to improve the report. Educational research suggests analytical rubrics are particularly effective for promoting growth throughout the year, as the norms for what counts as quality consistently evolve with students increased knowledge and skill. This type of rubric stands in contrast to a rubric normed against a static standard of performance. A rubric with a specific standard as the end goal cannot provide continued opportunities for growth once students meet the standard used to develop the rubric. Research also shows that analytic rubrics are effective for focusing students attention on important questions, such as the quality of evidence, along side details such as font size, neatness, or word count. While these details are important, they tend to be the sole focus of rubrics normed against a static standard of performance.

Once a pair of students finishes reviewing a report as a team, they are given another report to review. When students are grouped together in pairs, they only need to review two different reports. Be sure to give students only 15 minutes to review each report (we recommend setting a timer to help manage time). When students are grouped into pairs and given 15 minutes to complete each review, the entire peer-review process can be completed in 30 minutes (2 different

reports × 15 minutes = 30 minutes).

Component: *Texas ADI Learning Hub for Science, 3rd Grade*

ISBN: 9798987754801

Link to Current Content:

[View Current Content](#)

Current Page Number(s): Page 36-37 of the updated Teacher Implementation Guide

Location: Updated text begins on the bottom of page 36 of the updated Teacher Implementation Guide (paragraph begins with "The final activity of the report stage...").

Link to Updated Content:

[View Updated Content](#)

Original Text: The final activity of the report stage is to revise the report. Each student is required to rewrite their report using the reviewers' comments and suggestions as a guideline. The author is also required to explain what they did to improve each section of the report in response to the reviewers' suggestions in the author response section of the PRG/TSR. Once the report is revised, it is turned in to the teacher for evaluation. The teacher can then provide a score on the PRG/TSR in the column labeled "Teacher Score" and use these ratings to assign an overall grade for the report. This approach provides all students with a chance to improve their writing mechanics and develop their reasoning and understanding of the content. This process also offers students the added benefit of reducing academic pressure by providing support in obtaining the highest possible grade for their final product.

Updated Text: The final activity of the report stage is to revise the report. Each student is required to rewrite their report using the reviewers' comments and suggestions as a guideline. The author is also required to explain what they did to improve each section of the report in response to the reviewers' suggestions in the author response section of the PRG/TSR. This approach provides all students with a chance to improve their writing mechanics and develop their reasoning and understanding of the content. This process also offers students the added benefit of reducing academic pressure by providing support in obtaining the highest possible grade for their final product. Once the report is revised, it is turned in to the teacher for evaluation. The teacher can then provide a score on the PRG/TSR in the column labeled "Teacher Score" and use these ratings to assign an overall grade for the report.

The PRG/TSR, as noted earlier, is designed to be an analytical rubric rather than a holistic one. Analytical rubrics break down the characteristics of an assignment or products into parts, allowing the scorer to itemize and define exactly what aspects are strong, and which ones need improvement (Dlugokienski & Sampson, 2008). Holistic rubrics, in contrast, often list three to five levels of performance, along with a broad description of the characteristics that define each level. The main advantage of an analytical rubric is that it provides targeted feedback to students. We take this one step further and identify the criteria that, when used together, indicates that a student can write a report to share what was figured out during an investigation using DC, RTCs, and SEPs. Thus, a score of two on each criterion (meets expectations) indicates that a student has reached a level of mastery. Each criterion is also phrased as question, rather than a description, to help facilitate scoring and reduce bias. For example, two questions that included in the PRG/TSR are, "do you think the task and the guiding question or clear?" and "Do you think the analysis of the data is correct?" Answering "yes" to one of the these questions indicates that the student meets expectations for that criterion and should be awarded a score of two. Answering "somewhat" or "partially" indicates that a student is approaching expectations for that criterion and should be awarded a score of one. Finally, answering "no" indicates that the student needs improvement or did not include that aspect of the report and should earn a score of zero. Research on this approach not only shows that both students and teachers can review/score a report accurately using the PRG/TSR, but also student's writing improves substantially over time because of what they learn from reviewing other reports and from the targeted feedback they receive on their own report from their peers and their teacher (Sampson et al., 2013; Sampson & Walker, 2012).

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Component: Texas ADI Learning Hub for Science, 3rd Grade

ISBN: 9798987754801

Link to Current Content:

[View Current Content](#)

Current Page Number(s): Page 39 of the updated Teacher Implementation Guide

Location: Table. Section on "Reflect"

Link to Updated Content:

[View Updated Content](#)

Original Text: Original table is on page 32 of the original Implementation Guide.

Updated Text: Updated Table

Component: Texas ADI Learning Hub for Science, 3rd Grade

ISBN: 9798987754801

Link to Current Content:

[View Current Content](#)

Current Page Number(s): Pages 51-52 of the updated Teacher Implementation Guide

Location: Text under the heading "Assessment." Corresponding text in original teacher implementation guide is on page 33 under the same heading.

Link to Updated Content:

[View Updated Content](#)

Original Text: Original text provides a brief introduction to the different types of assessments contained in the program.

Updated Text: Updated to this section include:

1. The relationship between educative and diagnostic assessments (p. 51).
2. A definition of conceptual understanding (p. 51). and how our assessments measure student conceptual understanding
3. A definition of mastery performance and what counts as mastery on an assessment
4. How we define mastery and measure conceptual understanding in the context of students learning the TEKS.

Component: Texas ADI Learning Hub for Science, 3rd Grade

ISBN: 9798987754801

Link to Current Content:

[View Current Content](#)

Current Page Number(s): Page 58 of the updated Teacher Implementation Guide

Location: First full paragraph on page 58 of the updated Teacher Implementation Guide.

Link to Updated Content:

[View Updated Content](#)

Original Text: The image below shows the report grading tool that is embedded into the ADI Learning Hub. To use this tool, teachers can require students to submit the final draft of their investigation report through the ADI Learning Hub. The teacher can read the reports and evaluate each section using the rubric. The teacher can also provide additional feedback to a student if needed. Once the report is graded, students can see their score and any feedback in the investigation dashboard of the ADI Learning Hub.

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 700 of 3538

Updated Text: The image below shows the report grading tool that is embedded into the ADI Learning Hub. The report grading tool is the same analytical rubric that is included in the PRQ/TSR described earlier in the implementation guide. Analytical rubrics break down the characteristics of an assignment or products into parts, allowing the scorer to itemize and define exactly what aspects are strong, and which ones need improvement (Dlugokienski & Sampson, 2008). The report grading tool included specific criteria that, when used together, indicates that a student can write a report to share what was figured out during an investigation. Thus, a score of two on each criterion (meets expectations) indicates that a student has reached a level of mastery. Each criterion is also phrased as question, rather than a description, to help facilitate scoring and to reduce bias. For example, two of the questions found in the report grading tool include “do you think the task and the guiding question or clear?” or “Do you think the analysis of the data is correct?” Answering “yes” indicates that the student meets expectations for that criterion and should be given a score of 2, answering “somewhat” or “partially” indicates that a student is approaching expectations and should be given a score of 1 for that criterion. Answering “no” indicates that the student needs improvement or the student did not complete that aspect of the report and should be given a score of 0. Teachers can also recognize students who exceeded grade level expectations and award a score of 3 on a specific criterion. To use this tool, teachers can require students to submit the final draft of their investigation report through the ADI Learning Hub. The teacher can read the reports and evaluate each section using the analytical rubric. The teacher can also provide additional feedback to a student if needed. Once the report is graded, students can see their score and any feedback in the investigation dashboard of the ADI Learning Hub.

Component: *Texas ADI Learning Hub for Science, 3rd Grade*

ISBN: 9798987754801

Link to Current Content:

[View Current Content](#)

Current Page Number(s): Pages 76-78 of the updated Teacher Implementation Guide

Location: Text and Table under the heading "Year at a Glance."

Link to Updated Content:

[View Updated Content](#)

Original Text: Original text and table are on page 52 of the original teacher implementation guide.

Updated Text: Updated the text and table in the Year at a Glance section. Changes include:

1. Inclusion of educative and summative assessments in the list of activities
2. Inclusion of 3 columns corresponding to the three categories of TEKS: Content TEKS, Recurring Themes and Concepts TEKS, and Science and Engineering Practices TEKS
3. Color Coding of the TEKS to indicate if the TEKS are being introduced for the first time, reviewed and reinforced, the focus of an educative assessment, or the focus of a summative assessment.
4. Updated text describing the Year at a Glance table

Component: *Texas ADI Learning Hub for Science, 3rd Grade*

ISBN: 9798987754801

Link to Current Content:

[View Current Content](#)

Current Page Number(s): Pages 78-96 of the updated Teacher Implementation Guide.

Location: Text and tables under the heading "Detailed Overview"

Link to Updated Content:

[View Updated Content](#)

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 701 of 3538

Original Text: Original text and table began on page 53 of the original implementation guide. The section begins with the heading "Detailed Investigation Overview."

Updated Text: Changes to the Detailed Overview include:

1. Updated tables for each investigation to include: (a) goal of investigation; (b) core ideas students use during the investigation; (c) Science TEKS introduced during the investigation; (d) science TEKS reviewed and reinforced from earlier in the course; (e) ELPS alignment; and (f) cross-curricular connections with math and ELAR TEKS
2. Added tables for each educative and summative assessment
3. Updated introductory text to section explaining what is shown in each table

Component: *Texas ADI Learning Hub for Science, 3rd Grade*

ISBN: 9798987754801

Link to Current Content:

[View Current Content](#)

Location: Do Other Planets Have Eclipses? Ideas Stage, Activity 4

Link to Updated Content:

[View Updated Content](#)

Original Text: What is your biggest takeaway from this stage of the investigation?

Updated Text: What is your biggest takeaway from this stage of the investigation? You may want to mention ideas related to (a) the solar system; (b) the Earth-Moon-Sun system; (c) using models to study systems, including the solar system and the Earth-Moon-Sun system; and, (d) the advantages and limitations of models.

Component: *Texas ADI Learning Hub for Science, 3rd Grade*

ISBN: 9798987754801

Link to Current Content:

[View Current Content](#)

Location: Rabbits on Whidbey Island

Link to Updated Content:

[View Updated Content](#)

Original Text: Heading: Read about some core ideas you can use

Updated Text: Heading: Read about a core idea you can use

Component: *Texas ADI Learning Hub for Science, 3rd Grade*

ISBN: 9798987754801

Location: Which Way is Down? Ideas Stage, Activity 2

Link to Updated Content:

[View Updated Content](#)

Original Text: N/A

Updated Text: Added the following Text to the Tip for In Person Lesson:

Students do not need to do a "close read" of this text or completely understand all the ideas in it before moving on to the next activity. They will be encouraged to revisit this text later in the investigation when creating their arguments and writing their reports. All students need to be able to do during this activity is to work with the other members of their

group to identify one or two ideas that they think are important to keep in mind or are potentially helpful.

Within the Ideas passages, important words are bolded and defined in text. Often, the definition will be supported by images and an example. These words are good words to include on a word wall or in student vocabulary notebooks. These words are also ones you can suggest students include in their plan, argument, and report where appropriate.

There are many supports for helping students comprehend what they read already embedded into this activity (i.e., activating prior knowledge, providing a shared experience, making connections, synthesizing, and talking with peers). You might not need to provide much extra support. If you are concerned about students understanding this text because of their scores on past reading comprehension tests, you can read it out loud as they follow along. As you read the text out loud, be sure to stop at each important idea and ask the students to put a star (or other annotation) next to it in the margin of their handout. They can then discuss these ideas in their small groups.

This activity provides an opportunity for emerging multilingual students to speak using scientific vocabulary, to internalize new English words, and to build academic vocabulary. We suggest visiting with individual groups and asking students to point out important words in what they read and to define what those words mean during this stage of the investigation.

The end of this activity provides an opportunity to support emerging multilingual students learning and use of (a) basic and academic vocabulary, (b) essential language, (c) basic and scientific language structures, and (d) basic and scientific expressions. While students are talking in their small groups about what they read, you can ask emerging multilingual students to use language they heard other students use. You can also support their learning by making sure to use targeted vocabulary and language structures while speaking to individual groups and the whole class.

Component: *Texas ADI Learning Hub for Science, 3rd Grade*

ISBN: 9798987754801

Location: Bowling Ball Energy, Ideas Stage, Activity 2

Link to Updated Content:

[View Updated Content](#)

Original Text: N/A

Updated Text: Added the following text to the Lesson Plan:

It is important to listen to the conversations of several groups when they are talking over what they read at the end of this activity. Listening to the conversations is an opportunity for formative assessment as students are processing the readings. You should take notes on what students understand and what they remain unclear on. The final activity of this stage provides an opportunity to reteach those concepts students remain unclear about. Taking notes on student conversations will provide information on planning any reteaching that students require.

Component: *Texas ADI Learning Hub for Science, 3rd Grade*

ISBN: 9798987754801

Link to Current Content:

[View Current Content](#)

Location: Do Other Planets Have Eclipses, Reflect Stage, Activity 1

Link to Updated Content:

[View Updated Content](#)

Original Text: The Reflect stage includes three activities: (1) discussing some core ideas used during the investigation, (2) discussing how to plan and carry out investigations, and (3) a progress check. The intent of this stage is to allow students

to discuss the core ideas they used during this investigation, how they used the practices of science to figure out a phenomenon, and how these ideas and practices might be useful in the future.

Updated Text: Updated the first paragraph of the In-Person Lesson Plan. This paragraph now reads:

The Reflect stage includes three activities: (1) discussing some core ideas used during the investigation, (2) discussing how to plan and carry out investigations, and (3) making connections to other topics in science and in other content areas as well as a progress check. The intent of this stage is to allow students to discuss the core ideas they used during this investigation, how they used the practices of science to figure out a phenomenon, and how these ideas and practices might be useful in the future.

Component: *Texas ADI Learning Hub for Science, 3rd Grade*

ISBN: 9798987754801

Link to Current Content:

[View Current Content](#)

Location: Do Other Planets Have Eclipses, Reflect Stage, Activity 1

Link to Updated Content:

[View Updated Content](#)

Original Text: N/A

Updated Text: Added the following paragraph to the end of the Teaching Tip for In-Person Lessons:

For more specific guidance on how to work with students at different levels of English language proficiency, as defined by the ELPS, we suggest consulting the section on supporting emerging multilingual students in the Teacher Implementation Guide.

Component: *Texas ADI Learning Hub for Science, 3rd Grade*

ISBN: 9798987754801

Link to Current Content:

[View Current Content](#)

Location: Do Other Planets Have Eclipses, Reflect Stage, Activity 2

Link to Updated Content:

[View Updated Content](#)

Original Text: Original Activity provided students with the opportunity to:

1. Identify strengths in how they carried out their investigation
2. Agree on class norms for future investigation

Updated Text: Made the following revisions to this activity:

1. Adjusted the directions for students discussion on what things they did that made them good scientists during the investigation
2. Updated In-Person Lesson Plan to reflect changes in the student activity
3. Updated Teaching Tip for In Person Lessons to provide guidance for teachers on the updated student activity
4. Added opportunity to reflect on how this investigation was an improvement over prior investigations
5. Added opportunity for students to agree on additional class norms for future investigations.

Component: *Texas ADI Learning Hub for Science, 3rd Grade*

ISBN: 9798987754801

Link to Current Content:

[View Current Content](#)

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 704 of 3538

Location: Do Other Planets Have Eclipses, Reflect Stage, Activity 3

Link to Updated Content:

[View Updated Content](#)

Original Text: Progress check

Updated Text: Updated the third activity of the reflect stage in the following ways:

1. Changed title to "Making Connections"
2. Provide opportunity for student to make connections to other topics they learned in science this year or in prior years.
3. Provide opportunity for students to make connections between science topics using the recurring themes in science TEKS.
4. Provide an opportunity for students to make connections between what they learned in this investigation and what they learned in other subjects, such as math.
5. Changed the text of the exit ticket to ask students how they used the practices, recurring themes, and ideas to answer the guiding question
6. Updated In-Person Lesson plan
7. Updated the Teaching Tip for In-Person Lessons

Publisher: Discovery Education Inc

Science, Grade 3

Program: *Science Techbook for Texas by Discovery Education - Grade 3: TEKS*

Component: *Science Techbook for Texas by Discovery Education: Grade 3*

ISBN: 9781616291457

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/3dce6d9c-00b9-4c68-b7e6-7e80ad77c926>

Location: Unit 3 > Concept 2 > Lesson 3 > Educator Notes > Slide 7, What Will You Do

Original Text: Have the students select Gifts from Nature. This section has two parts. Tell students to read the text and tap on next until they reach the first interactive part. Students sort resources and products by dragging and dropping to the appropriate fields. When students are done, they are given a second set. Have the students complete this set as well. As they work on this part, ask the following question.

ASK

What are things made from natural resources called? Sample response: Things made from natural resources are called products.

Updated Text: ASK

What are things made from natural resources called? Sample response: Things made from natural resources are called products.

Component: *Science Techbook for Texas by Discovery Education: Grade 3*

ISBN: 9781616291457

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/3dce6d9c-00b9-4c68-b7e6-7e80ad77c926>

Location: Unit 3 > Concept 2 > Lesson 3 > Educator Notes > Slide 8

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 705 of 3538

Original Text: Tell students to read the text and tap on next until they reach the second interactive part of Gifts from Nature. In this part, students tap on the parts of the burger and on a music player to find out what resources are used to make each product. Give students enough time to complete the graphic organizer.

Updated Text: Tell students to explore the interactive in both parts. In Activity 1, students will learn about the resources used to make different products. They will look for the natural resources that are used to make parts of a hamburger and a music player. Give students enough time to complete the graphic organizer.

Component: *Science Techbook for Texas by Discovery Education: Grade 3*

ISBN: 9781616291457

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/3dce6d9c-00b9-4c68-b7e6-7e80ad77c926>

Location: Unit 3 > Concept 2 > Lesson 3 > Educator Notes > Slide 8

Original Text: Write the natural resources used to make a hamburger and a music player in the graphic organizer.

Hamburger: Plants, air, water, fossil fuel, sunlight, soil, animals

Music player: Fossil fuels, minerals

Have students read the text and tap on next until they reach the main screen. Then, have the students select Saving Resources. Tell students to read the text and tap on next until they reach the interactive part. Students will classify natural resources as either renewable or nonrenewable. Tell students very briefly about what renewable and nonrenewable resources are. If students have any problems, give them the answers. When the set is complete, students read the text and tap on next until they reach the main screen.

Updated Text: Write the natural resources used to make a hamburger and a music player in the graphic organizer.

Hamburger: Plants, air, water, fossil fuel, sunlight, soil, animals

Music player: Fossil fuels, minerals

Component: *Science Techbook for Texas by Discovery Education: Grade 3 Unit 3 Student Edition*

ISBN: 9781616292058

Current Page Number(s): 49

Location: What You Will Do

Original Text: • Go online to complete the interactive.

- In Gifts from Nature, sort natural resources and things made from natural resources. Then, click on the hamburger and the music player to see what natural resources are used to make them.
- In Saving Resources, sort renewable and nonrenewable natural resources.

Updated Text: • Go online to complete the interactive.

- Explore natural resources and how we use them. Discover the natural resources used in a hamburger and a music player.
- Sort renewable and nonrenewable natural resources and learn how we can reduce, reuse, and recycle to save them.

Component: *Science Techbook for Texas by Discovery Education: Grade 3 Unit 3 Teacher Edition*

ISBN: 9781616292041

Current Page Number(s): 53

Location: What You Will Do

Original Text: Direct students to the interactive. Explain that the interactive has two sections, Gifts from Nature and Saving Resources.

Have the students select Gifts from Nature. This section has two parts. Tell students to read the text and tap on next until they reach the first interactive part. Students sort resources and products by dragging and dropping to the appropriate fields. When students are done, they are given a second set. Have the students complete this set as well. As they work on this part, ask the following question.

Updated Text: Direct students to the interactive. Explain that the interactive has two sections. One section is focused on exploring natural resources and how we use them and the other is focused on how to save natural resources. In the first activity, students will match the items to the correct category and read the text about each item. Next, they will learn about natural resources used to make hamburgers and music players. When students are done, they can move to the second activity to learn how to save natural resources. Students will sort resources into the correct categories, read to learn about conservation, and discover how to reduce, reuse, and recycle oil and plastic bottles. As they work on this part, ask the following question.

Component: *Science Techbook for Texas by Discovery Education: Grade 3 Unit 3 Teacher Edition*

ISBN: 9781616292041

Current Page Number(s): 54

Location: Paragraph below ELPS chart

Original Text: Tell students to read the text and tap on next until they reach the second interactive part of Gifts from Nature. In this part, students tap on the parts of the burger and on a music player to find out what resources are used to make each product. Give students enough time to complete the graphic organizer.

Updated Text: Tell students to explore the interactive in both parts. In Activity 1, students will learn about the resources used to make different products. They will look for the natural resources that are used to make parts of a hamburger and a music player. Give students enough time to complete the graphic organizer.

Component: *Science Techbook for Texas by Discovery Education: Grade 3 Unit 3 Teacher Edition*

ISBN: 9781616292041

Current Page Number(s): 54

Location: Last paragraph below pencil box

Original Text: Write the natural resources used to make a hamburger and a music player in the graphic organizer.

Hamburger: Plants, air, water, fossil fuel, sunlight, soil, animals

Music player: Fossil fuels, minerals

Have students read the text and tap on next until they reach the main screen. Then, have the students select Saving Resources. Tell students to read the text and tap on next until they reach the interactive part. Students will classify natural resources as either renewable or nonrenewable. Tell students very briefly about what renewable and nonrenewable resources are. If students have any problems, give them the answers. When the set is complete, students read the text and tap on next until they reach the main screen.

Updated Text: Write the natural resources used to make a hamburger and a music player in the graphic organizer.

Hamburger: Plants, air, water, fossil fuel, sunlight, soil, animals

Music player: Fossil fuels, minerals

Component: *Science Techbook for Texas by Discovery Education: Grade 3*

ISBN: 9781616291457

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/7d20f6ec-72a3-4bfc-a8a5-33f891ef5703>

Location: Unit 2 > Concept 1 > Lesson 6 > Educator Notes > Slide 7

Original Text: To guide their thinking as they explore, have students think about the following question before the interactive:

ASK

Why does the ball change motion as it hits the wall? Sample response: The ball stops moving as it hits the wall and is pushed in the opposite direction.

Updated Text: To guide their thinking as they explore, have students think about the following question before the interactive:

ASK

Why does the ball change motion? Sample response: The ball changes motion because it stops moving, or when it is pushed in the opposite direction.

Component: *Science Techbook for Texas by Discovery Education: Grade 3*

ISBN: 9781616291457

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/7d20f6ec-72a3-4bfc-a8a5-33f891ef5703>

Location: Unit 2 > Concept 1 > Lesson 6 > Slide 7

Original Text:

As you explore, think about...

- Why does the ball change motion as it hits the wall?

Updated Text:

As you explore, think about...

- Why does the ball change motion?

Component: *Science Techbook for Texas by Discovery Education: Grade 3*

ISBN: 9781616291457

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/7d20f6ec-72a3-4bfc-a8a5-33f891ef5703>

Location: Unit 2 > Concept 1 > Lesson 6 > Educator Notes > Slide 6, What You Will Do

Original Text: Explain that the purpose of this interactive is to understand the causes of motion and the effects of pushes and pulls. Students will record how a ball hitting a wall changes direction and how gravity causes a ball or object in motion to be pulled toward Earth.

Demonstrate the interactive and then have students verbalize how to manipulate the parts of the interactive.

Updated Text: Explain that the purpose of this interactive is to understand the causes of motion and the effects of pushes and pulls. Students will observe how a ball changes direction during a game of soccer and how gravity causes a ball to be pulled toward Earth. The interactive has two parts. In the first part of the interactive, students will change the number of passes the red team makes before trying to score. They will click on the tiles to change the number of passes. In the second part of the interactive, students will change the numbers of players and the number of passes to explore motion. They will click on the tiles to change the number of passes. Demonstrate the interactive and then have students verbalize how to manipulate the parts of the interactive. Remind students to record the motions and their causes on the graphic organizers.

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 708 of 3538

Component: *Science Techbook for Texas by Discovery Education: Grade 3 Unit 2 Teacher Edition*

ISBN: 9781616292010

Current Page Number(s): 34

Location: What You Will Do

Original Text: Explain that the purpose of this interactive is to understand the causes of motion and the effects of pushes and pulls. Students will record how a ball hitting a wall changes direction and how gravity causes a ball or object in motion to be pulled toward Earth.

Demonstrate the interactive and then have students verbalize how to manipulate the parts of the interactive.

Updated Text: Explain that the purpose of this interactive is to understand the causes of motion and the effects of pushes and pulls. Students will observe how a ball changes direction during a game of soccer and how gravity causes a ball to be pulled toward Earth. The interactive has two parts. In the first part of the interactive, students will change the number of passes the red team makes before trying to score. They will click on the tiles to change the number of passes. In the second part of the interactive, students will change the numbers of players and the number of passes to explore motion. They will click on the tiles to change the number of passes. Demonstrate the interactive and then have students verbalize how to manipulate the parts of the interactive. Remind students to record the motions and their causes on the graphic organizers.

Component: *Science Techbook for Texas by Discovery Education: Grade 3*

ISBN: 9781616291457

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/67871f1c-6350-4032-bef8-30e73033423e>

Location: Unit 3 > Concept 4 > Lesson 3 > Slide 2

Original Text: Think: What will happen if you swing an object attached to a cord around your head?

Updated Text: Think: How can you use your bodies to create a model showing the meaning of the word orbit?

Component: *Science Techbook for Texas by Discovery Education: Grade 3*

ISBN: 9781616291457

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/67871f1c-6350-4032-bef8-30e73033423e>

Location: Unit 3 > Concept 4 > Lesson 3 > Educator Notes > Slide 2

Original Text: Swing an object that is attached to a cord around your head. Facilitate a discussion in which you ask students to think about why the object orbits around you rather than moving toward you or moving away from you.

Updated Text: Ask students to think about how they could model the word orbit using their bodies or other classroom objects. Facilitate a discussion in which you ask students to think about why objects orbit around another object rather than moving toward or away from the object.

Component: *Science Techbook for Texas by Discovery Education: Grade 3 Unit 3 Teacher Edition*

ISBN: 9781616292041

Current Page Number(s): 146

Location: Setting the Purpose

Original Text: Swing an object that is attached to a cord around your head. Facilitate a discussion in which you ask students to think about why the object orbits around you rather than moving toward you or moving away from you.

Updated Text: Ask students to think about how they could model the word orbit using their bodies or other classroom objects. Facilitate a discussion in which you ask students to think about why objects orbit around another object rather than moving toward or away from the object.

Component: *Science Techbook for Texas by Discovery Education: Grade 3*

ISBN: 9781616291457

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/67871f1c-6350-4032-bef8-30e73033423e>

Location: Unit 3 > Concept 4 > Lesson 3 > Educator Notes > Slide 10

Original Text: Earth's Gravitational Pull Only: The moon falls to Earth.

Updated Text: Earth's Gravitational Pull Only: Gravity would pull the moon toward Earth and it would not stay in orbit.

Component: *Science Techbook for Texas by Discovery Education: Grade 3*

ISBN: 9781616291457

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/67871f1c-6350-4032-bef8-30e73033423e>

Location: Unit 3 > Concept 4 > Lesson 3 > Educator Notes > Slide 11

Original Text: The Sun's Gravitational Pull Only: Earth falls into the sun.

Updated Text: The Sun's Gravitational Pull Only: Gravity would pull Earth toward the sun and it would not stay in orbit.

Component: *Science Techbook for Texas by Discovery Education: Grade 3 Unit 3 Teacher Edition*

ISBN: 9781616292041

Current Page Number(s): 147

Location: Blue pencil box sample responses

Original Text: As you work through the interactive, record data on the motion of the moon in each scenario. Sample response:

Earth's Gravitational Pull Only: The moon falls to Earth.

Speed of Motion Only: The moon moves in a straight line away from Earth.

Earth's Gravitational Pull and Speed of Motion: The moon orbits Earth.

As you work through the interactive, record data on the motion of Earth for each scenario.

The Sun's Gravitational Pull Only: Earth falls into the sun.

Speed of Motion Only: Earth moves in a straight line away from the sun.

The Sun's Gravitational Pull and Speed of Motion: Earth orbits the sun.

Updated Text: As you work through the interactive, record data on the motion of the moon in each scenario. Sample response:

Earth's Gravitational Pull Only: Gravity would pull the moon toward Earth and it would not stay in orbit.

Speed of Motion Only: The moon moves in a straight line away from Earth.

Earth's Gravitational Pull and Speed of Motion: The moon orbits Earth.

As you work through the interactive, record data on the motion of Earth for each scenario.

The Sun's Gravitational Pull Only: Gravity would pull Earth toward the sun and it would not stay in orbit.

Speed of Motion Only: Earth moves in a straight line away from the sun.

The Sun's Gravitational Pull and Speed of Motion: Earth orbits the sun.

Component: *Science Techbook for Texas by Discovery Education: Grade 3*

ISBN: 9781616291457

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/72d48416-34ef-46e7-9328-63da92c084a5>

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 710 of 3538

Location: Unit 4 > Concept 1 > Lesson 7 > Educator Notes > Slide 1

Original Text: • describe the life cycle of flowering plants

- identify and describe processes of sexual reproduction in flowering plants, including pollination, fertilization (seed production), seed dispersal, and germination
- compare the life cycles of flowering plants, conifers, and spore-producing plants

Updated Text: • describe the life cycle of flowering plants

- compare the life cycles of flowering plants, conifers, and spore-producing plants

Component: *Science Techbook for Texas by Discovery Education: Grade 3 Unit 4 Teacher Edition*

ISBN: 9781616292126

Current Page Number(s): 32

Location: Lesson Objectives

Original Text: • describe the life cycle of flowering plants

- identify and describe processes of sexual reproduction in flowering plants, including pollination, fertilization (seed production), seed dispersal, and germination
- compare the life cycles of flowering plants, conifers, and spore-producing plants

Updated Text: • describe the life cycle of flowering plants

- compare the life cycles of flowering plants, conifers, and spore-producing plants

Component: *Science Techbook for Texas by Discovery Education: Grade 3*

ISBN: 9781616291457

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/72d48416-34ef-46e7-9328-63da92c084a5>

Location: Unit 4 > Concept 1 > Lesson 7 > Slide 3

Original Text: What are the life stages of each insect?

Updated Text: What are the life stages of each plant?

Component: *Science Techbook for Texas by Discovery Education: Grade 3*

ISBN: 9781616291457

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/72d48416-34ef-46e7-9328-63da92c084a5>

Location: Unit 4 > Concept 1 > Lesson 7 > Educator Notes > Slide 3

Original Text: Explain that in this lesson they will learn about the stages of an insect life cycle.

Updated Text: Explain that in this lesson they will learn about the stages of plant and animal life cycles.

Component: *Science Techbook for Texas by Discovery Education: Grade 3 Unit 4 Teacher Edition*

ISBN: 9781616292126

Current Page Number(s): 32

Location: Setting the Purpose

Original Text: Start the lesson by showing students an image of a butterfly egg and an adult butterfly. Then, show students an image of a seed and the plant the seed becomes. Have students break into pairs and discuss the changes the plant might undergo as it changes from a seed to a flowering plant. Give the students a few minutes to discuss their ideas as a class. Explain that in this lesson they will learn about the stages of an insect life cycle.

Updated Text: Start the lesson by showing students an image of a butterfly egg and an adult butterfly. Then, show students an image of a seed and the plant the seed becomes. Have students break into pairs and discuss the changes the plant might undergo as it changes from a seed to a flowering plant. Give the students a few minutes to discuss their ideas as a class. Explain that in this lesson they will learn about the stages of plant and animal life cycles.

Component: *Science Techbook for Texas by Discovery Education: Grade 3*

ISBN: 9781616291457

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/72d48416-34ef-46e7-9328-63da92c084a5>

Location: Unit 4 > Concept 1 > Lesson 7 > Educator Notes Slide 4

Original Text: • What do you think is the purpose of the flowers in the images? Sample response: Flowers might have something to do with how plants make seeds, or reproduce.

Updated Text: • What do you think is the purpose of the flowers in the images? Sample response: Flowers might have something to do with how plants make seeds.

Component: *Science Techbook for Texas by Discovery Education: Grade 3 Unit 4 Teacher Edition*

ISBN: 9781616292126

Current Page Number(s): 32

Location: Setting the Purpose, Ask Questions, second bullet

Original Text: • What do you think is the purpose of the flowers in the images? Sample response: Flowers might have something to do with how plants make seeds, or reproduce.

Updated Text: • What do you think is the purpose of the flowers in the images? Sample response: Sample response: Flowers might have something to do with how plants make seeds.

Component: *Science Techbook for Texas by Discovery Education: Grade 3*

ISBN: 9781616291457

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/72d48416-34ef-46e7-9328-63da92c084a5>

Location: Unit 4 > Concept 1 > Lesson 7 > Slide 14 > Seeds of Flowering Plants

Original Text: A flowering plant is a plant that uses flowers to reproduce. A conifer is a type of nonflowering plant that uses cones to reproduce. Conifers and flowering plants both make seeds. The seeds of conifers, such as pine trees, develop inside the scales of pinecones. Pinecones release their seeds, which can then grow into new pine trees. But the seeds of flowering plants start out inside flowers.

Updated Text: A flowering plant has flowers. A conifer is a type of nonflowering plant that makes cones, like pinecones, instead of flowers. Conifers and flowering plants both make seeds. The seeds of conifers, such as pine trees, develop inside the scales of pinecones. Pinecones release their seeds, which can then grow into new pine trees. But the seeds of flowering plants start out inside flowers.

Component: *Science Techbook for Texas by Discovery Education: Grade 3 Unit 4 Student Edition*

ISBN: 9781616292133

Current Page Number(s): 33

Location: Seeds of Flowering Plants, paragraph 1

Original Text: A flowering plant is a plant that uses flowers to reproduce. A conifer is a type of nonflowering plant that uses cones to reproduce. Conifers and flowering plants both make seeds. The seeds of conifers, such as pine trees,

develop inside the scales of pinecones. Pinecones release their seeds, which can then grow into new pine trees. But the seeds of flowering plants start out inside flowers.

Updated Text: A flowering plant has flowers. A conifer is a type of nonflowering plant that makes cones, like pinecones, instead of flowers. Conifers and flowering plants both make seeds. The seeds of conifers, such as pine trees, develop inside the scales of pinecones. Pinecones release their seeds, which can then grow into new pine trees. But the seeds of flowering plants start out inside flowers.

Component: *Science Techbook for Texas by Discovery Education: Grade 3*

ISBN: 9781616291457

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/72d48416-34ef-46e7-9328-63da92c084a5>

Location: Unit 4 > Concept 1 > Lesson 7 > Slide 15

Original Text: Flowering plants reproduce through sexual reproduction. To produce seeds, a flower must be pollinated. Fragrant, brightly colored flowers, filled with sugary nectar, attract bees, butterflies, and even hummingbirds. These pollinators carry pollen from flower to flower. Other plants make flowers that are small and hard to notice. Their pollen is carried by wind.

Updated Text: To produce seeds, a flower must be pollinated. Fragrant, brightly colored flowers, filled with sugary nectar, attract pollinators such as bees, butterflies, and hummingbirds. These pollinators carry pollen from flower to flower. Other plants make flowers that are small and hard to notice. Their pollen is carried by wind.

Component: *Science Techbook for Texas by Discovery Education: Grade 3 Unit 4 Student Edition*

ISBN: 9781616292133

Current Page Number(s): 33

Location: Seeds of Flowering Plants, paragraph 2

Original Text: Flowering plants reproduce through sexual reproduction. To produce seeds, a flower must be pollinated. Fragrant, brightly colored flowers, filled with sugary nectar, attract bees, butterflies, and even hummingbirds. These pollinators carry pollen from flower to flower. Other plants make flowers that are small and hard to notice. Their pollen is carried by wind.

Updated Text: To produce seeds, a flower must be pollinated. Fragrant, brightly colored flowers, filled with sugary nectar, attract pollinators such as bees, butterflies, and hummingbirds. These pollinators carry pollen from flower to flower. Other plants make flowers that are small and hard to notice. Their pollen is carried by wind.

Component: *Science Techbook for Texas by Discovery Education: Grade 3*

ISBN: 9781616291457

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/72d48416-34ef-46e7-9328-63da92c084a5>

Location: Unit 4 > Concept 1 > Lesson 7 > Slide 16

Original Text: Pollination is followed by fertilization. Fertilization occurs when pollen reaches the female plant parts, causing a seed to form. Each seed has a hard coat and contains the embryo of a new plant. The flower also changes. Its petals dry up and fall off. The base of the flower, which covers the seeds, changes to make them ready for dispersal.

Updated Text: Once a plant is pollinated, new seeds can form through the process of fertilization. Each seed has a hard coat and contains the beginnings of a new plant. The flower also changes. Its petals dry up and fall off. The base of the flower, which covers the seeds, changes to make them ready for dispersal.

Component: *Science Techbook for Texas by Discovery Education: Grade 3 Unit 4 Student Edition*

ISBN: 9781616292133

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 713 of 3538

Current Page Number(s): 33

Location: Seeds of Flowering Plants, paragraph 3

Original Text: Pollination is followed by fertilization. Fertilization occurs when pollen reaches the female plant parts, causing a seed to form. Each seed has a hard coat and contains the embryo of a new plant. The flower also changes. Its petals dry up and fall off. The base of the flower, which covers the seeds, changes to make them ready for dispersal.

Updated Text: Once a plant is pollinated, new seeds can form through the process of fertilization. Each seed has a hard coat and contains the beginnings of a new plant. The flower also changes. Its petals dry up and fall off. The base of the flower, which covers the seeds, changes to make them ready for dispersal.

Component: *Science Techbook for Texas by Discovery Education: Grade 3*

ISBN: 9781616291457

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/72d48416-34ef-46e7-9328-63da92c084a5>

Location: Unit 4 > Concept 1 > Lesson 7 > Slide 18 > Turn and Talk

Original Text: • What is the purpose of sexual reproduction in plants? How does it happen?

Updated Text: • Why are seeds and flowers important for new plant formation?

Component: *Science Techbook for Texas by Discovery Education: Grade 3 Unit 4 Student Edition*

ISBN: 9781616292133

Current Page Number(s): 34

Location: Turn and Talk Question 2

Original Text: • What is the purpose of sexual reproduction in plants? How does it happen?

Updated Text: • Why are seeds and flowers important for new plant formation?

Component: *Science Techbook for Texas by Discovery Education: Grade 3*

ISBN: 9781616291457

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/72d48416-34ef-46e7-9328-63da92c084a5>

Location: Unit 4 > Concept 1 > Lesson 7 > Educator Notes > Slide 18 > Turn and Talk

Original Text: • What is the purpose of sexual reproduction in plants? How does it happen? Sample response: The purpose of sexual reproduction is to create more seeds so more plants can grow. Fertilization happens when pollen and an egg meet. The two items combine to create a seed.

Updated Text: • Why are seeds and flowers important for new plant formation? Sample response: Seeds are important because that is where new plants begin. The base of flowers cover the seeds and makes them ready for dispersal.

Component: *Science Techbook for Texas by Discovery Education: Grade 3 Unit 4 Teacher Edition*

ISBN: 9781616292126

Current Page Number(s): 34

Location: First Turn and Talk section, question 2

Original Text: • What is the purpose of sexual reproduction in plants? How does it happen? Sample response: The purpose of sexual reproduction is to create more seeds so more plants can grow. Fertilization happens when pollen and an egg meet. The two items combine to create a seed.

Updated Text: • Why are seeds and flowers important for new plant formation? Sample response: Seeds are important because that is where new plants begin. The base of flowers cover the seeds and makes them ready for dispersal.

Component: *Science Techbook for Texas by Discovery Education: Grade 3*

ISBN: 9781616291457

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/72d48416-34ef-46e7-9328-63da92c084a5>

Location: Unit 4 > Concept 1 > Lesson 7 > Slide 21

Original Text: Animal life cycles begin inside an egg or inside a parent. A frog or fish might lay thousands of eggs, while an elephant may give birth just a few times in its lifetime. Like plant seedlings, new animals grow and mature. The cycle of life repeats itself again.

Updated Text: Animal life cycles begin inside an egg or inside a parent. A frog or fish might lay thousands of eggs, while an elephant may give birth just a few times in its lifetime. Like plant seedlings, new animals grow and mature until they become able to reproduce themselves. The cycle of life repeats itself again.

Component: *Science Techbook for Texas by Discovery Education: Grade 3 Unit 4 Student Edition*

ISBN: 9781616292133

Current Page Number(s): 35

Location: Plant and Animal Life Cycles, paragraph 3

Original Text: Animal life cycles begin inside an egg or inside a parent. A frog or fish might lay thousands of eggs, while an elephant may give birth just a few times in its lifetime. Like plant seedlings, new animals grow and mature. The cycle of life repeats itself again.

Updated Text: Animal life cycles begin inside an egg or inside a parent. A frog or fish might lay thousands of eggs, while an elephant may give birth just a few times in its lifetime. Like plant seedlings, new animals grow and mature until they become able to reproduce themselves. The cycle of life repeats itself again.

Component: *Science Techbook for Texas by Discovery Education: Grade 3*

ISBN: 9781616291457

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/72d48416-34ef-46e7-9328-63da92c084a5>

Location: Unit 4 > Concept 1 > Lesson 7 > Slide 22 > Turn and Talk

Original Text: • How do spores compare to seeds?

- What stage of an animal's life cycle are seeds and spores most like? Why?
- How are plant life cycles like animal life cycles?

Updated Text: • How do spores compare to seeds?

- How are plant life cycles like animal life cycles?

Component: *Science Techbook for Texas by Discovery Education: Grade 3 Unit 4 Student Edition*

ISBN: 9781616292133

Current Page Number(s): 36

Location: Turn and Talk

Original Text: • How do spores compare to seeds?

- What stage of an animal's life cycle are seeds and spores most like? Why?
- How are plant life cycles like animal life cycles?

- Updated Text: • How do spores compare to seeds?
• How are plant life cycles like animal life cycles?

Component: *Science Techbook for Texas by Discovery Education: Grade 3 Unit 4 Teacher Edition*

ISBN: 9781616292126

Current Page Number(s): 34

Location: Second Turn and Talk section

Original Text: • How do spores compare to seeds? Sample response: Unlike seeds, spores are tiny and do not have a hard coat or any other covering. Spores have one cell while seeds have more than one cell.

• What stage of an animal’s life cycle are seeds and spores most like? Why? Sample response: They are most like the egg stage of an animal because they form the plant’s embryo and give rise to a new plant.

• How are plant life cycles like animal life cycles? Sample response: Both have a beginning, in the form of eggs or seeds. Both have a period when the plant or animal grows and later becomes able to reproduce.

Updated Text: • How do spores compare to seeds? Sample response: Seeds and spores cause new plants to begin their life cycles.

• How are plant life cycles like animal life cycles? Sample response: Plant life cycles have stages of growth like animal life cycles.

Component: *Science Techbook for Texas by Discovery Education: Grade 3*

ISBN: 9781616291457

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/72d48416-34ef-46e7-9328-63da92c084a5>

Location: Unit 4 > Concept 1 > Lesson 7 > Educator Notes > Slide 22 > Turn and Talk

Original Text: • How do spores compare to seeds? Sample response: Unlike seeds, spores are tiny and do not have a hard coat or any other covering. Spores have one cell while seeds have more than one cell.

• What stage of an animal’s life cycle are seeds and spores most like? Why? Sample response: They are most like the egg stage of an animal because they form the plant’s embryo and give rise to a new plant.

• How are plant life cycles like animal life cycles? Sample response: Both have a beginning, in the form of eggs or seeds. Both have a period when the plant or animal grows and later becomes able to reproduce.

Updated Text: • How do spores compare to seeds? Sample response: Seeds and spores cause new plants to begin their life cycles.

• How are plant life cycles like animal life cycles? Sample response: Plant life cycles have stages of growth like animal life cycles.

Component: *Science Techbook for Texas by Discovery Education: Grade 3*

ISBN: 9781616291457

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/72d48416-34ef-46e7-9328-63da92c084a5>

Location: Unit 4 > Concept 1 > Lesson 7 > Educator Notes > Slide 8 > During Reading

Original Text: During Reading

Prompt students to complete the graphic organizer for each section as they read. In the How Seeds Germinate section, they will determine what allows germination (cause) and how the plant/seed changes during germination (effect). In the Seeds of Flowering Plants section, they will summarize pollination and dispersal in the T-chart. In the Plant and Animal Life Cycles section, they will compare spores and seeds in the Venn Diagram.

Updated Text: During Reading

Prompt students to complete the graphic organizer for each section as they read. They will summarize some of the main ideas and details in each summary frame using words and pictures.

Component: *Science Techbook for Texas by Discovery Education: Grade 3 Unit 4 Teacher Edition*

ISBN: 9781616292126

Current Page Number(s): 33

Location: During Reading Paragraph 1

Original Text: During Reading

Prompt students to complete the graphic organizer for each section as they read. In the How Seeds Germinate section, they will determine what allows germination (cause) and how the plant/seed changes during germination (effect). In the Seeds of Flowering Plants section, they will summarize pollination and dispersal in the T-chart. In the Plant and Animal Life Cycles section, they will compare spores and seeds in the Venn Diagram.

Updated Text: During Reading

Prompt students to complete the graphic organizer for each section as they read. They will summarize some of the main ideas and details in each summary frame using words and pictures.

Component: *Science Techbook for Texas by Discovery Education: Grade 3*

ISBN: 9781616291457

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/72d48416-34ef-46e7-9328-63da92c084a5>

Location: Unit 4 > Concept 1 > Lesson 7 > Educator Notes > Slide 17

Original Text: As you read about seeds of flowering plants, complete your summary frames graphic organizer. Sample response: Student graphic organizers may note that flowering plants use flowers to reproduce, and conifer plants use cones; pollination can occur when wind, animals, or insects who drink sweet nectar in flowers carry the pollen from flower to flower, which must happen for a plant to reproduce; fertilization happens when pollen reaches the female plant parts, causing seeds to form.

Updated Text: As you read about seeds of flowering plants, complete your summary frames graphic organizer. Sample response: Student graphic organizers may note that flowering plants produce flowers, and conifer plants produce cones; pollination can occur when wind, animals, or insects who drink sweet nectar in flowers carry the pollen from flower to flower; fertilization happens and causes seeds to form.

Component: *Science Techbook for Texas by Discovery Education: Grade 3 Unit 4 Teacher Edition*

ISBN: 9781616292126

Current Page Number(s): 34

Location: Blue pencil box

Original Text: As you read about seeds of flowering plants, complete your summary frames graphic organizer. Sample response: Student graphic organizers may note that flowering plants use flowers to reproduce, and conifer plants use cones; pollination can occur when wind, animals, or insects who drink sweet nectar in flowers carry the pollen from flower to flower, which must happen for a plant to reproduce; fertilization happens when pollen reaches the female plant parts, causing seeds to form.

Updated Text: As you read about seeds of flowering plants, complete your summary frames graphic organizer. Sample response: Student graphic organizers may note that flowering plants produce flowers, and conifer plants produce cones; pollination can occur when wind, animals, or insects who drink sweet nectar in flowers carry the pollen from flower to flower; fertilization happens and causes seeds to form.

Component: *Science Techbook for Texas by Discovery Education: Grade 3*

ISBN: 9781616291457

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/72d48416-34ef-46e7-9328-63da92c084a5>

Location: Unit 4 > Concept 1 > Lesson 7 > Educator Notes > Slide 23 > ASK questions

Original Text: • What kinds of plants do not have flowers? What kinds do not have seeds? Sample response: Conifers have seeds but no flowers. Ferns and mosses do not have seeds, they have spores instead.

- How do these kinds of plants reproduce? Sample response: Conifers form their seeds inside pinecones. Ferns and mosses make spores that fall to the ground. The spores can grow into new plants.
- What is special about the life cycles of flowering plants? Sample response: Flowering plants need to be pollinated, often by animals. Flowers develop in many different ways to disperse the seed.

Updated Text: • What kinds of plants do not have flowers? What kinds do not have seeds? Sample response: Conifers have seeds but no flowers. Ferns and mosses do not have seeds, they have spores instead.

- What is special about the life cycles of flowering plants? Sample response: Flowering plants need to be pollinated, often by animals. Flowers develop in many different ways to disperse the seeds.

Component: *Science Techbook for Texas by Discovery Education: Grade 3 Unit 4 Teacher Edition*

ISBN: 9781616292126

Current Page Number(s): 35

Location: After Reading, ASK questions

Original Text: • What kinds of plants do not have flowers? What kinds do not have seeds? Sample response: Conifers have seeds but no flowers. Ferns and mosses do not have seeds, they have spores instead.

- How do these kinds of plants reproduce? Sample response: Conifers form their seeds inside pinecones. Ferns and mosses make spores that fall to the ground. The spores can grow into new plants.
- What is special about the life cycles of flowering plants? Sample response: Flowering plants need to be pollinated, often by animals. Flowers develop in many different ways to disperse the seeds.

Updated Text: • What kinds of plants do not have flowers? What kinds do not have seeds? Sample response: Conifers have seeds but no flowers. Ferns and mosses do not have seeds, they have spores instead.

- What is special about the life cycles of flowering plants? Sample response: Flowering plants need to be pollinated, often by animals. Flowers develop in many different ways to disperse the seeds.

Component: *Science Techbook for Texas by Discovery Education: Grade 3 Unit 3 Teacher Edition*

ISBN: 9781616292041

Current Page Number(s): xxii

Location: Student Background

Original Text: Students will identify why the conservation of natural resources is important.

Updated Text: Students will identify that recycling, reusing, and reducing the use of natural resources is important.

Component: *Science Techbook for Texas by Discovery Education: Grade 3*

ISBN: 9781616291457

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 718 of 3538

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/c8c6d708-b2b6-42f3-9a59-fa0154f46c31>

Location: Unit 3 > Concept 3 > Lesson 2 > Educator Notes > Slide 12 > Directions for Part 1

Original Text: • Look at the weather information in the table for Area A.

• Look at the weather information of the same time period in the table for Area B.

Updated Text: • Look at the precipitation in the tables for Area A and Area B.

• Compare and describe the precipitation in these locations in the T-Chart. Work with your teacher to create a line graph of the data for one location.

Component: *Science Techbook for Texas by Discovery Education: Grade 3*

ISBN: 9781616291457

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/c8c6d708-b2b6-42f3-9a59-fa0154f46c31>

Location: Unit 3 > Concept 3 > Lesson 2 > Educator Notes > Slide 13 > Directions for Part 1

Original Text: • Compare and describe the weather information in these locations in the T-Chart.

Updated Text: • Compare and describe the precipitation in these locations in the T-Chart. Work with your teacher to create a line graph of the data for one location.

Component: *Science Techbook for Texas by Discovery Education: Grade 3*

ISBN: 9781616291457

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/c8c6d708-b2b6-42f3-9a59-fa0154f46c31>

Location: Unit 3 > Concept 3 > Lesson 2 > Educator Notes > Slide 14 > Directions for Part 2

Original Text: • Look at the weather information in the table for Area A.

• Look at the weather information of the same time period in the table for Area B.

• Compare and describe the temperature in these locations in the T-chart.

Updated Text: • Look at the temperatures in the tables for Area A and Area B.

• Compare and describe the temperatures in these locations in the T-Chart. Work with your teacher to create a line graph of the data for one location.

Component: *Science Techbook for Texas by Discovery Education: Grade 3*

ISBN: 9781616291457

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/c8c6d708-b2b6-42f3-9a59-fa0154f46c31>

Location: Unit 3 > Concept 3 > Lesson 2 > Educator Notes > Slide 15 > Directions for Part 2

Original Text: • Compare and describe the temperature in these locations in the T-chart.

Updated Text: • Compare and describe the temperatures in these locations in the T-Chart. Work with your teacher to create a line graph of the data for one location.

Component: *Science Techbook for Texas by Discovery Education: Grade 3*

ISBN: 9781616291457

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/c8c6d708-b2b6-42f3-9a59-fa0154f46c31>

Location: Unit 3 > Concept 3 > Lesson 2 > Slide 12 > Directions for Part 1

Original Text: 1. Look at the weather information in each table.

Updated Text: 1. Look at the precipitation in the tables for Area A and Area B.

Component: *Science Techbook for Texas by Discovery Education: Grade 3*

ISBN: 9781616291457

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/c8c6d708-b2b6-42f3-9a59-fa0154f46c31>

Location: Unit 3 > Concept 3 > Lesson 2 > Slide 13 > Directions for Part 1

Original Text: 2. Compare and describe the weather information in these locations. Record your observations in the T-Chart. Then work with your teacher to create a line graph of the precipitation in both areas.

Updated Text: 2. Compare and describe the precipitation in these locations in the T-Chart. Work with your teacher to create a line graph of the data for one location.

Component: *Science Techbook for Texas by Discovery Education: Grade 3*

ISBN: 9781616291457

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/c8c6d708-b2b6-42f3-9a59-fa0154f46c31>

Location: Unit 3 > Concept 3 > Lesson 2 > Slide 14 > Directions for Part 2

Original Text: 1. Look at the weather information in each table.

Updated Text: 1. Look at the temperatures in the tables for Area A and Area B.

Component: *Science Techbook for Texas by Discovery Education: Grade 3*

ISBN: 9781616291457

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/c8c6d708-b2b6-42f3-9a59-fa0154f46c31>

Location: Unit 3 > Concept 3 > Lesson 2 > Slide 15 > Directions for Part 2

Original Text: 2. Compare and describe the weather information in these locations. Record your observations in the T-Chart. Then work with your teacher to create a line graph of the temperature in Area A.

Updated Text: 2. Compare and describe the temperatures in these locations in the T-Chart. Work with your teacher to create a line graph of the data for one location.

Component: *Science Techbook for Texas by Discovery Education: Grade 3 Unit 3 Teacher Edition*

ISBN: 9781616292041

Current Page Number(s): 88

Location: Directions for Part 1

Original Text: • Look at the weather information in the table for Area A.

- Look at the weather information of the same time period in the table for Area B.
- Compare and describe the weather information in these locations in the T-Chart.

Updated Text: • Look at the precipitation in the tables for Area A and Area B.

- Compare and describe the precipitation in these locations in the T-Chart. Work with your teacher to create a line graph of the data for one location.

Component: *Science Techbook for Texas by Discovery Education: Grade 3 Unit 3 Teacher Edition*

ISBN: 9781616292041

Current Page Number(s): 89

Location: Directions for Part 2

Original Text: • Look at the weather information in the table for Area A.

- Look at the weather information of the same time period in the table for Area B.
- Compare and describe the temperature in these locations in the T-chart.

Updated Text: • Look at the temperatures in the tables for Area A and Area B.

• Compare and describe the temperatures in these locations in the T-Chart. Work with your teacher to create a line graph of the data for one location.

Component: *Science Techbook for Texas by Discovery Education: Grade 3 Unit 3 Student Edition*

ISBN: 9781616292058

Current Page Number(s): 74

Location: Directions for Part 1

Original Text: 1. Look at the weather information in each table.

Updated Text: 1. Look at the precipitation in the tables for Area A and Area B.

Component: *Science Techbook for Texas by Discovery Education: Grade 3 Unit 3 Student Edition*

ISBN: 9781616292058

Current Page Number(s): 75

Location: Directions for Part 1

Original Text: 2. Compare and describe the weather information in these locations. Record your observations in the T-Chart.

Updated Text: 2. Compare and describe the precipitation in these locations in the T-Chart. Work with your teacher to create a line graph of the data for one location.

Component: *Science Techbook for Texas by Discovery Education: Grade 3 Unit 3 Student Edition*

ISBN: 9781616292058

Current Page Number(s): 76

Location: Directions for Part 2

Original Text: 1. Look at the weather information in each table.

Updated Text: 1. Look at the temperatures in the tables for Area A and Area B.

Component: *Science Techbook for Texas by Discovery Education: Grade 3 Unit 3 Student Edition*

ISBN: 9781616292058

Current Page Number(s): 77

Location: Directions for Part 2

Original Text: 2. Compare and describe the weather information in these locations. Record your observations in the T-Chart.

Updated Text: 2. Compare and describe the temperatures in these locations in the T-Chart. Work with your teacher to create a line graph of the data for one location.

Component: *Science Techbook for Texas by Discovery Education: Grade 3*

ISBN: 9781616291457

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/50822264-C6E0-4FA7-A28C-EF9BB13E314A>

Location: Unit 1 > Concept 1 > Lesson 4 > Educator Notes > Slide 6 > Materials List

Original Text: • Ruler

Updated Text: • Metric ruler

Component: *Science Techbook for Texas by Discovery Education: Grade 3*

ISBN: 9781616291457

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/50822264-C6E0-4FA7-A28C-EF9BB13E314A>

Location: Unit 1 > Concept 1 > Lesson 4 > Slide 6 > Materials List

Original Text: • Ruler

Updated Text: • Metric ruler

Component: *Science Techbook for Texas by Discovery Education: Grade 3 Unit 1 Teacher Edition*

ISBN: 9781616291921

Current Page Number(s): 24

Location: Materials List

Original Text: • Ruler

Updated Text: • Metric ruler

Component: *Science Techbook for Texas by Discovery Education: Grade 3 Unit 1 Student Edition*

ISBN: 9781616291990

Current Page Number(s): 15

Location: Materials List

Original Text: • Ruler

Updated Text: • Metric ruler

Component: *Science Techbook for Texas by Discovery Education: Grade 3 Unit 4 Teacher Edition*

ISBN: 9781616292126

Current Page Number(s): 150

Location: Materials List

Original Text: • An outside item to fossilize (twig, leaf, acorn, and so on)

Updated Text: • An outside item to fossilize (such as a twig, leaf, or acorn)

Component: *Science Techbook for Texas by Discovery Education: Grade 3 Unit 4 Teacher Edition*

ISBN: 9781616292126

Current Page Number(s): xxvii

Location: Lesson 2: Making Fossils > Preparation and Materials

Original Text: • An outside item to fossilize (twig, leaf, acorn, and so on)

Updated Text: • An outside item to fossilize (such as a twig, leaf, or acorn)

Component: *Science Techbook for Texas by Discovery Education: Grade 3*

ISBN: 9781616291457

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/7a64140f-0e61-4a13-a281-667701fc2d32>

Location: Unit 2 > Concept 1 > Lesson 1 > Educator Notes > Slide 6 > Materials List

Original Text: • Cardboard rectangle, 3 in. × 6 in.

- Scissors
- Ruler
- High Hop scorecard

Updated Text: • Cardboard or chipboard, 3 in. × 6 in.

- Scissors
- Ruler

Component: *Science Techbook for Texas by Discovery Education: Grade 3*

ISBN: 9781616291457

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/7a64140f-0e61-4a13-a281-667701fc2d32>

Location: Unit 2 > Concept 1 > Lesson 1 > Slide 6 > Materials List

Original Text: • Cardboard rectangle, 3 in. × 6 in.

- Scissors
- Ruler
- High Hop scorecard

Updated Text: • Cardboard or chipboard, 3 in. × 6 in.

- Scissors
- Ruler

Component: *Science Techbook for Texas by Discovery Education: Grade 3 Unit 2 Teacher Edition*

ISBN: 9781616292010

Current Page Number(s): 4

Location: Materials List

Original Text: • Cardboard rectangle, 3 inches × 6 inches

- Scissors
- Ruler
- High Hop scorecard

Updated Text: • Cardboard or chipboard, 3 inches × 6 inches

- Scissors
- Ruler

Component: *Science Techbook for Texas by Discovery Education: Grade 3 Unit 2 Student Edition*

ISBN: 9781616292027

Current Page Number(s): 3

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 723 of 3538

Location: Materials List

Original Text: • Cardboard rectangle, 3 inches × 6 inches

- Scissors
- Ruler
- High Hop scorecard

Updated Text: • Cardboard or chipboard, 3 inches × 6 inches

- Scissors
- Ruler

Component: *Science Techbook for Texas by Discovery Education: Grade 3 Unit 2 Teacher Edition*

ISBN: 9781616292010

Current Page Number(s): xvi

Location: How do Forces Affect Objects? > Preparation and Materials

Original Text: • Cardboard rectangle, 7.5 cm × 15 cm (3 in × 6 in)

- Scissors
- Ruler
- High Hop scorecard

Updated Text: • Cardboard or chipboard, 7.5 cm × 15 cm (3 in × 6 in)

- Scissors
- Ruler

Component: *Science Techbook for Texas by Discovery Education: Grade 3*

ISBN: 9781616291457

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/50822264-C6E0-4FA7-A28C-EF9BB13E314A>

Location: Unit 1 > Concept 1 > Lesson 4 > Educator Notes > Slide 6 > Preparation

Original Text: Prepare the 70 cm × 70 cm (24 in × 24 in) squares of corrugated cardboard pieces and the cardboard to be used for the base of the tower prior to the lesson.

Updated Text: Prepare the 70 cm × 70 cm (24 in × 24 in) squares of corrugated cardboard pieces for the base of the tower prior to the lesson.

Component: *Science Techbook for Texas by Discovery Education: Grade 3 Unit 1 Teacher Edition*

ISBN: 9781616291921

Current Page Number(s): 24

Location: Preparation

Original Text: Prepare the 70 cm × 70 cm (24 in × 24 in) squares of corrugated cardboard pieces and the cardboard to be used for the base of the tower prior to the lesson.

Updated Text: Prepare the 70 cm × 70 cm (24 in × 24 in) squares of corrugated cardboard pieces for the base of the tower prior to the lesson.

Component: *Science Techbook for Texas by Discovery Education: Grade 3 Unit 2 Teacher Edition*

ISBN: 9781616292010

Current Page Number(s): 31

Location: Paragraph above blue pencil box

Original Text: Remind students to complete each graphic organizer after reading each section. Monitor students during the exploration to ensure that they are on the right track.

Updated Text: Remind students to complete each graphic organizer after reading each section. Students may also wish to create their own Venn diagrams on a separate sheet of paper, to record examples and descriptions of contact forces, noncontact forces, and both. Monitor students during the exploration to ensure that they are on the right track.

Component: *Science Techbook for Texas by Discovery Education: Grade 3 Unit 3 Teacher Edition*

ISBN: 9781616292041

Current Page Number(s): 52

Location: Setting the Purpose

Original Text: Do a short Eye Spy activity with the image of four waste baskets in the student materials and a stopwatch. During the activity, the students will look at the same image multiple times with different goals. Do not let students look at their materials because you will show them the image for set amounts of time.

- Give students 10 seconds to look at the image.
- Give students 30 seconds to 1 minute to write down what they saw.
- Next, explain to students that you will ask them to describe what is in each waste basket.
- Give students 15 seconds to look at the image again.
- Give students 1 minute to write down what they saw in each waste basket.
- Next, explain to students that you will ask them to decide into which waste basket the following items would go—a used soda can, an apple core, and an old notebook.
- Give students 15 seconds to look at the image again.
- Give students 2 minutes to write down the color or location of the waste basket that should be used for a used soda can, an apple core, and an old notebook.
- Have students share their choices with an elbow partner.

Updated Text: Have students look around the classroom and locate one item or resource that they use in class, such as a piece of paper, a pencil, or desk. Turn off the lights and have students move around the room until you turn the lights on again. Once you turn the lights back on, instruct students to find a partner. Instruct partners to share their items and if they think that the item can be conserved by being recycled, reused, or reduced. Discuss student findings as a class.

Next, gather the class around one of the class waste baskets. Ask students to observe the contents and determine if any of the materials can conserved by being reused, recycled, or reduced. Have students explain their reasoning.

Component: *Science Techbook for Texas by Discovery Education: Grade 3 Unit 3 Teacher Edition*

ISBN: 9781616292041

Current Page Number(s): 89

Location: Paragraphs above ASK questions

Original Text: As students investigate, circulate around the room to be sure that students are using the data collection tool appropriately.

Ask the following probing questions as you circulate to assess and scaffold student thinking.

Updated Text: As students investigate, circulate around the room to be sure that students are using the data collection tool appropriately. Ask the following probing questions as you circulate to assess and scaffold student thinking.

Component: *Science Techbook for Texas by Discovery Education: Grade 3 Unit 1 Teacher Edition*

ISBN: 9781616291921

Current Page Number(s): 4

Location: Setting the Purpose, First paragraph, last sentence

Original Text: After students share their responses, have them discuss with one another what would happen if sand and water were combined.

Updated Text: Model how to compare sand and water by constructing a Venn Diagram as a class. Then, have students discuss with one another what would happen if sand and water were combined.

Component: *Science Techbook for Texas by Discovery Education: Grade 3*

ISBN: 9781616291457

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/594d1ab6-caf3-4a24-a88d-5c5aeb05a062>

Location: Unit 1 > Concept 1 > Lesson 2 > Educator Notes > Slide 20 > Turn and Talk question 1

Original Text: Student responses will vary. Sample response: I can use the properties I observed, measured, and tested, including mass, volume, temperature, and magnetism to compare objects.

Updated Text: Student responses will vary. Sample response: I can use the properties I observed, measured, and tested, including mass, volume, temperature, and magnetism to compare objects. I can construct a line graph as evidence to see how the properties compare.

Component: *Science Techbook for Texas by Discovery Education: Grade 3 Unit 1 Teacher Edition*

ISBN: 9781616291921

Current Page Number(s): 16

Location: Turn and Talk question 1, anno text

Original Text: Student responses will vary. Sample response: I can use the properties I observed, measured, and tested, including mass, volume, temperature, and magnetism to compare objects.

Updated Text: Student responses will vary. Sample response: I can use the properties I observed, measured, and tested, including mass, volume, temperature, and magnetism to compare objects. I can construct a line graph as evidence to see how the properties compare.

Component: *Science Techbook for Texas by Discovery Education: Grade 3 Unit 1 Teacher Edition*

ISBN: 9781616291921

Current Page Number(s): 27

Location: Below pencil box and above ASK questions

Original Text: Record the materials and their properties in the data table. Sample response:

Craft sticks: lightweight, low volume, not magnetic, floats

Chenille stems: lightweight, low volume, magnetic, floats

Rope: lightweight, low volume, not magnetic, sinks

Cardboard: lightweight, larger volume, not magnetic, floats

As students investigate, circulate around the room to be sure that students are using the tools appropriately and recording the data.

- How do we measure matter? How do we test matter? Sample response: We use tools to measure and test matter. A balance measures mass. A magnet tests magnetism.

Updated Text: Record the materials and their properties in the data table. Sample response:

Craft sticks: lightweight, low volume, not magnetic, floats

Chenille stems: lightweight, low volume, magnetic, floats

Rope: lightweight, low volume, not magnetic, sinks

Cardboard: lightweight, larger volume, not magnetic, floats

- How do we measure matter? How do we test matter? Sample response: We use tools to measure and test matter. A balance measures mass. A magnet tests magnetism.

Component: *Science Techbook for Texas by Discovery Education: Grade 3 Unit 1 Student Edition*

ISBN: 9781616291990

Current Page Number(s): 29

Location: What Did You Figure Out?

Original Text: Which images show tools used to measure temperature?

Updated Text: Which images show tools used to measure temperature? You may select more than one picture.

Component: *Science Techbook for Texas by Discovery Education: Grade 3 Unit 1 Teacher Edition*

ISBN: 9781616291921

Current Page Number(s): 41

Location: Pencil box question stem

Original Text: Which images show tools used to measure temperature?

Updated Text: Which images show tools used to measure temperature? You may select more than one picture.

Component: *Science Techbook for Texas by Discovery Education: Grade 3 Unit 1 Teacher Edition*

ISBN: 9781616291921

Current Page Number(s): 44

Location: After Reading, ASK questions, first bullet anno text

Original Text: Student responses will vary.

Updated Text: Student responses will vary. Sample response: I learned temperature is measured in degrees Celsius or degrees Fahrenheit.

Component: *Science Techbook for Texas by Discovery Education: Grade 3 Unit 2 Teacher Edition*

ISBN: 9781616292010

Current Page Number(s): 64

Location: ELPS chart, Beginning row

Original Text: Provide students with a summary of the video. Have students copy the summary as written, pausing to ask about unfamiliar words or phrases.

Updated Text: Provide students with a summary of the video. Have students copy the summary as written, circling basic sight words such as and, then, and the, and then pausing to ask about unfamiliar words or phrases.

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 727 of 3538

Component: *Science Techbook for Texas by Discovery Education: Grade 3 Unit 2 Teacher Edition*

ISBN: 9781616292010

Current Page Number(s): 70

Location: Part 3, first bulleted item

Original Text: • Summarize all your data.

Updated Text: • Summarize all your data by creating a class bar graph.

Component: *Science Techbook for Texas by Discovery Education: Grade 3 Unit 2 Student Edition*

ISBN: 9781616292027

Current Page Number(s): 50

Location: Part 3, Step 1

Original Text: 1. Summarize all your data.

Updated Text: 1. Summarize all your data by creating a class bar graph.

Component: *Science Techbook for Texas by Discovery Education: Grade 3 Unit 2 Teacher Edition*

ISBN: 9781616292010

Current Page Number(s): 79

Location: Safety callout on sidebar

Original Text: • Follow all lab safety guidelines.

- Do not hit anyone with a ball, flying disc, or toy hoop.

Updated Text: • Remind students to follow all lab safety guidelines.

- Remind students to not hit anyone with a ball, flying disc, or toy hoop.
- Remind students to wear closed-toe shoes appropriate for running.

Component: *Science Techbook for Texas by Discovery Education: Grade 3 Unit 3 Teacher Edition*

ISBN: 9781616292041

Current Page Number(s): 20

Location: ELPS chart, Beginning

Original Text: Read the first section of text aloud with students, pausing at key details to check for understanding. Then, go back and look at each image. Ask students: Can you point to the soil in each of the images?

Updated Text: Read the first section of text aloud with students, pausing at key details to check for understanding. Then, go back and look at each image. Ask students to point to the soil in each of the images to show a friend.

Component: *Science Techbook for Texas by Discovery Education: Grade 3 Unit 3 Teacher Edition*

ISBN: 9781616292041

Current Page Number(s): 20

Location: ELPS chart, Intermediate

Original Text: Read the first section of text aloud with students. As you read, have students underline words and phrases that describe sandy soil and circle words and phrases that describe clay. Encourage them to write down any questions or important thoughts that they have as you read.

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 728 of 3538

Updated Text: Read the first section of text aloud with students. As you read, have students underline words and phrases that describe sandy soil and circle words and phrases that describe clay. Encourage them to write down any questions or important thoughts that they have as you read and to share them with a peer.

Component: *Science Techbook for Texas by Discovery Education: Grade 3 Unit 3 Teacher Edition*

ISBN: 9781616292041

Current Page Number(s): 20

Location: ELPS chart, Advanced

Original Text: Read the first section of text aloud with students. Then, ask them the following questions: Where can you find sandy soil? Where can you find clay?

Updated Text: Read the first section of text aloud with students. Then, ask them to discuss the following questions with a peer: Where can you find sandy soil? Where can you find clay?

Component: *Science Techbook for Texas by Discovery Education: Grade 3 Unit 3 Teacher Edition*

ISBN: 9781616292041

Current Page Number(s): 20

Location: ELPS chart, Advanced High

Original Text: Read the first section of text aloud with students. Then, ask them to summarize what they have learned about different types of soil.

Updated Text: Read the first section of text aloud with students. Then, ask them to summarize what they have learned about different types of soil with a peer and then with the group.

Component: *Science Techbook for Texas by Discovery Education: Grade 3 Unit 3 Teacher Edition*

ISBN: 9781616292041

Current Page Number(s): 43

Location: Pencil box anno text

Original Text: Student responses will vary. Sample response: We can use Earth's resources in many ways. Paper can be made from trees, which are a natural resource.

Updated Text: We can use Earth's resources in many ways. Paper can be made from trees, which are a natural resource. We can recycle and reuse paper.

Component: *Science Techbook for Texas by Discovery Education: Grade 3 Unit 3 Student Edition*

ISBN: 9781616292058

Current Page Number(s): 40

Location: Paragraph below I Can statement and above image

Original Text: Have you ever observed the construction of a building? Where do you think the materials to make it were found? What resources were used to make those materials?

Updated Text: Have you ever observed the construction of a building? Where do you think the materials to make it were found? What resources were used to make those materials? Do you think any of the materials can be conserved through reducing, reusing, or recycling?

Component: *Science Techbook for Texas by Discovery Education: Grade 3 Unit 3 Teacher Edition*

ISBN: 9781616292041

Current Page Number(s): 51

Location: Pencil box anno text

Original Text: Student

responses will vary. Sample response: We used sticks, cardboard, and paper to build most of the house. All these materials come from trees. We used glue, but we do not know where it is from or how it is made. We used pebbles to make the house look nicer. Pebbles are small rocks that come from the ground.

Updated Text: Student responses will vary. Sample response: We can use materials from nature for construction such as wood from trees. Some building materials can be recycled, reused, or reduced. But not all materials come from nature.

Component: *Science Techbook for Texas by Discovery Education: Grade 3 Unit 3 Teacher Edition*

ISBN: 9781616292041

Current Page Number(s): 52

Location: Lesson Objectives, first bullet

Original Text: • explore and explain how humans use natural resources to make different products

Updated Text: • explore and explain how humans use and can save natural resources.

Component: *Science Techbook for Texas by Discovery Education: Grade 3 Unit 3 Student Edition*

ISBN: 9781616292058

Current Page Number(s): 48

Location: First paragraph after I Can statement

Original Text: We use natural resources in our everyday lives. Trees, water, air, metals, and fuels are all resources. What would happen if we ran out of a resource? Conservation means not wasting resources.

Updated Text: We use natural resources in our everyday lives. Trees, water, air, metals, and fuels are all resources. What would happen if we ran out of a resource? Conservation means not wasting resources. We can conserve natural resources when we reduce, reuse, and recycle materials.

Component: *Science Techbook for Texas by Discovery Education: Grade 3 Unit 3 Teacher Edition*

ISBN: 9781616292041

Current Page Number(s): 55

Location: Turn and Talk, second bullet

Original Text: • Why is it important to conserve natural resources? Sample response: If we do not conserve natural resources, we may run out of them.

Updated Text: • How can we conserve natural resources and why is it important? Sample response: We can reuse, reduce, and recycle to conserve natural resources. If we do not conserve them, we may run out of them.

Component: *Science Techbook for Texas by Discovery Education: Grade 3 Unit 3 Student Edition*

ISBN: 9781616292058

Current Page Number(s): 50

Location: Turn and Talk, second bullet

Original Text: • Why is it important to conserve natural resources?

Updated Text: • How can we conserve natural resources and why is it important?

Component: *Science Techbook for Texas by Discovery Education: Grade 3 Unit 3 Teacher Edition*

ISBN: 9781616292041

Current Page Number(s): 54

Location: ELPS chart

Link to Updated Content:

[View Updated Content](#)

Original Text: See original text in URL_for_Updated_Text

Updated Text: See updated text in URL_for_Updated_Text

Component: *Science Techbook for Texas by Discovery Education: Grade 3 Unit 3 Teacher Edition*

ISBN: 9781616292041

Current Page Number(s): 61

Location: Differentiation, English Language Learners

Original Text: Review pronunciation of vocabulary word agriculture in English, calling attention to the prefix agri-. Explain that the prefix comes from the Latin word meaning field. Have students name the base word in agriculture. Explain that culture means to grow and put together. The word means to grow in a field.

Updated Text: Provide students with the word agriculture on a card or paper. Look around the classroom for objects in the environment that begin with the same letters of the word. Afterwards, review the pronunciation of the vocabulary word agriculture in English, calling attention to the prefix agri-. Explain that the prefix comes from the Latin word meaning field. Have students name the base word in agriculture. Explain that culture means to grow and put together. The word means to grow in a field. Environmental print cards can act as signal words to help students remember sound-symbol relationships.

Component: *Science Techbook for Texas by Discovery Education: Grade 3 Unit 3 Teacher Edition*

ISBN: 9781616292041

Current Page Number(s): 38

Location: Concept Objectives, third bullet

Original Text: • explore and explain how humans use trees for food and to make different products

Updated Text: • explore and explain how humans use and can save natural resources

Component: *Science Techbook for Texas by Discovery Education: Grade 3 Unit 3 Teacher Edition*

ISBN: 9781616292041

Current Page Number(s): xxii

Location: Teacher Background, last paragraph

Original Text: Materials can also be classified in terms of whether they or the natural materials they are derived from are renewable or nonrenewable. Materials derived from plants are renewable, while those derived from rocks and oil are nonrenewable. In order to ensure that we don't run out of natural resources, it's important to conserve them.

Updated Text: Materials can also be classified in terms of whether they or the natural materials they are derived from are renewable or nonrenewable. Materials derived from plants are renewable, while those derived from rocks and oil are nonrenewable. In order to ensure that we don't run out of natural resources, it's important to conserve them. We can conserve natural resources through reducing, reusing, or recycling.

Component: *Science Techbook for Texas by Discovery Education: Grade 3 Unit 3 Teacher Edition*

ISBN: 9781616292041

Current Page Number(s): 89

Location: First pencil box question stem

Original Text: Compare and describe the weather information in these locations.
Record your observations in the T-Chart.

Updated Text: Compare and describe the precipitation in these locations in the T-Chart. Work with your teacher to create a line graph of the data for one location.

Component: *Science Techbook for Texas by Discovery Education: Grade 3 Unit 3 Teacher Edition*

ISBN: 9781616292041

Current Page Number(s): 89

Location: Second pencil box question stem

Original Text: Compare and describe the weather information in these locations.
Record your observations in the T-Chart.

Updated Text: Compare and describe the temperatures in these locations in the T-Chart. Work with your teacher to create a line graph of the data for one location.

Component: *Science Techbook for Texas by Discovery Education: Grade 3*

ISBN: 9781616291457

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/c8c6d708-b2b6-42f3-9a59-fa0154f46c31>

Location: Unit 3 > Concept 3 > Lesson 2 > Educator Notes > Slide 13 > Pencil box question

Original Text: Compare and describe the weather information in these locations. Record your observations in the T-Chart.

Updated Text: Compare and describe the precipitation in these locations in the T-Chart. Work with your teacher to create a line graph of the data for one location.

Component: *Science Techbook for Texas by Discovery Education: Grade 3*

ISBN: 9781616291457

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/c8c6d708-b2b6-42f3-9a59-fa0154f46c31>

Location: Unit 3 > Concept 3 > Lesson 2 > Educator Notes > Slide 15 > Pencil box question

Original Text: Compare and describe the weather information in these locations. Record your observations in the T-Chart.

Updated Text: Compare and describe the temperatures in these locations in the T-Chart. Work with your teacher to create a line graph of the data for one location.

Component: *Science Techbook for Texas by Discovery Education: Grade 3 Unit 3 Teacher Edition*

ISBN: 9781616292041

Current Page Number(s): 106

Location: Misconceptions box text

Original Text: Some students might think that the direction air is moving and the speed of moving air cannot be measured. Point out to the students that there are tools that can measure the direction and speed of wind. The weather vane shows the wind direction, and the anemometer measures wind speed. The direction and speed of wind can be measured with tools developed by scientists.

Updated Text: Some students might think that the direction air is moving and the speed of moving air cannot be measured. Point out to the students that there are tools that can measure the direction and speed of wind. The weather vane shows the wind direction, and the anemometer measures wind speed. The direction and speed of wind can be measured with tools developed by scientists. Wind direction and wind speed measurements are very important for people like pilots who need to know how the wind speed and direction might change when flying from one place to another.

Component: *Science Techbook for Texas by Discovery Education: Grade 3 Unit 4 Teacher Edition*

ISBN: 9781616292126

Current Page Number(s): 4

Location: Setting the Purpose, first paragraph

Original Text: Have students pair up and discuss what a puppy looks like. Obtain images of different animals as young and adult versions. Have students draw a quick sketch of their puppy. Circulate around the room to make sure students are drawing features of a puppy. Then, have students exchange drawings and share how accurate they think the sketches are.

Updated Text: Have students pair up and discuss what a puppy looks like. Have students draw a quick sketch of their puppy. Circulate around the room to make sure students are drawing features of a puppy. Then, have students exchange drawings and share how accurate they think the sketches are.

Component: *Science Techbook for Texas by Discovery Education: Grade 3 Unit 4 Student Edition*

ISBN: 9781616292133

Current Page Number(s): 52

Location: Directions above graphic organizer

Original Text: Use the graphic organizer to write and draw definitions for the terms hibernation and migration.

Updated Text: Write or draw definitions for the terms hibernation and migration. Use the graphic organizer provided or create a concept map of your own that gives details about each term.

Component: *Science Techbook for Texas by Discovery Education: Grade 3 Unit 4 Teacher Edition*

ISBN: 9781616292126

Current Page Number(s): 58

Location: Pencil box, question text

Original Text: Use the graphic organizer to write and draw definitions for the terms hibernation and migration.

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 733 of 3538

Updated Text: Write or draw definitions for the terms hibernation and migration. Use the graphic organizer provided or create a concept map of your own that gives details about each term.

Component: *Science Techbook for Texas by Discovery Education: Grade 3 Unit 4 Teacher Edition*

ISBN: 9781616292126

Current Page Number(s): 66

Location: ELPS chart, Intermediate row

Original Text: Provide example images representing ways droughts can affect living things. Then, provide sentence frames related to the Turn and Talk questions such as A drought changes the environment by killing _____. Have students use these images while discussing the questions with a partner.

Updated Text: Provide example images representing ways droughts can affect living things. Then, provide sentence frames related to the Turn and Talk questions such as A drought changes the environment by killing _____. Have students use these images while discussing the questions and explaining their answers using specific details with a partner

Component: *Science Techbook for Texas by Discovery Education: Grade 3 Unit 4 Teacher Edition*

ISBN: 9781616292126

Current Page Number(s): 66

Location: ELPS chart, Advanced row

Original Text: Provide example images representing ways droughts can affect living things. Then, provide sentence starters related to the Turn and Talk questions such as A drought changes the environment by _____. Have students use these images while discussing the questions with a partner.

Updated Text: Provide example images representing ways droughts can affect living things. Then, provide sentence starters related to the Turn and Talk questions such as A drought changes the environment by _____. Have students use these images while discussing the questions and explaining their answers using specific details with a partner.

Component: *Science Techbook for Texas by Discovery Education: Grade 3 Unit 4 Teacher Edition*

ISBN: 9781616292126

Current Page Number(s): 66

Location: ELPS chart, Advanced High row

Original Text: Provide example images representing ways droughts can affect living things. Have students use these images while discussing the Turn and Talk questions with a partner.

Updated Text: Provide example images representing ways droughts can affect living things. Have students use these images while discussing the Turn and Talk questions and explaining their answers using specific details with a partner.

Component: *Science Techbook for Texas by Discovery Education: Grade 3 Unit 4 Student Edition*

ISBN: 9781616292133

Current Page Number(s): 70

Location: Text above graphic organizer

Original Text: When you have observed one combination, record the data. Then continue to run different tests to determine how different structures help frogs survive in the rain forest. Compare your data to the data on the Results page.

Updated Text: When you have observed one combination, record the data. Continue to run different tests to determine how different structures help frogs survive in the rain forest. Compare your data to the data on the Results page. Create a table that shows the color, feet, limbs, and tongue of the frog and how many years the frog survived.

Component: *Science Techbook for Texas by Discovery Education: Grade 3 Unit 4 Teacher Edition*

ISBN: 9781616292126

Current Page Number(s): 104

Location: ELPS chart, Beginning

Original Text: Do the interactive with the whole class. Read each relationship. Have students repeat what you read.

Updated Text: Ask students what they know about food chains. Complete the interactive with the whole class. Read each relationship. Have students repeat what you read.

Component: *Science Techbook for Texas by Discovery Education: Grade 3 Unit 4 Teacher Edition*

ISBN: 9781616292126

Current Page Number(s): 104

Location: ELPS chart, Intermediate

Original Text: Provide students with fill-in-the-blank sentences that help them compare producers and consumers, such as “If an organism uses ____ energy from the sun, it is a ____”; “If an organism eats other organisms, it is a ____.”

Updated Text: Ask students what they know about producers and consumers and then provide them with fill-in-the-blank sentences that help them compare producers and consumers, such as: If an organism uses energy from the sun, it is a ____ ; If an organism eats other organisms, it is a ____.

Component: *Science Techbook for Texas by Discovery Education: Grade 3 Unit 4 Teacher Edition*

ISBN: 9781616292126

Current Page Number(s): 104

Location: ELPS chart, Advanced

Original Text: Have students do the interactive with a partner. Have students take turns describing the different links as they add them to the food chain. For example: Mosquito larvae get energy from the algae. The green heron gets energy from the fish.

Updated Text: Ask students what they know about food chains and have students complete the interactive with a partner. Have students take turns describing the different links as they add them to the food chain. For example: Mosquito larvae get energy from the algae. The green heron gets energy from the fish.

Component: *Science Techbook for Texas by Discovery Education: Grade 3 Unit 4 Teacher Edition*

ISBN: 9781616292126

Current Page Number(s): 104

Location: ELPS chart, Advanced High

Original Text: Have students describe one of their food chains to the class starting with the sun and describing each of the organisms as either a producer or a consumer.

Updated Text: Have students share what they know about food chains and then describe one of their food chains to the class starting with the sun and describing each of the organisms as either a producer or a consumer.

Component: *Science Techbook for Texas by Discovery Education: Grade 3 Unit 4 Teacher Edition*

ISBN: 9781616292126

Current Page Number(s): 159

Location: ELPS chart, Beginning

Original Text: Write the words mold, cast, imprint, amber, and parts on the board. Draw simplified pictures to represent each type of fossil (that is, a half circle for mold, the same half circle filled in for cast, a handprint for imprint, a bug in goo, and a tusk in ice). Explain that fossils are evidence of organisms that lived and died a long time ago. Do the interactive with students. Complete the graphic organizer with the whole class.

Updated Text: Write the words mold, cast, imprint, amber, and parts on the board. Draw simplified pictures to represent each type of fossil (that is, a half circle for mold, the same half circle filled in for cast, a handprint for imprint, a bug in goo, and a tusk in ice). Explain that fossils are evidence of organisms that lived and died a long time ago. Do the interactive with students. Complete the graphic organizer with the whole class while monitoring their comprehension and scaffolding self-corrective techniques when speaking.

Component: *Science Techbook for Texas by Discovery Education: Grade 3 Unit 4 Teacher Edition*

ISBN: 9781616292126

Current Page Number(s): 159

Location: ELPS chart, Intermediate

Original Text: Review the interactive with students by reading aloud the scientific background. Scaffold this activity by working in the interactive with students and writing the definitions of the first few fossil types with them in the graphic organizer. Then, allow students to work with their partners to complete the rest.

Updated Text: Review the interactive with students by reading aloud the scientific background. Scaffold this activity by working in the interactive with students and writing the definitions of the first few fossil types with them in the graphic organizer. Then, allow students to work with their partners to complete the rest while monitoring their comprehension and using self-corrective techniques when speaking.

Component: *Science Techbook for Texas by Discovery Education: Grade 3 Unit 4 Teacher Edition*

ISBN: 9781616292126

Current Page Number(s): 159

Location: ELPS chart, Advanced

Original Text: Provide sentence frames for students to demonstrate understanding, such as: A hollow space in rock shaped like the outside of an animal's body is called a ____ fossil. An ____ is a shallow shape left by something being pressed down and then removed.

Updated Text: Provide sentence frames for students to demonstrate understanding, such as: A hollow space in rock shaped like the outside of an animal's body is called a ____ fossil. An ____ is a shallow shape left by something being pressed down and then removed. Ask student to read the statements using self-corrective techniques when reading.

Component: *Science Techbook for Texas by Discovery Education: Grade 3 Unit 4 Teacher Edition*

ISBN: 9781616292126

Current Page Number(s): 159

Location: ELPS chart, Advanced High

Original Text: Have students work with a partner to discuss what the difference between a mold and an imprint is. Then, have volunteers share with the group.

Updated Text: Have students work with a partner to discuss what the difference between a mold and an imprint is. Then, have volunteers share with the group while using self-corrective techniques if needed.

Component: *Science Techbook for Texas by Discovery Education: Grade 3 Unit 4 Teacher Edition*

ISBN: 9781616292126

Current Page Number(s): 161

Location: ELPS chart, Intermediate

Original Text: Preview the video with students. Have students work with a partner to practice using scientific language. Provide the following sentence frames: ____ provide evidence about living things from long ago. It takes ____ years or more for fossils to form.

Updated Text: Preview the video with students. Have students work with a partner to practice using scientific language while monitoring their oral language and using self-corrective techniques when necessary. Provide the following sentence frames:

____ provide evidence about living things from long ago.

It takes ____ years or more for fossils to form.

Component: *Science Techbook for Texas by Discovery Education: Grade 3 Unit 4 Teacher Edition*

ISBN: 9781616292126

Current Page Number(s): 161

Location: ELPS chart, Advanced

Original Text: Encourage student use of the illustrated word wall and their student notebooks to express their understanding of fossils. Have them work with partners as they complete their graphic organizer.

Updated Text: Encourage student use of the illustrated word wall and their student notebooks to express their understanding of fossils. Have them work with partners as they complete their graphic organizer and monitor their oral language while using self-corrective techniques and resources.

Component: *Science Techbook for Texas by Discovery Education: Grade 3 Unit 4 Teacher Edition*

ISBN: 9781616292126

Current Page Number(s): 161

Location: ELPS chart, Advanced High

Original Text: Have students discuss with a partner and then share with the group one new fact that they learned and one question that they may have.

Updated Text: Have students discuss with a partner and then share with the group one new fact that they learned and one question that they may have while monitoring and using self-corrective techniques when speaking.

Component: *Science Techbook for Texas by Discovery Education: Grade 3*

ISBN: 9781616291457

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/1da6f3de-844b-48fe-aa16-8df76c8258c2>

Location: Unit 2 > Concept 1 > Lesson 5 > Slide 3 > Force > Paragraph 1 > 2nd sentence

Original Text: Forces can affect an object when they touch or come in contact with one another or at a distance.

Updated Text: Forces can affect an object when they touch or come in contact with one another or from a distance.

Component: *Science Techbook for Texas by Discovery Education: Grade 3*

ISBN: 9781616291457

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/1da6f3de-844b-48fe-aa16-8df76c8258c2>

Location: Unit 2 > Concept 1 > Lesson 5 > Slide 6 > Force > Paragraph 1 > 2nd sentence

Original Text: Forces can affect an object when they touch or come in contact with one another or at a distance.

Updated Text: Forces can affect an object when they touch or come in contact with one another or from a distance.

Component: *Science Techbook for Texas by Discovery Education: Grade 3 Unit 2 Student Edition*

ISBN: 9781616292027

Current Page Number(s): 22

Location: Forces head, Paragraph 1, 2nd sentence

Original Text: Forces can affect an object when they touch or come in contact with one another or at a distance.

Updated Text: Forces can affect an object when they touch or come in contact with one another or from a distance.

Component: *Science Techbook for Texas by Discovery Education: Grade 3*

ISBN: 9781616291457

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/1da6f3de-844b-48fe-aa16-8df76c8258c2>

Location: Unit 2 > Concept 1 > Lesson 5 > Slide 8 > Paragraph text > Final sentence

Original Text: Whenever something moves does work, a force is in action.

Updated Text: Whenever something moves or does work, a force is in action.

Component: *Science Techbook for Texas by Discovery Education: Grade 3 Unit 2 Student Edition*

ISBN: 9781616292027

Current Page Number(s): 23

Location: Boxed text, Final sentence

Original Text: Whenever something moves, a force is in action.

Updated Text: Whenever something moves or does work, a force is in action.

Component: *Science Techbook for Texas by Discovery Education: Grade 3*

ISBN: 9781616291457

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/33E3B25E-FCA9-41A6-B1F0-BBAF3B57733D>

Location: Unit 3 > Concept 4 > Lesson 7 > Supporting Science Themes (Slide 4)

Original Text: We have explored using the theme of size and quantity to measure and describe the properties of objects.

As you explored, how did you use size and quantity to measure or describe the properties of objects?

Updated Text: We have explored using the theme of proportion and quantity to measure and describe the properties of objects.

As you explored, how did you use proportion and quantity to measure or describe the properties of objects?

Component: *Science Techbook for Texas by Discovery Education: Grade 3 Unit 3 Teacher Edition*

ISBN: 9781616292041

Current Page Number(s): 137

Location: Supporting Science Themes

Original Text: The term orbit can be used as a noun or a verb. One object orbits another when it moves around that second object in a repeating path. Planets, moons, asteroids, and meteoroids orbit the sun either alone or as part of a planet–moon system. Studying how objects orbit in our solar system is an excellent opportunity to help students think about identifying and using patterns to explain scientific phenomena or to design solutions. As students work through the unit, encourage them to notice the following:

- Scientists observe patterns in the way that the planets orbit the sun.
- Scientists observe patterns in the way the moon orbits Earth.
- The moon moves through its phases in a predictable pattern each month.

Once students learn more about how the planets and moons orbit in space, they can engage in a similar process to consider identifying and using patterns to explain scientific phenomena or to design solutions.

Updated Text: Constructing solar system models helps us to understand the planets and the sun in space. This is an excellent opportunity to help students think about scale, proportion, and quantity. As students work through the concept, encourage them to notice the following:

- Since the solar system is so large, constructing models of the sun, Earth, and moon helps us to understand their orbits and sizes in relation to one another.
- Models can also help us use units and scales to measure the distance in relation to the sun of each planet in Earth’s solar system.
- Using physical quantities, such as size and temperature, helps us to describe the properties of planets and objects in space.

After students learn more about planets and space, they can engage in a similar process to measure and describe the properties of objects in terms of their size and quantity.

Component: *Science Techbook for Texas by Discovery Education: Grade 3*

ISBN: 9781616291457

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/eef41a68-42f5-4dac-b3f1-6d066dd2e62b>

Location: Unit 4 > Concept 1 > Lesson 9 > Slide 8 > How Do Zoologists Help Endangered Species > Sentence 4

Original Text: They can also provide the proper conditions needed by the animal to reproduce.

Updated Text: [Delete sentence from reading passage]

Component: *Science Techbook for Texas by Discovery Education: Grade 3 Unit 4 Student Edition*

ISBN: 9781616292133

Current Page Number(s): 43

Location: How Do Zoologists Help Endangered Species, 4th sentence

Original Text: They can also provide the proper conditions needed by the animal to reproduce.

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 739 of 3538

Updated Text: [Delete sentence from reading passage]

Component: *Science Techbook for Texas by Discovery Education: Grade 3*

ISBN: 9781616291457

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/f0ce170e-fbdc-43b7-8261-5ab9015a6639>

Location: Unit 3 > Concept 2 > Lesson 5 > Slide 10 > direction text above image

Original Text: Complete the sentence frames in the graphic organizer.

Updated Text: Complete the Bubble Map graphic organizer to record what you learn about natural resources.

Component: *Science Techbook for Texas by Discovery Education: Grade 3*

ISBN: 9781616291457

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/50822264-c6e0-4fa7-a28c-ef9bb13e314a>

Location: Unit 1 > Concept 1 > Lesson 4 > Lesson Planning > Preparation

Original Text: Preparation

Prepare the 70 cm × 70 cm (24 in × 24 in) squares of corrugated cardboard pieces and the cardboard to be used for the base of the tower prior to the lesson.

Updated Text: Preparation

Prior to the lesson, prepare the squares of corrugated cardboard pieces to create the base for student towers. Each cardboard base should be large enough for a six-inch tall tower to be built on it. A suggested size for the base is 70 cm x 70 cm (24 in x 24 in).

Component: *Science Techbook for Texas by Discovery Education: Grade 3 Unit 1 Teacher Edition*

ISBN: 9781616291921

Current Page Number(s): xvi

Location: Lesson 4: Designing Towers, Advance Prep

Original Text: Advance Prep: Prepare the 70 cm × 70 cm (24 in × 24 in) squares of corrugated cardboard pieces and the cardboard to be used for the base of the tower prior to the lesson.

Updated Text:

Advance Prep: Prior to the lesson, prepare the squares of corrugated cardboard pieces to create the base for student towers. Each cardboard base should be large enough for a six-inch tall tower to be built on it. A suggested size for the base is 70 cm x 70 cm (24 in. x 24 in.).

Component: *Science Techbook for Texas by Discovery Education: Grade 3 Unit 1 Teacher Edition*

ISBN: 9781616291921

Current Page Number(s): 24

Location: Preparation

Original Text: Preparation

Prepare the 70 cm × 70 cm (24 in × 24 in) squares of corrugated cardboard pieces and the cardboard to be used for the base of the tower prior to the lesson.

Updated Text: Preparation

Prior to the lesson, prepare the squares of corrugated cardboard pieces to create the base for student towers. Each

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 740 of 3538

cardboard base should be large enough for a six-inch tall tower to be built on it. A suggested size for the base is 70 cm x 70 cm (24 in. x 24 in.).

Component: *Science Techbook for Texas by Discovery Education: Grade 3 Unit 1 Teacher Edition*

ISBN: 9781616291921

Current Page Number(s): 78

Location: Lesson timing icon

Original Text: 20 min

Updated Text: 40 min

Component: *Science Techbook for Texas by Discovery Education: Grade 3 Unit 1 Teacher Edition*

ISBN: 9781616291921

Current Page Number(s): viii

Location: Lesson 4: Changing States of Matter > timing

Original Text: 20 min

Updated Text: 40 min

Component: *Science Techbook for Texas by Discovery Education: Grade 3*

ISBN: 9781616291457

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/da1d5dc7-438f-48ca-9a7e-47197811bbd8>

Location: Unit 1 > Concept 2 > Lesson 4 > Educator Notes

Original Text: 20 mins

Updated Text: 40 min

Component: *Science Techbook for Texas by Discovery Education: Grade 3 Unit 3 Teacher Edition*

ISBN: 9781616292041

Current Page Number(s): 52

Location: Texas Essential Knowledge and Skills

Original Text: new content

Updated Text: [Add standard]

3.11.C Identify ways to conserve natural resources through reducing, reusing, or recycling.

Component: *Science Techbook for Texas by Discovery Education: Grade 3*

ISBN: 9781616291457

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/3dce6d9c-00b9-4c68-b7e6-7e80ad77c926>

Location: Unit 3 > Concept 2 > Lesson 3 > Educator Notes > Texas Essential Knowledge and Skills

Original Text: new content

Updated Text: [Add standard]

3.11.C Identify ways to conserve natural resources through reducing, reusing, or recycling.

Component: *Science Techbook for Texas by Discovery Education: Grade 3*

ISBN: 9781616291457

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/72d48416-34ef-46e7-9328-63da92c084a5>

Location: Unit 4 > Concept 1 > Lesson 7 > Slide 21

Original Text: Animal life cycles begin inside an egg or inside a parent. A frog or fish might lay thousands of eggs, while an elephant may give birth just a few times in its lifetime. Like plant seedlings, new animals grow and mature until they become able to reproduce themselves. The cycle of life repeats itself again.

Updated Text:

Animal life cycles begin inside an egg or inside a parent. A frog or fish might lay thousands of eggs, while an elephant may give birth just a few times in its lifetime. Like plant seedlings, new animals grow and mature. The cycle of life repeats itself again.

Component: *Science Techbook for Texas by Discovery Education: Grade 3 Unit 4 Student Edition*

ISBN: 9781616292133

Current Page Number(s): 35

Location: Plant and Animal Life Cycles, paragraph 3

Original Text: Animal life cycles begin inside an egg or inside a parent. A frog or fish might lay thousands of eggs, while an elephant may give birth just a few times in its lifetime. Like plant seedlings, new animals grow and mature until they become able to reproduce themselves. The cycle of life repeats itself again.

Updated Text:

Animal life cycles begin inside an egg or inside a parent. A frog or fish might lay thousands of eggs, while an elephant may give birth just a few times in its lifetime. Like plant seedlings, new animals grow and mature. The cycle of life repeats itself again.

Component: *Science Techbook for Texas by Discovery Education: Grade 3 Unit 1 Teacher Edition*

ISBN: 9781616291921

Current Page Number(s): x

Location: Unit Standards

Link to Updated Content:

[View Updated Content](#)

Original Text: new content

Updated Text: See updated content in [URL_for_Updated_Text](#)

Component: *Science Techbook for Texas by Discovery Education: Grade 3 Unit 1 Teacher Edition*

ISBN: 9781616291921

Current Page Number(s): xviii

Location: Standards Alignment

Link to Updated Content:

[View Updated Content](#)

Original Text: new content

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 742 of 3538

Updated Text: See updated content in URL_for_Updated_Text

Component: *Science Techbook for Texas by Discovery Education: Grade 3 Unit 2 Teacher Edition*

ISBN: 9781616292010

Current Page Number(s): x

Location: Unit Standards

Link to Updated Content:

[View Updated Content](#)

Original Text: new content

Updated Text: See updated content in URL_for_Updated_Text

Component: *Science Techbook for Texas by Discovery Education: Grade 3 Unit 2 Teacher Edition*

ISBN: 9781616292010

Current Page Number(s): xviii

Location: Standards Alignment

Link to Updated Content:

[View Updated Content](#)

Original Text: new content

Updated Text: See updated content in URL_for_Updated_Text

Component: *Science Techbook for Texas by Discovery Education: Grade 3 Unit 3 Teacher Edition*

ISBN: 9781616292041

Current Page Number(s): xiv

Location: Unit Standards

Link to Updated Content:

[View Updated Content](#)

Original Text: new content

Updated Text: See updated content in URL_for_Updated_Text

Component: *Science Techbook for Texas by Discovery Education: Grade 3 Unit 3 Teacher Edition*

ISBN: 9781616292041

Current Page Number(s): xxx

Location: Standards Alignment

Link to Updated Content:

[View Updated Content](#)

Original Text: new content

Updated Text: See updated content in URL_for_Updated_Text

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 743 of 3538

Component: *Science Techbook for Texas by Discovery Education: Grade 3 Unit 4 Teacher Edition*

ISBN: 9781616292126

Current Page Number(s): xiv

Location: Unit Standards

Link to Updated Content:

[View Updated Content](#)

Original Text: new content

Updated Text: See updated content in URL_for_Updated_Text

Component: *Science Techbook for Texas by Discovery Education: Grade 3 Unit 4 Teacher Edition*

ISBN: 9781616292126

Current Page Number(s): xxviii

Location: Standards Alignment

Link to Updated Content:

[View Updated Content](#)

Original Text: new content

Updated Text: See updated content in URL_for_Updated_Text

Component: *Science Techbook for Texas by Discovery Education: Grade 3*

ISBN: 9781616291457

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/50822264-c6e0-4fa7-a28c-ef9bb13e314a>

Location: Unit 1 > Concept 1 > Lesson 4 > Lesson Planning > Slide 10

Original Text: Record the materials and their properties in the data table. Sample response:

Craft sticks: lightweight, low volume, not magnetic, floats

Chenille stems: lightweight, low volume, magnetic, floats

Rope: lightweight, low volume, not magnetic, sinks

Cardboard: lightweight, larger volume, not magnetic, floats

As students investigate, circulate around the room to be sure that students are using the tools appropriately and recording the data.

- How do we measure matter? How do we test matter? Sample response: We use tools to measure and test matter. A balance measures mass. A magnet tests magnetism.

Updated Text: Record the materials and their properties in the data table. Sample response:

Craft sticks: lightweight, low volume, not magnetic, floats

Chenille stems: lightweight, low volume, magnetic, floats

Rope: lightweight, low volume, not magnetic, sinks

Cardboard: lightweight, larger volume, not magnetic, floats

- How do we measure matter? How do we test matter? Sample response: We use tools to measure and test matter. A balance measures mass. A magnet tests magnetism.

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 744 of 3538

Publisher: EduSmart

Science, Grade 3

Program: **2024 EduSmart Science Grade 3: TEKS**

Component: **2024 Edusmart Science Grade 3**

ISBN: 9781939511157

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 3

Location: graphic organizer

Link to Updated Content:

[View Updated Content](#)

Original Text: Complete the food chain below using some of the organisms from the box.

frog fish pine tree grasshopper

Updated Text: Complete the food chain below using some of the organisms from the box.

frog fish pine tree grasshopper

Component: **2024 Edusmart Science Grade 3**

ISBN: 9781939511157-G3

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 3

Location: graphic organizer

Link to Updated Content:

[View Updated Content](#)

Original Text: Complete the food chain below using some of the organisms from the box.

frog fish pine tree grasshopper

Updated Text: Complete the food chain below using some of the organisms from the box.

frog fish pine tree grasshopper

Component: **2024 Edusmart Science Grade 3**

ISBN: 9781939511157-G3

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 2

Location: analysis questions 1-3

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 745 of 3538

Link to Updated Content:

[View Updated Content](#)

Original Text: none

Updated Text: 1. Did the mass of an objects determine if it would sink or float? In other words, did heavy objects always sink and light objects always float? Explain with examples 2. Now consider the size of an object. Did large objects always sink, and small objects always float? Explain with examples. 3. Which properties (mass, size) contribute to whether an object sinks or floats? Explain with examples.

Component: 2024 Edusmart Science Grade 3

ISBN: 9781939511157-G3

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 1

Location: background

Link to Updated Content:

[View Updated Content](#)

Original Text: none

Updated Text: To communicate your solution, you will act as scientists. Scientists communicate individually with a team in the lab, and then communicate with other scientists at conferences to explain their new understanding or experimental results. Scientists should engage respectfully in scientific discussions. Communicating also involves listening actively to others' explanations to identify relevant evidence.

Component: 2024 Edusmart Science Grade 3

ISBN: 9781939511157-G3

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 3

Location: extension bullet 2

Link to Updated Content:

[View Updated Content](#)

Original Text: none

Updated Text: There are many STEM-related careers that are growing and important to our growing knowledge of the world around us. One STEM career that focuses on living things interacting with each other is an ecologist. Have students use books, magazines, and approved websites to research the role of an ecologist. Create a "one pager" of who an ecologist is and what an ecologist does.

Component: 2024 Edusmart Science Grade 3

ISBN: 9781939511157-G3

Link to Current Content:

[View Current Content](#)

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 746 of 3538

Current Page Number(s): 3

Location: graphic organizer

Link to Updated Content:

[View Updated Content](#)

Original Text: Complete the food chain below using some of the organisms from the box.

frog fish pine tree grasshopper

Updated Text: Complete the food chain below using some of the organisms from the box.

frog fish pine tree grasshopper

Publisher: Great Minds

Science, Grade 3

Program: *PhD Science Texas Level 3 Texas Program Bundle (Modules 1-3): TEKS*

Component: *Earth Changes with Spotlight Lessons on Changes in Matter Teacher Edition*

ISBN: 9798885885249

Current Page Number(s): 64

Location: Land, last sentence before the sample anchor chart

Original Text: Replace "update" with "develop": "Work with students to summarize their learning, and then update the anchor chart."

Updated Text: "Work with students to summarize their learning, and then develop the anchor chart."

Component: *Earth Changes with Spotlight Lessons on Changes in Matter Teacher Edition*

ISBN: 9798885885249

Current Page Number(s): 104

Location: Learn: Investigate Water and Land Interactions, paragraph after the inline Safety Note box, last sentence

Original Text: Extra words; remove "the shape of the land and": "Tell students to observe the the shape of the land and components of land in their models and compare their models with the wave model."

Updated Text: "Tell students to observe the components of land in their models and compare their models with the wave model."

Component: *Earth Changes with Spotlight Lessons on Changes in Matter Teacher Edition*

ISBN: 9798885885249

Current Page Number(s): 104

Location: Learn: Investigate Water and Land Interactions, end of the paragraph after the inline Safety Note box and bottom right-side margin

Original Text: Delete sidebar Teacher Note that reads "Although the land in the rain model is flat, students may point out that rain also falls on land that is not flat. Acknowledge students' ideas and confirm that rain interacts with land in many

different locations, including mountainous or hilly areas." Delete corresponding inline icon after the words "and compare their models with the wave model."

Updated Text: Delete sidebar and icon

Component: *Earth Changes with Spotlight Lessons on Changes in Matter Teacher Edition*

ISBN: 9798885885249

Current Page Number(s): 105

Location: Learn: Investigate Water and Land Interactions, top of page 105, second Teacher Question after the inline Safety Note box

Original Text: Remove: "How does the shape of the land in your model compare with the land in the wave model?"

▪ The land in our river model is U-shaped to represent the steep land on either side of a river. The land in the wave model was piled on one side of the bin to represent the shoreline. ▪ The land in our rain model is flatter than the land in the ocean model.

Acknowledge student responses and explain that the three models are different because the shape and components of land near an ocean, a river, and in areas where it might rain are different."

Updated Text: Replace with: "Acknowledge student responses, and explain that the three models are different because the components of land near an ocean, a river, and in other areas where it might rain are different."

Component: *Earth Changes with Spotlight Lessons on Changes in Matter Teacher Edition*

ISBN: 9798885885249

Current Page Number(s): 272

Location: Learn: Complete the End-of-Module Assessment; inline Teacher Note box, first paragraph

Original Text: Insert text after "If selecting student responses, remember to remove identifying information and to select diverse student responses."

Updated Text: "Student responses to item 4a may vary. Possible correct answers include 4, 2, 3, 5, 1; 4, 3, 2, 5, 1; and 3, 4, 2, 5, 1. Note that "Water moves large rocks" is always step 1 and "Water moves small pieces of rock" is always step 5."

Component: *Earth Changes with Spotlight Lessons on Changes in Matter Teacher Edition*

ISBN: 9798885885249

Current Page Number(s): 418

Location: Appendix A, Storyline, Lessons 8-9, Reveal section, second paragraph, second sentence.

Original Text: "First we discuss how the components of land and the shape of land in the river models compare with the wave model."

Updated Text: "First we discuss how the components of land in the river and rain models compare with the wave model."

Component: *Survival and Change Teacher Edition*

ISBN: 9798885885256

Current Page Number(s): 95

Location: Learn: Analyze Daily Weather Conditions, first set of sample student responses, second sample student response

Original Text: sample student response deleted

Updated Text: Delete: "The temperature was highest on Day 2 and lowest on Day 3."

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 748 of 3538

Component: *Survival and Change Teacher Edition*

ISBN: 9798885885256

Current Page Number(s): 235

Location: Learn, Explore Other Butterfly Life Cycles, Sample anchor chart

Original Text: Insert new text before the sample anchor chart:

Updated Text: "Summarize student responses, and update the anchor chart."

Component: *Survival and Change Science Logbook*

ISBN: 9798885885430

Current Page Number(s): iv-vi

Location: Table of Contents

Original Text: A new activity guide needs to be added for Lessons 8 and 20, so the SL will be repaginated after the new activity guide. The Table of Contents needs to be updated with the new page numbers.

Updated Text: Renumber all pages after new Lesson 8 Activity Guide B to end.

Component: *Forces and Motion with Spotlight Lessons on the Solar System Teacher Edition*

ISBN: 9798885885263

Current Page Number(s): 119

Location: Final bullet

Original Text: "How does the length of the ropes on the seat change over time?"

Updated Text: "How does the shape of the seat change over time?"

Reorder the answer choices so that this is the 4th choice, and "How much fun do people have on the seat over time?" is the 5th choice.

Component: *Forces and Motion with Spotlight Lessons on the Solar System Teacher Edition*

ISBN: 9798885885263

Current Page Number(s): 132

Location: Lesson 10, Learn, Explore Changes in Motion

Original Text: The image needs to be deleted to streamline lesson content.

Updated Text: Delete the image of the scooter boards, and revise the sentence above the image being deleted to read, "Show students a scooter board, and ask the class the following question."

Component: *Forces and Motion with Spotlight Lessons on the Solar System Teacher Edition*

ISBN: 9798885885263

Current Page Number(s): 133

Location: Lesson 10, Learn, inline Safety Note. third bullet

Original Text: Formatting; Due to addition of new material added in response to TEA feedback, some existing material needs to be deleted to streamline lesson content.

Updated Text: Replace "When using a scooter board, avoid" with "Avoid"

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 749 of 3538

Component: *Forces and Motion with Spotlight Lessons on the Solar System Teacher Edition*

ISBN: 9798885885263

Current Page Number(s): 275

Location: Lesson 22, first sentence of the Land section

Original Text: Delete the first sentence of the Land section

Updated Text: ("Summarize that the class has learned about some of the ways that people on Earth use magnets to solve problems.")

Component: *Forces and Motion with Spotlight Lessons on the Solar System Teacher Edition*

ISBN: 9798885885263

Current Page Number(s): 367

Location: Fifth bullet under b.

Original Text: Change "How does the length of the ropes on the seat change over time?"

Updated Text: "How does the shape of the seat change over time?" Reorder the answer choices so that this is the 4th choice, and "How much fun do people have on the seat over time?" is the 5th choice.

Publisher: Houghton Mifflin Harcourt

Science, Grade 3

Program: *HMH Into Science Texas Hybrid Classroom Package Grade 3: TEKS*

Component: *HMH Into Science Texas Student Edition Print Consumable Grade 3*

ISBN: 9780358861669

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 26

Location: Paragraph 1, sentence 1

Original Text: "Think about all the physical matter you tested and measured throughout the lesson."

Updated Text: "Think about all the physical properties of matter you tested and measured throughout the lesson."

Component: *HMH Into Science Texas Teacher Guide Grade 3*

ISBN: 9780358841562

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 13

Location: Column 1, Step 1, Paragraph 1

Original Text: "If students are unsure of what type of chart to use, ask them what type of data they think they may collect."

Updated Text: N/A

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 750 of 3538

Component: *HMH Into Science Texas Teacher License Digital Grade 3*

ISBN: 9780358860211

Link to Current Content:

[View Current Content](#)

Current Page Number(s): Assessment Guide Answer Key, TEKS 3.6 tab

Location: Investigate Properties of Matter (TEKS 3.6.A) Quiz A, Question 7, Rationale for Answer Choice G column

Original Text: "G. Not used: 60 grams is not used because the measurement for mass that is listed in the observations and measurements is 50 grams, not 60 grams."

Updated Text: N/A

Component: *HMH Into Science Texas Student License Digital Grade 3*

ISBN: 9780358859734

Link to Current Content:

[View Current Content](#)

Current Page Number(s): TEKS Lesson 3.6.A, Day 5, Screen 3

Location: Step 3, last sentence

Original Text: N/A

Updated Text: "Record any other observations."

Component: *HMH Into Science Texas Student Edition Print Consumable Grade 3*

ISBN: 9780358861669

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 21

Location: Step 3, last sentence

Original Text: N/A

Updated Text: "Record any other observations."

Component: *HMH Into Science Texas Teacher Guide Grade 3*

ISBN: 9780358841562

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 33

Location: Column 2, I notice/ I wonder, Sentence 1

Original Text: "Lead a Group Discussion by having students rewatch the video or closely observe the picture of the fruit. Have them record what they notice and wonder about the fruits."

Updated Text: "Lead a Group Discussion by having students rewatch the video or closely observe the picture of the float toy. Have them record what they notice and wonder about the float toy."

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 751 of 3538

Component: *HMH Into Science Texas Teacher Guide Grade 3*

ISBN: 9780358841562

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 34

Location: Column 2, Model and Explain, last sentence

Original Text: N/A

Updated Text: "Students may be unfamiliar with the word volume. Explain that volume is the amount of space matter takes up."

Component: *HMH Into Science Texas Teacher Guide Grade 3*

ISBN: 9780358841562

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 46

Location: Column 1, Elicit Student Thinking

Original Text: "For example, is it easier to swallow a solid pill or a liquid medication?"

Updated Text: N/A

Component: *HMH Into Science Texas Teacher Guide Grade 3*

ISBN: 9780358841562

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 42

Location: Column 1, Elicit Student Thinking

Original Text: "...students can smell but not see like food cooking, burning wood, freshly mowed grass, or cleaning products"

Updated Text: "...students can smell but not see like food cooking, burning wood, or freshly mowed grass."

Component: *HMH Into Science Texas Teacher Guide Grade 3*

ISBN: 9780358841562

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 33

Location: Column 1, Guiding Question

Original Text: "How does filling the float toy with air affect it?"

Updated Text: "How does filling the float toy with air affect the toy?"

Component: *HMH Into Science Texas Student License Digital Grade 3*

ISBN: 9780358859734

Link to Current Content:

[View Current Content](#)

Current Page Number(s): TEKS Lesson 3.6.B, Day 1, Screen 4

Location: Guiding Question

Original Text: "How does filling the float toy with air affect it?"

Updated Text: "How does filling the float toy with air affect the toy?"

Component: *HMH Into Science Texas Student Edition Print Consumable Grade 3*

ISBN: 9780358861669

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 52

Location: Guiding question

Original Text: "How does filling the float toy with air affect it?"

Updated Text: "How does filling the float toy with air affect the toy?"

Component: *HMH Into Science Texas Student Edition Print Consumable Grade 3*

ISBN: 9780358861669

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 30

Location: Guiding question

Original Text: "How does filling the float toy with air affect it?"

Updated Text: "How does filling the float toy with air affect the toy?"

Component: *HMH Into Science Texas Teacher Guide Grade 3*

ISBN: 9780358841562

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 38

Location: Column 2, Materials

Original Text: N/A

Updated Text: "water"

Component: *HMH Into Science Texas Student Edition Print Consumable Grade 3*

ISBN: 9780358861669

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 36

Location: Materials, bullet 5

Original Text: N/A

Updated Text: "water"

Component: *HMH Into Science Texas Student License Digital Grade 3*

ISBN: 9780358859734

Link to Current Content:

[View Current Content](#)

Current Page Number(s): TEKS Lesson 3.6.B, Day 3, Screen 2

Location: Materials, bullet 5

Original Text: N/A

Updated Text: "water"

Component: *HMH Into Science Texas Teacher Guide Grade 3*

ISBN: 9780358841562

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 29

Location: Column 1, Day 3: Liquids Flow, Materials

Original Text: N/A

Updated Text: "water"

Component: *HMH Into Science Texas Student Edition Print Consumable Grade 3*

ISBN: 9780358861669

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 48

Location: Paragraph 2, Sentence 3

Original Text: "Buildings, cars, and even animals are examples of solids."

Updated Text: "Buildings, cars, and even ice are examples of solids."

Component: *HMH Into Science Texas Student License Digital Grade 3*

ISBN: 9780358859734

Link to Current Content:

[View Current Content](#)

Current Page Number(s): TEKS Lesson 3.6.B, Day 5, Screen 3

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 754 of 3538

Location: Paragraph 2, Sentence 2

Original Text: "Buildings, cars, and even animals are examples of solids."

Updated Text: "Buildings, cars, and even ice are examples are solids."

Component: *HMH Into Science Texas Student License Digital Grade 3*

ISBN: 9780358859734

Link to Current Content:

[View Current Content](#)

Current Page Number(s): TEKS Lesson 3.6.C, Day 3, Screen 2

Location: Materials

Original Text: "Celsius thermometer160

beakerli"

Updated Text: "Celsius thermometer (non-mercury)

beaker"

Component: *HMH Into Science Texas Student Edition Print Consumable Grade 3*

ISBN: 9780358861669

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 58

Location: Step 1, Sentence 2

Original Text: "Use a thermometer to collect the temperature of the water. Record the temperature in the table below."

Updated Text: "Use a thermometer to measure the temperature of the water. Record the temperature in the table."

Component: *HMH Into Science Texas Student Edition Print Consumable Grade 3*

ISBN: 9780358861669

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 63

Location: Step 4, Sentence 2

Original Text: "Use a thermometer to collect the temperature of the water."

Updated Text: "Use a thermometer to measure the temperature of the water."

Component: *HMH Into Science Texas Student Edition Print Consumable Grade 3*

ISBN: 9780358861669

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 64

Location: Step 6

Original Text: "Use the timing device to collect and record information in your table every 30 seconds for 5 minutes."

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 755 of 3538

Updated Text: "Use the timing device and thermometer to collect and record information in your table every 30 seconds for 5 minutes."

Component: *HMH Into Science Texas Teacher Guide Grade 3*

ISBN: 9780358841562

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 52

Location: Column 1, Scientific and Engineering Practices

Original Text: "3.6.C.i measure physical properties of matter, including temperature

3.6.C.ii measure physical properties of matter, including mass

3.6.C.iii measure physical properties of matter, including magnetism"

Updated Text: "3.1.A ... define problems based on observations or information from text, phenomena, models, or investigations

3.1.D use tools including ... Celsius thermometers; ... graduated cylinders; beakers; ... hot plates; ... timing devices; ... to observe, measure, test, and analyze information"

Component: *HMH Into Science Texas Teacher Guide Grade 3*

ISBN: 9780358841562

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 52

Location: Column 2, Recurring Themes and Concepts

Original Text: "3.6.A measure, test, and record physical properties of matter, including temperature, mass, magnetism, and the ability to sink or float in water"

Updated Text: "3.5.E investigate the ... cycling of matter through systems"

Component: *HMH Into Science Texas Teacher Guide Grade 3*

ISBN: 9780358841562

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 54

Location: EdOnline, Language support

Original Text: N/A

Updated Text: "FUNomenal Reader

The FUNomenal Readers are organized into three Lexile levels so students can be assigned readers based on their appropriate reading level. Use the reader "Let's Explore Matter's Changing Form" and its Teacher Support as a science mini lesson to reteach, reinforce, and supplement states of matter content through the use of nonfiction text. You can use the reader after Day 5 for independent reading, small group, or whole class instruction.

Let's Explore Matter's Changing Form"

Component: *HMH Into Science Texas Teacher Guide Grade 3*

ISBN: 9780358841562

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 756 of 3538

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 58

Location: Ed Online

Original Text: "Hands-On Activity, Picture Cards
Patterns Science Theme Graphic Organizer"

Updated Text: "Bar Graph Graphic Organizer (TEKS 1.F)"

Component: *HMH Into Science Texas Teacher Guide Grade 3*

ISBN: 9780358841562

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 58

Location: Column 1, Scientific and Engineering Practices

Original Text: "3.6.C.i measure physical properties of matter, including temperature
Recurring Themes and Concepts

3.6.C.ii measure physical properties of matter, including mass"

Updated Text: "3.1.D use tools including ... Celsius thermometers; ... beakers; ... timing devices; ... to observe, measure, test, and analyze information"

Component: *HMH Into Science Texas Teacher Guide Grade 3*

ISBN: 9780358841562

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 59

Location: Column 1, Support for Student Answers, Stability and Change

Original Text: "The warm water melted the ice."

Updated Text: "The ice was placed in an environment that was warmer than the ice was. The warmer environment caused the ice to melt."

Component: *HMH Into Science Texas Teacher Guide Grade 3*

ISBN: 9780358841562

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 60

Location: Column 1, Ed Online

Original Text: "Hands-On Activity, Picture Cards
Science Theme Graphic Organizer"

Updated Text: "Bar Graph Graphic Organizer (TEKS 1.F)"

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 757 of 3538

Component: *HMH Into Science Texas Teacher Guide Grade 3*

ISBN: 9780358841562

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 60

Location: Column 1, Scientific and Engineering Practices

Original Text: "3.6.C.i measure physical properties of matter, including temperature

Recurring Themes and Concepts

3.6.C.ii measure physical properties of matter, including mass"

Updated Text: "3.1.D use tools including ... Celsius thermometers; ... beakers; ... hot plates; ... timing devices; ... to observe, measure, test, and analyze information"

Component: *HMH Into Science Texas Teacher Guide Grade 3*

ISBN: 9780358841562

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 61

Location: Column 1, Steps 6–7

Original Text: "... .

Ask them to observe the water as it begins to evaporate and make notes about their observations if desired."

Updated Text: "... . The time required for the water to boil may vary based on the hot plate.

Ask them to observe the water as it begins to boil and evaporate and pay attention to how the water changes. Many students may think that steam is evidence of evaporation. Water vapor, or the gas form of water, is invisible, and is different from steam. Steam is evidence of water in the air condensing and becoming visible. Prompt students to identify boiling as an observable change in the water as it is heated. Water evaporates when it boils. Additional evidence of evaporation would be a decrease in the overall amount of water in the beaker."

Component: *HMH Into Science Texas Teacher Guide Grade 3*

ISBN: 9780358841562

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 63

Location: Middle of page, students cutting coffee filters, REPLACED BY image of pot of boiling water from p. 62

Original Text: Image of students with coffee filters

Updated Text: Image of a pot of boiling water

Component: *HMH Into Science Texas Teacher Guide Grade 3*

ISBN: 9780358841562

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 64

Location: Column 2, Steps 2–6

Original Text: "Steps 2–6

Be sure students are exposing air to one coffee filter and not exposing air to the other coffee filter. ..."

Updated Text: "Steps 3–6

Be sure students are exposing one cup of ice water to air and closing the other cup of ice water in a bag with much less air. ... There may be a small amount of condensation on the cup that was in the plastic bag, but there should be visibly more condensation on the other cup."

Component: *HMH Into Science Texas Teacher Guide Grade 3*

ISBN: 9780358841562

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 66

Location: Column 2, Changes of State, Paragraph 2

Original Text: "The ice cube will melt and change back into water."

Updated Text: "The ice cube will change from a solid to a liquid and then to a gas."

Component: *HMH Into Science Texas Student Edition Print Consumable Grade 3*

ISBN: 9780358861669

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 62

Location: Safety icons

Original Text: Glassware safety icon is first

Updated Text: Fire/Heating safety icon is first

Component: *HMH Into Science Texas Teacher Guide Grade 3*

ISBN: 9780358841562

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 58

Location: Column 2, Preparation Tips

Original Text: "Heat the water prior to the lesson."

Updated Text: "Heat the water prior to the lesson in a glass beaker. Then, pour the warm water into plastic beakers for students."

Component: *HMH Into Science Texas Student Edition Print Consumable Grade 3*

ISBN: 9780358861669

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 57

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 759 of 3538

Location: bottom of Materials List

Original Text: N/A

Updated Text: "• crayons"

Component: *HMH Into Science Texas Student Edition Print Consumable Grade 3*

ISBN: 9780358861669

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 58

Location: after Step 3

Original Text: N/A

Updated Text: "Step 4

Repeat this investigation with a melted crayon. Measure the temperature every 5 minutes for 20 minutes. Observe and record the change in the state of matter."

Component: *HMH Into Science Texas Student Edition Print Consumable Grade 3*

ISBN: 9780358861669

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 62

Location: bottom of Materials List

Original Text: N/A

Updated Text: "• crayons"

Component: *HMH Into Science Texas Student Edition Print Consumable Grade 3*

ISBN: 9780358861669

Link to Current Content:

[View Current Content](#)

Current Page Number(s): pp. 63–65

Location: all Steps

Original Text: p. 63: "Step 4, Step 5"

p. 64: "Step 6"

p. 65: "Step 7, Step 8"

Updated Text: p. 63: "Step 5, Step 6"

p. 64: "Step 7"

p. 65: "Step 8, Step 10"

Component: *HMH Into Science Texas Student Edition Print Consumable Grade 3*

ISBN: 9780358861669

Link to Current Content:

[View Current Content](#)

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 760 of 3538

Current Page Number(s): p. 65

Location: after Step 7

Original Text: N/A

Updated Text: "Step 9

Repeat this investigation with a crayon. Ask your teacher for help placing the beaker with crayon on the hot plate. Measure the temperature every 30 seconds for 5 minutes. Observe and record the change in the state of matter."

Component: *HMH Into Science Texas Student Edition Print Consumable Grade 3*

ISBN: 9780358861669

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 65

Location: Do the Math

Original Text: "Do the Math: Construct a bar graph using the data that you have collected."

Updated Text: "Do the Math: Construct a bar graph using the data that you have collected for the water."

Component: *HMH Into Science Texas Student Edition Print Consumable Grade 3*

ISBN: 9780358861669

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 73

Location: Bottom left of page

Original Text: Photo of hail being held in a hand. Caption, "Hail starts as a drop of liquid rain freezes, and more moisture freezes onto that drop."

Updated Text: Photo of a lit candle turned on its side dripping hot, melted wax. Caption, "As it burns, the wax of a candle melts into a liquid."

Component: *HMH Into Science Texas Student Edition Print Consumable Grade 3*

ISBN: 9780358861669

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 73

Location: Bottom right of page

Original Text: Photo of people ice skating. Caption, "A layer of water too thin to be seen makes ice slippery, so ice skating is possible."

Updated Text: Photo of candle with solidified wax where it had been melted. Caption, "As it cools, the wax of a candle hardens to a solid."

Component: *HMH Into Science Texas Teacher Guide Grade 3*

ISBN: 9780358841562

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 53

Location: Day 2 Materials, middle of first column

Original Text: N/A

Updated Text: "• crayons"

Component: *HMH Into Science Texas Teacher Guide Grade 3*

ISBN: 9780358841562

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 53

Location: Day 3 Materials, bottom of first column

Original Text: N/A

Updated Text: "• crayons"

Component: *HMH Into Science Texas Teacher Guide Grade 3*

ISBN: 9780358841562

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 58

Location: 2nd column, Materials List

Original Text: N/A

Updated Text: "• crayons"

Component: *HMH Into Science Texas Teacher Guide Grade 3*

ISBN: 9780358841562

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 59

Location: middle of 1st column, after Step 3

Original Text: N/A

Updated Text: "Step 4

As students repeat the activity, remind them to compare their observations of the melted crayon to the water."

Component: *HMH Into Science Texas Teacher Guide Grade 3*

ISBN: 9780358841562

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 60

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 762 of 3538

Location: 2nd column, Materials List

Original Text: N/A

Updated Text: "• crayons"

Component: *HMH Into Science Texas Teacher Guide Grade 3*

ISBN: 9780358841562

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 61

Location: First column, step numbers

Original Text: "Steps 4–5", "Steps 6–7", "Step 8"

Updated Text: "Steps 5–6", "Steps "7–8", "Step 10"

Component: *HMH Into Science Texas Teacher Guide Grade 3*

ISBN: 9780358841562

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 61

Location: First column, middle of column, after Steps 6–7

Original Text: N/A

Updated Text: "Step 9

As students repeat the investigation, have them compare the differences in the way the water and crayon changed."

Component: *HMH Into Science Texas Student Edition Print Consumable Grade 3*

ISBN: 9780358861669

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 55

Location: Evaporation image

Original Text: Image of steam above hot spring

Updated Text: Image of a pot of water boiling on a stove.

Component: *HMH Into Science Texas Student Edition Print Consumable Grade 3*

ISBN: 9780358861669

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 62

Location: Hands-On Activity introduction image

Original Text: Image of steam above hot spring

Updated Text: Image of a pot of water boiling on a stove

Component: *HMH Into Science Texas Student License Digital Grade 3*

ISBN: 9780358859734

Link to Current Content:

[View Current Content](#)

Current Page Number(s): TEKS Lesson 3.6.C, Day 1, Screen 3

Location: Flip Card interactivity, Evaporation image

Original Text: Image of steam above hot spring

Updated Text: Image of a pot of water boiling on a stove

Component: *HMH Into Science Texas Student License Digital Grade 3*

ISBN: 9780358859734

Link to Current Content:

[View Current Content](#)

Current Page Number(s): TEKS Lesson 3.6.C, Day 3, Screen 2

Location: Hands-On Activity introduction image

Original Text: Image of steam above hot spring

Updated Text: Image of a pot of water boiling on a stove

Component: *HMH Into Science Texas Teacher Guide Grade 3*

ISBN: 9780358841562

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 67

Location: Column 1, Exit Ticket, Support for Student Answers

Original Text: "Students should select answers: A. condensation, B. evaporation, and D. melting"

Updated Text: "Students should select answers: A. condensation and D. melting"

Component: *HMH Into Science Texas Teacher Guide Grade 3*

ISBN: 9780358841562

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 108

Location: Scientific and Engineering Practices

Original Text: "3.1.F construct appropriate graphic organizers to collect data, including ... bar graphs"

Updated Text: "3.1.F construct appropriate graphic organizers to collect data, including ... input-output tables"

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 764 of 3538

Component: *HMH Into Science Texas Teacher Guide Grade 3*

ISBN: 9780358841562

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 108

Location: ED Online Resources

Original Text: N/A

Updated Text: "Input Output Table Graphic Organizer (TEKS 1.F)"

Component: *HMH Into Science Texas Teacher Guide Grade 3*

ISBN: 9780358841562

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 90

Location: Scientific and Engineering Practices

Original Text: "3.1.F construct appropriate graphic organizers to collect data, including ... bar graphs"

Updated Text: "3.1.F construct appropriate graphic organizers to collect data, including ... input-output tables."

Component: *HMH Into Science Texas Student Edition Print Consumable Grade 3*

ISBN: 9780358861669

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 144

Location: Step 1, Sentence 1

Original Text: "On a separate sheet of paper"

Updated Text: "On the next page"

Component: *HMH Into Science Texas Student Edition Print Consumable Grade 3*

ISBN: 9780358861669

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 161

Location: Top half of page

Original Text: N/A

Updated Text: "Plan and Conduct a Descriptive Investigation
Look at the picture. Think about what you know about pushes and pulls."
[image of person with soccer ball]

"Plan a descriptive investigation to demonstrate how position and motion can be changed with pushes and pulls. In your

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 765 of 3538

investigation, use an object, such as a pencil or eraser, to show:

- how the position of an object can be changed by a push
- how the position of an object can be changed by a pull
- how the motion of an object can be changed by a push
- how the motion of an object can be changed by a pull

Conduct your investigation. Be sure to collect data and record your observations. Describe what you see and anything you learned that you did not already know."

Adjust formatting of text and images on pp. 161–163 to accommodate addition.

Component: *HMH Into Science Texas Teacher Guide Grade 3*

ISBN: 9780358841562

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 128

Location: Middle of page, left column

Original Text: N/A

Updated Text: "Plan and Conduct a Descriptive Investigation

Use the soccer ball image to guide students in the planning of their investigations. Ask them to consider how they could push and pull on the soccer ball to change its position and motion.

Help students to identify classroom objects that would work well for this investigation. Suggest that students having difficulty with their object consider using something else."

Component: *HMH Into Science Texas Student Edition Print Consumable Grade 3*

ISBN: 9780358861669

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 173

Location: Step 6, last sentence

Original Text: N/A

Updated Text: "Record your data."

Component: *HMH Into Science Texas Student License Digital Grade 3*

ISBN: 9780358859734

Link to Current Content:

[View Current Content](#)

Current Page Number(s): TEKS Lesson 3.8.A, Day 6, Screen 6

Location: Short Answer interactivity, line 2

Original Text: "headphones"

Updated Text: "protective ear plugs"

Component: *HMH Into Science Texas Student License Digital Grade 3*

ISBN: 9780358859734

Link to Current Content:

[View Current Content](#)

Current Page Number(s): TEKS Lesson 3.8.A, Day 6, Screen 6

Location: Short Answer interactivity, Sample Answer

Original Text: "headphones"

Updated Text: "protective ear plugs"

Component: *HMH Into Science Texas Teacher Guide Grade 3*

ISBN: 9780358841562

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 131

Location: Evaluate box

Original Text: N/A

Updated Text: "Day 7"

Component: *HMH Into Science Texas Teacher Guide Grade 3*

ISBN: 9780358841562

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 147

Location: Column 1, Support for Student Answers, line 3

Original Text: "headphones"

Updated Text: "protective ear plugs"

Component: *HMH Into Science Texas Student Edition Print Consumable Grade 3*

ISBN: 9780358861669

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 168

Location: Paragraph 1, Line 4

Original Text: "headphones"

Updated Text: "protective ear plugs"

Component: *HMH Into Science Texas Student Edition Print Consumable Grade 3*

ISBN: 9780358861669

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 194

Location: Paragraph 1, Line 4

Original Text: "headphones"

Updated Text: "protective ear plugs"

Component: *HMH Into Science Texas Teacher Guide Grade 3*

ISBN: 9780358841562

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 138

Location: Column 2, Preparation Tips, last sentence

Original Text: N/A

Updated Text: "Wooden dowels can be used as rhythm sticks."

Component: *HMH Into Science Texas Teacher Guide Grade 3*

ISBN: 9780358841562

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 140

Location: Column 2, Preparation Tips, last sentence

Original Text: N/A

Updated Text: "Wooden dowels can be used as rhythm sticks."

Component: *HMH Into Science Texas Teacher Guide Grade 3*

ISBN: 9780358841562

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 133

Location: Column 1, Day 2, Preparation Tips

Original Text: N/A

Updated Text: "Wooden dowels can be used as rhythm sticks."

Component: *HMH Into Science Texas Student Edition Print Consumable Grade 3*

ISBN: 9780358861669

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 207

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 768 of 3538

Location: Step 6, Table

Original Text: "Speed"

"Height 1, Height 2, Height 3"

Updated Text: "Time"

N/A

Component: *HMH Into Science Texas Student Edition Print Consumable Grade 3*

ISBN: 9780358861669

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 210

Location: Step 6, Table

Original Text: "Speed"

Updated Text: "Time"

Component: *HMH Into Science Texas Teacher Guide Grade 3*

ISBN: 9780358841562

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 159

Location: Column 2, Exit Ticket,

Original Text: "Provide Feedback to students by identifying any misconceptions they have about the measure of energy in relation to speed."

Updated Text: "Provide Feedback to students by identifying any misconceptions they have about energy in relation to speed."

Component: *HMH Into Science Texas Teacher Guide Grade 3*

ISBN: 9780358841562

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p.162

Location: Column 2, Differentiation: Challenge, Line 1

Original Text: "Have students record the speed of their object moving down their highest/steepest ramp."

Updated Text: "Have students record the time for their object to move down their highest/steepest ramp."

Component: *HMH Into Science Texas Student License Digital Grade 3*

ISBN: 9780358859734

Link to Current Content:

[View Current Content](#)

Current Page Number(s): TEKS Lesson 3.8.B, Day 2, all screens

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 769 of 3538

Location: Digital Lesson contents, Day 2 title

Original Text: "Slow Walk, Fast Walk"

Updated Text: "Let's Move!"

Component: *HMH Into Science Texas Student License Digital Grade 3*

ISBN: 9780358859734

Link to Current Content:

[View Current Content](#)

Current Page Number(s): TEKS Lesson 3.8.B, Day 2, Screen 3

Location: top of page title

Original Text: "Slow Walk, Fast Walk"

Updated Text: "Let's Move!"

Component: *HMH Into Science Texas Teacher Guide Grade 3*

ISBN: 9780358841562

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 156

Location: Column 1, Hands-On Activity title

Original Text: "Slow Walk, Fast Walk"

Updated Text: "Let's Move!"

Component: *HMH Into Science Texas Teacher Guide Grade 3*

ISBN: 9780358841562

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 149

Location: Lesson Map, Explore and Explain , Day 2

Original Text: "Slow Walk, Fast Walk"

Updated Text: "Let's Move!"

Component: *HMH Into Science Texas Teacher Guide Grade 3*

ISBN: 9780358841562

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 151

Location: Column 1, Day 2 Hands-On Activity title

Original Text: "Slow Walk, Fast Walk"

Updated Text: "Let's Move!"

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 770 of 3538

Component: *HMH Into Science Texas Student Edition Print Consumable Grade 3*

ISBN: 9780358861669

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 200

Location: Hands-On Activity title

Original Text: "Slow Walk, Fast Walk"

Updated Text: "Let's Move!"

Component: *HMH Into Science Texas Student License Digital Grade 3*

ISBN: 9780358859734

Link to Current Content:

[View Current Content](#)

Current Page Number(s): TEKS Lesson 3.8.B, Day 4, Screen 4

Location: Short Answer interactivity, Sample Answer, Line 1

Original Text: "I think the stapler has the most energy because it is heavy."

Updated Text: "I think the pencil has the most energy because it moves the fastest."

Component: *HMH Into Science Texas Teacher Guide Grade 3*

ISBN: 9780358841562

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 165

Location: Column 2, Support for Student Answers, Analyze Data, Sample answer

Original Text: "I think the stapler has the most energy because it is heavy."

Updated Text: "I think the pencil has the most energy because it moves the fastest."

Component: *HMH Into Science Texas Student License Digital Grade 3*

ISBN: 9780358859734

Link to Current Content:

[View Current Content](#)

Current Page Number(s): TEKS Lesson 3.8.B, Day 4, Screen 6

Location: Short Answer Interactivity Sample Answer

Original Text: "The energy moved from the person to the object then to the ramp."

Updated Text: "The energy moved from the person to the object, then with the object down the ramp."

Component: *HMH Into Science Texas Teacher Guide Grade 3*

ISBN: 9780358841562

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 165

Location: Column 2, Support for student answer, Energy in Systems, line 2

Original Text: "The energy moved from the person to the object then to the ramp."

Updated Text: "The energy moved from the person to the object, then with the object down the ramp."

Component: *HMH Into Science Texas Teacher Guide Grade 3*

ISBN: 9780358841562

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 179

Location: Column 1, Support for Student Answers Analyze Data, line 3

Original Text: "I revolved and rotated around Earth."

Updated Text: "As Earth, I rotated and revolved around the sun."

Component: *HMH Into Science Texas Teacher Guide Grade 3*

ISBN: 9780358841562

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 189

Location: Column 2, Support for Student Answers. Line 1

Original Text: "Claims, Evidence, and Reasoning: Make a claim about how the orbits of the sun, Earth, and moon relate to each other. Support your claim with evidence from your investigation. Explain your reasoning to connect your claim to your evidence."

Updated Text: "Answer the guiding question by describing motion in the sun- Earth-moon system. Use evidence from your modeling activities in your answer."

Component: *HMH Into Science Texas Student Edition Print Consumable Grade 3*

ISBN: 9780358861669

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 227

Location: Exit Ticket direction line

Original Text: "Draw a sun, Earth, moon system. Use arrows to show how the object move."

Updated Text: "Identify the patterns from your activity to explain the revolution of the moon and Earth. Draw a sun, Earth, moon system. Use arrows to show the pattern of motion in how each of these move."

Component: *HMH Into Science Texas Teacher Guide Grade 3*

ISBN: 9780358841562

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 179

Location: Bottom half of right column, Support for Student Answers

Original Text: "Draw a sun-Earth-moon system. Use arrows to show how the objects move."

Updated Text: "Identify the patterns from your activity to explain the revolution of the moon and Earth. Draw a sun, Earth, moon system. Use arrows to show the pattern of motion in how each of these move."

Component: *HMH Into Science Texas Student Edition Print Consumable Grade 3*

ISBN: 9780358861669

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 263

Location: Bottom half of page

Original Text: N/A

Updated Text: "Work with a group to communicate explanations in a variety of formats. Explain how each career you researched is related to space exploration. Explain how the careers work with science, technology, engineering, and math. Your group can write a report, make a poster, or make a presentation to communicate explanations."

Adjust formatting of text and images on pp. 262–263 to accommodate addition.

Component: *HMH Into Science Texas Teacher Guide Grade 3*

ISBN: 9780358841562

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 204

Location: Bottom of right column

Original Text: N/A

Updated Text: "After the activity, students should choose from a variety of options to share their explanations about how their selected careers are related to space exploration."

Component: *HMH Into Science Texas Teacher Guide Grade 3*

ISBN: 9780358841562

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 213

Location: Column 1, Support for Student Answers, guiding question

Original Text: Support for Student Answers

GUIDING QUESTION: How can you describe changes in weather from day to day across different places? Sample Answer: I can find out the air temperatures and compare the numbers.

Updated Text: N/A

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 773 of 3538

Component: *HMH Into Science Texas Teacher License Digital Grade 3*

ISBN: 9780358860211

Link to Current Content:

[View Current Content](#)

Current Page Number(s): Changes in Weather (TEKS 3.10.A) Quiz A, p. 2

Location: Item 3, Table image, Temperature

Original Text: First row: 36 °F , 40 °F , 38 °F , 34 °F , 30 °F

Second row: 68 °F , 69 °F , 67 °F , 65 °F , 70 °F

Updated Text: First row: 2 °C, 4 °C, 3 °C, 1 °C, 0 °C.

Second row: 20 °C, 21 °C, 19 °C, 26 °C, 21 °C.

Component: *HMH Into Science Texas Student Edition Print Consumable Grade 3*

ISBN: 9780358861669

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 288

Location: 1st paragraph, line 4

Original Text: "reported in Fahrenheit as shown on this map.

Updated Text: " reported in Fahrenheit. Scientists often use degrees Celsius to report temperature as shown on this map."

Component: *HMH Into Science Texas Teacher Guide Grade 3*

ISBN: 9780358841562

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 215

Location: Column 1, Step 1, line 1

Original Text: "Show students models for their wind direction tables and how to draw the bar graphs for temperature and precipitation, including deciding on the measurement intervals and labeling each axis."

Updated Text: "Show students models for their tables and how to draw the bar graphs for temperature and precipitation, including deciding on the measurement intervals and labeling each axis."

Component: *HMH Into Science Texas Teacher License Digital Grade 3*

ISBN: 9780358860211

Current Page Number(s): Changes in Weather (TEKS 3.10.A) Quiz A, p. 3

Location: Item 4, image

Original Text: "75 °F , 64 °F , 79 °F , 75 °F "

Updated Text: " 24 °C, 18 °C, 26 °C, 24 °C"

Component: *HMH Into Science Texas Student License Digital Grade 3*

ISBN: 9780358859734

Link to Current Content:

[View Current Content](#)

Current Page Number(s): TEKS Lesson 3.10.A, Day 5, Screen 4

Location: 1st paragraph, line 5

Original Text: "reported in Fahrenheit as shown on this map.

Updated Text: " reported in Fahrenheit. Scientists often use degrees Celsius to report temperature as shown on this map."

Component: *HMH Into Science Texas Student Edition Print Consumable Grade 3*

ISBN: 9780358861669

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 288

Location: Map image

Original Text: Customary units map

Updated Text: Metric units map

Component: *HMH Into Science Texas Teacher Guide Grade 3*

ISBN: 9780358841562

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 261

Location: Column 1, Step 3

Original Text: "Mix pebbles, soil, and a few tablespoons of water..."

Updated Text: "Mix pebbles and soil..."

Component: *HMH Into Science Texas Student Edition Print Consumable Grade 3*

ISBN: 9780358861669

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 339

Location: Step 4

Original Text: "Discuss your proposed solution with a partner."

Updated Text: "Communicate your solution individually in a variety of settings and formats. You may choose to share your solution with a partner at your desk or present it in front of the class. You can communicate your solution using your sketch or by writing a short description."

Component: *HMH Into Science Texas Student Edition Print Consumable Grade 3*

ISBN: 9780358861669

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 343

Location: Step 5

Original Text: "Step 5 Build your redesigned model, then test it. Share your results with the class."

Updated Text: "Step 9 Build your redesigned model. Then test it. Work with your partner to communicate your solution in a variety of settings. You can share it with another group, with the whole class, or with another class at your school."

Component: *HMH Into Science Texas Teacher Guide Grade 3*

ISBN: 9780358841562

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 269

Location: Step 9

Original Text: "Provide students with the following sentence stems to support their presentation to the class:"

Updated Text: "Provide students with the following sentence stems to support their presentation:"

Component: *HMH Into Science Texas Student Edition Print Consumable Grade 3*

ISBN: 9780358861669

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 415

Location: First Paragraph, Line 3

Original Text: "Some organisms go into hibernation, while other organisms undergo migration."

Updated Text: "Some organisms go into hibernation, while other organisms respond with migration."

Component: *HMH Into Science Texas Teacher Guide Grade 3*

ISBN: 9780358841562

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 317

Location: Column 1, Connection to Community, Pet scientist

Original Text: "Pet Scientist: While at home, students track their pets' daily habits to observe how the animals spend their time. Once students have collected enough data, they can compare it to weather data (which may be found online) and determine whether there is any relationship."

Updated Text: N/A

Component: *HMH Into Science Texas Teacher Guide Grade 3*

ISBN: 9780358841562

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 321

Location: Column 2, Model and Explain Strategies, line 3

Original Text: "Model choosing appropriate terms to enter in a search engine, locating texts in a library, or using the glossary and table of contents of a book to find information."

Updated Text: "Model choosing appropriate terms to enter in a search engine, locating texts from a library, or using the index and table of contents of a book to find information."

Component: *HMH Into Science Texas Teacher Guide Grade 3*

ISBN: 9780358841562

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 321

Location: Column 2, Students as Scientists, line 4

Original Text: "Have students review their predictions and whether their research supports them."

Updated Text: "Have students review their predictions and whether their research supports the predictions."

Component: *HMH Into Science Texas Student Edition Print Consumable Grade 3*

ISBN: 9780358861669

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 421

Location: Exit Ticket prompt

Original Text: "Use your observations from your research as evidence to explain if your prediction was correct."

Updated Text: "Use your observations from your research as evidence to explain whether your prediction was correct."

Component: *HMH Into Science Texas Teacher Guide Grade 3*

ISBN: 9780358841562

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 335

Location: Column 1, Connection to Community, Line 1

Original Text: "Lunch Food Chain: Students log the food from their lunch and use these items to construct a food chain that includes themselves. Help students identify organisms that make up their food (such as wheat in bread, fruit in jam, etc.)."

Updated Text: "Menu Food Chain: Show students a menu from a local restaurant. Select an item on the menu, and help students identify the organisms that make up that food such as wheat in bread or fruit in jam. Have students construct

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 777 of 3538

food chains that include those organisms and a diner at the restaurant. For any consumer organisms in the food, consider providing resources students can use to research where those organisms get their energy."

Component: *HMH Into Science Texas Teacher Guide Grade 3*

ISBN: 9780358841562

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 339

Location: Column 1, Step 1

Original Text: "Mix approaching students with advanced students to encourage them to help each other."

Updated Text: N/A

Component: *HMH Into Science Texas Teacher Guide Grade 3*

ISBN: 9780358841562

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 343

Location: Column 2, Exit Ticket/Formative Assessment, Check Student Understanding

Original Text: "Students should understand that, even though the chickens and humans do not eat bees, bees are essential to growing the plants they do eat."

Updated Text: "Students should understand that, even though the chickens and humans do not eat bees, bees are essential to plant reproduction."

Component: *HMH Into Science Texas Teacher Guide Grade 3*

ISBN: 9780358841562

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 344

Location: Column 2, Differentiation: Challenge

Original Text: "Differentiation: Challenge

Discuss the different ways organisms use energy, such as the orchid bees scraping fragrances off a flower to attract mates. Then have students explain why the amount of energy that flows to the secondary consumer is not as much as flows to the primary consumer."

Updated Text: N/A

Component: *HMH Into Science Texas Student License Digital Grade 3*

ISBN: 9780358859734

Link to Current Content:

[View Current Content](#)

Current Page Number(s): TEKS Lesson 3.12.B, Day 2, Screen 3

Location: Step 2, last sentence

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 778 of 3538

Original Text: N/A

Updated Text: "On your final index card, draw and label the sun. Producers like plants get energy from the sun."

Component: *HMH Into Science Texas Student Edition Print Consumable Grade 3*

ISBN: 9780358861669

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 439

Location: Step 2, last sentence

Original Text: N/A

Updated Text: "On your final index card, draw and label the sun. Producers like plants get energy from the sun."

Component: *HMH Into Science Texas Student License Digital Grade 3*

ISBN: 9780358859734

Link to Current Content:

[View Current Content](#)

Current Page Number(s): TEKS Lesson 3.12.B, Day 2, Screen 3

Location: Step 4, last sentence

Original Text: "connect each organism."

Updated Text: "connect each index card."

Component: *HMH Into Science Texas Student Edition Print Consumable Grade 3*

ISBN: 9780358861669

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 439

Location: Step 4, last sentence

Original Text: "connect each organism."

Updated Text: "connect each index card."

Component: *HMH Into Science Texas Student License Digital Grade 3*

ISBN: 9780358859734

Link to Current Content:

[View Current Content](#)

Current Page Number(s): TEKS Lesson 3.12.B, Day 2, Screen 4

Location: Energy and Matter, paragraph 2, sentence 4

Original Text: "How would that affect the snake, grass, cricket food chain?"

Updated Text: "How would that affect the grass, cricket, frog, snake food chain?"

Component: *HMH Into Science Texas Student Edition Print Consumable Grade 3*

ISBN: 9780358861669

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 442

Location: Prompt, sentence 2

Original Text: "How would that affect the snake, grass, cricket food chain?"

Updated Text: "How would that affect the grass, cricket, frog, snake food chain?"

Component: *HMH Into Science Texas Teacher Guide Grade 3*

ISBN: 9780358841562

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 339

Location: Column 2, Support for Student Answers, Energy and Matter, Line 4

Original Text: "How would that affect the snake, grass, cricket food chain?"

Updated Text: "How would that affect the grass, cricket, frog, snake food chain?"

Component: *HMH Into Science Texas Teacher Guide Grade 3*

ISBN: 9780358841562

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 351

Location: Column 1, Connection to Community

Original Text: "Identify Changes: Lead a discussion on natural changes that have happened to the local environment. These can include droughts, blizzards, landslides, or wildfires. Focus the discussion on how the community changed as a result of these environmental changes."

Updated Text: N/A

Component: *HMH Into Science Texas Teacher Guide Grade 3*

ISBN: 9780358841562

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 356

Location: Column 2, Students as Scientists

Original Text: "Check students' understanding by having them go back to the question they asked at the beginning of the hands-on activity and determine if what they investigated answered it."

Updated Text: N/A

Component: *HMH Into Science Texas Teacher Guide Grade 3*

ISBN: 9780358841562

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 363

Location: Column 1, Students as Scientists

Original Text: "Students as Scientists

Survey the class to see whether any students' households have emergency preparedness plans. Explain that planning for emergencies involves making predictions. Ask: Why do you need to predict what types of emergencies might happen? (One goal here should be to emphasize that people engage in scientific practices outside in daily life. It can be helpful for students to think of their caregivers as scientists even if they do not work in a scientific field.)"

Updated Text: N/A

Component: *HMH Into Science Texas Teacher Guide Grade 3*

ISBN: 9780358841562

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 359

Location: Column 2, Do the Math, Elicit and Interpret Students' Thinking, sentence 1

Original Text: "Elicit and Interpret Students' Thinking about the patterns in the data by guiding them to calculate the differences in the bars."

Updated Text: "Elicit and Interpret Students' Thinking about the patterns in the data by guiding them to calculate the differences in the plotted points."

Component: *HMH Into Science Texas Teacher Guide Grade 3*

ISBN: 9780358841562

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 359

Location: Column 2, Differentiation: Extra Support

Original Text: "Create a sample bar graph for students to follow."

Updated Text: "Create a sample line graph for students to follow."

Component: *HMH Into Science Texas Student License Digital Grade 3*

ISBN: 9780358859734

Link to Current Content:

[View Current Content](#)

Current Page Number(s): TEKS Lesson 3.12.C, Day 2, Screen 5

Location: Short Answer Interactivity Sample Answer, Sentence 2

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 781 of 3538

Original Text: "My evidence is that the seeds that had light and water sprouted. My reasoning is the seeds that did not have water did not sprout."

Updated Text: "My evidence is that the seeds that had water sprouted. My reasoning is that systems that consistently have what plants need are environments where plants can grow."

Component: *HMH Into Science Texas Teacher Guide Grade 3*

ISBN: 9780358841562

Link to Current Content:
[View Current Content](#)

Current Page Number(s): p. 356

Location: Column 1, Support for Student Answers, line 8

Original Text: "My evidence is that the seeds that had light and water sprouted. My reasoning is the seeds that did not have water did not sprout."

Updated Text: "My evidence is that the seeds that had water sprouted. My reasoning is that systems that consistently have what plants need are environments where plants can grow."

Component: *HMH Into Science Texas Student License Digital Grade 3*

ISBN: 9780358859734

Link to Current Content:
[View Current Content](#)

Current Page Number(s): TEKS Lesson 3.12.C, Day 3, Screen 3

Location: Image

Original Text: Image of children doing lab activity

Updated Text: image of children doing lab activity following the instructions, show one child with "shelter" index card paired with one child with "deer" index card, show another child with "deer" index card off to the side

Component: *HMH Into Science Texas Student Edition Print Consumable Grade 3*

ISBN: 9780358861669

Link to Current Content:
[View Current Content](#)

Current Page Number(s): p. 467

Location: Image

Original Text: Image of children doing lab activity

Updated Text: image of children doing lab activity following the instructions, show one child with "shelter" index card paired with one child with "deer" index card, show another child with "deer" index card off to the side

Component: *HMH Into Science Texas Teacher Guide Grade 3*

ISBN: 9780358841562

Link to Current Content:
[View Current Content](#)

Current Page Number(s): p. 360

Location: Image

Original Text: Image of children doing lab activity

Updated Text: " image of children doing lab activity following the instructions, show one child with "shelter" index card paired with one child with "deer" index card, show another child with "deer" index card off to the side

Component: *HMH Into Science Texas Student Edition Print Consumable Grade 3*

ISBN: 9780358861669

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 469

Location: Do the Math

Original Text: "Use your data table to make a bar graph. ...

Then, using your bar graph, use addition or subtraction to identify a pattern shown in your data. ... If the deer population did well and had its needs met, it thrived. If the deer population died out, it perished."

Updated Text: "Use your data table to make a line graph. ...

Then, using your line graph, use addition or subtraction to identify a pattern shown in your data. ... If the deer population did well and had their needs met, they thrived. If the deer population died out, the deer perished."

Component: *HMH Into Science Texas Teacher Guide Grade 3*

ISBN: 9780358841562

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 349

Location: Column 1, Day 2, Preparation Tips

Original Text: "Plan to begin Day 1 early, as students will need to wait until their lima beans sprout to collect data for five days. It takes between five and ten days for beans to sprout."

Updated Text: "Plan to conduct Steps 1–2 of Day 1 several days in advance, as students will need to wait until their lima beans sprout to begin collecting data. It takes between five and ten days for beans to sprout. Then, students will need to collect data for five days."

Component: *HMH Into Science Texas Teacher Guide Grade 3*

ISBN: 9780358841562

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 354

Location: Column 2, Preparation Tips

Original Text: "Plan to begin Day 1 early, as students will need to wait until their lima beans sprout to collect data for five days. It takes between five and ten days for beans to sprout."

Updated Text: "Plan to conduct Steps 1–2 of Day 1 several days in advance, as students will need to wait until their lima beans sprout to begin collecting data. It takes between five and ten days for beans to sprout. Then, students will need to collect data for five days."

Component: *HMH Into Science Texas Student Edition Print Consumable Grade 3*

ISBN: 9780358861669

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 496

Location: Line 1, Prompt

Original Text: N/A

Updated Text: "Choose all of the fossils."

Component: *HMH Into Science Texas Teacher Guide Grade 3*

ISBN: 9780358841562

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 407

Location: Column 2, Day 3, Preparation Tips, last sentence

Original Text: N/A

Updated Text: "A clear plastic deli container can be used for the terrarium. Use the scissors to puncture holes in the lid."

Component: *HMH Into Science Texas Teacher Guide Grade 3*

ISBN: 9780358841562

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 416

Location: Column 2, Preparation Tips, last sentence

Original Text: N/A

Updated Text: "A clear plastic deli container can be used for the terrarium. Use the scissors to puncture holes in the lid."

Component: *HMH Into Science Texas Teacher Guide Grade 3*

ISBN: 9780358841562

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. T8

Location: Energy and Speed of Objects, Table of Contents, Day 2

Original Text: "Slow Walk, Fast Walk"

Updated Text: "Let's Move!"

Component: *HMH Into Science Texas Student Edition Print Consumable Grade 3*

ISBN: 9780358861669

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. vi

Location: Energy and Speed of Objects, Table of Contents, Day 2

Original Text: "Slow Walk, Fast Walk"

Updated Text: "Let's Move!"

Component: *HMH Into Science Texas Teacher License Digital Grade 3*

ISBN: 9780358860211

Link to Current Content:

[View Current Content](#)

Current Page Number(s): Changes in States of Matter (TEKS 3.6.C) Quiz, new p. 4

Location: New Item 7, prompt and answer choices after new item 6

Original Text: N/A

Updated Text: "Penny measures the temperature of a sample of wax as it cools and loses energy."

[start of table]

"Change of State: Wax"

"State" "Temperature (° C)"

"liquid" "100"

"liquid" "85"

"liquid" "65"

"solid" "35"

"solid" "0"

[end of table]

"Based on the information in Penny's data table, at which temperature is the wax a solid?"

A. 28° C

B. 65° C

C. 99° C

D. 110° C"

Publisher: McGraw Hill

Science, Grade 3

Program: *McGraw Hill Texas Science, Grade 3: TEKS*

Component: *McGraw Hill Texas Science, Grade 3 Student Edition*

ISBN: 9781265559267

Current Page Number(s): 65

Location: Text under the first image.

Original Text: A builder is choosing materials to build the deck of a bridge. Which properties are most useful in selecting materials for the bridge? Choose two properties.

Updated Text: Observe the bridge system. Explain how the structure of a bridge helps its function. Include details about properties of materials in your response.

Component: McGraw Hill Texas Science, Grade 3 Student Edition

ISBN: 9781265559267

Current Page Number(s): 65

Location: Text under the first image.

Original Text: A. lasts a long time
 B. easy to break
 C. soft
 D. strong

Updated Text: Sample answer: The wood is strong and lasts a long time, so it allows the bridge to function and safely support trucks.

Component: McGraw Hill Texas Science, Grade 3 Student Edition

ISBN: 9781265559267

Current Page Number(s): 88

Location: Bottom of the page, video screenshot

Original Text: photo of blue figure pulling a "PULL" line

Updated Text: photo of swings in a swing set

Component: McGraw Hill Texas Science, Grade 3 Student Edition

ISBN: 9781265559267

Current Page Number(s): 149

Location: Top of page, space to the left of Chapter Wrap-Up

Original Text: N/A

Updated Text: insert Texas icon

Component: McGraw Hill Texas Science, Grade 3 Student Edition

ISBN: 9781265559267

Current Page Number(s): 205

Location: Texas Resources, image below Read the Map

Original Text: Map shows Texas surrounded by gray background.

Updated Text: Map shows the missing states around Texas, shaded, so the focus is on Texas.

Component: McGraw Hill Texas Science, Grade 3 Student Edition

ISBN: 9781265559267

Current Page Number(s): 216

Location: Build Your Skill, below Apply It, under photo

Original Text: What questions do you have about the Dust Bowl and its effects on natural resources?

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 786 of 3538

Updated Text: Analyze the photo of the dust storm. What questions do you have about the Dust Bowl and its effects on natural resources?

Component: McGraw Hill Texas Science, Grade 3 Teacher Edition

ISBN: 9781265517908

Current Page Number(s): 3G

Location: Target Vocabulary, Supporting Vocabulary, above "evidence"

Original Text: N/A

Updated Text: Add the following:

collect data

constraint

data analysis

Component: McGraw Hill Texas Science, Grade 3 Teacher Edition

ISBN: 9781265517908

Current Page Number(s): 3I

Location: DAY 2 ASSESS, below Quick Check

Original Text: 10 min

Updated Text: 7 min

Component: McGraw Hill Texas Science, Grade 3 Teacher Edition

ISBN: 9781265517908

Current Page Number(s): 3I

Location: DAY 2, ASSESS, Quick Check

Original Text: Students use the Word Sort graphic organizer to practice vocabulary.

Updated Text: Students complete the Word Ladder vocabulary resource.

Component: McGraw Hill Texas Science, Grade 3 Teacher Edition

ISBN: 9781265517908

Current Page Number(s): 3I

Location: DAY 2 ASSESS, below Quick Check text

Original Text: N/A

Updated Text: Review the cognitive verbs and Scientific and Engineering Practices and post the word cards on the Interactive Word Wall. 3 min

Component: McGraw Hill Texas Science, Grade 3 Teacher Edition

ISBN: 9781265517908

Current Page Number(s): 3J

Location: DAY 3, below TEACH

Original Text: Delete yellow box: Review the cognitive verbs and Scientific and Engineering Practices and post the word cards on the Interactive Word Wall. 10 min

Updated Text: N/A

Component: McGraw Hill Texas Science, Grade 3 Teacher Edition

ISBN: 9781265517908

Current Page Number(s): 3J

Location: DAY 4, below TEACH

Original Text: Delete yellow box: Students apply vocabulary words in the Write About It! assignment.

Updated Text: N/A

Component: McGraw Hill Texas Science, Grade 3 Teacher Edition

ISBN: 9781265517908

Current Page Number(s): 3J

Location: DAY 5, below ASSESS

Original Text: Delete: "Quick Check Students complete the Frayer Model graphic organizer to practice vocabulary. 10 min

Updated Text: Yellow shaded box: Connect the cognitive verbs and Scientific and Engineering Practices to the investigation and post related items to the Interactive Word Wall. 5 min

Component: McGraw Hill Texas Science, Grade 3 Teacher Edition

ISBN: 9781265517908

Current Page Number(s): 10

Location: TEACH: second paragraph:

Original Text: Delete: Explain to students that it is important to follow safety rules when conducting investigations.

Updated Text: N/A

Component: McGraw Hill Texas Science, Grade 3 Teacher Edition

ISBN: 9781265517908

Current Page Number(s): 14A

Location: Red heading on the page

Original Text: Structured Inquiry

Updated Text: Guided Inquiry

Component: McGraw Hill Texas Science, Grade 3 Teacher Edition

ISBN: 9781265517908

Current Page Number(s): 14A

Location: 2nd column, text under Identify a Problem/Brainstorm Solutions heading

Original Text: Students should use their observations to answer the explorable question. Ask: Using the materials provided, how can you build a bridge that goes across a gap of 15 centimeters and supports the most pennies before it collapses?

Updated Text: Ask: How can you build a bridge that goes across a gap of 15 centimeters and supports the most pennies before it collapses? Students should discuss and record potential solutions to the problem. They will choose one solution to develop in the following steps

Component: McGraw Hill Texas Science, Grade 3 Teacher Edition

ISBN: 9781265517908

Current Page Number(s): 14A

Location: 1st column, NOTE: section

Original Text: NOTE: Download the student page for structured inquiry.

Updated Text: NOTE: Download the student page for guided inquiry.

Component: McGraw Hill Texas Science, Grade 3 Teacher Edition

ISBN: 9781265517908

Current Page Number(s): 14A

Location: 2nd Column, Make a Plan section

Original Text: Make a Plan

Steps 1–4 To help students select a design, show them photos of bridges and advise them to look for common design features. The amount of materials needed will be an estimate because students may discover that they need more supplies as they begin construction of their bridge. As students construct their bridge, remind them to focus on making the bridge strong so that it can withstand the weight of as many pennies as possible. Students will take pictures of their completed prototype. TEKS 3.1B

- Steps 5–8 Advise students to place the pennies on the bridge carefully instead of dropping them onto the bridge. Students will record results in their data table.
- Steps 9–11 Students evaluate their original bridge design and propose solutions for improvements. Then, they implement their improvements and test the new bridge design. TEKS 3.2D, 3.3A

Communicate Information

Have teams share and communicate their results to the class. What patterns can they identify based on what designs held the most pennies?

Updated Text: Make a Plan/Develop the Design

Steps 1-2 To help students select a design, show them photos of bridges and advise them to look for design features to sketch a plan. Students choose the materials needed to begin the construction of their bridge. As students construct their bridge, remind them to consider all of the factors that will impact the stability of the bridge, including the materials used and the weight of each penny. Students should focus on making their bridge withstand as many pennies as possible. TEKS 3.1B, 3.5G

Steps 3-5 Students will use their sketch to build the prototype according to the requirements. Students will take photos of their completed prototype.

Test the Design/Improve the Design

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 789 of 3538

Steps 6-9 Advise students to carefully place the pennies on the bridge instead of dropping them until it collapses. Students will record results in their data table.

Steps 10-12 Students evaluate their original bridge design and propose solutions for improvements. Then, they implement their improvements, test the new bridge design, and record the results. TEKS 3.2D, 3.3A

Steps 10-12 Students evaluate their original bridge design and propose solutions for improvements. Then, they implement their improvements, test the new bridge design, and record the results. TEKS 3.2D, 3.3A

Communicate the Results

Have teams share and communicate their results to the class. What patterns can they identify based on what designs held the most pennies?

Component: McGraw Hill Texas Science, Grade 3 Teacher Edition

ISBN: 9781265517908

Current Page Number(s): 14B

Location: Left column heading

Original Text: Guided and Open Options

Updated Text: Structured and Open Options

Component: McGraw Hill Texas Science, Grade 3 Teacher Edition

ISBN: 9781265517908

Current Page Number(s): 14B

Location: Text under Structured and Open Options

Original Text: For guided and open inquiry, students are expected to develop materials lists, write procedure steps, and determine how they will share their results. Revisions are likely during their investigation.

Updated Text: For structured inquiry, students are given a procedure. For open inquiry, students are expected to develop materials lists, write procedure steps, and determine how they will share their results. Revisions are likely during their investigation.

Component: McGraw Hill Texas Science, Grade 3 Teacher Edition

ISBN: 9781265517908

Current Page Number(s): 14B

Location: Left column

Original Text: Guided Inquiry

Updated Text: Structured Inquiry

Component: McGraw Hill Texas Science, Grade 3 Teacher Edition

ISBN: 9781265517908

Current Page Number(s): 14B

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 790 of 3538

Location: Left column

Original Text: Provide the explorable question.

Updated Text: Provide step-by-step instructions to help students investigate the explorable question.

Component: McGraw Hill Texas Science, Grade 3 Teacher Edition

ISBN: 9781265517908

Current Page Number(s): 14B

Location: Left column, Example

Original Text: Students might investigate how the placement of the pennies on the bridge affects how many pennies the bridge will hold.

Investigations must answer the explorable question.

Updated Text: 1. Build a stable gumdrop bridge that spans 15 cm using gumdrops, craft sticks, toothpicks, pennies, a ruler, and an index card.

2. Brainstorm and research shapes for a sturdy design to go across a 15 cm gap.

3. Choose a shape and plan how to put it together.

4. Build bridge #1 and test it with washers.

5. Improve the design and build bridge #2 and test it with washers.

5. Record your results in the data table.

Component: McGraw Hill Texas Science, Grade 3 Teacher Edition

ISBN: 9781265517908

Current Page Number(s): 14B

Location: Left column, Open inquiry

Original Text: Students write their own explorable question.

Ask: What questions did you have when you evaluated your bridge design?

Plan the Investigation Make sure students choose a testable question. Ask: Can your question be investigated through research, observation, modeling, and/or experimentation?

Updated Text: Students identify their own problem.

Ask: What problem could you solve using the Engineering Design Process?

Plan the Investigation Make sure students choose an engineering design problem they can solve using the resources available.

Component: McGraw Hill Texas Science, Grade 3 Teacher Edition

ISBN: 9781265517908

Current Page Number(s): 14B

Location: ASSESS: Gray Bar

Original Text: 10 min

Updated Text: 5 min

Component: McGraw Hill Texas Science, Grade 3 Teacher Edition

ISBN: 9781265517908

Current Page Number(s): 14C

Location: Below second student mini, below Test the Design

Original Text: 8, 11.

Updated Text: 9, 12.

Component: McGraw Hill Texas Science, Grade 3 Teacher Edition

ISBN: 9781265517908

Current Page Number(s): 14D

Location: 1st student mini, below item 13

Original Text: N/A

Updated Text: Add 14. Explain what changes you made. Did they make the bridge more stable? How do you know?

Component: McGraw Hill Texas Science, Grade 3 Teacher Edition

ISBN: 9781265517908

Current Page Number(s): 14D

Location: 2nd student mini

Original Text: 14, 15, 16

Updated Text: Renumber to 15, 16, 17

Component: McGraw Hill Texas Science, Grade 3 Teacher Edition

ISBN: 9781265517908

Current Page Number(s): 14D

Location: Below 1st student mini, below Item 12

Original Text: N/A

Updated Text: 14. Sample answer: I put the wider part of the gumdrop on the table. The bridge was more stable when I put the wider part of the gumdrop on the bottom. It did not wobble back and forth.

Component: McGraw Hill Texas Science, Grade 3 Teacher Edition

ISBN: 9781265517908

Current Page Number(s): 14D

Location: Below student minis, below Communicate Results Renumber the questions,

Original Text: 12, 13-15

Updated Text: 13, 15-17

Component: McGraw Hill Texas Science, Grade 3 Teacher Edition

ISBN: 9781265517908

Current Page Number(s): 28B

Location: Interactive Word Wall, second question

Original Text: Ask: How did you use observations as evidence? I used my observations to explain what measuring and testing tell you about matter.

Updated Text: Ask: How did you use measurements as evidence? Sample answer: I measured matter to tell about its physical properties.

Component: McGraw Hill Texas Science, Grade 3 Teacher Edition

ISBN: 9781265517908

Current Page Number(s): 28B

Location: EB/EL Leveled Support: Advanced/Advanced High, second to last sentence

Original Text: switch roles and do again.

Updated Text: switch roles, approach another student, and repeat the interaction.

Component: McGraw Hill Texas Science, Grade 3 Teacher Edition

ISBN: 9781265517908

Current Page Number(s): 28B

Location: ASSESS, below Claim, Evidence, Reasoning

Original Text: I claim that matter can be measured with precision when using scientific tools to measure and test the physical properties of objects and record my observations in data tables.

Updated Text: I claim that matter can be measured with precision when using scientific tools to calculate and test the physical properties of objects and record observations in data tables.

Component: McGraw Hill Texas Science, Grade 3 Teacher Edition

ISBN: 9781265517908

Current Page Number(s): 50B

Location: Interactive Word Wall, after the sample answer

Original Text: N/A

Updated Text: Ask: How did your group collect observations and measurements as evidence? Sample answer: We observed what happened to the ice cubes for some time and recorded data in the data table. TEKS 3.1E

Component: McGraw Hill Texas Science, Grade 3 Teacher Edition

ISBN: 9781265517908

Current Page Number(s): 50

Location: GET READY, Gray Bar: Change Text Complexity score from 650L to 680L

Original Text: 650L

Updated Text: 680L

Component: McGraw Hill Texas Science, Grade 3 Teacher Edition

ISBN: 9781265517908

Current Page Number(s): 50

Location: Interactive Word Wall, below Word-Learning Strategies

Original Text: Multiple Meanings

Updated Text: Context

Component: McGraw Hill Texas Science, Grade 3 Teacher Edition

ISBN: 9781265517908

Current Page Number(s): 50

Location: Interactive Word Wall, Model Reading Comprehension

Original Text: Share the meaning of the suffix -ion. Ask: How does the meaning of the suffix help you understand what evaporation means? Sample answer: Evaporation is the act of evaporating. ELAR 3.3C

Updated Text: Help students think of ways to monitor their comprehension and annotate to make adjustments. Ask: What could you write or draw to help you understand the meaning of condensation? Sample answer: I could circle the water droplets on the outside of the glass and add a label "condensation" next to them. ELAR 3.6I

Component: McGraw Hill Texas Science, Grade 3 Teacher Edition

ISBN: 9781265517908

Current Page Number(s): 57

Location: TEACH, second paragraph

Original Text: Use the Four Corners strategy. Assign each of the four corners of the room with one of the possible responses to the probe and have students go to that corner for a class discussion.

Updated Text: Use the Confidence Levels strategy. Poll the class on their answer choices and ask students to rate their response by holding up one (not sure), two (somewhat confident), or three (very confident) fingers.

Component: McGraw Hill Texas Science, Grade 3 Teacher Edition

ISBN: 9781265517908

Current Page Number(s): 57

Location: GET READY

Original Text: Four Corners Strategy

Updated Text: Confidence Levels Strategy

Component: McGraw Hill Texas Science, Grade 3 Teacher Edition

ISBN: 9781265517908

Current Page Number(s): 57

Location: Digital Spotlight, below Page Keeley Video

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 794 of 3538

Original Text: Four Corners Strategy
Learn more about how to use the strategy. 2:12

Updated Text: Confidence Levels Strategy
Learn more about how to use the strategy. 2:17

Component: McGraw Hill Texas Science, Grade 3 Teacher Edition

ISBN: 9781265517908

Current Page Number(s): 60A

Location: 1st column, Red heading at the top

Original Text: Structured Inquiry

Summary

Students will demonstrate that materials can be combined based on their properties to make them better suited for a specific purpose.

Updated Text: Guided Inquiry

Summary

Students demonstrate that materials can be combined based on their properties to make them better suited for a specific purpose.

Component: McGraw Hill Texas Science, Grade 3 Teacher Edition

ISBN: 9781265517908

Current Page Number(s): 60A

Location: 1st column, Text under video screenshot

Original Text: Preview step-by-step support in the Anytime Investigation Video, Build a Brick. 4:00

Updated Text: Preview step-by-step support in the Anytime Investigation Video, Build a Brick. 3:00

Component: McGraw Hill Texas Science, Grade 3 Teacher Edition

ISBN: 9781265517908

Current Page Number(s): 60A

Location: 1st column, NOTE:

Original Text: Download the student page for structured inquiry.

Updated Text: Download the student page for guided inquiry.

Component: McGraw Hill Texas Science, Grade 3 Teacher Edition

ISBN: 9781265517908

Current Page Number(s): 60A

Location: 2nd column, Identify/Brainstorm

Original Text: Identify/Brainstorm

Students should discuss and record potential solutions to the problem. They will choose one solution to develop in the following steps. Ask: How can you demonstrate building a stronger brick based on the physical properties of the materials used?

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 795 of 3538

Plan/Develop

- Step 4 As students sketch each design, make sure they include the amount of water and sand and water and clay they plan to use in each brick. To better release each brick from the mold, have students wiggle the mold as they lift it off of the brick.

- Step 5 Remind students to put on their safety goggles before working with the materials to build their bricks. TEKS 3.1G

Test/Improve

Communicate

Updated Text: Identify a Problem/Brainstorm a Solution

Ask: How can you demonstrate building a stronger brick based on the physical properties of the materials used?

Students should discuss and record potential solutions to the problem. They will choose one solution to develop in the following steps.

Make a Plan/Develop the Design

- Step 4 As students sketch each design, make sure they include the amount of water and sand and water and modeling dough they plan to use in each brick. To better release each brick from the mold, have students wiggle the mold as they lift it off of the brick.

Develop, Test, and Improve the Design

- Step 5 Remind students to put on their safety goggles before working with the materials to build their bricks. TEKS 3.1G

Communicate the Results

Component: McGraw Hill Texas Science, Grade 3 Teacher Edition

ISBN: 9781265517908

Current Page Number(s): 60A

Location: 1st column, Materials

Original Text: • 1/2 cup damp sand

- 1/2 cup dry sand

Updated Text: • 1/4 cup damp sand

- 1/4 cup dry sand

Component: McGraw Hill Texas Science, Grade 3 Teacher Edition

ISBN: 9781265517908

Current Page Number(s): 60B

Location: Guided and Open Options

Original Text: Guided and Open Options

Options

For guided and open inquiry, students are expected to develop materials lists, write procedure steps, and determine how they will share their results. Revisions are likely during their investigation.

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 796 of 3538

Updated Text: Structured and Open Options

For structured inquiry, students are given a procedure. For open inquiry, students are expected to develop materials lists, write procedure steps, and determine how they will share their results. Revisions are likely during their investigation.

Component: McGraw Hill Texas Science, Grade 3 Teacher Edition

ISBN: 9781265517908

Current Page Number(s): 60B

Location: Guided Inquiry

Original Text: Guided Inquiry

Provide the explorable question. How can you demonstrate building a stronger brick based on the physical properties of the materials used?

Example Students may wish to mix other materials into the sand. They may also decide on different methods of determining its strength.

Updated Text: Structured Inquiry

Provide step-by-step instructions to help students investigate the explorable question. How can you demonstrate building a stronger brick based on the physical properties of the materials used?

Example Step 1. Measure the damp sand and dry sand, then mix the two together. Step 2. Measure the water and add to the sand mixture. Step 3. Mix the sand and water mixture until it is mixed thoroughly. Step 4. Once you have the correct consistency of water and sand, pour the mixture into the brick mold. Step 5. Gently wiggle the mold and remove the sand brick.

Component: McGraw Hill Texas Science, Grade 3 Teacher Edition

ISBN: 9781265517908

Current Page Number(s): 60B

Location: Open Inquiry

Original Text: Open Inquiry

Students write their own explorable question.

What questions did you have when you observed the photo of the building blocks?

Plan the Investigation Make sure students choose a testable question. Can your question be investigated through research, observation, modeling, and/or experimentation?

Updated Text: Open Inquiry

Students identify their own problem. Ask: What problem could you solve using the Engineering Design Process?

Plan the Investigation Make sure students choose an engineering design problem they can solve using the resources available.

Component: McGraw Hill Texas Science, Grade 3 Teacher Edition

ISBN: 9781265517908

Current Page Number(s): 60B

Location: ASSESS: below Claim, Evidence, Reasoning

Original Text: Sample answer: I claim that I can combine materials to design a brick that will not be crushed by a weight.

Updated Text: Sample answer: I claim that materials can be combined to design a brick that will not be crushed by a weight.

Component: McGraw Hill Texas Science, Grade 3 Teacher Edition

ISBN: 9781265517908

Current Page Number(s): 60B

Location: Interactive Word Wall: below first paragraph

Original Text: N/A

Updated Text: How did you use models to represent a solution to a problem? Sample answer: I sketched a plan for my prototype to build a stronger brick.

Component: McGraw Hill Texas Science, Grade 3 Teacher Edition

ISBN: 9781265517908

Current Page Number(s): 60C

Location: Below first student mini, Make a Plan

Original Text: N/A

Updated Text: Move Make a Plan and Item 2. with anno over to the next column, above Item 5.

Component: McGraw Hill Texas Science, Grade 3 Teacher Edition

ISBN: 9781265517908

Current Page Number(s): 60C

Location: Under 2nd student mini, below number 5, Testing Bricks

Original Text: clay-and-sand brick

Updated Text: modeling dough-and-sand brick

Component: McGraw Hill Texas Science, Grade 3 Teacher Edition

ISBN: 9781265517908

Current Page Number(s): 60D

Location: Under 1st student mini, below Improve the Design, number 7

Original Text: clay

Updated Text: modeling dough

Component: McGraw Hill Texas Science, Grade 3 Teacher Edition

ISBN: 9781265517908

Current Page Number(s): 60D

Location: Under student mini, below Communicate the Results: number 8.

Original Text: clay-and-sand

Updated Text: modeling dough-and-sand brick

Component: McGraw Hill Texas Science, Grade 3 Teacher Edition

ISBN: 9781265517908

Current Page Number(s): 60D

Location: Under 2nd student mini, below Communicate the Results: number 9.

Original Text: I would choose the sand-and-clay brick. The sand and clay are both easy to mold. The clay is firmer, and the sand made the brick harder.

Updated Text: I would choose the modeling dough-and-sand brick. The sand and modeling dough are both easy to mold. The modeling dough is firmer, and the sand made the brick harder.

Component: McGraw Hill Texas Science, Grade 3 Teacher Edition

ISBN: 9781265517908

Current Page Number(s): 60D

Location: Under 2nd student mini, below Communicate the Results, number 11.

Original Text: I wore safety goggles and used the materials responsibly.

Updated Text: I wore goggles and made sure that I cleaned up my workspace.

Component: McGraw Hill Texas Science, Grade 3 Teacher Edition

ISBN: 9781265517908

Current Page Number(s): 65

Location: Assess, Below Key Moment, Item 1

Original Text: Dual Coded Students will refer to the model to answer the question about selecting the most useful bridge materials.

- A. Correct Students understand materials used to build the deck of a bridge should be long-lasting.
- B. Incorrect Students may choose “easy to break” because they do not understand that the materials should be strong to support the weight of vehicles on the bridge.
- C. Incorrect Students may choose “soft” because they do not realize that materials should be hard so that vehicles can drive over the bridge without sinking into them.
- D. Correct Students understand materials used to build the deck of a bridge should be strong. DOK 3

Updated Text: Dual Coded Students will refer to the bridge system model to explain its structure and the materials used to help it function. DOK 3

Component: McGraw Hill Texas Science, Grade 3 Teacher Edition

ISBN: 9781265517908

Current Page Number(s): 67

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 799 of 3538

Location: GET READY, under Download the Show What YOU Know support and rubric.

Original Text: N/A

Updated Text: [checkbox] Download the STEM Project Teacher Support.

Component: McGraw Hill Texas Science, Grade 3 Teacher Edition

ISBN: 9781265517908

Current Page Number(s): 67

Location: ASSESS, FOLDABLES section, 1st sentence

Original Text: Four-Tab Concept Map

Updated Text: Concept-Map Book Foldable

Component: McGraw Hill Texas Science, Grade 3 Teacher Edition

ISBN: 9781265517908

Current Page Number(s): 67

Location: ASSESS, Item 1

Original Text: Students think back to what they learned about testing matter and then list three ways to test an object's properties.

Updated Text: Students think back to what they learned about measuring and testing matter and then list three ways to test an object's properties.

Component: McGraw Hill Texas Science, Grade 3 Teacher Edition

ISBN: 9781265517908

Current Page Number(s): 67

Location: ASSESS, Item 3

Original Text: A. Correct Students understand that water evaporates as it is heated.

B. Incorrect Students may think the water will condense, but they do not understand that when water is heated, it evaporates, becoming water vapor.

C. Incorrect Students may think the water will freeze because they do not understand that when the temperature goes up the water will become warmer and evaporate.

D. Incorrect Students may think the water will melt because they do not understand that the water is already melted. DOK 2

Updated Text: Students understand that boiling water evaporates to become water vapor as it is heated. Clouds seen are water droplets formed as water vapor cools in the air. DOK 2

Component: McGraw Hill Texas Science, Grade 3 Teacher Edition

ISBN: 9781265517908

Current Page Number(s): 71C

Location: Under DAY 4, below GET READY, 1st bullet

Original Text: • View the Meet a Piano Mover video.

.

Updated Text: • View the Meet a Basketball Coach video.

Component: McGraw Hill Texas Science, Grade 3 Teacher Edition

ISBN: 9781265517908

Current Page Number(s): 71C

Location: Under DAY 4, below TEACH

Original Text: Read STEM Connection: Meet a Piano Mover.

Updated Text: Read STEM Connection: Meet a Basketball Coach: Tony Wingen.

Component: McGraw Hill Texas Science, Grade 3 Teacher Edition

ISBN: 9781265517908

Current Page Number(s): 86C

Location: Under 2nd student mini, Conduct an Investigation: Changing How Objects Move table, sample answers for 2nd row: How do pulls change how objects move?

Original Text: 1. Tie a string to the toy car.
2. Pull the string taut and keep it low to the ground.
3. Give the string a gentle pull.
4. Record your observations.

Updated Text: 1. Set the toy car on a flat surface.
2. Give the toy car a gentle pull.
3. Measure how far the toy car moved.

Component: McGraw Hill Texas Science, Grade 3 Teacher Edition

ISBN: 9781265517908

Current Page Number(s): 133

Location: above ASSESS

Original Text: N/A

Updated Text: Talk About It Students should discuss with each other how they used sound today.

Component: McGraw Hill Texas Science, Grade 3 Teacher Edition

ISBN: 9781265517908

Current Page Number(s): 145

Location: Visual Literacy: 1st sample answer

Original Text: Delete increased or decreased

Updated Text: N/A

Component: McGraw Hill Texas Science, Grade 3 Teacher Edition

ISBN: 9781265517908

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 801 of 3538

Current Page Number(s): 145

Location: Visual Literacy, 3rd blue question

Original Text: What more can you find?

Updated Text: How can you find out more about the topic of this poster?

Component: McGraw Hill Texas Science, Grade 3 Teacher Edition

ISBN: 9781265517908

Current Page Number(s): 145

Location: ASSESS gray bar

Original Text: N/A

Updated Text: clock icon 10 min

Component: McGraw Hill Texas Science, Grade 3 Teacher Edition

ISBN: 9781265517908

Current Page Number(s): 145

Location: Claim, Evidence, Reasoning, anno

Original Text: I have learned about different sources of thermal energy.

Updated Text: thermal energy is used to heat objects in everyday life. Thermal energy warms the water and dries wet hair after a shower. Thermal energy warms food on a stove. The Sun uses thermal energy to heat the Earth's surface to make it warm.

Component: McGraw Hill Texas Science, Grade 3 Teacher Edition

ISBN: 9781265517908

Current Page Number(s): 168A

Location: Red heading at the top of the page

Original Text: Structured Inquiry

Updated Text: Guided Inquiry

Component: McGraw Hill Texas Science, Grade 3 Teacher Edition

ISBN: 9781265517908

Current Page Number(s): 168A

Location: Last sentence after Summary heading

Original Text: Students will record data in graphic organizers, like Cause and Effect graphic organizer, they construct.

Updated Text: Students will record data in a data table they have constructed.

Component: McGraw Hill Texas Science, Grade 3 Teacher Edition

ISBN: 9781265517908

Current Page Number(s): 168A

Location: NOTE section, first sentence

Original Text: NOTE: Download the student page for structured inquiry.

Updated Text: NOTE: Download the student page for guided inquiry.

Component: McGraw Hill Texas Science, Grade 3 Teacher Edition

ISBN: 9781265517908

Current Page Number(s): 168A

Location: NOTE: section

Original Text: Students will require additional materials depending on the investigation they plan and carry out. Possible materials include additional textbooks, paper tubes, cardboard, tape, aluminum foil, and a stopwatch.

Updated Text: Students will require additional materials depending on the investigation they plan and carry out. Possible materials include a meterstick, textbooks, paper tubes, cardboard, tape, aluminum foil, and a stopwatch.

Component: McGraw Hill Texas Science, Grade 3 Teacher Edition

ISBN: 9781265517908

Current Page Number(s): 168A

Location: Steps under Conduct an Investigation

Original Text: Step 3

Updated Text: Step 5

Component: McGraw Hill Texas Science, Grade 3 Teacher Edition

ISBN: 9781265517908

Current Page Number(s): 168A

Location: Steps under Conduct an Investigation, Step 5

Original Text: 3.1B

Updated Text: 3.1F

Component: McGraw Hill Texas Science, Grade 3 Teacher Edition

ISBN: 9781265517908

Current Page Number(s): 168B

Location: Left Column heading

Original Text: Guided and Open Options

Updated Text: Structured and Open Options

Component: McGraw Hill Texas Science, Grade 3 Teacher Edition

ISBN: 9781265517908

Current Page Number(s): 168B

Location: Left Column paragraph text

Original Text: For guided and open inquiry, students are expected to develop materials lists, write procedure steps, and determine how they will share their results. Revisions are likely during their investigation.

Updated Text: For structured inquiry, students are given a procedure. For open inquiry, students are expected to develop materials lists, write procedure steps, and determine how they will share their results. Revisions are likely during their investigation.

Component: McGraw Hill Texas Science, Grade 3 Teacher Edition

ISBN: 9781265517908

Current Page Number(s): 168B

Location: Left Column smaller heading

Original Text: Guided Inquiry

Updated Text: Structured Inquiry

Component: McGraw Hill Texas Science, Grade 3 Teacher Edition

ISBN: 9781265517908

Current Page Number(s): 168B

Location: Left Column paragraph text under Structured Inquiry

Original Text: Provide the explorable question: Ask: How is the speed of a table tennis ball related to its mechanical energy? Example Students should consider which type of graphic organizer will be most effective for collecting data during the investigation. Investigations must answer the explorable question. TEKS 3.1B

Updated Text: Provide step-by-step instructions to help students investigate the explorable question. Ask: How is the speed of a table tennis ball related to its mechanical energy?

1. Make a ramp with a book and a piece of cardboard.
2. Roll a ball down the ramp. Use a stopwatch to time how long it take the ball to roll from the top to the bottom.
3. Add another book to the ramp.
4. Roll the ball again and time how long it take the ball to roll down the ramp.

Component: McGraw Hill Texas Science, Grade 3 Teacher Edition

ISBN: 9781265517908

Current Page Number(s): 168B

Location: Left Column paragraph text under Open Inquiry, Example

Original Text: Students might investigate how the height of a ramp affects the ball's speed and mechanical energy.

Updated Text: Students might investigate how the strength of a push affects the ball's speed and mechanical energy.

Component: McGraw Hill Texas Science, Grade 3 Teacher Edition

ISBN: 9781265517908

Current Page Number(s): 168B

Location: Interactive Word Wall box, second question and answer

Original Text: Ask: How did you construct a graphic organizer to record data? Sample answer: We used a Cause and Effect graphic organizer to collect data. TEKS 3.1F

Updated Text: Ask: How did you collect and record data in the investigation? Sample answer: We made a two-column graphic organizer to record the data collected. TEKS 3.1F

Component: McGraw Hill Texas Science, Grade 3 Teacher Edition

ISBN: 9781265517908

Current Page Number(s): 168C

Location: 1st student mini, Make a Prediction

Original Text: Think of the photo of the high-speed train. How is the speed of a table tennis ball related to its mechanical energy?

Updated Text: Think of the photo showing the phenomenon of the high-speed train. How is the speed of a table tennis ball related to its mechanical energy?

Component: McGraw Hill Texas Science, Grade 3 Teacher Edition

ISBN: 9781265517908

Current Page Number(s): 168C

Location: 1st student mini, Conduct an Investigation, Step 1

Original Text: Plan an investigation to increase the speed of roll a table tennis ball. List materials you will use and procedure follow in space below.

Updated Text: Plan an investigation to increase the speed of roll a table tennis ball. Think about the cause-and-effect relationship between your investigation set-up and the speed of the ball. List materials you will use and procedure follow in space below.

Component: McGraw Hill Texas Science, Grade 3 Teacher Edition

ISBN: 9781265517908

Current Page Number(s): 168C

Location: 2nd column, under student mini, above Item 3

Original Text: N/A

Updated Text: Conduct an Investigation (continued)

Component: McGraw Hill Texas Science, Grade 3 Teacher Edition

ISBN: 9781265517908

Current Page Number(s): 168C

Location: 2nd column, under student mini, Item 3

Original Text: 3

Updated Text: 5

Component: McGraw Hill Texas Science, Grade 3 Teacher Edition

ISBN: 9781265517908

Current Page Number(s): 168C

Location: 2nd column, under student mini, sample answer data table

Original Text: Table has no title and 1 blank row

Updated Text: Table title: Table Tennis Ball Observations

Table has three rows with sample answers for Number of Books and Time to 'X' on Floor:

3; 0.75 second

2; 0.91 second

1; 1.15 seconds

Component: McGraw Hill Texas Science, Grade 3 Teacher Edition

ISBN: 9781265517908

Current Page Number(s): 168D

Location: 1st column, under Communicate Information. Item 8

Original Text: After listening to students explanations, the ball rolled faster and had more mechanical energy.

Updated Text: After listening to students' explanations, the higher the stack of books, the less time it took for the ball to reach the bottom of the ramp.

Component: McGraw Hill Texas Science, Grade 3 Teacher Edition

ISBN: 9781265517908

Current Page Number(s): 168D

Location: 1st column, under Communicate Information. Item 9

Original Text: I could decrease the height to show how the speed also decreases when it has less mechanical energy.

Updated Text: I could use a toy car and conduct the same investigation to see if it is related to speed and mechanical energy.

Component: McGraw Hill Texas Science, Grade 3 Teacher Edition

ISBN: 9781265517908

Current Page Number(s): 185

Location: Under Assess, under Claims, Evidence, Reasoning, anno next to Notebooking

Original Text: soil forms from rocks being weathered in different ways.

Updated Text: Sample answer: soil forms from rocks being weathered, broken-down by roots, and decomposing plants and animals. Rain weakens and breaks larger rocks into smaller pieces, and soil contains broken-down parts of plants and animals.

Component: McGraw Hill Texas Science, Grade 3 Teacher Edition

ISBN: 9781265517908

Current Page Number(s): 192B

Location: 2nd column, Interactive Word Wall, sample answer to 1st question

Original Text: I placed soil and cubes in a tilted tray to represent houses along a slope, and I poured water into the tray to simulate a landslide.

Updated Text: I tilted a tray containing soil and cubes that represented houses along a slope, and I poured water into the tray to simulate a landslide.

Component: McGraw Hill Texas Science, Grade 3 Teacher Edition

ISBN: 9781265517908

Current Page Number(s): 192C

Location: Conduct an Investigation, #4

Original Text: 2. Sample answer: Students' setups should show a sketch of a stream table as describe in Step 1.

4. Sample answer: After water was poured onto the soil, the cubes and the soil began to slide down the plastic paint tray.

Updated Text: 2. 4. Original Setup Sample answer: Students' setups should show a sketch of a stream table. Soil is smooth, and the cubes are spread out evenly on the slope.

After Pouring Water Sample answer: After water was poured onto the soil, the cubes and the soil began to slide down the plastic paint tray.

Component: McGraw Hill Texas Science, Grade 3 Teacher Edition

ISBN: 9781265517908

Current Page Number(s): 195

Location: CER, Notebooking, anno

Original Text: landslides cause rapid changes to Earth's surface.

Updated Text: Sample answer: soil and rock can slide down a hill and destroy a road. Volcanoes can change the Earth's surface by releasing lava and causing fires that can spread around the area. Earthquakes can also bring down houses and buildings, break rocks and move large sections of land.

Component: McGraw Hill Texas Science, Grade 3 Teacher Edition

ISBN: 9781265517908

Current Page Number(s): 205

Location: EXPLAIN It Video

Original Text: their claim about where useful things come from.

Updated Text: their claims about how humans use natural resources.

Component: McGraw Hill Texas Science, Grade 3 Teacher Edition

ISBN: 9781265517908

Current Page Number(s): 205

Location: CER, Notebooking, answer

Original Text: useful things are made from natural resources such as wood and metal.

Updated Text: Sample answer: useful things people use are made from natural resources. Many natural resources such as cattle, oil, and wheat are found in Texas. Natural resources can be living, like sheep, and nonliving, like natural gas. Cotton is used for making clothes and oil for driving cars.

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 807 of 3538

Component: McGraw Hill Texas Science, Grade 3 Teacher Edition

ISBN: 9781265517908

Current Page Number(s): 215

Location: Answer under Assess, under Claim, Evidence, Reasoning

Original Text: limited resources can run out if they are not used wisely.

Updated Text: limited resources can run out if they are not used wisely. In the investigation, I learned that the fewer resources of water we removed, the more water we had for more years. Conserving water can help in times when dry weather arrives.

Component: McGraw Hill Texas Science, Grade 3 Teacher Edition

ISBN: 9781265517908

Current Page Number(s): 222A

Location: Red heading on the top of the page

Original Text: Structured Inquiry

Updated Text: Guided Inquiry

Component: McGraw Hill Texas Science, Grade 3 Teacher Edition

ISBN: 9781265517908

Current Page Number(s): 222A

Location: NOTE, first sentence

Original Text: Download the student page for structured inquiry.

Updated Text: Download the student page for guided inquiry.

Component: McGraw Hill Texas Science, Grade 3 Teacher Edition

ISBN: 9781265517908

Current Page Number(s): 222A

Location: Right column, Identify and Brainstorm a Solution

Original Text: Identify

Students should use their observations to answer the explorable question. Ask: How can you make a useful object out of recycled materials?

Brainstorm a Solution

Encourage group members to share their ideas about what objects could be made out of different used materials.

Updated Text: Identify a Problem/Brainstorm a Solution

Ask: How can you make a useful object out of recycled materials?

Students should discuss and record potential solutions to the problem. They will choose one solution to develop in the following steps. Encourage group members to share their ideas about what objects could be made out of different used materials.

Component: McGraw Hill Texas Science, Grade 3 Teacher Edition

ISBN: 9781265517908

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 808 of 3538

Current Page Number(s): 222A

Location: Right column, Develop the Design

Original Text: Develop the Design

[bullet] Step 5 Have students list three of the materials they are reusing and describe how they were used before and how they are being used in the new object.

Updated Text: Develop the Design

[bullet] Steps 4-5 Students will use their sketches to assemble their useful objects. Have students list three of the materials they are reusing and describe how they were used before and how they are being used in the new object.

Component: McGraw Hill Texas Science, Grade 3 Teacher Edition

ISBN: 9781265517908

Current Page Number(s): 222A

Location: Science Mindset

Original Text: [current placement is above Communicate the Results]

Science Mindset Scientists and engineers test and evaluate their designs, making improvements as needed. Provide time for students to discuss how their object's design can be improved with a partner. Use sentence frames:

Based our tests, I think _____ because _____.

We can improve our design by _____.

Could you elaborate on why you think _____ is a better design?

Updated Text: [move to left column below Short on Time? section]

Science Mindset Scientists and engineers test and evaluate their designs, making improvements as needed. Provide time for students to discuss how their object's design can be improved with a partner. Use sentence frames:

Based on our tests, I think _____ because _____.

We can improve our design by _____.

Could you elaborate on why you think _____ is a better design?

Component: McGraw Hill Texas Science, Grade 3 Teacher Edition

ISBN: 9781265517908

Current Page Number(s): 222B

Location: Left Column, Guided and Open Options and Guided Inquiry box

Original Text: Guided and Open Options

For guided and open inquiry, students are expected to develop materials lists, write procedure steps, and determine how they will share their results. Revisions are likely during their investigation.

Guided Inquiry

Provide the explorable question. Ask: How can you make a useful object out of recycled materials?

Example The class might choose to agree on a common purpose or problem and then have student groups design and assemble objects that meet the purpose or solve the problem. Investigations must answer the explorable question.

Updated Text: Structured and Open Options

For structured inquiry, students are given a procedure. For open inquiry, students are expected to develop materials lists,

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 809 of 3538

write procedure steps, and determine how they will share their results. Revisions are likely during their investigation.

Structured Inquiry

Provide step-by-step instructions to help students investigate the explorable question. Ask: How can you make a useful object out of recycled materials?

Example Step 1. Observe the recycled materials and decide which materials to use to design a new object that will serve a purpose. Step 2. Sketch your design using those materials. Step 3. Build the new object out of the recycled materials selected. Step 4. Test your prototype. Step 5. Adjust prototype for improvements.

Component: McGraw Hill Texas Science, Grade 3 Teacher Edition

ISBN: 9781265517908

Current Page Number(s): 222B

Location: Open Inquiry

Original Text: Open Inquiry

Students write their own explorable question. Ask: What questions did you have when you observed the photo of resources being reused?

Plan the Investigation Make sure students choose a testable question. Ask: Can your question be investigated through research, observation, modeling, and/or experimentation?

Updated Text: Open Inquiry

Students identify their own problem. Ask: What problem could you solve using the Engineering Design Process?

Plan the Investigation

Make sure students choose an engineering design problem they can solve using the resources available.

Component: McGraw Hill Texas Science, Grade 3 Teacher Edition

ISBN: 9781265517908

Current Page Number(s): 222B

Location: Question under Interactive Word Wall

Original Text: Ask: How did you design your prototype? Sample answer: I chose materials we had and drew a new way to use them.

Updated Text: Ask: How did you develop and use your model? Sample answer: I used the model to build my design.

Component: McGraw Hill Texas Science, Grade 3 Teacher Edition

ISBN: 9781265517908

Current Page Number(s): 222C

Location: Under student mini, Develop the Design, Item #5

Original Text: 1st column, 2nd row: Plastic bottle

2nd column, 2nd row: hold water

3rd column, 2nd row: body of car

1st column, 3rd row: Drink straw

2nd column, 3rd row: drink liquids

3rd column, 3rd row: axle for car

1st column, 4th row:

2nd column, 4th row:

3rd column, 4th row:

Updated Text: 1st column, 2nd row: rubber bands

2nd column, 2nd row: hold items together

3rd column, 2nd row: hold stand together

1st column, 3rd row: plastic cups

2nd column, 3rd row: hold liquids

3rd column, 3rd row: stand to hold tablet

1st column, 4th row: cardboard

2nd column, 4th row: packaging box

3rd column, 4th row: platform to hold tablet

Component: McGraw Hill Texas Science, Grade 3 Teacher Edition

ISBN: 9781265517908

Current Page Number(s): 222D

Location: Under student mini, Above Improve the Design

Original Text: N/A

Updated Text: Develop the Design (continued)

7. Answers will vary based on designs that students built and tested.

Component: McGraw Hill Texas Science, Grade 3 Teacher Edition

ISBN: 9781265517908

Current Page Number(s): 222D

Location: Under student mini, Communicate the Results

Original Text: (continued)

Updated Text: N/A

Component: McGraw Hill Texas Science, Grade 3 Teacher Edition

ISBN: 9781265517908

Current Page Number(s): 222D

Location: Under student mini, Make a Claim

Original Text: I claim that reducing, reusing, and recycling helps conserve natural resources by allowing us to use resources again and not throw them in the trash.

Updated Text: I claim that conserving natural resources is important because we can run out of them.

Component: McGraw Hill Texas Science, Grade 3 Teacher Edition

ISBN: 9781265517908

Current Page Number(s): 223

Location: Science Mindset

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 811 of 3538

Original Text: Science Mindset When reading about the recycling situation in this community, think about other's perspectives. What might a business owner think? What about someone living in the neighborhood? How might a decision impact others?

Updated Text: N/A

Component: McGraw Hill Texas Science, Grade 3 Teacher Edition

ISBN: 9781265517908

Current Page Number(s): 225

Location: Above EB/EL Provide Specialized Instruction

Original Text: N/A

Updated Text: Science Mindset When reading about the recycling situation in this community, have students think about other's perspectives. Ask: What might a business owner think? How might a decision impact others?

Component: McGraw Hill Texas Science, Grade 3 Teacher Edition

ISBN: 9781265517908

Current Page Number(s): 225

Location: Below ASSESS, Reinforce | Use to Intervene

Original Text: have them use the Concentration graphic organizer to play a vocabulary game.

Updated Text: have them use the Concentration game to reinforce concepts.

Component: McGraw Hill Texas Science, Grade 3 Teacher Edition

ISBN: 9781265517908

Current Page Number(s): 225

Location: Below ASSESS, CER Notebooking, answer

Original Text: items can be reused instead of being thrown away.

Updated Text: Sample answer: reducing, reusing, and recycling help conserve natural resources by allowing us to use resources again and not throw them in the trash. Recycling 94 million tons of materials keeps them out of landfills. Reusing cloth bags reduces plastic use. Fixing a leaky faucet saves can conserve 10,000 gallons of water each year.

Component: McGraw Hill Texas Science, Grade 3 Teacher Edition

ISBN: 9781265517908

Current Page Number(s): 225

Location: ASSESS, below Check for Understanding, Essential Question Check-In

Original Text: Students should explain that reducing is when you use less of a natural resource, reusing is when you use something over and over again, recycling is when products are reprocessed to make new products.

Updated Text: Students should identify problems and explain the solutions when it comes to reducing, reusing, and recycling products. As part of this, they should understand that reducing involves using less of a natural resource, reusing means using something over and over again, and recycling involves reprocessing products to make new ones.

Component: McGraw Hill Texas Science, Grade 3 Teacher Edition

ISBN: 9781265517908

Current Page Number(s): 238B

Location: CER Claim statement

Original Text: Sample answer: I claim that I can record temperature using a thermometer, use a rain gauge when it rains with no rain and record the wind direction with a wind vane

Updated Text: Sample answer: I claim that weather can be described by temperature, rain, and wind direction and measured with a thermometer, rain gauge, and wind vane.

Component: McGraw Hill Texas Science, Grade 3 Teacher Edition

ISBN: 9781265517908

Current Page Number(s): 238C

Location: 2nd column: above Daily Weather

Original Text: N/A

Updated Text: Conduct an Investigation
2, 4, 6. Sample answers:

Component: McGraw Hill Texas Science, Grade 3 Teacher Edition

ISBN: 9781265517908

Current Page Number(s): 238C

Location: Conduct an Investigation

Original Text: 01/01/2022

Updated Text: 1/10/2025

Component: McGraw Hill Texas Science, Grade 3 Teacher Edition

ISBN: 9781265517908

Current Page Number(s): 241

Location: below the Key Moment and Above the Assess bar

Original Text: N/A

Updated Text: [icon] Talk About It Have students discuss the temperatures that are associated with different types of precipitation.

Component: McGraw Hill Texas Science, Grade 3 Teacher Edition

ISBN: 9781265517908

Current Page Number(s): 241

Location: EB/EL note

Original Text: EB/EL Promote Multilingualism

Give students a chance to share in their home languages any other seasonal weather they have experienced or know

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 813 of 3538

about that is not common in Texas. Then as a class, determine together the English vocabulary used to describe it. ELPS 3E

Updated Text: [Move note to the bottom of the page.]

Component: McGraw Hill Texas Science, Grade 3 Teacher Edition

ISBN: 9781265517908

Current Page Number(s): 241

Location: ASSESS: CER sample answer

Original Text: a thermometer is used to measure temperature; a wind vane is used to show wind direction; a rain gauge is used to measure precipitation.

Updated Text: a thermometer is used to measure temperature, a wind vane is used to show wind direction, and a rain gauge is used to measure precipitation.

Component: McGraw Hill Texas Science, Grade 3 Teacher Edition

ISBN: 9781265517908

Current Page Number(s): 248B

Location: Interactive Word Wall: after TEKS 3.2B

Original Text: N/A

Updated Text: Ask: Why do you think scientists compare data? Sample answer: They want to learn what causes the data to be similar or different.

Component: McGraw Hill Texas Science, Grade 3 Teacher Edition

ISBN: 9781265517908

Current Page Number(s): 248B

Location: Interactive Word Wall: Second sample answer

Original Text: explain similar weather pattern.

Updated Text: explain patterns of similar weather.

Component: McGraw Hill Texas Science, Grade 3 Teacher Edition

ISBN: 9781265517908

Current Page Number(s): 248B

Location: ASSESS, CER, sample answer

Original Text: I claim that weather conditions can be different in different places on the same day.

Updated Text: I claim that weather conditions can be similar or different in different places.

Component: McGraw Hill Texas Science, Grade 3 Teacher Edition

ISBN: 9781265517908

Current Page Number(s): 248B

Location: EB/EL: Advanced

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 814 of 3538

Original Text: describe it

Updated Text: describe them

Component: McGraw Hill Texas Science, Grade 3 Teacher Edition

ISBN: 9781265517908

Current Page Number(s): 251

Location: EB/EL Teach Structure and Form, first sentence

Original Text: Point out the suffix -ist in meteorologist that shows it's a type of job.

Updated Text: Explain that the suffix -ist in meteorologist means that a person who works with whatever the root word is.

Component: McGraw Hill Texas Science, Grade 3 Teacher Edition

ISBN: 9781265517908

Current Page Number(s): 251

Location: ASSESS CER: Sample answer

Original Text: weather conditions can be different in different places on the same day.

Updated Text: weather conditions can be different from one location to another. The data table showed that the weather for May 11th in Anchorage was 6°C (43°F) and rainy, but in Dallas, the weather was 21°C (70°F) and no rain.

Component: McGraw Hill Texas Science, Grade 3 Teacher Edition

ISBN: 9781265517908

Current Page Number(s): 251

Location: Back to the Big Idea

Original Text: Ask: Is today's weather the same in all locations? Sample answer: No, the weather is different from one place to the next. It could be clear and sunny in our region, and rainy or snowy someplace else.

Updated Text: Ask: How does weather vary from place to place? Sample answer: Weather can be clear, warm, and sunny in one place and cold and rainy in another place on the same day.

Component: McGraw Hill Texas Science, Grade 3 Teacher Edition

ISBN: 9781265517908

Current Page Number(s): 259

Location: EB/EL Scaffold to Support Access

Original Text: such as the Earth revolves around the Sun while the moon revolves around Earth.

Updated Text: such as showing that Earth revolves around the Sun while the Moon revolves around Earth.

Component: McGraw Hill Texas Science, Grade 3 Teacher Edition

ISBN: 9781265517908

Current Page Number(s): 259

Location: ASSESS, 3rd paragraph

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 815 of 3538

Original Text: Talk About It Have students draw or use available materials to construct a model of the system formed by the Sun, Moon, and Earth, and then discuss their model to a partner. Encourage students to identify the strengths and limitations of the model. For example, models generally do not show the relative sizes of the three bodies

Updated Text: N/A

Component: McGraw Hill Texas Science, Grade 3 Teacher Edition

ISBN: 9781265517908

Current Page Number(s): 259

Location: Digital spotlight

Original Text: the movements of the Sun, Moon, and Earth.

Updated Text: the movements of the Moon and Earth around the Sun.

Component: McGraw Hill Texas Science, Grade 3 Teacher Edition

ISBN: 9781265517908

Current Page Number(s): 270A

Location: HOI: Conduct an Investigation, Steps 2-3

Original Text: Steps 2–3 Lay out the string to indicate where each planet falls in relation to each other and the Sun.

Updated Text: Steps 2-6. To create a model solar system, convert planet distances to centimeters, identify planet sequence, find a large space, measure and place each planet at the correct distance, then record data by illustrating the model solar system.

Component: McGraw Hill Texas Science, Grade 3 Teacher Edition

ISBN: 9781265517908

Current Page Number(s): 271

Location: Second KEY MOMENT

Original Text: [Key moment bar]

Interactive Infographic Have students check out Our Solar System.

[Key Moment bar]

Read and discuss the text with students.

Updated Text: Interactive Infographic Have students check out Our Solar System.

Component: McGraw Hill Texas Science, Grade 3 Teacher Edition

ISBN: 9781265517908

Current Page Number(s): 271

Location: Key Moment

Original Text: Interactive Infographic Have students check out Our Solar System.

[Key moment bar]

Read and discuss the text with students.

Investigation Connection

Notebooking After reading, students look back at the model they created or the data table from the Position the Planets

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 816 of 3538

investigation.

[Key moment bar]

Updated Text: Investigation Connection

Notebooking After reading, students look back at the model they created or the data table from the Position the Planets investigation.

[Key Moment bar]

Interactive Infographic Have students check out Our Solar System.

Component: McGraw Hill Texas Science, Grade 3 Teacher Edition

ISBN: 9781265517908

Current Page Number(s): 271

Location: 2nd column, Interactive Infographic, after sentence

Original Text: N/A

Updated Text: NOTE: Planet size and distance from the Sun are not to scale.

Component: McGraw Hill Texas Science, Grade 3 Teacher Edition

ISBN: 9781265517908

Current Page Number(s): 274

Location: GET READY, above first check box list item

Original Text: N/A

Updated Text: Cue up the Perseid Meteor Shower video.

Component: McGraw Hill Texas Science, Grade 3 Teacher Edition

ISBN: 9781265517908

Current Page Number(s): 274

Location: Just above ASSESS

Original Text: N/A

Updated Text: [play button icon] Observe Your World Video Have students watch Perseid Meteor Shower to observe a sky full of meteors.

Component: McGraw Hill Texas Science, Grade 3 Teacher Edition

ISBN: 9781265517908

Current Page Number(s): 274

Location: TEACH: Promote Rich Vocabulary

Original Text: gush, lump, meteor, soar.

Updated Text: gushes, lump, meteors, soaring.

Component: McGraw Hill Texas Science, Grade 3 Teacher Edition

ISBN: 9781265517908

Current Page Number(s): 287

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 817 of 3538

Location: CER reasoning

Original Text: My claim is valid because ... some animals migrate or hibernate in response to changes in weather.

Updated Text: My claim is valid because ... many birds spend the summer in the northern United States and then fly south during the fall to places with warmer weather. Groundhogs and some bats hibernate or deep sleep through the cold winter months. Weather changes can make monarch butterflies migrate south, where they hibernate until it's time to travel north again.

Component: McGraw Hill Texas Science, Grade 3 Teacher Edition

ISBN: 9781265517908

Current Page Number(s): 295

Location: Digital Spotlight

Original Text: Word Lab text and big icon

Updated Text: N/A

Component: McGraw Hill Texas Science, Grade 3 Teacher Edition

ISBN: 9781265517908

Current Page Number(s): 297

Location: Digital Spotlight box, under the Interactive Infographic information

Original Text: N/A

Updated Text: Word Lab

Students observe, examine, and practice using vocabulary words. [WORD LAB image]

Component: McGraw Hill Texas Science, Grade 3 Teacher Edition

ISBN: 9781265517908

Current Page Number(s): 297

Location: Under Assess, under Claim, Evidence, Reasoning, Reinforce: Use to Intervene

Original Text: If students are unable to explain how changes in temperature and precipitation affect plant responses and growth, have them review the infographic with a partner.

Updated Text: If students are unable to explain how changes in temperature and precipitation affect plant growth, have them review the infographic with a partner.

Component: McGraw Hill Texas Science, Grade 3 Teacher Edition

ISBN: 9781265517908

Current Page Number(s): 297

Location: Under Assess, under CER, next to Notebooking

Original Text: My claim is valid because ... plants can respond to less water and low temperatures by becoming dormant

Updated Text: My claim is valid because ... plants can respond to less water and low temperatures by becoming dormant. Tulips become dormant when

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 818 of 3538

the weather is too cold and water freezes but grow as the weather becomes warmer and rain increases. Daylilies become dormant in cold weather.

Component: McGraw Hill Texas Science, Grade 3 Teacher Edition

ISBN: 9781265517908

Current Page Number(s): 297

Location: Digital Spotlight, screenshot of interactive infographic

Original Text: Illustration showing plant with roots

Updated Text: Illustration showing flower of plant

Component: McGraw Hill Texas Science, Grade 3 Teacher Edition

ISBN: 9781265517908

Current Page Number(s): 310A

Location: 2nd column, Investigate

Original Text: Investigate

Steps 1-2 You may wish to model these steps for the class. They will be making a paper chain that shows the flow of energy through a food chain.

Step 3 Students will have had experience studying food chains in previous grades. Have students raise their hands when finished with their food chain. Once you approve their food chain, hand out the masking tape.

Step 4 Student chains will be arranged in the following order: Sun, blank strip, producer, blank strip, consumer (herbivore), blank strip, consumer (omnivore or carnivore).

Updated Text: Conduct an Investigation

[bullet] Steps 1–5 You may wish to model these steps for the class. Students will be making a paper chain that shows the flow of energy through a food chain. Students will have had experience studying food chains in previous grades. Have students raise their hands when finished with their food chain. Once you approve their food chain, hand out the masking tape.

[bullet] Step 6 Students will illustrate a model that describes the chain they created.

Component: McGraw Hill Texas Science, Grade 3 Teacher Edition

ISBN: 9781265517908

Current Page Number(s): 310A

Location: 2nd column, Communicate Information

Original Text: Students will analyze the data represented in the food chain model they drew to determine where to add arrows to represent the flow of energy. Remind students that the

direction of the arrows should indicate where the energy is flowing to.

Updated Text: Students will describe the data represented in the food-chain model they drew to determine the flow of energy. Remind students that the direction should indicate where the energy is flowing to.

Component: McGraw Hill Texas Science, Grade 3 Teacher Edition

ISBN: 9781265517908

Current Page Number(s): 310D

Location: Communicate Information: Item 10

Original Text: Yes, I was able to see how animals get what they need from other animals.

Updated Text: Yes, I was able to see how animals get what they need from other consumers and how a consumer gets its energy from producers. For example, both a snail and a mouse are consumers that eat strawberries for energy. However, a consumer, the snake, depends on another consumer, the mouse, for energy.

Component: McGraw Hill Texas Science, Grade 3 Teacher Edition

ISBN: 9781265517908

Current Page Number(s): 323

Location: 2nd column: under KEY MOMENT: Before Read the Diagram

Original Text: N/A

Updated Text: Visual Literacy

Component: McGraw Hill Texas Science, Grade 3 Teacher Edition

ISBN: 9781265517908

Current Page Number(s): 323

Location: Visual Literacy second sample answer

Original Text: Sample answer: The diagram uses arrows, text, and pictures in a certain order to show how the food chain is organized.

Updated Text: Sample answer: The diagram uses arrows, text, and pictures in a certain order to show how the food chain is organized, but a photo may show a frog about to eat a fly.

Component: McGraw Hill Texas Science, Grade 3 Teacher Edition

ISBN: 9781265517908

Current Page Number(s): 323

Location: 2nd column: Essential Question Check-In

Original Text: Sample answer: All the other members of the food chain could be affected. The animals that follow the organism may not have the food they need, and their numbers would go down. The numbers of the plants and animals that begin the food chain might go down or go up.

Updated Text: Students should infer that some organisms will increase in numbers and some will decrease.

Component: McGraw Hill Texas Science, Grade 3 Teacher Edition

ISBN: 9781265517908

Current Page Number(s): 323

Location: Under Assess, under Claim, Evidence, Reasoning next to Notebooking

Original Text: an ecosystem can be affected by other organisms' numbers going up or down.

Updated Text: Sample answer: an ecosystem can be affected by other organisms' numbers going up or down. Removing organisms can affect much of the food chain. For example, if you remove grass, the number of rats that eat grass decreases. Animals that eat rats would also go down in numbers. But if you remove the rat, the number of grass can increase.

Component: McGraw Hill Texas Science, Grade 3 Teacher Edition

ISBN: 9781265517908

Current Page Number(s): 323

Location: ASSESS, Connect to the Chapter Question, second sentence

Original Text: For example, if the rat were removed from the desert food chain, then the animals that followed in the food chain—the snake and hawk—would not function as a food chain by themselves.

Updated Text: N/A

Component: McGraw Hill Texas Science, Grade 3 Teacher Edition

ISBN: 9781265517908

Current Page Number(s): 333

Location: ASSESS: CER: 2nd sentence

Original Text: some organisms thrive, some move to a different environment, and some perish in response to natural changes to their environment.

Updated Text: natural changes can affect if an organism survives or perishes. For example, birds might fly away from a forest fire. Droughts can cause organisms to die. However, some animals might walk or fly elsewhere to find food and water to survive.

Component: McGraw Hill Texas Science, Grade 3 Teacher Edition

ISBN: 9781265517908

Current Page Number(s): 333

Location: Back to the Big Idea

Original Text: What are some ways that an animal can survive a sudden change to its environment, such as from a forest fire? Sample answer: A bird could fly to a new location, and a deer or wolf might try to run away from the fire. Gopher tortoises can stay safe in the burrows they dig, and other animals may join them in the burrows.

Updated Text: Could a dinosaur have survived a sudden change to its environment, such as a forest fire? Sample answer: A dinosaur in the past might have flown to a new location like a deer or wolf might try to run away from the fire today.

Component: McGraw Hill Texas Science, Grade 3 Teacher Edition

ISBN: 9781265517908

Current Page Number(s): 333

Location: Connect to the Chapter Question

Original Text: Discuss how few organisms may survive a severe drought, but many organisms are better able to survive a drought than others.

Updated Text: Discuss how few organisms may survive a severe drought but that many organisms are better able to survive a drought than others.

Component: McGraw Hill Texas Science, Grade 3 Teacher Edition

ISBN: 9781265517908

Current Page Number(s): 342A

Location: Next to the red heading in the left column

Original Text: hand washing icon

Updated Text: N/A

Component: McGraw Hill Texas Science, Grade 3 Teacher Edition

ISBN: 9781265517908

Current Page Number(s): 342A

Location: Bottom of the left column

Original Text: Students reflect on their research and explain how the fossils are similar and different.

Updated Text: Students will explain the evidence in the photos where the organisms lived, how the environment in Texas changed over time, and their results from the investigation. Students reflect on their research and explain how the fossils are similar and different.

Component: McGraw Hill Texas Science, Grade 3 Teacher Edition

ISBN: 9781265517908

Current Page Number(s): 342C

Location: Under Conduct an Investigation, items 4, 6

Original Text: Sample answer:

Table has no title and shows one sample answer under Organism; Description; Environment:

fish; rounded skeleton, fins; water

Updated Text: Sample answers:

Table title: Photo Observations

The table shows four sample answers under Organism; Description; Environment:

mammoth; large, long tusks, covered in hair; cold tundra

saber-toothed cat; long canine teeth, short tail, muscular; plains or forest

crinoid; "arms" look like feathers; shallow and deep parts of the ocean

brachiopod; shells that open and close; deep in the ocean

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 822 of 3538

Component: McGraw Hill Texas Science, Grade 3 Teacher Edition

ISBN: 9781265517908

Current Page Number(s): 368A

Location: Simulation title head

Original Text: Life Cycles: Beetle and Cricket

Updated Text: Life Cycles: Beetles and Crickets

Component: McGraw Hill Texas Science, Grade 3 Teacher Edition

ISBN: 9781265517908

Current Page Number(s): 368A

Location: Key Moment, Conduct an Investigation, after first step

Original Text: Step 1 Have students complete the simulation. Assist with navigation as needed. [TEKS pill] 3.1D

Updated Text: Have students complete the simulation. Assist with navigation as needed.

[bullet] Step 1 Have students use their notebooks or graph paper to construct a table or draw their observations. [TEKS] 3.1D, 3.1G

Component: McGraw Hill Texas Science, Grade 3 Teacher Edition

ISBN: 9781265517908

Current Page Number(s): 368A

Location: Conduct an Investigation, Step 1

Original Text: 3.1D

Updated Text: 3.1D, 3.1G

Component: McGraw Hill Texas Science, Grade 3 Teacher Edition

ISBN: 9781265517908

Current Page Number(s): 368A

Location: Under HOI video screenshot

Original Text: Preview step-by-step support in the Anytime

Investigation Video, Life Cycles: Beetle and Cricket 4:00

Updated Text: To understand the general organization and operation of simulations, preview the Anytime Investigation Video, Simulation Support.6:40

Component: McGraw Hill Texas Science, Grade 3 Teacher Edition

ISBN: 9781265517908

Current Page Number(s): 368C

Location: Title head

Original Text: Life Cycles: Beetle and Cricket

Updated Text: Life Cycles: Beetles and Crickets

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 823 of 3538

Component: McGraw Hill Texas Science, Grade 3 Teacher Edition

ISBN: 9781265517908

Current Page Number(s): 380

Location: First and second Key Moment bar and contents

Original Text: Key moment- Read and discuss the text with students

Key moment- Read and discuss the text with students.

Investigation Connection Notebooking After reading, students build transfer by looking back at the illustrations they drew for the A Tale of Two Plants investigation. Have students label their illustrations with vocabulary words.

Updated Text: [Place above Interactive Word Wall section] Key moment- Read and discuss the text with students.

Investigation Connection Notebooking After reading, students build transfer by looking back at the illustrations they drew for the A Tale of Two Plants investigation. Have students label their illustrations with vocabulary words.

Component: McGraw Hill Texas Science, Grade 3 Teacher Edition

ISBN: 9781265517908

Current Page Number(s): 380

Location: Get Ready gray bar, second list item

Original Text: [check-square]Download the Flow Chart and Concentration graphic organizers.

Updated Text: [check-square] Download the Flow Chart graphic organizer.

[check-square] Download Game to Reinforce: Concentration (optional).

Publisher: Savvas Learning

Science, Grade 3

Program: Texas Experience Science Grade 3 (Print with digital): TEKS

Component: Grade 3 Teacher Guide

ISBN: 9781323223345

Current Page Number(s): Topic Overview

Location: Connect to Literacy Box

Original Text: minor column

Component: Grade 3 Teacher Guide

ISBN: 9781323223345

Current Page Number(s): Topic Overview

Location: Connect to Literacy Box

Original Text: Recommended Trade Books

Updated Text: We will change this to Optional Trade Books

Component: Grade 3 Teacher Guide

ISBN: 9781323223345

Current Page Number(s): Topic Planner

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 824 of 3538

Location: ELAR Row

Original Text: ELAR

Updated Text: We will add MATH TEKS and SS TEKS, when appropriate

Component: *Grade 3 Teacher Guide*

ISBN: 9781323223345

Current Page Number(s): Topic Planner

Location: Assessment box

Component: *Grade 3 Teacher Guide*

ISBN: 9781323223345

Current Page Number(s): Topic Wrap-Up

Location: major column

Original Text: N/A

Component: *Grade 3 Teacher Guide*

ISBN: 9781323223345

Current Page Number(s): Topic Wrap-Up

Location: minor column

Original Text: N/A

Component: *Grade 3 Teacher Guide*

ISBN: 9781323223345

Current Page Number(s): Experience-At-A-Glance

Location: The TEKS box on the right page of the Experience at a Glance pages.

Original Text: TEKS

Updated Text: We will add labels that say SEP TEKS and RTC TEKS so that is clear to the teacher the types of TEKS that are covered in the Experience.

Component: *Grade 3 Teacher Guide*

ISBN: 9781323223345

Current Page Number(s): Throughout Topic and Experience pages

Location: Differentiated Instruction boxes

Original Text: Differentiated Instruction boxes currently include two activity ideas with run-in bold titles for the activities.

Updated Text: We will add the headings STRIVING, CHALLENGE and SPECIAL NEEDS to these activities to help teachers more easily identify them.

Component: *Grade 3 Teacher Guide*

ISBN: 9781323223345

Current Page Number(s): Throughout Experience pages

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 825 of 3538

Location: Side column

Original Text: Original text, includes references to the activities found in the Student Activity Companion.

Updated Text: We are adding page numbers to these references to make it easier for teachers and students to navigate to the activity.

Component: *Grade 3 Teacher Guide*

ISBN: 9781323223345

Current Page Number(s): 6

Location: Overview, Preview the Topic

Original Text: Teacher Prep

In addition to the Teacher Background Video, there are Teacher Prep Videos to help you prepare for every Experience. These include a preview of the Experience as well as classroom management strategies to make every Science Experience a success!

Common Misconceptions

As students explore the content, be attentive to common misconceptions that may arise and address as needed.

Common misconceptions are listed in bold type. The subsequent text explains the misconceptions.

- **Heavier objects sink in water.** Explain that objects that are heavy for their size sink while objects that are light for their size float. For example, a small stone is lighter than a large boat, but it sinks while the boat floats.
- **Steam is hot air.** Explain that steam is water vapor, which is water in a gas state. When water vapor condenses in the air, it appears as tiny water droplets. What we commonly refer to as steam is actually wet steam, or a combination of the water vapor and condensed water droplets.

Component: *Grade 3 Teacher Guide*

ISBN: 9781323223345

Current Page Number(s): 7

Location: Topic Overview; Home Connection

Original Text: Classify Matter at Home Have students work with an adult to prepare a simple recipe. Using a three-column chart, have the student classify each ingredient in the recipe as a gas, a liquid, or a solid. Provide students with opportunities to share their observations with the class.

Updated Text: Classify Matter at Home Have students work with an adult to prepare a simple recipe. Using a three-column chart, have the student classify each ingredient in the recipe as a gas, a liquid, or a solid. Provide students with opportunities to share their observations with the class.

Share the Topic School-to-Home letter with parents and caregivers to provide information that supports student learning. Use the Home Communication Guide for additional ideas to bring home learning into the classroom.

Component: *Grade 3 Teacher Guide*

ISBN: 9781323223345

Current Page Number(s): 12

Location: At-A-Glance; Objective

Original Text: Objective

Students will measure, test, and record physical properties of matter, including mass, magnetism, and the ability to sink or float in water.

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 826 of 3538

Updated Text: Objectives

Students will measure, test, and record physical properties of matter, including mass, magnetism, and the ability to sink or float in water.

Students will identify and investigate cause-and-effect relationships to explain the physical properties of matter and will collect observations and measurements as evidence.

Component: *Grade 3 Teacher Guide*

ISBN: 9781323223345

Current Page Number(s): 15

Location: Before the Stations; Address Prior Knowledge

Original Text: Review the exit tickets collected from the Engage activity. Identify prior knowledge about the properties of matter.

Updated Text: Review the exit tickets collected from the Engage activity. If the exit tickets reveal gaps in understanding or misconceptions, use this scaffolding and guidance for just-in-time learning acceleration.

Component: *Grade 3 Teacher Guide*

ISBN: 9781323223345

Current Page Number(s): 16

Location: Explore; Guide Student Planning

Original Text: GUIDE STUDENT PLANNING Remind students that it is important that they follow the directions closely and carefully record their observations for each part of the Hands-On Station Activity so they can draw conclusions at the end. Encourage students to make predictions about what they think will happen to the objects before completing each part. Ask:

- Which objects do you think will float and which will sink?
- How will you keep track of your observations?
- Which of your predictions did you confirm?

DIFFERENTIATED INSTRUCTION

Make Observations To reinforce understanding, model how to set up the activity and demonstrate using each measuring tool. Model making observations by describing aloud what you see each time you measure an object and writing the observations on the Hands-On Activity. Then, guide students by asking What tool would you use to measure this object? Which property of matter

Updated Text: GUIDE STUDENT PLANNING Remind students that it is important that they follow the directions closely and carefully record their observations for each part of the Hands-On Station Activity so they can draw conclusions at the end. Encourage students to make predictions about what they think will happen to the objects before completing each part. If students need additional support, use this scaffolding and guidance for just-in-time learning acceleration. Ask:

- Which objects do you think will float and which will sink?
- How will you keep track of your observations?
- Which of your predictions did you confirm?

DIFFERENTIATED INSTRUCTION

STRIVING Make Observations To reinforce understanding, model how to set up the activity and demonstrate using each measuring tool. Model making observations by describing aloud what you see each time you measure an object and writing the observations on the Hands-On Activity. Then, guide students by asking What tool would you use to measure this object? Which property of matter

CHALLENGE Have your students to explain this phenomenon. A small stone sinks to the bottom of a lake. A large boat floats on the same lake. Why doesn't the small stone float and the large boat sink? (Gravity pulls a boat on the water down, but the water pushes the boat up. If a boat weighs less than the water it pushes on, then it will float. A stone doesn't take up much space so the force of the water pushing up against the stone is less than the force of gravity pulling it down.)

Component: *Grade 3 Teacher Guide*

ISBN: 9781323223345

Current Page Number(s): 17

Location: Literacy Station

Original Text: Literacy Station

How can matter be measured?

STATION SETUP Literacy Station Card, Read About It Properties of Matter, Vocabulary Activity Cards, Literacy Station Activity

WHAT TO EXPECT Students will explore the Read About It Properties of Matter. They will connect to their own lives what they learn about the properties of matter and the tools that are used to measure size, mass, temperature, and volume.

GUIDE STUDENT THINKING Tell students that making connections between what they read and personal experiences helps them better understand a text. Have students think about properties of matter and tools in the text, and then connect these to their own lives. Ask students questions such as these:

Updated Text: Literacy Station

How can matter be observed and measured?

STATION SETUP Literacy Station Card, Read About It Properties of Matter, Vocabulary Activity Cards, Literacy Station Activity

WHAT TO EXPECT Students will explore the Read About It Properties of Matter. They will connect to their own lives what they learn about the properties of matter and the tools that are used to measure size, mass, temperature, and volume.

GUIDE STUDENT THINKING Tell students that making connections between what they read and personal experiences helps them better understand a text. If students need additional support, use this scaffolding and guidance for just-in-time learning acceleration. Have students think about properties of matter and tools in the text, and then connect these to their own lives. Ask students questions such as these:

Component: *Grade 3 Teacher Guide*

ISBN: 9781323223345

Current Page Number(s): 20

Location: At-A-Glance; Objective

Original Text: Objectives

Students will describe and classify samples of matter as solids, liquids, and gases. Students will predict, observe, and record changes in the state of matter caused by heating or cooling in a variety of substances.

Updated Text: Objectives

Students will collect observations as evidence to describe and classify samples of matter as solids, liquids, and gases.

Students will identify cause-and-effect relationships to explain, predict, observe, and record changes in the state of matter caused by heating or cooling in a variety of substances.

Component: *Grade 3 Teacher Guide*

ISBN: 9781323223345

Current Page Number(s): 23

Location: Before the Stations; Address Prior Knowledge

Original Text: Review the exit tickets collected from the Engage activity. Identify prior knowledge about the properties of matter.

Updated Text: Review the exit tickets collected from the Engage activity. If the exit tickets reveal gaps in understanding or misconceptions, use this scaffolding and guidance for just-in-time learning acceleration.

Component: *Grade 3 Teacher Guide*

ISBN: 9781323223345

Current Page Number(s): 24

Location: Explore; Guide Student Planning

Original Text: GUIDE STUDENT PLANNING Explain to students that it is helpful to read all of the directions before they begin, so they understand what they are doing and why. Have students classify each material they are using as a solid, liquid, or gas. Encourage them to make predictions about what they think will happen to the shape of each state of matter before each step. Guide students to notice that the bowl and the straw have shapes that do not change, but the water takes the shape of the bowl, and the air they blow through the straw fills and takes the shape of the bag and the bubble.

DIFFERENTIATED INSTRUCTION

Picture Each Step To guide students through the procedure, encourage them to focus on each step, and picture themselves completing it, before moving to the next step. Have students use sentence frames such as these: First, I will . Then, I will . Next, I will

Updated Text: GUIDE STUDENT PLANNING Explain to students that it is helpful to read all of the directions before they begin, so they understand what they are doing and why. Have students classify the materials they are using as a solid, liquid, or gas. If students need additional support, use this scaffolding and guidance for just-in-time learning acceleration. Say: Observe the materials you will use. Which materials are solids, liquids, or gases? Read each step. Predict what the shape of each material will be at each step. Which materials stay the same and which materials change shape?

DIFFERENTIATED INSTRUCTION

STRIVING Picture Each Step To guide students through the procedure, encourage them to focus on each step, and picture themselves completing it, before moving to the next step. Have students use sentence frames such as these: First,

I will . Then, I will . Next, I will

CHALLENGE While completing the Hands-On Station, ask, What do you observe about the shape of the solids? What do you observe about the shapes of the liquids and gases? Remind students of the importance of carefully collective observations as evidence so they can answer these questions.

Component: *Grade 3 Teacher Guide*

ISBN: 9781323223345

Current Page Number(s): 25

Location: Literacy Station

Original Text: Literacy Station

How does matter change state?

STATION SETUP Literacy Station Card, Read About It Solids, Liquids, and Gases, Vocabulary Activity Cards, Literacy Station Activity

WHAT TO EXPECT Students will explore the Read About It Solids, Liquids, and Gases and identify and describe examples of solids, liquids, and gases. Students will explain how cooling or heating causes matter to change state. Students will then make personal connections to what they read in the text.

GUIDE STUDENT THINKING Describing personal connections when responding to a text can bring more relevance to understanding a text. Tell students to look for ways to connect to the information in the text when answering the questions in the activity. Ask:

Updated Text: Literacy Station

How does matter change shape?

STATION SETUP Literacy Station Card, Read About It Solids, Liquids, and Gases, Vocabulary Activity Cards, Literacy Station Activity

WHAT TO EXPECT Students will explore the Read About It Solids, Liquids, and Gases and identify and describe examples of solids, liquids, and gases. Students will explain how cooling or heating causes matter to change state. Students will then make personal connections to what they read in the text.

GUIDE STUDENT THINKING Describing personal connections when responding to a text can bring more relevance to understanding a text. Tell students to look for ways to connect to the information in the text when answering the questions in the activity. If students need additional support, use this scaffolding and guidance for just-in-time learning acceleration. Ask:

Component: *Grade 3 Teacher Guide*

ISBN: 9781323223345

Current Page Number(s): 28

Location: At-A-Glance; Objective

Original Text: Objectives

Students will demonstrate that materials can be combined based on their physical properties to create or modify objects such as building a tower. Students will justify the selection of materials based on their physical properties.

Updated Text: Objectives

Students will demonstrate that materials can be combined based on their physical properties to create or modify objects such as building a tower.

Students will justify and evaluate the selection of materials based on their physical properties and will explain the relationship between the structure and function of the materials.

Component: *Grade 3 Teacher Guide*

ISBN: 9781323223345

Current Page Number(s): 31

Location: Before the Stations; Address Prior Knowledge

Original Text: Review the exit tickets collected from the Engage activity. Identify prior knowledge about the properties of matter.

Updated Text: Review the exit tickets collected from the Engage activity. If the exit tickets reveal gaps in understanding or misconceptions, use this scaffolding and guidance for just-in-time learning acceleration.

Component: *Grade 3 Teacher Guide*

ISBN: 9781323223345

Current Page Number(s): 32

Location: Explore; Guide Student Planning

Original Text: GUIDE STUDENT PLANNING Encourage students to think about what type of tower structure will hold a lot of paper clips. Rather than simply designing a tower that is tall, ask students to notice what a lot of towers in real life have in common. Guide students to think about which materials will be the best for their tower. Remind students that they want to build a tower that will hold a lot of paper clips.

Ask:

- How large should the base of your tower be compared to the top?
- How tall should your tower be?
- Which materials can you combine to make a sturdy tower?

EXPERIENCE 3 | COMBINED MATERIALS

DIFFERENTIATED INSTRUCTION

Model Procedure To reinforce understanding, think aloud to model choosing materials and building a tower. For example, I want my tower to be strong.

What materials can I combine to build a tower that is sturdy enough to hold these paper clips? As you indicate each material, guide students to identify the strongest combinations. After students have chosen their materials, work with them to design and build the tower.

Updated Text: GUIDE STUDENT PLANNING Encourage students to think about what type of tower structure will hold a lot of paper clips. Rather than simply designing a tower that is tall, ask students to notice what a lot of towers in real life have in common. Guide students to think about which materials will be the best for their tower.

Remind students that they want to build a tower that will hold a lot of paper clips. If students need additional support, use this scaffolding and guidance for just-in-time learning acceleration.

Ask:

- How large should the base of your tower be compared to the top?
- How tall should your tower be?
- Which materials can you combine to make a sturdy tower?

EXPERIENCE 3 | COMBINED MATERIALS

DIFFERENTIATED INSTRUCTION

STRIVING Model Procedure To reinforce understanding, think aloud to model choosing materials and building a tower. For example, I want my tower to be strong.

What materials can I combine to build a tower that is sturdy enough to hold these paper clips? As you indicate each material, guide students to identify the strongest combinations. After students have chosen their materials, work with them to design and build the tower.

SPECIAL NEEDS For students who would benefit from tactile experiences, have them hold up each material as you name it and discuss its properties.

Component: *Grade 3 Teacher Guide*

ISBN: 9781323223345

Current Page Number(s): 38

Location: Overview, Preview the Topic

Original Text: Preview the Topic

In this topic, students learn about force and motion. First, in Experience 1, students investigate pushes, pulls, magnetism, and gravity, and explore how these forces cause objects to move. Then, in Experience 2, they learn how forces affect an object's position and motion.

PREVIEW ANCHORING PHENOMENON

Students watch and respond to the Anchoring Phenomenon Video of athletes on an obstacle course, and then explore different forces to explain how people use forces to go through the obstacle course. As students progress through the Experiences, they will revisit the Anchoring Phenomenon question, How can a person complete an obstacle course?

Teacher Background

Watch the Teacher Background Video Forces and Motion to refresh your knowledge of topic content. Key concepts to support instruction of this topic:

- Forces affect objects and can change their position and motion. These forces include pushes, pulls, gravity, and magnetism.
- Contact forces, such as pushes and pulls, affect objects only through direct contact.
- Noncontact forces, such as gravity and magnetism, affect objects without direct contact.
- Stronger forces can have a greater effect on objects than weaker forces.

Teacher Prep

In addition to the Teacher Background Video, there are Teacher Prep Videos to help you prepare for every Experience. These include a preview of the Experience as well as classroom management strategies to make every Science Experience a success!

Common Misconceptions

As students explore the content, be attentive to common misconceptions that may arise, and address as needed. Common misconceptions are listed in bold type. The subsequent text explains the misconceptions.

- Applying a force always causes an object to move. Explain to students that a force can change the speed or direction of an object, as well as cause the object to stop moving. Reiterate that a force does not always result in motion. Point out that you could exert a force against a wall, but the wall would not move.
- When an object is at rest, there are no forces acting on it. Explain to students that gravity is always pulling objects down toward Earth's center. In addition, an object placed on a surface does not fall to the ground because the

surface is applying a force by pushing up against the object. That is why you can place a book on a desk and it stays there.

Updated Text: Preview the Topic

In this topic, students learn about force and motion. First, in Experience 1, students investigate pushes, pulls, magnetism, and gravity, and explore how these forces cause objects to move. Then, in Experience 2, they learn how forces affect an object's position and motion.

As you progress through the topic, connect the activities back to Matter. Students can apply what they learned in about magnetism as a property of matter (TEKS 3.6A) to what they learn about magnetism as a noncontact force in (TEKS 3.7B).

PREVIEW ANCHORING PHENOMENON

Students watch and respond to the Anchoring Phenomenon Video of athletes on an obstacle course, and then explore different forces to explain how people use forces to go through the obstacle course. As students progress through the Experiences, they will revisit the Anchoring Phenomenon question, How can a person complete an obstacle course?

Topic Readiness Test and Remediation

Students answer questions to show what they already know about Force and Motion by completing a printed or online Topic Readiness Test. For students who have difficulty on the test, assign the corresponding remediation items on Realize.

Teacher Background

Watch the Teacher Background Video Forces and Motion to refresh your knowledge of topic content. Key concepts to support instruction of this topic:

- Forces affect objects and can change their position and motion. These forces include pushes, pulls, gravity, and magnetism.
- Contact forces, such as pushes and pulls, affect objects only through direct contact.
- Noncontact forces, such as gravity and magnetism, affect objects without direct contact.
- Stronger forces can have a greater effect on objects than weaker forces.

Teacher Prep

In addition to the Teacher Background Video, there are Teacher Prep Videos to help you prepare for every Experience. These include a preview of the Experience as well as classroom management strategies to make every Science Experience a success!

Common Misconceptions

As students explore the content, be attentive to common misconceptions that may arise, and address as needed. Common misconceptions are listed in bold type. The subsequent text explains the misconceptions.

- Applying a force always causes an object to move. Explain that a force can change the speed or direction of an object, as well as cause the object to stop moving. Reiterate that a force does not always result in motion. Point out that you can exert a force against a wall, but the wall will not move.
- When an object is at rest, there are no forces acting on it. Explain that gravity is always pulling objects down toward Earth's center. In addition, an object placed on a surface does not fall to the ground because the surface is applying a force by pushing up against the object. That is why you can place a book on a desk and it stays there.

Component: *Grade 3 Teacher Guide*

ISBN: 9781323223345

Current Page Number(s): 39

Location: Topic Overview, ENGLISH LANGUAGE PROFICIENCY STANDARDS

Original Text: ENGLISH LANGUAGE PROFICIENCY STANDARDS

Listening 2C Learn new expressions and basic vocabulary heard during classroom instruction and interactions.

Speaking 3C Speak using a variety of connecting words with increasing accuracy and ease as more English is acquired.

Reading 4G Demonstrate comprehension of increasingly complex English by retelling or summarizing material and responding to questions commensurate with content area and grade level needs.

Also Learning Strategies 1D; Speaking 3D, 3E; Reading 4F

MATH and ENGLISH LANGUAGE ARTS AND READING TEKS

MATH 3.1E Create and use representations to organize, record, and communicate mathematical ideas.

MATH 3.8A Summarize a data set with multiple categories using a frequency table, dot plot, pictograph, or bar graph with scaled intervals.

ELAR 3.6H Synthesize information to create new understanding.

Updated Text: ENGLISH LANGUAGE PROFICIENCY STANDARDS

Listening 2C Learn new expressions and basic vocabulary heard during classroom instruction and interactions.

Speaking 3C Speak using a variety of connecting words with increasing accuracy and ease as more English is acquired.

Also Learning Strategies 1D; Speaking 3D, 3E; Reading 4F, 4G

MATH and ENGLISH LANGUAGE ARTS AND READING TEKS

MATH 3.1E Create and use representations to organize, record, and communicate mathematical ideas.

MATH 3.8A Summarize a data set with multiple categories using a frequency table, dot plot, pictograph, or bar graph with scaled intervals.

ELAR 3.6H Synthesize information to create new understanding.

Collaborate with the Community

Attend a Ball Game Take students to a community baseball or softball game to observe the effects of forces on the position and motion of the ball. Have students sketch what they observe and label their sketches with the vocabulary terms force, position, and motion.

Topic

SOCIAL STUDIES TEKS

SS 3.9E Use voting as a method for group decision making.

Also, SS 3.16A

Component: *Grade 3 Teacher Guide*

ISBN: 9781323223345

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 834 of 3538

Current Page Number(s): 39

Location: Topic Overview, Home Connections

Original Text: N/A

Component: *Grade 3 Teacher Guide*

ISBN: 9781323223345

Current Page Number(s): 44

Location: At-A-Glance; Objectives

Original Text: Objectives

Students will demonstrate that pushes, pulls, gravity, and magnetism are types of forces. Students will demonstrate and describe forces acting on objects through contact and at a distance.

Updated Text: Objectives

Students will identify and use patterns to demonstrate and explain that pushes, pulls, gravity, and magnetism are types of forces.

Students will demonstrate and develop explanations to describe forces acting on objects through contact and at a distance.

Component: *Grade 3 Teacher Guide*

ISBN: 9781323223345

Current Page Number(s): 47

Location: Before the Stations; Address Prior Knowledge

Original Text: Review the exit tickets collected from the Engage activity. Identify prior knowledge about the properties of matter.

Updated Text: Review the exit tickets collected from the Engage activity. If the exit tickets reveal gaps in understanding or misconceptions, use this scaffolding and guidance for just-in-time learning acceleration.

Component: *Grade 3 Teacher Guide*

ISBN: 9781323223345

Current Page Number(s): 48

Location: Explore; Guide Student Planning

Original Text: GUIDE STUDENT PLANNING Remind students that it is important that they follow the directions closely and to carefully record their observations for each part of the activity so they can draw conclusions at the end. Encourage students to make predictions about what they think will happen to the objects before completing each part. Ask:

- What do you want to learn about forces from this investigation?
- How will you keep track of your observations?
- What predictions have you made?

DIFFERENTIATED INSTRUCTION

Make Observations To support students who are having difficulty setting up the investigation, demonstrate the procedure. Model how to set up the activity, and demonstrate pulling the card away quickly, then slowly. Model making observations by describing aloud what you see each time, and writing

the observations on the activity. Alternatively, guide students by asking What did you see? What happened to the objects? and having them write the words they say.

Updated Text: GUIDE STUDENT PLANNING Remind students that it is important that they follow the directions closely and to carefully record their observations for each part of the activity so they can draw conclusions at the end. Encourage students to make predictions about what they think will happen to the objects before completing each part. If students need additional support, use this scaffolding and guidance for just-in-time learning acceleration. Ask:

- What do you want to learn about forces from this investigation?
- How will you keep track of your observations?
- What predictions have you made?

DIFFERENTIATED INSTRUCTION

STRIVING Make Observations To support students who are having difficulty setting up the investigation, demonstrate the procedure. Model how to set up the activity, and demonstrate pulling the card away quickly, then slowly. Model making observations by describing aloud what you see each time, and writing the observations on the activity. Alternatively, guide students by asking What did you see? What happened to the objects? and having them write the words they say.

CHALLENGE While completing the Hands-On Station, have students use the data they collected to explain how the index card keeps the objects from falling into the cup.

Component: *Grade 3 Teacher Guide*

ISBN: 9781323223345

Current Page Number(s): 49

Location: Made change to Explore; Guide Student Thinking to address TRR response

Original Text: GUIDE STUDENT THINKING When students gather information from the Read About It, other sources, and their own prior knowledge, they can synthesize that information by combining it to develop new understandings of the content. Encourage students to ask themselves questions such as these during reading.

Updated Text: GUIDE STUDENT THINKING When students gather information from the Read About It, other sources, and their own prior knowledge, they can synthesize that information by combining it to develop new understandings of the content. If students need additional support, use this scaffolding and guidance for just-in-time learning acceleration. Encourage students to ask themselves questions such as these during reading. ASK:

Component: *Grade 3 Teacher Guide*

ISBN: 9781323223345

Current Page Number(s): 51

Location: Made change to Evaluate; Quiz to address TRR response.

Original Text: Quiz

FORCES

Students answer questions about forces by completing an editable/printable or online quiz. Give students still mastering English language extra time to translate assessments as needed.

Updated Text: Quiz

FORCES

Students answer questions about forces by completing an editable/printable or online quiz. Give students still mastering English language extra time to translate assessments as needed. If the quiz reveals students have not yet achieved grade-level mastery of the content in this Experience, remember that you can assign assets and activities that support the TEKS on the course to provide intervention. Look especially for "got-more-time" assets, those marked with a plus sign which are designed to personalize learning, such as Topic Readers. You can also use the activities in "Targeted Instruction" to close any learning gaps identified.

Component: *Grade 3 Teacher Guide*

ISBN: 9781323223345

Current Page Number(s): 51

Location: Made change to Evaluate, minor column to address TRR response

Original Text: n/a

Updated Text: If you have students who have not yet met the grade-level mastery of concepts in this Experience, try these out:

Ask students if magnets can push as well as pull.

Challenge students to demonstrate pushes and pulls with two magnets.

Gently toss a beach ball into the air. Have students to keep the ball in the air while passing it around the room. Everyone should touch the ball at least once. Have a discussion about the forces acting on the ball.

Component: *Grade 3 Teacher Guide*

ISBN: 9781323223345

Current Page Number(s): 52

Location: At-A-Glance; Objectives

Original Text: Objectives

Students will demonstrate that the position and motion of an object can be changed by forces. Students will plan an investigation to demonstrate and explain how pushing and pulling forces change the position or motion of an object.

Updated Text: Objectives

Students will demonstrate that the position and motion of an object can be changed by forces by investigating cause-and-effect relationships.

Students will use scientific practices to plan and conduct an investigation to demonstrate and explain how pushing and pulling forces change the position or motion of an object.

Component: *Grade 3 Teacher Guide*

ISBN: 9781323223345

Current Page Number(s): 55

Location: Before the Stations; Address Prior Knowledge

Original Text: Review the exit tickets collected from the Engage activity. Identify prior knowledge about the properties of matter.

Updated Text: Review the exit tickets collected from the Engage activity. If the exit tickets reveal gaps in understanding or misconceptions, use this scaffolding and guidance for just-in-time learning acceleration.

Component: *Grade 3 Teacher Guide*

ISBN: 9781323223345

Current Page Number(s): 56

Location: Explore; Guide Student Planning

Original Text: GUIDE STUDENT PLANNING Explain to students that it is useful to record the procedure for investigations they design. This will help them carry out the procedure accurately and share their procedures with other students. Ask:

- What do you want to learn from this investigation?
- What variable do you want to change?
- What variables do you need to keep the same?

DIFFERENTIATED INSTRUCTION

Demonstrate Procedure To support students who are having difficulty setting up the investigation, use these steps to demonstrate the procedure.

1. Set up a track of paper towels.
2. Push the ball once so it rolls across a track.
3. Observe and record the distance the ball travels.
4. Repeat steps 2 and 3 using increasing force each time.

Updated Text: GUIDE STUDENT PLANNING Explain to students that it is useful to record the procedure for investigations they design. This will help them carry out the procedure accurately and share their procedures with other students. If students need additional support, use this scaffolding and guidance for just-in-time learning acceleration. Ask:

- What do you want to learn from this investigation?
- What variable do you want to change?
- What variables do you need to keep the same?

DIFFERENTIATED INSTRUCTION

STRIVING Demonstrate Procedure To support students who are having difficulty setting up the investigation, use these steps to demonstrate the procedure.

1. Set up a track of paper towels.
2. Push the ball once so it rolls across a track.
3. Observe and record the distance the ball travels.
4. Repeat steps 2 and 3 using increasing force each time.

SPECIAL NEEDS For students who need help with organizing their thoughts or their notes, have them make a three-column chart. At the top of each column, have students write one of the following questions as the main head: What are some different ways you can describe the motion of an object?; How can you make the position of an object change?; What type of force would you use to change the position of your chair?^[1]_{SEP} Then have students use this graphic to help them organize their notes as they complete the STEAM Station.

Component: *Grade 3 Teacher Guide*

ISBN: 9781323223345

Current Page Number(s): 57

Location: Made change to Explore; Guide Student Thinking to address TRR response

Original Text: GUIDE STUDENT THINKING When students gather information from the Read About It, other sources, and their own prior knowledge, they can synthesize that information by combining it to develop new understandings of the content. Encourage students to use the vocabulary words position and motion in their responses.

Updated Text: GUIDE STUDENT THINKING When students gather information from the Read About It, other sources, and their own prior knowledge, they can synthesize that information by combining it to develop new understandings of the content. If students need additional support, use this scaffolding and guidance for just-in-time learning acceleration. Encourage students to use the vocabulary words position and motion in their responses. Ask:

Component: *Grade 3 Teacher Guide*

ISBN: 9781323223345

Current Page Number(s): 59

Location: Made change to Evaluate; Quiz to address TRR response.

Original Text: Quiz

POSITION AND MOTION

Students answer questions about position and motion by completing an editable/printable or online quiz. Give students still mastering English language extra time to translate assessments as needed.

Updated Text: Quiz

POSITION AND MOTION

Students answer questions about position and motion by completing an editable/printable or online quiz. Give students still mastering English language extra time to translate assessments as needed. If the quiz reveals students have not yet achieved grade-level mastery of the content in this Experience, remember that you can assign assets and activities that support the TEKS on the course to provide intervention. Look especially for "got-more-time" assets, those marked with a plus sign which are designed to personalize learning, such as Topic Readers. You can also use the activities in "Targeted Instruction" to close any learning gaps identified.

Component: *Grade 3 Teacher Guide*

ISBN: 9781323223345

Current Page Number(s): 59

Location: Made change to Evaluate, minor column to address TRR response

Original Text: n/a

Component: *Grade 3 Teacher Guide*

ISBN: 9781323223345

Current Page Number(s): N/A

Location: Side column of most pages, Topic Overview right page, Topic Planners, and Experience At-a-Glance

Original Text: Initial list of TEKS standards

Updated Text: Added appropriate TEKS standards to many places to include a more comprehensive list.

Component: *Grade 3 Teacher Guide*

ISBN: 9781323223345

Current Page Number(s): Topic Planner

Location: top of Topic Planner right pages above table

Original Text: N/A

Updated Text: You will find editable versions of the Topic Planner and Experience At-a-Glance pages, and Daily Planners in your digital course on Realize.

Component: *Grade 3 Teacher Guide*

ISBN: 9781323223345

Current Page Number(s): Topic Overview

Location: Topic Overview right page, Home Connections minor column box

Original Text: (only one paragraph)

Updated Text: (insert new paragraph)Share the Topic School-to-Home letter with parents and caregivers to provide information that supports student learning. Use the Home Communication Guide for additional ideas to bring home learning into the classroom.

Component: *Grade 3 Teacher Guide*

ISBN: 9781323223345

Current Page Number(s): Key Ideas Presentations

Location: New content to address TRR rubric feedback. Key Ideas Presentations Exit Ticket slide presenter notes

Original Text: Exit Ticket

Teacher Support

Updated Text:

Exit Ticket

Teacher Support

If students need additional support, use this scaffolding and guidance for just-in-time learning acceleration.

Component: *Grade 3 Digital Components*

ISBN: 9781428553798

Location: New content to address TRR rubric feedback

Original Text: (New content to address TRR rubric feedback, current content does not exist.)

Updated Text:

We will provide a Spiraling Content Activity for each topic. They will build off of the previous topics and connect that content to the topic where the activity appears.

Component: *Grade 3 Digital Components*

ISBN: 9781428553798

Location: New content to address TRR rubric feedback

Original Text: (New content to address TRR rubric feedback, current content does not exist.)

Updated Text:

We will provide a Topic Readiness Tests for each topic to address comments in the TRR rubric.

Component: *Grade 3 Digital Components*

ISBN: 9781428553798

Location: New content to address TRR rubric feedback

Original Text: (New content to address TRR rubric feedback, current content does not exist.)

Updated Text:

We will make edits to the School to Home Letters for each topic to address comments in the TRR rubric.

Component: *Grade 3 Student Activity Companion Vol 1*

ISBN: 9781323222775

Current Page Number(s): 124

Location: Topic 3 Experience 1 RAI

Original Text: Sound energy is a form of energy we can hear. We can hear sound energy.

Updated Text: Sound energy is a form of energy we can hear.

Component: *Grade 3 Student Activity Pack Vol 2*

ISBN: 9781428513846

Current Page Number(s): 39

Location: Topic 4, Experience 2, STEAM Activity 1 Design A

Original Text: Identify the order of the planets starting from the sun.

1. _____ 2. _____ 3. _____ 4. _____
5. _____ 6. _____ 7. _____ 8. _____

Updated Text: A. Compare the data provided in the table. Identify the order of the planets based on their distances from the sun. Complete the table.

Component: *Grade 3 Student Activity Pack Vol 2*

ISBN: 9781428513846

Current Page Number(s): 147

Location: Topic 6, Vocabulary, Question 2

Original Text: 2. Choose one word you know or look up a word you do not know in a print or online dictionary. Use the word in a sentence.

3. Read the sentence. Use context clues to figure out the meaning of the underlined word. Write its meaning. How did you know?

Updated Text: 2. Choose one word you know or look up a word you do not know in a dictionary. Write a sentence using the word. Underline the word.

3. Read the sentence you wrorte. Use context clues to figure out the meaning of the underlined word. Write its meaning. How did you know?

Component: *Grade 3 Digital Components*

ISBN: 9781428553798

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 841 of 3538

Location: Topic 4, Experience 2, STEAM Activity TE 1 Design A

Original Text: Identify the order of the planets starting from the sun.

1. Mercury
2. Venus
3. Earth
4. Mars
5. Jupiter
6. Saturn
7. Uranus
8. Neptune

Updated Text: A. Compare the data provided in the table. Identify the order of the planets based on their distances from the sun. Complete the table.

Component: *Grade 3 Digital Components*

ISBN: 9781428553798

Location: Topic 4, Experience 2, STEAM Activity TE, Planets Table, Order from the Sun Column

Original Text: Order From the Sun

Updated Text: (Added Answers)

Order
from Sun
3
5
4
1
8
6
7
2

Component: *Grade 3 Digital Components*

ISBN: 9781428553798

Location: New Slide to meet Grade 3 TEKS Breakouts 3.A.iv, Shared Asset

Link to Updated Content:

[View Updated Content](#)

Original Text: [New slide based on Gr 3 SRP TEKS review]

Updated Text: Propose Solutions (See Link for Content)

Component: *Grade 3 Teacher Guide*

ISBN: 9781323223345

Current Page Number(s): 6

Location: Topic 1 Overview, Preview the Topic

Original Text: Preview the Topic

In this topic, students learn about matter. In Experience 1, students investigate the properties of matter, including temperature, mass, magnetism, and the ability to sink or float in water. In Experience 2, students describe and classify matter as solids, liquids, or gases. They observe and record how heating or cooling can

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 842 of 3538

change the state of matter. In Experience 3, students learn how materials can be combined to create or modify objects. They use their knowledge of physical properties to justify the selection of materials when combining them.

As you progress through the topic, connect the activities back to what students learned in Grade 2. Students can apply what they learned about classifying matter by physical properties (TEKS 2.6A) to their investigations of matter in Grade 3 (TEKS 3.6A). They can use what they learned about how processes, such as heating and cooling, change matter (TEKS 2.6B) to how they can classify matter as solids, liquids, or gases (TEKS 3.6B). They can use what they learned about materials being made of small units and about what happens when objects touch or collide (TEKS 2.6C, 2.7A) to how materials can be combined and how physical properties are used to justify the selection of materials when combined (TEKS 3.6B).

PREVIEW ANCHORING PHENOMENON

Students watch and respond to a short Anchoring Phenomenon Video showing how ice cream is made with liquid nitrogen. They will observe how liquid cream becomes a solid when it is combined with liquid nitrogen. As students progress through the Experiences, they will use sense-making activities to help them answer the Anchoring Phenomenon question, How can you make ice cream in an instant?

Topic Readiness Test and Remediation

Students answer questions to show what they already know about Matter by completing a printed or online Topic Readiness Test. For students who have difficulty on the test, assign the corresponding remediation items on Realize.

Teacher Background

Watch the Teacher Background Video Matter to refresh your knowledge of topic content. Key concepts to support instruction of this topic:

- Matter has physical properties that can be measured, including, temperature, mass, magnetism, and the ability to sink or float.
- Matter is classified as a solid, liquid, or gas, and changes in the state of matter can be caused by heating or cooling.
- Combining materials can change their physical properties, and the physical properties of those materials justify their use.

Teacher Prep

In addition to the Teacher Background Video, there are Teacher Prep Videos to help you prepare for each Experience. They include a preview of the Experience as well as classroom management strategies to make every Experience a success!

Common Misconceptions

As students explore the content, be attentive to common misconceptions that may arise and address as needed. Common misconceptions are listed in bold type. The subsequent text explains the misconceptions.

- **Heavier objects sink in water.** Explain that objects that are heavy for their size sink while objects that are light for their size float.
- **Steam is hot air.** Explain that steam is water vapor, or water in a gas state. When water vapor condenses in the air, it appears as water droplets.

What we commonly refer to as steam is actually wet steam, or a combination of the water vapor and condensed water droplets.

Updated Text: Preview the Topic

In this topic, students learn about matter. In Experience 1, students investigate the properties of matter, including temperature, mass, magnetism, and the ability to sink or float in water. In Experience 2, students describe and classify matter as solids, liquids, or gases. They observe and record how heating or cooling can change the state of matter. In Experience 3, students learn how materials can

be combined to create or modify objects. They use their knowledge of physical properties to justify the selection of materials when combining them.

As you progress through the topic, connect the activities back to what students learned in Grade 2. Students can apply what they learned about classifying matter by physical properties (TEKS 2.6A) to their investigations of matter in Grade 3 (TEKS 3.6A). They can use their knowledge of how matter changes through heating and cooling (TEKS 2.6B) to how matter can be classified as solids, liquids, and gases (TEKS 3.6B).

PREVIEW ANCHORING PHENOMENON

Students watch and respond to a short Anchoring Phenomenon Video showing how ice cream is made with liquid nitrogen. They will observe how liquid cream becomes a solid when it is combined with liquid nitrogen. As students progress through the Experiences, they will use sense-making activities to help them answer the Anchoring Phenomenon question, How can you make ice cream in an instant?

Topic Readiness Test and Remediation

Students answer questions to show what they already know about Matter by completing a printed or online Topic Readiness Test. For students who have difficulty on the test, assign the corresponding remediation items on Realize.

Teacher Background

Watch the Teacher Background Video Matter to refresh your knowledge of topic content. Key concepts to support instruction of this topic:

- Matter has physical properties that can be measured, including, temperature, mass, magnetism, and the ability to sink or float.
- Matter is classified as a solid, liquid, or gas, and changes in the state of matter can be caused by heating or cooling.
- Combining materials can change their physical properties, and the physical properties of those materials justify their use.

Teacher Prep

In addition to the Teacher Background Video, there are Teacher Prep Videos to help you prepare for each Experience. They include a preview of the Experience as well as classroom management strategies to make every Experience a success!

Common Misconceptions

Common misconceptions are listed in bold type. The subsequent text explains the misconceptions.

- Heavier objects sink in water. Explain that objects that are heavy for their size sink while objects that are light for their size float.
- Steam is hot air. Steam is water in a gas state or vapor. When water vapor condenses in the air, it appears as water droplets. What we commonly call steam is wet steam, or a combination of water vapor and condensed droplets.

Component: *Grade 3 Teacher Guide*

ISBN: 9781323223345

Current Page Number(s): 16

Location: Topic 1, Experience 1, Explore; Challenge

Original Text: CHALLENGE Have your students to explain this phenomenon. A small stone sinks to the bottom of a lake. A large boat floats on the same lake. Why doesn't the small stone float and the large boat sink? (Gravity pulls a boat on the water down, but the water pushes the boat up. If a boat weighs less than the water it pushes on, then it will float. A stone doesn't take up much space so the force of the water pushing up against the stone is less than the force of gravity pulling it down.)

Updated Text:

CHALLENGE Have your students explain this phenomenon. A small stone sinks to the bottom of a lake. A large boat floats on the same lake. Why doesn't the small stone float and the large boat sink? (If the force of gravity pulling on an object is greater than the force of water pushing up on the object, the object will sink. If it is less, the object will float. While a boat is large, it is light enough for its size that the force of water pushing up on it is more than the force of gravity pulling it down, so it floats. A stone doesn't take up much space so the force of the water pushing up against the stone is less than the force of gravity pulling it down so it sinks.)

Component: *Grade 3 Teacher Guide*

ISBN: 9781323223345

Current Page Number(s): 17

Location: Topic 1, Experience 1, Literacy Station

Original Text: GUIDE STUDENT THINKING Tell students that making connections between what they read and personal experiences helps them better understand a text. If students need additional support, use this scaffolding and guidance for just-in-time learning acceleration. Have students think about properties of matter and tools in the text, and then connect these to their own lives. Ask students questions such as these:

Updated Text: GUIDE STUDENT THINKING Tell students that making connections between what they read and personal experiences helps them better understand a text. If students need additional support, use this scaffolding and guidance for just-in-time learning acceleration. Have students think about properties of matter and tools in the text, and then connect these to their own lives. Ask:

Component: *Grade 3 Teacher Guide*

ISBN: 9781323223345

Current Page Number(s): 32

Location: Topic 1, Experience 3, Special Needs

Original Text: SPECIAL NEEDS For students who would benefit from tactile experiences, have them hold up each material as you name it and discuss its properties.

Updated Text: SPECIAL NEEDS For students who would benefit from tactile experiences, have them hold up each material as you name it and discuss its properties, including its texture, or how it feels.

Component: *Grade 3 Teacher Guide*

ISBN: 9781323223345

Current Page Number(s): 38

Location: Topic 2 Overview, Preview the Topic

Original Text: Common Misconceptions

As students explore the content, be attentive to common misconceptions that may arise, and address as needed. Common misconceptions are listed in bold type. The subsequent text explains the misconceptions.

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 845 of 3538

- Applying a force always causes an object to move. Explain to students that a force can change the speed or direction of an object, as well as cause the object to stop moving. Reiterate that a force does not always result in motion. Point out that you could exert a force against a wall, but the wall would not move.
- When an object is at rest, there are no forces acting on it. Explain to students that gravity is always pulling objects down toward Earth’s center. In addition, an object placed on a surface does not fall to the ground because the surface is applying a force by pushing up against the object. That is why you can place a book on a desk and it stays there.

Updated Text: Common Misconceptions

As students explore the content, be attentive to common misconceptions that may arise, and address as needed. Common misconceptions are listed in bold type.

The subsequent text explains the misconceptions.

- Applying a force always causes an object to move. A force can change the speed or direction of an object, as well as cause the object to stop moving. A force does not always result in motion.

- When an object is at rest, there are no forces acting on it. Gravity is always pulling objects down toward Earth’s center. An object placed on a surface does not fall to the ground because the surface is applying a force by pushing up against the object.

Component: *Grade 3 Teacher Guide*

ISBN: 9781323223345

Current Page Number(s): 56

Location: Topic 2, Experience 2, Special Needs

Original Text: SPECIAL NEEDS For students who need help with organizing their thoughts or their notes, have them make a three-column chart. At the top of each column, have students write one of the following questions as the main head: What are some different ways you can describe the motion of an object?; How can you make the position of an object change?; What type of force would you use to change the position of your chair?^[SEP] Then have students use this graphic to help them organize their notes as they complete the STEAM Station.

Updated Text: SPECIAL NEEDS For students who need help with organizing their thoughts, have them make a three-column chart. At the top of each column, have students write one of the following questions: What are some ways you can describe the motion of an object?; How can you make the position of an object change?; What type of force would you use to change the position of your chair?^[SEP] Have students use this chart to help them organize their notes as they complete the STEAM Station.

Component: *Grade 3 Teacher Guide*

ISBN: 9781323223345

Current Page Number(s): 62

Location: Topic 3 Overview, Preview the Topic

Original Text: Preview the Topic

In this topic, students learn that energy is everywhere and can be observed in cycles, patterns, or systems. First, in Experience 1, students identify forms of energy, including light, sound, thermal, and mechanical. They give everyday examples of each type of energy. Then, in Experience 2, students demonstrate how an object’s speed is related to its mechanical energy.

Proclamation 2024: Report of Editorial Changes (11/08/2023)

PREVIEW ANCHORING PHENOMENON

Students watch and respond to a short Anchoring Phenomenon Video of a roller coaster in motion. This video will help students begin to explore the Anchoring Phenomenon question, How can you build a faster roller coaster?

Teacher Background

Watch the short Teacher Background Video Energy to refresh your knowledge of topic content. Key concepts to support instruction of this topic:

- Energy is everywhere; it can be found in cycles, patterns, and systems.
- Types of energy include sound, light, thermal, and mechanical energy.
- Thermal energy and light energy relate to temperature changes.
- Mechanical energy is the energy an object has due to movement or position.
- An object moving at a fast speed has more mechanical energy than it does when moving at a slower speed.

Teacher Prep

In addition to the Teacher Background Video, there are Teacher Prep Videos to help you prepare for every Experience. These include a preview of the Experience as well as classroom management strategies to make every Science Experience a success!

Common Misconceptions

As students explore the content, be attentive to common misconceptions that may arise, and address as needed. Common misconceptions are listed in bold type.

The subsequent text explains the misconceptions.

- Energy can be used up or lost. Reinforce to students that energy can change from one form to another, but it cannot be created or destroyed. The total amount of energy available in the universe does not change.
- Only moving objects have mechanical energy. Point out that even objects that are not in motion have mechanical energy, but it is in the form of potential energy rather than kinetic energy.
- Fuel is energy. Explain to students that fuel is a source of energy. For example, fuel such as gasoline must be converted to thermal energy and then mechanical energy in order to power a vehicle.

Updated Text: Preview the Topic

In this topic, students learn that energy is everywhere and can be observed in cycles, patterns, or systems. In Experience 1, students identify forms of energy, including light, sound, thermal, and mechanical. They give everyday examples of each type of energy. In Experience 2, students demonstrate how an object's speed is related to its mechanical energy.

As you progress through the topic, connect the activities back to Topic 2 Force and Motion. Students can apply what they learned about how forces act on objects (TEKS 3.7A) and how motion and position can be changed by pushes and pulls (TEKS 3.7B) to how the speed of an object relates to its mechanical energy (TEKS 3.8B).

PREVIEW ANCHORING PHENOMENON

Students watch and respond to a short Anchoring Phenomenon Video of a roller coaster in motion. This video will help students begin to explore the Anchoring Phenomenon question, How can you build a faster roller coaster?

Topic Readiness Test and Remediation

Students answer questions to show what they already know about Energy by completing a printed or online Topic Readiness Test. For students who have difficulty on the test, assign the corresponding remediation items on Realize.

Teacher Background

Watch the short Teacher Background Video Energy to refresh your knowledge of

topic content. Key concepts to support instruction of this topic:

- Energy is everywhere; it can be found in cycles, patterns, and systems.
- Types of energy include sound, light, thermal, and mechanical energy.

- An object moving at a fast speed has more mechanical energy than it does when moving at a slower speed.

Teacher Prep

In addition to the Teacher Background Video, there are Teacher Prep Videos to help you prepare for every Experience. These include a preview of the Experience as well as classroom management strategies to make every Science Experience a success!

Common Misconceptions

Common misconceptions are listed in bold type.

The subsequent text explains the misconceptions.

- Energy can be used up or lost. Energy can change from one form to another, but it cannot be created or destroyed.
- Only moving objects have mechanical energy. Point out that even objects that are not in motion have mechanical energy, but it is in the form of potential energy rather than kinetic energy.
- Fuel is energy. Fuel is a source of energy. A fuel such as gasoline must be converted to thermal energy and then mechanical energy in order to power a vehicle.

Component: *Grade 3 Teacher Guide*

ISBN: 9781323223345

Current Page Number(s): 63

Location: Topic 3 Topic Overview, English Language Proficiency Standards

Original Text: ENGLISH LANGUAGE PROFICIENCY STANDARDS

Listening 2I Demonstrate listening comprehension of increasingly complex spoken English by following directions, retelling or summarizing spoken messages, responding to questions and requests, collaborating with peers, and taking notes commensurate with content and grade-level needs.

Speaking 3D Speak using grade-level content area vocabulary in context to internalize new English words and build academic language proficiency.

Also Listening 2E; Speaking 3E; Reading 4D, 4E

ENGLISH LANGUAGE ARTS AND READING TEKS

ELAR 3.6B Generate questions about text before, during, and after reading to deepen understanding and gain information.

Also ELAR 3.6G

Updated Text: ENGLISH LANGUAGE PROFICIENCY STANDARDS

Speaking 3D Speak using grade-level content area vocabulary in context to internalize new English words and build academic language proficiency.

Also Listening 2E, 2I; Speaking 3E; Reading 4D, 4E

ENGLISH LANGUAGE ARTS AND READING TEKS

ELAR 3.6B Generate questions about text before, during, and after reading to deepen understanding and gain information.

Also ELAR 3.6G

Proclamation 2024: Report of Editorial Changes (11/08/2023)

SOCIAL STUDIES TEKS

SS 3.14B Differentiate and compare the information about a specific issue or event provided in primary and secondary sources.

Component: *Grade 3 Teacher Guide*

ISBN: 9781323223345

Current Page Number(s): 68

Location: Topic 3 Experience 1, At-A-Glance, Objective

Original Text: Objective

Students will identify light energy, sound energy, thermal energy, and mechanical energy as forms of energy, and identify everyday examples of each form of energy.

Updated Text: Objectives

Students will identify light energy, sound energy, thermal energy, and mechanical energy as forms of energy, and identify everyday examples of each form of energy.

Students will identify and use patterns to analyze data by identifying any significant features, patterns, or sources of error.

Component: *Grade 3 Teacher Guide*

ISBN: 9781323223345

Current Page Number(s): 71

Location: Topic 3, Experience 1, Before the Stations; Address Prior Knowledge

Original Text: Review the exit tickets collected from the Engage activity. Identify prior knowledge about energy.

Updated Text: Review the exit tickets collected from the Engage activity. If the exit tickets reveal gaps in understanding or misconceptions, use this scaffolding and guidance for just-in-time learning acceleration.

Component: *Grade 3 Teacher Guide*

ISBN: 9781323223345

Current Page Number(s): 72

Location: Topic 3 Experience 1, Explore, Guide Student Planning

Original Text: GUIDE STUDENT PLANNING Remind students to follow the activity directions closely and to accurately record in the table the temperatures for both the Sun Collector and the Control Group so that they can draw conclusions at the end. Encourage students to make predictions about the temperatures of each group.

Ask:

- What do you want to learn about the forms of energy from this experiment?
- How will you keep track of your observations?
- What predictions have you made?

DIFFERENTIATED INSTRUCTION

Accuracy For students who are having difficulty constructing their solar oven, demonstrate how to cut a circle from the black paper. Model placing the pan on the paper, using a light-colored pencil to trace the pan's base, carefully

cutting out the circle and placing it in the bottom of the pan. Ask students to share other methods they could use to achieve the same result.

Updated Text: GUIDE STUDENT PLANNING Remind students to follow the activity directions closely and to accurately record in the table the temperatures for both the Sun Collector and the Control Group so that they can draw conclusions at the end. Encourage students to make predictions about the temperatures of each group. If students need additional support, use this scaffolding and guidance for just-in-time learning acceleration.

Ask:

- What do you want to learn about the forms of energy from this experiment?
- How will you keep track of your observations?
- What predictions have you made?

DIFFERENTIATED INSTRUCTION

STRIVING: Accuracy For students who are having difficulty constructing their solar oven, demonstrate how to cut a circle from the black paper. Model placing the pan on the paper, using a light-colored pencil to trace the pan's base, carefully cutting out the circle and placing it in the bottom of the pan. Ask students to share other methods they could use to achieve the same result.

SPECIAL NEEDS For students who struggle to work effectively in groups, be sure that all students in the group have specific tasks as the group constructs the solar oven. This way a student who struggles working in a group understands, as do the other members of the group, that they have an important role in the group. GUIDE STUDENT PLANNING Remind students to follow the activity directions closely and to accurately record in the table the temperatures for both the Sun Collector and the Control Group so that they can draw conclusions at the end. Encourage students to make predictions about the temperatures of each group.

Ask:

- What do you want to learn about the forms of energy from this experiment?
- How will you keep track of your observations?
- What predictions have you made?

DIFFERENTIATED INSTRUCTION

Component: *Grade 3 Teacher Guide*

ISBN: 9781323223345

Current Page Number(s): 73

Location: Topic 3, Experience 1, Guide Student Thinking

Original Text: GUIDE STUDENT THINKING Have students use the headings in the Read About It to look for details about light, thermal, sound, and mechanical energy. Tell them that these details can help them better understand the key ideas in the text.

Updated Text: GUIDE STUDENT THINKING Have students use the headings in the Read About It to look for details about light, thermal, sound, and mechanical energy. Tell them that these details can help them better understand the key ideas in the text. If students need additional support, use this scaffolding and guidance for just-in-time learning acceleration. Ask:

Component: *Grade 3 Teacher Guide*

ISBN: 9781323223345

Current Page Number(s): 75

Location: Topic 3, Experience 1, Evaluate, Quiz, 1st Paragraph

Original Text: ENERGY IN OUR WORLD

Students answer questions about energy in our world by completing an editable/ printable or online quiz. Give students mastering English language extra time to translate assessments as needed.

Updated Text: ENERGY IN OUR WORLD

Students answer questions about energy in our world by completing an editable/ printable or online quiz. Give students mastering English language extra time to translate assessments as needed.

If the quiz reveals students have not yet achieved grade-level mastery of the content in this Experience, remember that you can assign assets and activities that support the TEKS on the course to provide intervention. Look especially for "got-more-time" assets, those marked with a plus sign which are designed to personalize learning, such as Topic Readers. You can also use the activities in "Targeted Instruction" to close any learning gaps identified.

Component: *Grade 3 Teacher Guide*

ISBN: 9781323223345

Current Page Number(s): 75

Location: New content to address TRR rubric feedback. Topic 3, Experience 1, Evaluate, Minor column

Original Text: (New content to address TRR rubric feedback, current content does not exist.)

Updated Text: (new Targeted Instruction box)

If you have students who have not yet met the grade-level mastery of concepts in this Experience, try these out:

(bullet)Invite students to act out forms of energy they have used today. Have students identify the form of energy their classmate is acting out. What evidence are they using for their guess?

(bullet)Challenge students to identify objects that have more/less thermal energy in comparison to other objects. Have students think about what observations they need to make to use as evidence for their explanations.

Component: *Grade 3 Teacher Guide*

ISBN: 9781323223345

Current Page Number(s): 76

Location: Topic 3 Experience 2, At-A-Glance, Objective

Original Text: Objective

Students will plan and conduct investigations to observe and measure speed and demonstrate how the speed of an object is related to its mechanical energy.

Updated Text: Objectives

Students will use scientific practices to plan and conduct investigations to observe and measure speed and demonstrate how the speed of an object is related to its mechanical energy.

Students will identify and use patterns to develop explanations to explain how the speed of an object is related to its mechanical energy.

Component: *Grade 3 Teacher Guide*

ISBN: 9781323223345

Current Page Number(s): 79

Location: Topic 3, Experience 2, Before the Stations; Address Prior Knowledge

Original Text: Review the exit tickets collected from the Engage activity. Identify prior knowledge about mechanical energy.

Updated Text: Review the exit tickets collected from the Engage activity. If the exit tickets reveal gaps in understanding or misconceptions, use this scaffolding and guidance for just-in-time learning acceleration.

Component: *Grade 3 Teacher Guide*

ISBN: 9781323223345

Current Page Number(s): 80

Location: Topic 3, Experience 2, Guide Student Planning

Original Text: GUIDE STUDENT PLANNING Have students decide whether to set up one ramp with different starting positions for the car or two identical ramps side by side.

Students will then start the car from different heights and record the time it takes to reach the bottom of the ramp each time. Remind students to make careful observations and track their data accurately. Encourage them to make predictions about the speed of the car before each run.

GUIDE INQUIRY PROCEDURE If students are struggling to design their investigation, suggest these steps to model and support the inquiry process:

1. Set up a cardboard ramp.
2. Mark three different spots on the ramp with tape: high, medium, low.
3. Mark a finish line.
4. Drop the car from the low starting point.
5. Time how many seconds to cross the finish line.
6. Record the time.
7. Repeat steps 4, 5, and 6 from medium and high starting points.
8. Repeat the procedure two more times.

DIFFERENTIATED INSTRUCTION

Data Table To support student comprehension, model how to add data to the table. Record the drop height before sending the car down the ramp. Demonstrate how to use the stopwatch accurately and how to determine and record the number of seconds in the table for each run. Then model how to analyze the data to draw a conclusion about the car's speed.

Challenge To extend the learning for students seeking a challenge, ask them to determine how to record data when variables, such as different ramp angles or surfaces, are introduced

Updated Text: GUIDE STUDENT PLANNING Have students decide whether to set up one ramp with different starting positions for the car or two identical ramps side by side.

Remind students that the goal of the activity is to test how the height of a ramp affects the speed of the model car. If students need additional support, use this scaffolding and guidance for just-in-time learning acceleration. Ask:

- Do you think the car will go faster from a higher or lower starting point on

the ramp?

- What data do you need to collect?
- How can you use these materials to test your prediction?

GUIDE INQUIRY PROCEDURE If students are struggling to design their investigation, suggest these steps to model and support the inquiry process:

1. Set up a cardboard ramp. Mark a finish line at the bottom.
2. Use tape to mark three starting points on the ramp: high medium, low.
3. Drop the car from the low starting point.
4. Record the time it takes to cross the finish line.
5. Repeat steps 3 and 4 from the medium and high starting points.
6. Repeat the procedure two more times.

DIFFERENTIATED INSTRUCTION

STRIVING Data Table To support student comprehension, model how to add data to the table. Record the drop height before sending the car down the ramp. Demonstrate how to use the stopwatch accurately and how to determine and record the number of seconds in the table for each run. Then model how to analyze the data to draw a conclusion about the car's speed.

CHALLENGE To extend the learning for students seeking a challenge, ask them to determine how to record data when variables, such as different ramp angles or surfaces, are introduced.

Component: *Grade 3 Teacher Guide*

ISBN: 9781323223345

Current Page Number(s): 83

Location: Topic 3, Experience 2, Evaluate, Quiz, 1st Paragraph

Original Text: MECHANICAL ENERGY

Students answer questions about mechanical energy by completing an editable/printable or online quiz. Give students still mastering English extra time to translate assessments as needed.

Updated Text: MECHANICAL ENERGY

Students answer questions about mechanical energy by completing an editable/printable or online quiz. Give students still mastering English extra time to translate assessments as needed.

If the quiz reveals students have not yet achieved grade-level mastery of the content in this Experience, remember that you can assign assets and activities that support the TEKS on the course to provide intervention. Look especially for "got-more-time" assets, those marked with a plus sign which are designed to personalize learning, such as Topic Readers. You can also use the activities in "Targeted Instruction" to close any learning gaps identified.

Component: *Grade 3 Teacher Guide*

ISBN: 9781323223345

Current Page Number(s): 83

Location: New content to address TRR rubric feedback. Topic 3, Experience 2, Evaluate, minor column

Original Text: (New content to address TRR rubric feedback, current content does not exist.)

Updated Text: (new Targeted Instruction box)

Targeted Instruction

If you have students who have not yet met the grade-level mastery of concepts in this Experience, try these out:

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 853 of 3538

- Roll two balls toward an established finish line. Invite students describe the speed of the balls relative to one another. Ask students why they think one ball may roll faster than the other.
- Have students predict what will happen if you roll two cars down two ramps of different heights. Roll the cars down the ramps at the same time. Have students compare the motion of the cars.

Component: *Grade 3 Teacher Guide*

ISBN: 9781323223345

Current Page Number(s): 86

Location: Topic 4 Overview, Preview the Topic

Original Text: Preview the Topic

In this topic, students learn about Earth and space. First, in Experience 1, they investigate the orbits of the sun, Earth, and moon. Then, in Experience 2, students list the planets in our solar system and identify their order from the sun.

PREVIEW ANCHORING PHENOMENON

Students watch and respond to the Anchoring Phenomenon Video about the solar system, the orbit of Earth around the sun, and the orbit of the moon around Earth. As students progress through the Experiences, they will answer the Anchoring Phenomenon question, Why does the night sky change?

Updated Text: Preview the Topic

In this topic, students learn about Earth and space. First, in Experience 1, they investigate the orbits of the sun, Earth, and moon. Then, in Experience 2, students list the planets in our solar system and identify their order from the sun.

As you progress through the topic, connect the activities back to Topic 2 Force and Motion. Students can apply what they learned about how forces act on objects, including gravity (TEKS 3.7A) to explain the orbits of the sun, Earth and moon (TEKS 3.9A).

PREVIEW ANCHORING PHENOMENON

Students watch and respond to the Anchoring Phenomenon Video about the solar system, the orbit of Earth around the sun, and the orbit of the moon around Earth. As students progress through the Experiences, they will answer the Anchoring Phenomenon question, Why does the night sky change?

Topic Readiness Test and Remediation

Students answer questions to show what they already know about Earth and Space by completing a printed or online Topic Readiness Test. For students who have difficulty on the test, assign the corresponding remediation items on Realize.

Component: *Grade 3 Teacher Guide*

ISBN: 9781323223345

Current Page Number(s): 87

Location: Topic 4 Topic Overview, ENGLISH LANGUAGE ARTS AND READING TEKS

Original Text: ENGLISH LANGUAGE ARTS AND READING TEKS
ELAR 3.6G Evaluate details read to determine key ideas.

ELAR 3.7B Write a response to a literary or informational text that demonstrates an understanding of a text.

Updated Text: MATH and ENGLISH LANGUAGE ARTS AND READING TEKS

MATH 3.1F Analyze mathematical relationships to connect and communicate mathematical ideas.

ELAR 3.6G Evaluate details read to determine key ideas.

ELAR 3.7B Write a response to a literary or informational text that demonstrates an understanding of a text.

SOCIAL STUDIES TEKS

SS 3.14F Develop and communicate a claim and supporting evidence visually, orally, or in writing related to a social studies topic.

Also SS 3.15F

Component: *Grade 3 Teacher Guide*

ISBN: 9781323223345

Current Page Number(s): 87

Location: Topic 4 Topic Overview

Original Text: (Adding Home Connections Box This was previously not included.)

Updated Text: (Home Connections Box)

Share the Topic School-to-Home letter with parents and caregivers to provide information that supports student learning. Use the Home Communication Guide for additional ideas to bring home learning into the classroom."

Component: *Grade 3 Teacher Guide*

ISBN: 9781323223345

Current Page Number(s): 92

Location: Topic 4 Experience 1, At-A-Glance, Objectives

Original Text: Objective

Students will construct and explain a model of Earth's orbit around the sun and compare the orbits of Earth and the moon.

Updated Text: Objectives

Students will develop, construct, and explain a model of Earth's orbit around the sun and compare the orbits of Earth and the moon.

Students will identify cause-and-effect relationships to explain Earth's orbit around the sun and compare the orbits of Earth and the moon.

Component: *Grade 3 Teacher Guide*

ISBN: 9781323223345

Current Page Number(s): 95

Location: Topic 4, Experience 1, Before the Stations; Address Prior Knowledge

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 855 of 3538

Original Text: Review the exit tickets collected from the Engage activity. Identify prior knowledge about patterns in space.

Updated Text: Review the exit tickets collected from the Engage activity. If the exit tickets reveal gaps in understanding or misconceptions, use this scaffolding and guidance for just-in-time learning acceleration.

Component: *Grade 3 Teacher Guide*

ISBN: 9781323223345

Current Page Number(s): 96

Location: Topic 4, Experience 1, Guide Student Planning

Original Text: GUIDE STUDENT PLANNING Remind students to follow the directions closely and to carefully record their observations for each part of the STEAM Station Activity so they can explain key ideas at the end. Ask:

- What do you want to demonstrate with your model?
- How would you explain your model?
- What parts of your model are accurate? What parts are not accurate?

DIFFERENTIATED INSTRUCTION

Model Explanation If students need help understanding the purpose of the activity, begin by modeling the orbit of the moon around Earth. Ensure student understanding before adding to the model the orbit of Earth around the sun. Guide students to explain each orbit.

Updated Text: GUIDE STUDENT PLANNING Remind students to follow the directions closely and to carefully record their observations for each part of the STEAM Station Activity so they can explain key ideas at the end. If students need additional support, use this scaffolding and guidance for just-in-time learning acceleration.

Ask:

- What do you want to demonstrate with your model?
- How would you explain your model?
- What parts of your model are accurate? What parts are not accurate?

DIFFERENTIATED INSTRUCTION

STRIVING: Model Explanation If students need help understanding the purpose of the activity, begin by modeling the orbit of the moon around Earth. Ensure student understanding before adding to the model the orbit of Earth around the sun. Guide students to explain each orbit.

SPECIAL NEEDS For students who have hearing impairments, make labels for the models of the sun, Earth, and moon. Use these labels as you model the orbit of the moon around Earth and Earth's orbit around the sun.

Component: *Grade 3 Teacher Guide*

ISBN: 9781323223345

Current Page Number(s): 97

Location: Topic 4, Experience 1, Guide Student Thinking

Original Text: GUIDE STUDENT THINKING Tell students that looking for details as they read informational text can help them better understand the key ideas in the text. They can then evaluate, or judge, which details support these key ideas.

Updated Text: GUIDE STUDENT THINKING Tell students that looking for details as they read informational text can help them better understand the key ideas in the text. They can then evaluate, or judge, which

details support these key ideas. If students need additional support, use this scaffolding and guidance for just-in-time learning acceleration. Ask:

Component: *Grade 3 Teacher Guide*

ISBN: 9781323223345

Current Page Number(s): 99

Location: Topic 4, Experience 1, Evaluate, Quiz, 1st Paragraph

Original Text: PATTERNS IN SPACE

Students answer questions about patterns in space by completing an editable/printable or online quiz. Give students still mastering English time to translate assessments as needed.

Updated Text: PATTERNS IN SPACE

Students answer questions about patterns in space by completing an editable/printable or online quiz. Give students still mastering English time to translate assessments as needed.

If the quiz reveals students have not yet achieved grade-level mastery of the content in this Experience, remember that you can assign assets and activities that support the TEKS on the course to provide intervention. Look especially for "got-more-time" assets, those marked with a plus sign which are designed to personalize learning, such as Topic Readers. You can also use the activities in "Targeted Instruction" to close any learning gaps identified.

Component: *Grade 3 Teacher Guide*

ISBN: 9781323223345

Current Page Number(s): 99

Location: New content to address TRR rubric feedback, current content does not exist. Topic 4, Experience 1, Evaluate, minor column

Original Text: (New content to address TRR rubric feedback, current content does not exist.)

Updated Text: Targeted Instruction

If you have students who have not yet met the grade-level mastery of concepts in this Experience, try these out:

- Students can take turns modeling orbits. Have one student stands in the middle of the room and have other students walk around that student to represent satellites and the curved path of an orbit. Caution students to be aware of other students and avoid running into each other.
- Have students build off the orbits model by having one student act as the sun, one as Earth, and one as the moon. The moon should orbit Earth as both the moon and Earth orbit the sun.
- Have students choose an object and draw a model of it. Then, have them trade papers and try to identify the actual object represented by the model. Encourage students to discuss how their models are accurate or not accurate. Ask students what advantage or how their model helps them understand the object. Ask student what is limited by the model.

Component: *Grade 3 Teacher Guide*

ISBN: 9781323223345

Current Page Number(s): 100

Location: Topic 4 Experience 1, At-A-Glance, Objectives

Original Text: Objectives

Students will identify the

planets and other objects
in Earth's solar system and
name the planets in order
from the sun.

Updated Text: Objectives

Students will develop and use models to identify the
planets and other objects in Earth's solar system and name
the planets in order from the sun.

Students will explain how factors or conditions impact
change in the solar system.

Component: *Grade 3 Teacher Guide*

ISBN: 9781323223345

Current Page Number(s): 100

Location: Topic 4 Experience 1, At-A-Glance, TEKS

Original Text: TEKS

3.9B Identify the order of the planets in Earth's solar system in relation to
the sun.

3.1G Develop and use models to represent phenomena, objects, and
processes or design a prototype for a solution to a problem.

3.2A Identify advantages and limitations of models such as their size,
scale, properties, and materials.

Also 3.1A, 3.5C, 3.5G

Updated Text: TEKS, SEP TEKS, RTC TEKS

TEKS 3.9B Identify the order of the planets in Earth's solar system in relation to
the sun.

SEP 3.1G Develop and use models to represent phenomena, objects, and
processes or design a prototype for a solution to a problem.

SEP 3.2A Identify advantages and limitations of models such as their size,
scale, properties, and materials.

RTC 3.5C Use scale, proportion, and quantity to describe, compare, or model
different systems.

Also SEP 3.1A, RTC 3.5G

Component: *Grade 3 Teacher Guide*

ISBN: 9781323223345

Current Page Number(s): 104

Location: Topic 4, Experience 2, Guide Student Planning

Original Text: GUIDE STUDENT PLANNING Have students begin by identifying the sequence
of the planets from the sun. Then have them use the data in the table to choose
foam balls to represent each planet's size or diameter. Ensure that students
understand the meaning of the word diameter. As they construct the model,
remind students to use each planet's distance from the sun to make sure its
placement is accurate. Students may need assistance with determining a scale for
their model.

DIFFERENTIATED INSTRUCTION

Use Data from a Table To support comprehension, model how to use the

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 858 of 3538

data in the table to design the solar system model. Think aloud as you select a planet in the table and identify the corresponding information in each column. Direct students to the column headings to understand the information in each column. Guide students use the planet diameters to choose the foam balls, and use each planet's distance from the sun to position the planets. Challenge For students who are ready for a challenge, have them research the planets and add details, such as surface texture, color, temperature, and atmosphere.

Updated Text: GUIDE STUDENT PLANNING Direct students to the data table and let them know the data in the table should guide them as they plan their model. If students need additional support, use this scaffolding and guidance for just-in-time learning acceleration. Ask:

- How does knowing the distance from the sun help us identify the order of the planets from the sun?
- What scale can we use to show the distance from the sun? Help students determine the scale. Start with how large the sun will be in the model.
- How can you use the data in the table to determine what foam ball to use for each planet? Ensure that students understand the meaning of the word diameter.

DIFFERENTIATED INSTRUCTION

STRIVING: Use Data from a Table To support comprehension, model how to use the data in the table to design the solar system model. Think aloud as you select a planet in the table and identify the corresponding information in each column. Direct students to the column headings to understand the information in each column. Guide students use the planet diameters to choose the foam balls, and use each planet's distance from the sun to position the planets.

CHALLENGE For students who are interested, have them research the planets and add details, such as surface texture, color, temperature, and atmosphere.

Component: *Grade 3 Teacher Guide*

ISBN: 9781323223345

Current Page Number(s): 105

Location: Topic 4, Experience 2, Guide Student Thinking

Original Text: GUIDE STUDENT THINKING Tell students that when they are writing about what they have read, it is helpful to look for key ideas and important details, including images, to help them understand the text. Ask:

Updated Text: GUIDE STUDENT THINKING Tell students that when they are writing about what they have read, it is helpful to look for key ideas and important details, including images, to help them understand the text. If students need additional support, use this scaffolding and guidance for just-in-time learning acceleration. Ask:

Component: *Grade 3 Teacher Guide*

ISBN: 9781323223345

Current Page Number(s): 107

Location: Topic 4, Experience 2, Evaluate, Quiz, 1st Paragraph

Original Text: SOLAR SYSTEM

Students answer questions about the solar system by completing an editable/

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 859 of 3538

printable or online quiz. Give students still mastering English time to translate assessments as needed.

Updated Text: SOLAR SYSTEM

Students answer questions about the solar system by completing an editable/printable or online quiz. Give students still mastering English time to translate assessments as needed.

If the quiz reveals students have not yet achieved grade-level mastery of the content in this Experience, remember that you can assign assets and activities that support the TEKS on the course to provide intervention. Look especially for "got-more-time" assets, those marked with a plus sign which are designed to personalize learning, such as Topic Readers. You can also use the activities in "Targeted Instruction" to close any learning gaps identified.(Adding New content to address TRR rubric feedback.)

Component: *Grade 3 Teacher Guide*

ISBN: 9781323223345

Current Page Number(s): 107

Location: New content to address TRR rubric feedback. Topic 4, Experience 2, Evaluate, minor column

Original Text: (New content to address TRR rubric feedback, current content does not exist.)

Updated Text: (New Targeted Instruction Box)

If you have students who have not yet met the grade-level mastery of concepts in this Experience, try this out: Have students be either the sun or a planet. They will be a solar system model. Have them arrange themselves to show the order of the planets from the sun. Then have students identify the inner and outer planets. If you still have students who need a role, have them model other objects in the solar system such as the asteroid belt.

Component: *Grade 3 Teacher Guide*

ISBN: 9781323223345

Current Page Number(s): 110

Location: Topic 5 Overview, Preview the Topic

Original Text: Preview the Topic

In this topic, students learn about patterns on Earth. First, in Experience 1, they will measure and compare weather conditions. Next, in Experience 2, they will describe how soil is formed by weathering and decomposition. Then, in Experience 3, they will explore rapid changes to Earth. Finally, in Experience 4, they will explain how people use resources and the importance of resource conservation.

PREVIEW ANCHORING PHENOMENON

Students watch and respond to the Anchoring Phenomenon Video about volcanoes in Iceland. They will explore different ways that volcanoes change Earth's surface. As students progress through the Experiences, they will use sensemaking activities to help them answer the Anchoring Phenomenon question, How do volcanoes change the surface of Earth?

Teacher Background

Watch the Teacher Background Video Patterns on Earth to refresh your knowledge of topic content. Key concepts to support instruction of this topic:

- Weather conditions include factors such as temperature, precipitation, wind, and sun. Different locations experience different weather conditions.
- Slow forces, such as weathering and decomposition, change Earth's surface.
- Rapid forces, such as volcanoes, landslides, and earthquakes, also change Earth's surface.

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 860 of 3538

- People use natural resources to make things and in construction, agriculture, and transportation.
- It is important to conserve natural resources through reducing consumption and reusing or recycling resources.

Teacher Prep

In addition to the Teacher Background Video, there are Teacher Prep Videos to help you prepare for every Experience. These include a preview of the Experience as well as classroom management strategies to make every Science Experience a success!

Common Misconceptions

As students explore the content, be attentive to common misconceptions that may arise and address as needed. Common misconceptions are listed in bold type. The subsequent text explains the misconceptions.

- **Rocks do not change over time.** Reinforce that weathering by water, wind, and ice gradually change the shape and size of rocks and other landforms by breaking them into smaller pieces.
- **Soil is made of only dirt and does not change over time.** Explain that soil is made up of many different kinds of matter, including the decomposed remains of plants and animals, tiny pieces of rock and shell, and grains of sand. Point out that through the processes of weathering and decomposition layers of soil form on the ground.

Updated Text: Preview the Topic

In this topic, students learn about patterns on Earth. In Experience 1, they will measure and compare weather conditions. In Experience 2, they will describe how soil is formed by weathering and decomposition. In Experience 3, they will explore rapid changes to Earth. In Experience 4, they will explain how people use resources and the importance of resource conservation.

As you progress through the topic, connect the activities back to Topic 4. Students can deepen their understanding of Earth as a planet in relation to the sun, moon, and other planets (TEKS 3.9A, 3.9B) from Topic 4 to what they learn in Topic 5 about patterns on Earth (TEKS 3.10A, 3.10B, 3.10C).

PREVIEW ANCHORING PHENOMENON

Students watch and respond to the Anchoring Phenomenon Video about volcanoes in Iceland. They will explore different ways that volcanoes change Earth's surface. As students progress through the Experiences, they will use sensemaking activities to help them answer the Anchoring Phenomenon question, How do volcanoes change the surface of Earth?

Topic Readiness Test and Remediation

Students answer questions to show what they already know about Patterns on Earth by completing a printed or online Topic Readiness Test. For students who have difficulty on the test, assign the corresponding remediation items on Realize.

Teacher Background

Watch the Teacher Background Video Patterns on Earth to refresh your knowledge of topic content. Key concepts to support instruction of this topic:

- Weather conditions include factors such as temperature, precipitation, wind, and sun. Different locations experience different weather conditions.
- Slow forces, such as weathering and decomposition, change Earth's surface.
- Rapid forces, such as volcanoes, landslides, and earthquakes, change

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Earth's surface.

- People use natural resources to make things and in construction, agriculture, and transportation.
- It is important to conserve natural resources by reducing, reusing or recycling.

Teacher Prep

In addition to the Teacher Background Video, there are Teacher Prep Videos to help you prepare for every Experience. These include a preview of the Experience as well as classroom management strategies to make every Science Experience a success!

Common Misconceptions

Common misconceptions are listed in bold type. The subsequent text explains the misconceptions.

- **Rocks do not change over time.** Weathering by water, wind, and ice gradually change the shape and size of rocks by breaking them into smaller pieces.
- **Soil is made of only dirt and does not change over time.** Explain that soil is made up of different kinds of matter, including the decomposed remains of plants and animals, tiny pieces of rock, and grains of sand. Through the processes of weathering and decomposition layers of soil form on the ground.

Component: *Grade 3 Teacher Guide*

ISBN: 9781323223345

Current Page Number(s): 111

Location: Topic 5 TEKS Progression, Look Ahead

Original Text: LOOK AHEAD

How does this topic connect to what students will learn later?

- 4.10A Describe and illustrate the continuous movement of water above and on the surface of Earth through the water cycle and explain the role of the Sun as a major source of energy in this process.
- 4.10B Model and describe slow changes to Earth's surface caused by weathering, erosion, and deposition from water, wind, and ice.
- 4.11A Identify and explain advantages and disadvantages of using Earth's renewable and nonrenewable natural resources such as wind, water, sunlight, plants, animals, coal, oil, and natural gas.

Also 4.10C, 4.11B

- Vocabulary: climate, conservation, deposition, erosion, fossil fuel, landform, nonrenewable resource, precipitation, recycling, renewable

resource, water cycle, weather,
weathering

Updated Text: LOOK AHEAD

How does this topic connect to what
students will learn later?

- 4.10A Describe and illustrate the
continuous movement of water
above and on the surface of Earth
through the water cycle and explain
the role of the Sun as a major source
of energy in this process.

- 4.11A Identify and explain
advantages and disadvantages
of using Earth's renewable and
nonrenewable natural resources
such as wind, water, sunlight, plants,
animals, coal, oil, and natural gas.

Also 4.10B, 4.10C, 4.11B

- Vocabulary: climate, conservation,
deposition, erosion, fossil fuel,
landform, nonrenewable resource,
precipitation, recycling, renewable
resource, water cycle, weather,
weathering

Component: *Grade 3 Teacher Guide*

ISBN: 9781323223345

Current Page Number(s): 111

Location: Topic 5 SCIENTIFIC AND ENGINEERING PRACTICES TEKS

Original Text: SCIENTIFIC AND ENGINEERING PRACTICES TEKS

3.1A Ask questions and define problems based on observations or information from
text, phenomena, models, or investigations.

3.1F Construct appropriate graphic organizers to collect data.

Also 3.1B, 3.1D, 3.1E, 3.1G, 3.2D, 3.4A

RECURRING THEMES AND CONCEPTS TEKS

3.5A Identify and use patterns to explain scientific phenomena.

Also 3.5B, 3.5D, 3.5E, 3.5G

ENGLISH LANGUAGE PROFICIENCY STANDARDS

Learning Strategies 1A Use prior experiences to understand meanings in English.

Also Learning Strategies 1E; Listening 2C, 2D, 2E; Speaking 3B, 3D, 3F, 3G, 3H;

Reading 4C, 4D, 4E, 4F; Writing 5B

MATH and ENGLISH LANGUAGE ARTS AND READING TEKS

Math 3.1D Communicate mathematical ideas using multiple representations,
including graphs and language as appropriate.

ELAR 3.6D Create mental images to deepen understanding.

Also ELAR 3.6E, ELAR 3.7C

Collaborate with the Community

Meet an Expert Reach out to your

local county agricultural extension office

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 863 of 3538

Updated Text: SCIENTIFIC AND ENGINEERING PRACTICES TEKS

3.1F Construct appropriate graphic organizers to collect data.

Also 3.1A, 3.1B, 3.1D, 3.1E, 3.1G, 3.2D, 3.4A

RECURRING THEMES AND CONCEPTS TEKS

3.5A Identify and use patterns to explain scientific phenomena.

Also 3.5B, 3.5D, 3.5E, 3.5G

ENGLISH LANGUAGE PROFICIENCY STANDARDS

Learning Strategies 1A Use prior experiences to understand meanings in English.

Also Learning Strategies 1E; Listening 2C, 2D, 2E; Speaking 3B, 3D, 3F, 3G, 3H;

Reading 4C, 4D, 4E, 4F; Writing 5B

MATH and ENGLISH LANGUAGE ARTS AND READING TEKS

Math 3.1D Communicate mathematical ideas using multiple representations, including graphs and language as appropriate.

ELAR 3.6D Create mental images to deepen understanding.

Also ELAR 3.6E, ELAR 3.7C

SOCIAL STUDIES TEKS.

SS 3.16A Use democratic procedures to simulate making decisions on school, local, or state issues.

Also SS 3.9E

Component: *Grade 3 Teacher Guide*

ISBN: 9781323223345

Current Page Number(s): 111

Location: Topic 5 Overview

Original Text: (Adding Home Connections Box This was previously not included.)

Updated Text: (Home Connections Box)

Share the Topic School-to-Home letter with parents and caregivers to provide information that supports student learning. Use the Home Communication Guide for additional ideas to bring home learning into the classroom."

Component: *Grade 3 Teacher Guide*

ISBN: 9781323223345

Current Page Number(s): 116

Location: Topic 5, Experience 1, At-A-Glance; Objective

Original Text: Objectives

Students will measure weather conditions, including air temperature, wind direction, and precipitation, and compare and describe day-to-day weather in different locations at the same time.

Updated Text: Objectives

Students will measure weather conditions, including air temperature, wind direction, and precipitation, and compare and describe day-to-day weather in different locations at the same time.

Students will collect and graph weather data..

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 864 of 3538

Component: *Grade 3 Teacher Guide*

ISBN: 9781323223345

Current Page Number(s): 119

Location: Topic 5, Experience 1, Before the Stations; Address Prior Knowledge

Original Text: Review the exit tickets collected from the Engage activity. Identify prior knowledge about weather.

Updated Text: Review the exit tickets collected from the Engage activity. If the exit tickets reveal gaps in understanding or misconceptions, use this scaffolding and guidance for just-in-time learning acceleration.

Component: *Grade 3 Teacher Guide*

ISBN: 9781323223345

Current Page Number(s): 120

Location: Topic 5, Experience 1, Guide Student Planning

Original Text: GUIDE STUDENT PLANNING Remind students that it is important that they follow the directions closely and to carefully record their observations for each part of the activity so they can draw conclusions at the end. Encourage students to make predictions about what differences and similarities they will find.

Updated Text: GUIDE STUDENT PLANNING Remind students that it is important that they follow the directions closely and to carefully record their observations for each part of the activity so they can draw conclusions at the end. Encourage students to make predictions about what differences and similarities they will find. If students need additional support, use this scaffolding and guidance for just-in-time learning acceleration.

Component: *Grade 3 Teacher Guide*

ISBN: 9781323223345

Current Page Number(s): 121

Location: Topic 5, Experience 1, Guide Student Thinking

Original Text: GUIDE STUDENT THINKING Tell students that using evidence in the text to support their responses helps them better understand the ideas in a text. Have students think about the weather in different places and the different tools used to describe the weather. Ask:

Updated Text: GUIDE STUDENT THINKING Tell students that using evidence in the text to support their responses helps them better understand the ideas in a text. Have students think about the weather in different places and the different tools used to describe the weather. If students need additional support, use this scaffolding and guidance for just-in-time learning acceleration. Ask:

Component: *Grade 3 Teacher Guide*

ISBN: 9781323223345

Current Page Number(s): 123

Location: Topic 5, Experience 1, Evaluate, Quiz, 1st Paragraph

Original Text: WEATHER

Students answer questions about weather by completing an editable/printable

or online quiz. Give students still mastering English time to translate assessments as needed.

Updated Text: WEATHER

Students answer questions about weather by completing an editable/printable or online quiz. Give students still mastering English time to translate assessments as needed.

If the quiz reveals students have not yet achieved grade-level mastery of the content in this Experience, remember that you can assign assets and activities that support the TEKS on the course to provide intervention. Look especially for "got-more-time" assets, those marked with a plus sign which are designed to personalize learning, such as Topic Readers. You can also use the activities in "Targeted Instruction" to close any learning gaps identified.

Component: *Grade 3 Teacher Guide*

ISBN: 9781323223345

Current Page Number(s): 123

Location: New content to address TRR rubric feedback. Topic 5, Experience 1, Evaluate, minor column

Original Text: (New content to address TRR rubric feedback, current content does not exist.)

Updated Text: (New Targeted Instruction Box)

If you have students who have not yet met the grade-level mastery of concepts in this Experience, try these out:
(bullet) Use a thermometer to record the temperature outside. If possible, measure the temperature in a sunny spot and a shady spot to compare. Another option is to measure the temperature in the classroom—try a location close to the window and another location away from the window. Ask How do the temperatures compare? [Sample answer: The temperature is higher in the sun and lower in the shade.]

(bullet) Make a simple rain gauge with a cup and a ruler (alternative is to use a ruler to add markings to a cup). Set the rain gauge outside on a rainy day to see how much rain falls.

Component: *Grade 3 Teacher Guide*

ISBN: 9781323223345

Current Page Number(s): 124

Location: Topic 5, Experience 2, At-A-Glance; Objective

Original Text: Objectives

Students will describe slow changes on Earth such as weathering and decomposition. They will investigate and explain how soils are formed by the weathering of rock and the decomposition of plant and animal remains.

Updated Text: Objectives

Students will describe slow changes on Earth, such as weathering and decomposition, and explain how these factors impact Earth systems.

Students will investigate and explain how soils are formed by the weathering of rock and the decomposition of plant and animal remains.

Component: *Grade 3 Teacher Guide*

ISBN: 9781323223345

Current Page Number(s): 127

Location: Topic 5, Experience 2, Before the Stations; Address Prior Knowledge

Original Text: Review the exit tickets collected from the Engage activity. Identify prior knowledge about slow changes to Earth.

Updated Text: Review the exit tickets collected from the Engage activity. If the exit tickets reveal gaps in understanding or misconceptions, use this scaffolding and guidance for just-in-time learning acceleration.

Component: *Grade 3 Teacher Guide*

ISBN: 9781323223345

Current Page Number(s): 128

Location: Topic 5, Experience 2, Guide Student Planning

Original Text: GUIDE STUDENT PLANNING Remind students that it is important that they follow the directions closely and to carefully record their observations for each part of the activity so they can draw conclusions at the end. Encourage students to make predictions about what they think will happen to the objects before completing each part. Ask:

- What do you want to learn about forces from this investigation?
- How will you keep track of your observations?
- What predictions have you made?

DIFFERENTIATED INSTRUCTION

Make Observations To support students who are having difficulty setting up the investigation, demonstrate the procedure. Model how to set up the activity, and demonstrate pulling the card away quickly, then slowly. Model making observations by describing aloud what you see each time, and writing the observations on the activity. Alternatively, guide students by asking What did you see? What happened to the objects? and having them write the words they say.

Updated Text: GUIDE STUDENT PLANNING Remind students that it is important that they follow the directions closely and to carefully record their observations for each part of the activity so they can draw conclusions at the end. Encourage students to make predictions about what they think will happen to the objects before completing each part. If students need additional support, use this scaffolding and guidance for just-in-time learning acceleration. Ask:

Component: *Grade 3 Teacher Guide*

ISBN: 9781323223345

Current Page Number(s): 129

Location: Topic 5, Experience 2, Guide Student Thinking

Original Text: GUIDE STUDENT THINKING Have students create mental images about the text by using the information in the text and their own knowledge to picture the processes of weathering and decomposition and their effects on soil. Ask:

Updated Text: GUIDE STUDENT THINKING Have students create mental images about the text by using the information in the text and their own knowledge to picture the processes of weathering and

decomposition and their effects on soil. If students need additional support, use this scaffolding and guidance for just-in-time learning acceleration. Ask:

Component: *Grade 3 Teacher Guide*

ISBN: 9781323223345

Current Page Number(s): 129

Location: Topic 5, Experience 2, After the Stations

Original Text: Have students apply what they learned in the Stations to the Everyday Phenomenon
How is soil formed?

Updated Text: Have students apply what they learned in the Stations to the Everyday Phenomenon
How does the soil change?

Component: *Grade 3 Teacher Guide*

ISBN: 9781323223345

Current Page Number(s): 131

Location: Topic 5, Experience 2, Evaluate, Quiz, 1st Paragraph

Original Text: Quiz

Students answer questions about slow changes on Earth by completing an editable/printable or online quiz. Give students still mastering English time to translate assessments as needed

Updated Text: Quiz

Slow Changes on Earth

Students answer questions about slow changes on Earth by completing an editable/printable or online quiz. Give students still mastering English time to translate assessments as needed

If the quiz reveals students have not yet achieved grade-level mastery of the content in this Experience, remember that you can assign assets and activities that support the TEKS on the course to provide intervention. Look especially for "got-more-time" assets, those marked with a plus sign which are designed to personalize learning, such as Topic Readers. You can also use the activities in "Targeted Instruction" to close any learning gaps identified.

Component: *Grade 3 Teacher Guide*

ISBN: 9781323223345

Current Page Number(s): 131

Location: New content to address TRR rubric feedback. Topic 5, Experience 2, Evaluate, minor column

Original Text: (New content to address TRR rubric feedback, current content does not exist.)

Updated Text: (New Targeted Instruction Box)

If you have students who have not yet met the grade-level mastery of concepts in this Experience, try these out:
(bullet) Tell students that weathering is a very slow process that can take thousands of years, but they are going to model a fast version of weathering. Rub an eraser used for chalkboards against the table to see the shavings. Explain that during weathering the rocks rub against each other, water, etc. and break off into pieces (similar to how the eraser broke into pieces). Safety Remind students not to blow on the chalk dust.

(bullet) Students make a class compost bin. Organic items from lunch such as banana peels, orange rinds, onion peels, coffee grounds, etc. can go into the compost bin to decompose into nutrient-rich organic matter.

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Set up the compost bin outside the classroom. Use a large plastic bin with a lid. Drill holes along the bottom and sides of the bin to allow air to move. Place shredded newspaper into the bin. Then add soil, dried leaves, and pine needles. Mix in food scraps. Spray with some water. Put the lid on. Every few days, mix or roll the contents. Use the decomposed material in a garden as fertilizer. Safety Remind students to wear gloves and wash their hands. Do not include meat, fish, bones, fats, or oils in the compost bin.

Component: *Grade 3 Teacher Guide*

ISBN: 9781323223345

Current Page Number(s): 132

Location: Topic 5, Experience 3, At-A-Glance; Objective

Original Text: Objective
Students will model and describe rapid changes in Earth's surface such as volcanic eruptions, earthquakes, and landslides.

Updated Text: Objectives

Students will model and describe rapid changes in Earth's surface such as volcanic eruptions, earthquakes, and landslides.

Students will use engineering practices to design, build, test, and redesign a model building that can withstand a simulated earthquake.

Component: *Grade 3 Teacher Guide*

ISBN: 9781323223345

Current Page Number(s): 135

Location: Topic 5, Experience 3, Before the Stations; Address Prior Knowledge

Original Text: Review the exit tickets collected from the Engage activity. Identify prior knowledge about patterns on Earth.

Updated Text: Review the exit tickets collected from the Engage activity. If the exit tickets reveal gaps in understanding or misconceptions, use this scaffolding and guidance for just-in-time learning acceleration.

Component: *Grade 3 Teacher Guide*

ISBN: 9781323223345

Current Page Number(s): 136

Location: Topic 5, Experience 3, Guide Student Planning

Original Text: GUIDE STUDENT PLANNING Explain to students that it is important to know how they will evaluate their building before they start building it. Help students generate criteria such as the building's purpose and what it needs in order to remain standing during an earthquake. Explain that answering questions such as these before they begin will help students plan and evaluate their designs. Ask:

Updated Text: GUIDE STUDENT PLANNING Help students generate criteria such as the building's purpose and what it needs in order to remain standing during an earthquake. Explain that answering questions such as these before they begin will help students plan and evaluate their designs. If students need additional support, use this scaffolding and guidance for just-in-time learning acceleration. Ask:

Component: *Grade 3 Teacher Guide*

ISBN: 9781323223345

Current Page Number(s): 137

Location: Topic 5, Experience 3, Guide Student Thinking

Original Text: GUIDE STUDENT THINKING Explain to students that when they are reading and responding to an informational text, they should look for evidence in the text to support their responses. Ask students questions such as:

Updated Text: GUIDE STUDENT THINKING Explain to students that when they are reading and responding to an informational text, they should look for evidence in the text to support their responses. If students need additional support, use this scaffolding and guidance for just-in-time learning acceleration. Ask:

Component: *Grade 3 Teacher Guide*

ISBN: 9781323223345

Current Page Number(s): 139

Location: Topic 5, Experience 3, Evaluate, Quiz, 1st Paragraph

Original Text: Students answer questions about fast changes on Earth by completing an editable/printable or online quiz. Give students still mastering English time to translate assessments as needed.

Updated Text: Students answer questions about fast changes on Earth by completing an editable/printable or online quiz. Give students still mastering English time to translate assessments as needed.

If the quiz reveals students have not yet achieved grade-level mastery of the content in this Experience, remember that you can assign assets and activities that support the TEKS on the course to provide intervention. Look especially for "got-more-time" assets, those marked with a plus sign which are designed to personalize learning, such as Topic Readers. You can also use the activities in "Targeted Instruction" to close any learning gaps identified.

Component: *Grade 3 Teacher Guide*

ISBN: 9781323223345

Current Page Number(s): 139

Location: New content to address TRR rubric feedback. Topic 5, Experience 3, Evaluate, minor column

Original Text: (New content to address TRR rubric feedback, current content does not exist.)

Updated Text: (New Targeted Instruction Box)

If you have students who have not yet met the grade-level mastery of concepts in this Experience, try these out:

- (bullet) Use baking soda and vinegar to model a volcanic eruption. Note how the liquid moves down the sides of the container to model how lava moves down a volcano. Explain to students that real volcanoes erupt because of changes deep inside Earth. Discuss whether the model is accurate. Explain that models are helpful but have limitations. Discuss the limitations of this volcano model, such as its size, materials, and effects of the eruption.

- (bullet) Use books and a piece cardboard to build a small ramp. Try sliding rocks or pebbles down the ramp. Then change the slope of the ramp. Ask How does the slope affect the speed of the landslide? [Sample answer: When the slope is

steeper, the pebbles moved downhill faster. The greater the slope, the faster the movement.]

Component: *Grade 3 Teacher Guide*

ISBN: 9781323223345

Current Page Number(s): 140

Location: Topic 5, Experience 4, At-A-Glance; Objective

Original Text: Objectives
Students will explain why the conservation of natural resources is important and define how natural resources can be managed and conserved through reducing, reusing, or recycling. Students will identify examples of and explain how humans use natural resources such as in construction, agriculture transportation, and manufacturing.

Updated Text: Objectives
Students will explain why the conservation of natural resources is important and define how natural resources can be managed and conserved through reducing, reusing, or recycling.
Students will identify examples of and explain how humans use natural resources such as in construction, agriculture, transportation, and manufacturing.

Students will propose a solution to reduce one type of garbage.

Component: *Grade 3 Teacher Guide*

ISBN: 9781323223345

Current Page Number(s): 143

Location: Topic 5, Experience 4, Before the Stations; Address Prior Knowledge

Original Text: Review the exit tickets collected from the Engage activity. Identify prior knowledge about natural resources and conservation.

Updated Text: Review the exit tickets collected from the Engage activity. If the exit tickets reveal gaps in understanding or misconceptions, use this scaffolding and guidance for just-in-time learning acceleration.

Component: *Grade 3 Teacher Guide*

ISBN: 9781323223345

Current Page Number(s): 144

Location: Topic 5, Experience 4, Guide Student Planning

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 871 of 3538

Original Text: GUIDE STUDENT PLANNING Explain to students that they should choose one specific piece of garbage for their plan, and guide them to think about how it could be reduced. Encourage students to focus on reducing, reusing, and recycling. Ask:

- What reusable item could replace the piece of garbage?
- What else can you make from the piece of garbage?
- How could people at your school use less of this item?

GUIDED INQUIRY PROCEDURE If students struggle to make a plan, suggest these guided inquiry steps to model and support the inquiry process:

1. Choose a specific type of garbage to focus on (such as paper lunch bags or plastic water bottles), and decide if you will reduce, reuse, or recycle it.
2. Brainstorm ways that the trash can be reduced (use a reusable bag for your sandwich instead of a plastic baggie), reused (a tissue box can be reused to hold classroom supplies), or recycled (extra paper or worksheets can go in a recycling bin and be used for scratch paper during math lessons).
3. If you're stuck, focus on reducing trash. For example, don't use plastic drinking straws.

Updated Text: GUIDE STUDENT PLANNING Explain to students that they should choose one specific piece of garbage for their plan, and guide them to think about how it could be reduced. Encourage students to focus on reducing, reusing, and recycling. If students need additional support, use this scaffolding and guidance for just-in-time learning acceleration. Ask:

- What reusable item could replace the piece of garbage?
- What else can you make from the piece of garbage?
- How could people at your school use less of this item?

GUIDED INQUIRY PROCEDURE If students struggle to make a plan, suggest these guided inquiry steps to model and support the inquiry process:

1. Choose a specific type of garbage to focus on (such as paper lunch bags or plastic water bottles), and decide if you will reduce, reuse, or recycle it.
2. Brainstorm ways that the trash can be reduced (use a reusable bag for your sandwich instead of a plastic baggie), reused (a tissue box can be reused to hold classroom supplies), or recycled (extra paper can go in a recycling bin).
3. If you're stuck, focus on reducing trash. For example, don't use plastic drinking straws.

Component: *Grade 3 Teacher Guide*

ISBN: 9781323223345

Current Page Number(s): 145

Location: Topic 5, Experience 4, Guide Student Thinking

Original Text: GUIDE STUDENT THINKING Explain to students that when they are reading an informational text, they can look for ways to connect the text to their personal experiences. Ask:

Updated Text: GUIDE STUDENT THINKING Explain to students that when they are reading an informational text, they can look for ways to connect the text to their personal experiences. If students need additional support, use this scaffolding and guidance for just-in-time learning acceleration. Ask:

Component: *Grade 3 Teacher Guide*

ISBN: 9781323223345

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 872 of 3538

Current Page Number(s): 147

Location: Topic 5, Experience 4, Evaluate, Quiz, 1st Paragraph

Original Text: Students answer questions about natural resources and conservation by completing an editable/printable or online quiz. Give students still mastering English time to translate assessments as needed.

Updated Text: Students answer questions about natural resources and conservation by completing an editable/printable or online quiz. Give students still mastering English time to translate assessments as needed.

If the quiz reveals students have not yet achieved grade-level mastery of the content in this Experience, remember that you can assign assets and activities that support the TEKS on the course to provide intervention. Look especially for "got-more-time" assets, those marked with a plus sign which are designed to personalize learning, such as Topic Readers. You can also use the activities in "Targeted Instruction" to close any learning gaps identified.

Component: *Grade 3 Teacher Guide*

ISBN: 9781323223345

Current Page Number(s): 147

Location: Adding New content to address TRR rubric feedback. Topic 5, Experience 4, Evaluate, minor column

Original Text: (New content to address TRR rubric feedback, current content does not exist.)

Updated Text: (New Targeted Instruction Box)

If you have students who have not yet met the grade-level mastery of concepts in this Experience, try these out:

(bullet) Select a common classroom item and discuss the resources that made that item. Consider a pencil, paper, or rubber item.

(bullet) Have students brainstorm what would happen if we ran out of metal. Ask What products would be affected? What could we use in its place? [Sample answer: Without metal we would not be able to build cars, bicycles, or some toys. Plastic could be used for some products instead.]

Component: *Grade 3 Teacher Guide*

ISBN: 9781323223345

Current Page Number(s): 150

Location: Topic 6 Overview, Preview the Topic

Original Text: Preview the Topic

In this topic, students learn about ecosystems as they explore the patterns, cycles, systems, and relationships within environments. First, in Experience 1, students explain how temperature and precipitation affect animal growth and behavior and plant responses. Next, in Experience 2, students describe the flow of energy in a food chain and predict how changes in a food chain affect the ecosystem. Then, in Experience 3, students describe how natural changes to the environment cause organisms to thrive, perish, or change location. Finally, in Experience 4, students identify fossils as evidence of past living organisms and their environments.

PREVIEW ANCHORING PHENOMENON

Students watch and respond to the Anchoring Phenomenon Video of the migration of monarch butterflies and then explore why butterflies migrate.

As students progress through the Experiences, they will answer the Anchoring Phenomenon question Why do monarch butterflies come here?

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 873 of 3538

Teacher Background

Watch the Teacher Background Video Interactions with Ecosystems to refresh your knowledge of topic content. Key concepts to support instruction of this topic:

- Temperature and precipitation affect animal growth and behaviors through migration and hibernation and plant responses through dormancy.
- A food chain shows the feeding relationships between organisms in an ecosystem, and changes to a food chain can affect the entire ecosystem.
- Natural environmental changes, such as droughts or floods, can cause organisms to thrive, perish, or move to a new location.
- Fossils are the preserved remains of extinct organisms. There are two main categories of fossils: body fossils and trace fossils.

Teacher Prep

In addition to the Teacher Background Video, there are Teacher Prep Videos to help you prepare for every Experience. These include a preview of the Experience as well as classroom management strategies to make every Science Experience a success!

Common Misconceptions

As students explore the content, be attentive to common misconceptions that may arise, and address as needed. Common misconceptions are listed in bold type. The subsequent text explains the misconceptions.

- **Hibernation is the same as being asleep.** Explain that a hibernating animal's breathing and heart rate are much slower than when the animal is asleep. In addition, a hibernating animal's brain activity is different from when it sleeps.
- **Organisms at the top of a food chain have the most energy.** Explain that organisms use most of their energy in their daily activities. Only a small amount of energy is transferred to the next level in the food chain.
- **Fossils are found everywhere.** Explain that fossils are rare and tend to be found in sedimentary rock that has been exposed due to weathering and erosion.

Updated Text: Preview the Topic

In this topic, students learn about ecosystems as they explore the patterns, cycles, systems, and relationships within environments. In Experience 1, students explain how temperature and precipitation affect animal growth and behavior and plant responses. In Experience 2, students describe the flow of energy in a food chain and predict how changes in a food chain affect the ecosystem. In Experience 3, students describe how natural changes to the environment cause organisms to thrive, perish, or change location. In Experience 4, students identify fossils as evidence of past living organisms and their environments.

As your progress through the topic, connect the activities back to Topic 5, Patterns on Earth. Students can use what they learned about weather, including temperature and precipitation, (TEKS 3.10A) and apply it to what they are learning about how temperature and precipitation affect animal growth and behavior and plant responses in Topic 6 (TEKS 3.12A). They can use what they learned about slow and rapid changes on Earth's surface (TEKS 3.10B, 3.10C) to how natural changes to environments affect organisms and to how fossils formed (TEKS 3.11C, 3.11B).

PREVIEW ANCHORING PHENOMENON

Students watch and respond to the Anchoring Phenomenon Video of the migration of monarch butterflies and then explore why butterflies migrate.

As students progress through the Experiences, they will answer the Anchoring Phenomenon question Why do monarch butterflies come here?

Topic Readiness Test and Remediation

Students answer questions to show what they already know about Interactions in Ecosystems by completing a printed or online Topic Readiness Test. For students who have difficulty on the test, assign the corresponding remediation items on

Realize.

Teacher Background

Watch the Teacher Background Video Interactions with Ecosystems to refresh your knowledge of topic content. Key concepts to support instruction of this topic:

- Temperature and precipitation affect animal growth and behaviors through migration and hibernation and plant responses through dormancy.
- A food chain shows the feeding relationships between organisms in an ecosystem, and changes to a food chain can affect the entire ecosystem.
- Natural environmental changes, such as droughts or floods, can cause organisms to thrive, perish, or move to a new location.
- Fossils are the preserved remains of extinct organisms. There are two main categories of fossils: body fossils and trace fossils.

Teacher Prep

In addition to the Teacher Background Video, there are Teacher Prep Videos to help you prepare for every Experience. These include a preview of the Experience as well as classroom management strategies to make every Science Experience a success!

Common Misconceptions

Common misconceptions are listed in bold type. The subsequent text explains the misconceptions.

- **Hibernation is the same as being asleep.** Explain that a hibernating animal's breathing and heart rate are much slower than when the animal is asleep. In addition, a hibernating animal's brain activity is different from when it sleeps.
- **Fossils are found everywhere.** Explain that fossils are rare and tend to be found in sedimentary rock that has been exposed due to weathering and erosion.

Component: *Grade 3 Teacher Guide*

ISBN: 9781323223345

Current Page Number(s): 151

Location: Topic 6 Overview

Original Text: (Adding Social Studies TEKS. This was previously not included.)

Updated Text: SOCIAL STUDIES TEKS.

SS 3.15F Apply foundational language skills to engage in civil discourse about social studies topics, including those with multiple perspectives.

Also SS 3.14F

Component: *Grade 3 Teacher Guide*

ISBN: 9781323223345

Current Page Number(s): 156

Location: Topic 6, Experience 1, At-A-Glance; Objective

Original Text: Objectives

Students will explain
how temperature and
precipitation affect animal
growth and behavior
through migration and
hibernation and plant

responses through dormancy.

Updated Text: Objectives

Students will explain how temperature and precipitation affect animal growth and behavior through migration and hibernation and plant responses through dormancy.

Students identify patterns in bird migration to explain why birds migrate.

Component: *Grade 3 Teacher Guide*

ISBN: 9781323223345

Current Page Number(s): 159

Location: Topic 6, Experience 1, Before the Stations; Address Prior Knowledge

Original Text: Review the exit tickets collected from the Engage activity. Identify prior knowledge about ecosystems.

Updated Text: Review the exit tickets collected from the Engage activity. If the exit tickets reveal gaps in understanding or misconceptions, use this scaffolding and guidance for just-in-time learning acceleration.

Component: *Grade 3 Teacher Guide*

ISBN: 9781323223345

Current Page Number(s): 160

Location: Topic 6, Experience 1, Guide Student Planning

Original Text: GUIDE STUDENT PLANNING Have students decide which color they will use for each bird/location before starting the activity, and ask them to avoid using similar colors. Explain that using distinct colors will help the migration pattern of each bird stand out visually, and make the map easier to understand.

DIFFERENTIATED INSTRUCTION

Reading a Data Table To reinforce understanding, model how to read the data table, use the information to label locations, and plot the migration pattern on the map. Consider writing simplified steps with pictures for students to follow, and/or providing students with a partially prefilled Hands-On Activity. For example, if the locations and migration pattern are filled in for one bird, students can use it as a guide to complete the information for the second bird. Challenge For students who are ready for a challenge, have them research a third bird and map its migration, and then compare its behavior to the other two birds' behaviors.

Updated Text: GUIDE STUDENT PLANNING Have students decide which color they will use for each bird/location before starting the activity, and ask them to avoid using similar colors. Explain that using distinct colors will help the migration pattern of each bird stand out visually, and make the map easier to understand. If students need additional support, use this scaffolding and guidance for just-in-time learning acceleration. Ask: ^[11]_[SEP]What does the temperature data show? What can you infer from this data and the bird's migration patterns?

DIFFERENTIATED INSTRUCTION

SPECIAL NEEDS Students who have language impairments may benefit from having simplified steps with pictures to follow, and/or a partially prefilled Hands-On Activity. For example, if the locations and migration pattern are filled in for one bird, students can use it as a guide to complete the information for the second bird.

CHALLENGE For students who are interested, have them research a third bird and map its migration, and then compare its behavior to the other two birds' behaviors.

Component: *Grade 3 Teacher Guide*

ISBN: 9781323223345

Current Page Number(s): 161

Location: Topic 6, Experience 1, Guide Student Thinking

Original Text: GUIDE STUDENT THINKING Explain to students that as they read, they can use details to help them determine the key ideas. As students read each section of the text, ask What are the details describing? What key ideas do they help me understand? For example, in the section about migration, use this model: I notice that the text includes details about animals that move from place to place. So, that tells me the key idea is that some animals migrate and move to a different environment when conditions change.

Updated Text: GUIDE STUDENT THINKING Explain to students that as they read, they can use details to help them determine the key ideas. If students need additional support, use this scaffolding and guidance for just-in-time learning acceleration. As students read each section of the text, ask What are the details describing? What key ideas do they help me understand? For example, in the section about migration, use this model: I notice that the text includes details about animals that move from place to place. So, that tells me the key idea is that some animals migrate and move to a different environment when conditions change.

Component: *Grade 3 Teacher Guide*

ISBN: 9781323223345

Current Page Number(s): 163

Location: Topic 6, Experience 1, Evaluate, Quiz, 1st Paragraph

Original Text: ORGANISMS IN ECOSYSTEMS

Students answer questions about organisms in ecosystems by completing an editable/printable or online quiz. Give students mastering English language extra time to translate assessments as needed.

Updated Text: ORGANISMS IN ECOSYSTEMS

Students answer questions about organisms in ecosystems by completing an editable/printable or online quiz. Give students mastering English language extra time to translate assessments as needed.

If the quiz reveals students have not yet achieved grade-level mastery of the content in this Experience, remember that you can assign assets and activities that support the TEKS on the course to provide intervention. Look especially for "got-more-time" assets, those marked with a plus sign which are designed to personalize learning, such as Topic Readers. You can also use the activities in "Targeted Instruction" to close any learning gaps identified.

Component: *Grade 3 Teacher Guide*

ISBN: 9781323223345

Current Page Number(s): 163

Location: Adding New content to address TRR rubric feedback.Topic 6, Experience 1, Evaluate, minor column

Original Text: (New content to address TRR rubric feedback, current content does not exist.)

Updated Text: (New Targeted Instruction Box)

If you have students who have not yet met the grade-level mastery of concepts in this Experience, try these out:

(bullet) Ask students how they think an animal would prepare for hibernation. Facilitate a discussion about making sure the animal has eaten enough food and that it has a safe, warm space to hibernate. Students can make a “to do” list of what the animal should do to prepare for hibernation.

(bullet) Have students draw two pictures of a plant. One drawing should show the plant in its dormant state and the other should show the plant in bloom. Ask How do the two images differ? [Sample answer: The dormant plant is brown and dry. The blooming plant has colorful flowers.] Ask What caused the plant to go dormant? [Sample answer: Temperature and/or rain made the plants go dormant.]

Component: *Grade 3 Teacher Guide*

ISBN: 9781323223345

Current Page Number(s): 164

Location: Topic 6, Experience 2, At-A-Glance; Objectives

Original Text: Objectives

Students will identify and describe the flow of energy in a food chain, and predict how changes in a food chain affect the ecosystem.

Updated Text: Objectives

Students will identify and describe the flow of energy in a food chain, and predict how changes in a food chain affect the ecosystem.

Students will develop and use models to represent food chains.

Component: *Grade 3 Teacher Guide*

ISBN: 9781323223345

Current Page Number(s): 167

Location: Topic 6, Experience 2, Before the Stations; Address Prior Knowledge

Original Text: Review the exit tickets collected from the Engage activity. Identify prior knowledge about energy in ecosystems

Updated Text: Review the exit tickets collected from the Engage activity. If the exit tickets reveal gaps in understanding or misconceptions, use this scaffolding and guidance for just-in-time learning acceleration.

Component: *Grade 3 Teacher Guide*

ISBN: 9781323223345

Current Page Number(s): 168

Location: Topic 6, Experience 2, Guide Student Planning

Original Text: GUIDE STUDENT PLANNING Explain to students that it is necessary that each of the organisms they use in the game be part of the same ecosystem to represent

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 878 of 3538

a real food chain. In addition, emphasize the importance of researching each organism to label it accurately. Have students work in small groups to design a card game that results in a five-part food chain. Encourage students to be specific when they decide how to play the game. Ask What is the goal of the game? How does it start? How does it end? How is a winner determined?

DIFFERENTIATED INSTRUCTION

Researching Organisms To support understanding, guide students to select an ecosystem on which to base their cards. Then model how to research an organism to find out if it is a producer or consumer. Choose one organism and walk students through answering the research question in Step C. Start with these questions: Is the organism a plant? Does it eat? Then have students work with a partner to research the organisms and label the backs of their cards with each category.

Challenge For students who are ready for a challenge, have them build as many food chains as possible or the longest food chain possible. Students can be challenged to invent their own food chain card games for a different ecosystem.

Updated Text: GUIDE STUDENT PLANNING Explain to students that it is necessary that each of the organisms they use in the game be part of the same ecosystem to represent a real food chain. In addition, emphasize the importance of researching each organism to label it accurately. Have students work in small groups to design a card game that results in a five-part food chain. Encourage students to be specific when they decide how to play the game. If students need additional support, use this scaffolding and guidance for just-in-time learning acceleration. Ask What is the goal of the game? How does it start? How does it end? How is a winner determined?

DIFFERENTIATED INSTRUCTION

STRIVING: Researching Organisms To support understanding, guide students to select an ecosystem on which to base their cards. Then model how to research an organism to find out if it is a producer or consumer. Choose one organism and walk students through answering the research question in Step C. Start with these questions: Is the organism a plant? Does it eat? Then have students work with a partner to research the organisms and label the backs of their cards with each category.

CHALLENGE Have students build as many food chains as possible or the longest food chain possible. Students can be challenged to invent their own food chain card games for a different ecosystem.

Component: *Grade 3 Teacher Guide*

ISBN: 9781323223345

Current Page Number(s): 169

Location: Topic 6, Experience 2, Guide Student Thinking

Original Text: GUIDE STUDENT THINKING Explain to students that setting a purpose for reading will help them understand what they are reading. Before students begin reading, guide them to use the headings in the Read About It to set a purpose for reading each section. As they read, have students look for information on each page that connects to its heading.

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 879 of 3538

Updated Text: GUIDE STUDENT THINKING Explain to students that setting a purpose for reading will help them understand what they are reading. Before students begin reading, guide them to use the headings in the Read About It to set a purpose for reading each section. If students need additional support, use this scaffolding and guidance for just-in-time learning acceleration. Ask:

What are the headings on each page?

As you read what information on each page that connects to its heading?

Component: *Grade 3 Teacher Guide*

ISBN: 9781323223345

Current Page Number(s): 171

Location: Topic 6, Experience 2, Evaluate, Quiz, 1st Paragraph

Original Text: ENERGY IN ECOSYSTEMS

Students answer questions about energy in ecosystems by completing an editable/ printable or online quiz. Give students mastering English language time to translate assessments as needed.

Updated Text: ENERGY IN ECOSYSTEMS

Students answer questions about energy in ecosystems by completing an editable/ printable or online quiz. Give students mastering English language time to translate assessments as needed.

If the quiz reveals students have not yet achieved grade-level mastery of the content in this Experience, remember that you can assign assets and activities that support the TEKS on the course to provide intervention. Look especially for "got-more-time" assets, those marked with a plus sign which are designed to personalize learning, such as Topic Readers. You can also use the activities in "Targeted Instruction" to close any learning gaps identified.

Component: *Grade 3 Teacher Guide*

ISBN: 9781323223345

Current Page Number(s): 171

Location: New content to address TRR rubric feedback. Topic 6, Experience 2, Evaluate, minor column

Original Text: (New content to address TRR rubric feedback, current content does not exist.)

Updated Text: (New Targeted Instruction Box)

If you have students who have not yet met the grade-level mastery of concepts in this Experience, try these out:
(bullet) Explain that we all get our energy from the foods we eat. Ask students to describe their favorite foods and identify their foods as producers or consumers. Encourage students to make a food chain for themselves to show how they get their energy from food.

(bullet) Have students draw a kelp forest food chain. For each level in the kelp forest food chain, explain how an increase in that particular organism will affect the rest of the ecosystem. Then explain the effects of a decrease at each level.

Component: *Grade 3 Teacher Guide*

ISBN: 9781323223345

Current Page Number(s): 172

Location: Topic 6, Experience 3, At-A-Glance; Objectives

Original Text: Objectives

Students will describe how natural changes to the environment such as floods and droughts cause some organisms to thrive and others to perish or move to new locations.

Updated Text: Objectives

Students will describe how natural changes to the environment such as floods and droughts cause some organisms to thrive and others to perish or move to new locations.

Students plan and conduct an investigation to explain how the amount of water impacts a plant.

Component: *Grade 3 Teacher Guide*

ISBN: 9781323223345

Current Page Number(s): 175

Location: Topic 6, Experience 3, Before the Stations; Address Prior Knowledge

Original Text: Review the exit tickets from the Engage activity. Identify prior knowledge about ecosystems.

Updated Text: Review the exit tickets collected from the Engage activity. If the exit tickets reveal gaps in understanding or misconceptions, use this scaffolding and guidance for just-in-time learning acceleration.

Component: *Grade 3 Teacher Guide*

ISBN: 9781323223345

Current Page Number(s): 176

Location: Topic 6, Experience 3, Guide Student Planning

Original Text: GUIDE STUDENT PLANNING Remind students that it is important to follow the directions closely and to carefully record their observations for each part of the activity so they can draw conclusions at the end. Encourage students to predict how the amount of rain will affect the plants. Ask How can you investigate how the amount of water affects plant?

GUIDED INQUIRY PROCEDURE If students are struggling to design their investigation, suggest these guided inquiry steps to model and support the inquiry process:

1. Use three plants that are the same type and size. Plant them in the same soil and place them in the same sunny spot.
2. Give one plant no or very little water, one plant a medium amount of water, and one plant an extremely large amount of water.
3. Observe the plants for ten days and record their condition in a table.

DIFFERENTIATED INSTRUCTION

Make Observations To support students' comprehension, guide them to set up the activity, and describe the amount of water you will add to each of the three plants. Encourage students to make predictions about the condition of each plant after ten days. Then model filling out the table to record observations.

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 881 of 3538

Updated Text: GUIDE STUDENT PLANNING Remind students that it is important to follow the directions closely and to carefully record their observations for each part of the activity so they can draw conclusions at the end. Encourage students to predict how the amount of rain will affect the plants. If students need additional support, use this scaffolding and guidance for just-in-time learning acceleration. Ask How can you investigate how the amount of water affects plant?

GUIDED INQUIRY PROCEDURE If students are struggling to design their investigation, suggest these guided inquiry steps to model and support the inquiry process:

1. Use three plants that are the same type and size. Plant them in the same soil and place them in the same sunny spot.
2. Give one plant no or very little water, one plant a medium amount of water, and one plant an extremely large amount of water.
3. Observe the plants for ten days and record their condition in a table.

DIFFERENTIATED INSTRUCTION

STRIVING: Make Observations To support students' comprehension, guide them to set up the activity, and describe the amount of water you will add to each of the three plants. Encourage students to make predictions about the condition of each plant after ten days. Then model filling out the table to record observations.

CHALLENGE Have interested students find out what year was the direst in Texas and how that drought affected Texas crops.

Component: *Grade 3 Teacher Guide*

ISBN: 9781323223345

Current Page Number(s): 177

Location: Topic 6, Experience 3, Guide Student Thinking

Original Text: GUIDE STUDENT THINKING Have students make inferences about the text.

Updated Text: GUIDE STUDENT THINKING Have students make inferences about the text. If students need additional support, use this scaffolding and guidance for just-in-time learning acceleration. Ask:

Component: *Grade 3 Teacher Guide*

ISBN: 9781323223345

Current Page Number(s): 179

Location: Topic 6, Experience 3, Evaluate, Quiz, 1st Paragraph

Original Text: CHANGES IN ECOSYSTEMS

Students answer questions about changes in ecosystems by completing an editable/printable or online quiz. Give students still mastering English language extra time to translate assessments as needed.

Updated Text: CHANGES IN ECOSYSTEMS

Students answer questions about changes in ecosystems by completing an editable/printable or online quiz. Give students still mastering English language extra time to translate assessments as needed.

If the quiz reveals students have not yet achieved grade-level mastery of the content in this Experience, remember that you can assign assets and activities that support the TEKS on the course to provide intervention. Look especially for "got-more-time" assets, those marked with a plus sign which are designed to personalize learning, such as Topic Readers. You can also use the activities in "Targeted Instruction" to close any learning gaps identified.

Component: *Grade 3 Teacher Guide*

ISBN: 9781323223345

Current Page Number(s): 179

Location: New content to address TRR rubric feedback. Topic 6, Experience 3, Evaluate, minor column

Original Text: (New content to address TRR rubric feedback, current content does not exist.)

Updated Text: (New Targeted Instruction Box)

If you have students who have not yet met the grade-level mastery of concepts in this Experience, try these out:
(bullet) Draw a picture of a plant that will perish in a drought. Then draw a picture of a plant that can store water so it can survive or thrive in a drought. Explain that desert plants such as agave, yucca, and cactus can withstand drought conditions by storing water.

(bullet) Design an experiment to test the effect of drought and flood on a plant such as a cactus or other type of succulent. Think about the materials you would need and the procedure you would follow. Describe your experiment and predict the results

Component: *Grade 3 Teacher Guide*

ISBN: 9781323223345

Current Page Number(s): 180

Location: Topic 6, Experience 4, At-A-Glance; Objectives

Original Text: Objective
Students will identify
fossils as evidence of past
living organisms.

Updated Text: Objectives
Students will identify fossils as evidence of past living organisms.

Students will make their own model imprint fossil to explain how fossils form.

Component: *Grade 3 Teacher Guide*

ISBN: 9781323223345

Current Page Number(s): 183

Location: Topic 6, Experience 4, Before the Stations; Address Prior Knowledge

Original Text: Review the exit tickets from the Engage activity. Identify prior knowledge about fossils.

Updated Text: Review the exit tickets collected from the Engage activity. If the exit tickets reveal gaps in understanding or misconceptions, use this scaffolding and guidance for just-in-time learning acceleration.

Component: *Grade 3 Teacher Guide*

ISBN: 9781323223345

Current Page Number(s): 184

Location: Topic 6, Experience 4, Guide Student Planning

Original Text: GUIDE STUDENT PLANNING Remind students that it is important that they follow the directions closely and carefully make clear impressions of the objects that other students can use as evidence to make inferences. Students should also record their observations clearly as they examine each imprint. Ask:

- What do you want to learn about fossils from this investigation?
- How will you keep track of your observations?
- What predictions have you made?

DIFFERENTIATED INSTRUCTION

Make Observations To support students' comprehension, guide them to set up the activity, and model using clay to make a clear impression of an object. To reinforce understanding, model analyzing the impression, measuring and describing aloud the evidence you observe. Model entering your observations and inferences into the table on the STEAM Station Activity.

Extra Support If students struggle, guide them to see how the distinct parts of the imprint correspond to

Updated Text: GUIDE STUDENT PLANNING Remind students that it is important that they follow the directions closely and carefully make clear impressions of the objects that other students can use as evidence to make inferences. Students should also record their observations clearly as they examine each imprint. If students need additional support, use this scaffolding and guidance for just-in-time learning acceleration. Ask:

- What do you want to learn about fossils from this investigation?
- How will you keep track of your observations?
- What predictions have you made?

DIFFERENTIATED INSTRUCTION

STRIVING: Make Observations To support students' comprehension, guide them to set up the activity, and model using clay to make a clear impression of an object. To reinforce understanding, model analyzing the impression, measuring and describing aloud the evidence you observe. Model entering your observations and inferences into the table on the STEAM Station Activity.

STRIVING: Extra Support If students struggle, guide them to see how the distinct parts of the imprint correspond to

CHALLENGE Have students think of ways to model other types of fossils. Students could place a small object in a cup of water and freeze it, or wrap an object in modeling clay and "dig" it out.

Component: *Grade 3 Teacher Guide*

ISBN: 9781323223345

Current Page Number(s): 185

Location: Topic 6, Experience 4, Guide Student Thinking

Original Text: GUIDE STUDENT THINKING Have students generate questions about the text. Encourage students to look for the answers to their questions as they read and after they read the text.

Updated Text: GUIDE STUDENT THINKING Have students generate questions about the text. Encourage students to look for the answers to their questions as they read and after they read the text. If students need additional support, use this scaffolding and guidance for just-in-time learning acceleration. (blue bold) Ask:

Component: *Grade 3 Teacher Guide*

ISBN: 9781323223345

Current Page Number(s): 187

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 884 of 3538

Location: Topic 6, Experience 4, Evaluate, Quiz, 1st Paragraph

Original Text: FOSSILS

Students answer questions about fossils by completing an editable/printable or online quiz. Give students mastering English language time to translate assessments as needed.

Updated Text: FOSSILS

Students answer questions about fossils by completing an editable/printable or online quiz. Give students mastering English language time to translate assessments as needed.

If the quiz reveals students have not yet achieved grade-level mastery of the content in this Experience, remember that you can assign assets and activities that support the TEKS on the course to provide intervention. Look especially for "got-more-time" assets, those marked with a plus sign which are designed to personalize learning, such as Topic Readers. You can also use the activities in "Targeted Instruction" to close any learning gaps identified.

Component: *Grade 3 Teacher Guide*

ISBN: 9781323223345

Current Page Number(s): 190

Location: Topic 7 Overview, Preview the Topic

Original Text: Preview the Topic

In this topic, students learn about organisms. First, in Experience 1, they explore and explain how external structures and functions of animals enable them to survive in their environment. Then, in Experience 2, they explore, illustrate, and compare the life cycles of various organisms.

PREVIEW ANCHORING PHENOMENON

Students watch and respond to a short Anchoring Phenomenon Video of woodpeckers using different structures, such as their beaks, wings, and claws, to help them survive in their environments. As students progress through the Experiences, they will answer the Anchoring Phenomenon question, How do the structures of the pileated woodpecker help it survive in the forests of Texas?

Teacher Background

Watch the Teacher Background Video Organisms to refresh your knowledge of topic content. Key concepts to support instruction of this topic:

- External structures and functions of animals, such as a giraffe's long neck or a duck's webbed feet, enable them to survive in their environment.
- Organisms undergo similar life processes, and life cycles are a series of stages organisms go through during their life.

Teacher Prep

In addition to the Teacher Background Video, there are Teacher Prep Videos to help you prepare for every Experience. These include a preview of the Experience, as well as classroom management strategies to make every Science Experience a success!

Common Misconceptions

As students explore the content, be attentive to common misconceptions that may arise and address as needed. Common misconceptions are listed in bold type. The subsequent text explains the misconceptions.

- In a butterfly's life cycle, the larva spins a cocoon. Explain that the larva of a butterfly becomes a pupa, and the adult butterfly emerges after the pupa splits open.
- The purpose of soil is only to hold plants in place. Point out that soil is made up of many different kinds of matter, including nutrients that plants need to

Proclamation 2024: Report of Editorial Changes (11/08/2023)

grow and survive. In addition, a plant's roots absorb water from soil.

- In order to be considered alive, an organism must move and have external features for eating and breathing, as most animals do. Reinforce to students that plants are living organisms that breathe, reproduce, and make their own food. In addition, some animals do not move.

Updated Text: Preview the Topic

In this topic, students learn about organisms. In Experience 1, they explore and explain how external structures and functions of animals enable them to survive in their environment. In Experience 2, they explore, illustrate, and compare the life cycles of various organisms.

As you progress through the topic, connect the activities back to Topic 6, Interactions in Ecosystems. Students can apply what they learned about how temperature and precipitation can affect animal migration and behavior and plant responses (TEKS 3.12A) to what they learn about life cycles in Topic 7. They can also start to connect what they are learning in Topic 7 about external structures and functions to what they learned in Topic 6 about food chains (TEKS 3.12B) and why organisms are more likely thrive or perish when natural changes occur to an environment (TEKS 3.12C).

PREVIEW ANCHORING PHENOMENON

Students watch and respond to a short Anchoring Phenomenon Video of woodpeckers using different structures to help them survive in their environments. As students progress through the topic, they will answer the Anchoring Phenomenon question, How do the structures of the pileated woodpecker help it survive in the forests of Texas?

Topic Readiness Test and Remediation

Students answer questions to show what they already know about Organisms by completing a printed or online Topic Readiness Test. For students who have difficulty on the test, assign the corresponding remediation items on Realize.

Teacher Background

Watch the Teacher Background Video Organisms to refresh your knowledge of topic content. Key concepts to support instruction of this topic:

- External structures and functions of animals, such as a giraffe's long neck or a duck's webbed feet, enable them to survive in their environment.
- Organisms undergo similar life processes, and life cycles are a series of stages organisms go through during their life.

Teacher Prep

In addition to the Teacher Background Video, there are Teacher Prep Videos to help you prepare for every Experience. These include a preview of the Experience, as well as classroom management strategies to make every Experience a success!

Common Misconceptions

As students explore the content, be attentive to common misconceptions that may arise and address as needed. Common misconceptions are listed in bold type. The subsequent text explains the misconceptions.

- In a butterfly's life cycle, the larva spins a cocoon. The larva of butterfly becomes a pupa, and the adult butterfly emerges after the pupa splits open.
- In order to be considered alive, an organism must move and have external features for eating and breathing, as most animals do. Reinforce to students that plants are living organisms that breathe, reproduce, and make their own food. In addition, some animals do not move.

Component: *Grade 3 Teacher Guide*

ISBN: 9781323223345

Current Page Number(s): 191

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 886 of 3538

Location: Topic 7 Overview

Original Text: SCIENTIFIC AND ENGINEERING PRACTICES TEKS

3.1A Define problems and ask questions based on observations or information from phenomena.

3.1B Use engineering practices to design solutions to problems and use scientific practices to conduct descriptive investigations.

3.1E Collect observations as evidence. Also 3.1G, 3.2D

RECURRING THEMES AND CONCEPTS TEKS

3.5F Explain the relationship between the structure and function of objects.

3.5G Explain how factors or conditions impact stability in organisms. Also 3.5D, 3.5E

ENGLISH PROFICIENCY STANDARDS

Speaking 3E Share information in cooperative learning interactions.

Reading 4D Use prereading supports to enhance comprehension of written text.

Also Learning Strategies 1F; Listening 2C, 2I; Speaking 3B

MATH and ENGLISH LANGUAGE ARTS AND READING TEKS

ELAR 3.6F Make inferences and use evidence to support understanding.

Also 3.7G

Math 3.1E Create and use representations to organize, record, and communicate mathematical ideas.

Updated Text: SCIENTIFIC AND ENGINEERING PRACTICES TEKS

3.1A Define problems and ask questions based on observations or information from phenomena.

Also 3.1B, 3.1E, 3.1G, 3.2D

RECURRING THEMES AND CONCEPTS TEKS

3.5F Explain the relationship between the structure and function of objects.

Also 3.5D, 3.5E, 3.5G

ENGLISH PROFICIENCY STANDARDS

Reading 4D Use prereading supports to enhance comprehension of written text.

Also Learning Strategies 1F; Listening 2C, 2I; Speaking 3B, 3E

MATH and ENGLISH LANGUAGE ARTS AND READING TEKS

Math 3.1E Create and use representations to organize, record, and communicate mathematical ideas.

ELAR 3.6F Make inferences and use evidence to support understanding.

Also 3.7G

SOCIAL STUDIES TEKS

SS

3.14.E Identify the central claim in a primary or secondary source.

Component: *Grade 3 Teacher Guide*

ISBN: 9781323223345

Current Page Number(s): 191

Location: Topic 7, Topic Overview, Home Connections

Original Text: (Adding Home Connections Box This was previously not included.)

Updated Text: (NEW HOME CONNECTIONS BOX)

Share the Topic School-to-Home letter with parents and caregivers to provide information that supports student learning.

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 887 of 3538

Use the Home Communication Guide for additional ideas to bring home learning into the classroom.

Component: *Grade 3 Teacher Guide*

ISBN: 9781323223345

Current Page Number(s): 196

Location: Topic 7, Experience 1, At-A-Glance; Objectives

Original Text: Objectives

Students will describe external structures and functions of animals and explore and explain how these structures and functions enable animals to survive in their environment.

Updated Text: Objectives

Students will describe external structures and functions of animals and explore and explain how these structures and functions enable animals to survive in their environment.

Students will design a mechanical hand that can hold objects.

Component: *Grade 3 Teacher Guide*

ISBN: 9781323223345

Current Page Number(s): 199

Location: Topic 7, Experience 1, Before the Stations; Address Prior Knowledge

Original Text: Review the exit tickets collected from the Engage activity. Identify prior knowledge about structures and functions.

Updated Text: Review the exit tickets collected from the Engage activity. If the exit tickets reveal gaps in understanding or misconceptions, use this scaffolding and guidance for just-in-time learning acceleration.

Component: *Grade 3 Teacher Guide*

ISBN: 9781323223345

Current Page Number(s): 200

Location: Topic 7, Experience 1, Guide Student Planning

Original Text: GUIDE STUDENT PLANNING Encourage students to study their own hands as they pick up and hold objects as models for their designs. Emphasize the fact that a hand works by opening and closing, and that fingers are able to bend, which enables them to close around and hold objects. Guide students to think about which materials they can use to open and close the fingers of their mechanical hand. Ask:

- What is the goal of this activity?
- What does your design need to achieve that goal?
- How does observing your own hand help you design a mechanical hand?

Updated Text: GUIDE STUDENT PLANNING Encourage students to study their own hands as they pick up and hold objects as models for their designs. Emphasize the fact that a hand works by opening and closing, and that fingers are able to bend, which enables them to close around and hold objects. Guide students to think about which materials they can use to open and close the fingers of their mechanical hand. If students need additional support, use this scaffolding and guidance for just-in-time learning acceleration. Ask:

Component: *Grade 3 Teacher Guide*

ISBN: 9781323223345

Current Page Number(s): 201

Location: Topic 7, Experience 1, Guide Student Thinking

Original Text: GUIDE STUDENT THINKING Tell students that when they read an unfamiliar text, they can make inferences to support comprehension. Point out that making an inference is combining what they already know with evidence from the text to understand the ideas. Encourage students to look for facts and details in the text and combine them with what they already know about animals' structures and functions. Ask:

Updated Text: GUIDE STUDENT THINKING Tell students that when they read an unfamiliar text, they can make inferences to support comprehension. Point out that making an inference is combining what they already know with evidence from the text to understand the ideas. Encourage students to look for facts and details in the text and combine them with what they already know about animals' structures and functions. If students need additional support, use this scaffolding and guidance for just-in-time learning acceleration. Ask:

Component: *Grade 3 Teacher Guide*

ISBN: 9781323223345

Current Page Number(s): 203

Location: Topic 7, Experience 1, Evaluate, Quiz, 1st Paragraph

Original Text: STRUCTURES AND FUNCTIONS

Students answer questions about structures and functions by completing an editable/printable or online quiz. Give students mastering English language extra time to translate assessments as needed.

Updated Text: STRUCTURES AND FUNCTIONS

Students answer questions about structures and functions by completing an editable/printable or online quiz. Give students mastering English language extra time to translate assessments as needed.

If the quiz reveals students have not yet achieved grade-level mastery of the content in this Experience, remember that you can assign assets and activities that support the TEKS on the course to provide intervention. Look especially for "got-more-time" assets, those marked with a plus sign which are designed to personalize learning, such as Topic Readers. You can also use the activities in "Targeted Instruction" to close any learning gaps identified.

Component: *Grade 3 Teacher Guide*

ISBN: 9781323223345

Current Page Number(s): 203

Location: New content to address TRR rubric feedback. Topic 7, Experience 1, Evaluate, minor column

Original Text: (New content to address TRR rubric feedback, current content does not exist.)

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 889 of 3538

Updated Text: (New Targeted Instruction Box)

If you have students who have not yet met the grade-level mastery of concepts in this Experience, try these out:

(bullet) Have students work in pairs. Gently tape their thumbs to their palms. Then have students try to complete simple tasks such as writing with a pencil, tying a shoelace, turning pages of a book, etc. Then discuss the function of our thumb and the structure of our hands. This can also connect to the STEAM Station. Safety Make sure students do not force their thumbs into a painful position.

(bullet) Provide a medium-sized container of water. Have students spread their fingers and slide them through the water. Then have students keep their fingers close together and slide through the water again. Students should see that when the fingers are closer together, the hand can move more water than when the fingers are separated. This is similar to how webbed feet help ducks and other animals easily glide through water. Safety Wipe up any spills immediately.

Component: *Grade 3 Teacher Guide*

ISBN: 9781323223345

Current Page Number(s): 204

Location: Topic 7, Experience 2, At-A-Glance; Objectives

Original Text: Objectives

Students will describe animal life cycles and explore, illustrate, and compare life cycles in organisms.

Updated Text: Objectives

Students will describe animal life cycles and explore, illustrate, and compare life cycles in organisms.

Students examine life cycle diagrams to understand the interdependence of parts in the life cycle of an organism.

Component: *Grade 3 Teacher Guide*

ISBN: 9781323223345

Current Page Number(s): 207

Location: Topic 7, Experience 2, Before the Stations; Address Prior Knowledge

Original Text: Review the exit tickets collected from the Engage activity. Identify prior knowledge about life cycles.

Updated Text: Review the exit tickets collected from the Engage activity. If the exit tickets reveal gaps in understanding or misconceptions, use this scaffolding and guidance for just-in-time learning acceleration.

Component: *Grade 3 Teacher Guide*

ISBN: 9781323223345

Current Page Number(s): 208

Location: Topic 7, Experience 2, Guide Student Planning

Original Text: GUIDE STUDENT PLANNING Explain to students that it is useful to make a schedule and list observation criteria for recording data over the duration of the investigation. This will help them regularly record the changes they observe and

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 890 of 3538

enable them to draw accurate conclusions at the end. Ask:

- What do you want to learn about life cycles from this investigation?
- What will you look for in your observations?
- How will you keep track of your observations?
- What predictions have you made?

DIFFERENTIATED INSTRUCTION

Compare and Contrast To support understanding of making and recording observations, model drawing the lima bean and radish plants at each stage of growth. Point out the important aspects of the plants' structures at each stage, and model how to incorporate those structures into drawings.

Updated Text: GUIDE STUDENT PLANNING Explain to students that it is useful to make a schedule and list observation criteria for recording data over the duration of the investigation. This will help them regularly record the changes they observe and enable them to draw accurate conclusions at the end. If students need additional support, use this scaffolding and guidance for just-in-time learning acceleration. Ask:

- What do you want to learn about life cycles from this investigation?
- What will you look for in your observations?
- How will you keep track of your observations?
- What predictions have you made?

DIFFERENTIATED INSTRUCTION

STRIVING: Compare and Contrast To support understanding of making and recording observations, model drawing the lima bean and radish plants at each stage of growth. Point out the important aspects of the plants' structures at each stage, and model how to incorporate those structures into drawings.

SPECIAL NEEDS Students with speech impairments may have difficulty expressing their ideas and answers. Allow them to use drawings, writing, and gestures to communicate.

Component: *Grade 3 Teacher Guide*

ISBN: 9781323223345

Current Page Number(s): 209

Location: Topic 7, Experience 1, Guide Student Thinking

Original Text: GUIDE STUDENT THINKING After students discuss their prior knowledge and ideas with a partner about how organisms change as they grow, have them look for specific ideas in the text as they read to help them understand the content. Encourage students to underline or highlight important ideas in the text so that when they are ready to summarize it, they can include the facts and details that support the main idea and are important to the meaning. Ask:

Updated Text: GUIDE STUDENT THINKING After students discuss their prior knowledge and ideas with a partner about how organisms change as they grow, have them look for specific ideas in the text as they read to help them understand the content.

Encourage students to underline or highlight important ideas in the text so that when they are ready to summarize it, they can include the facts and details that support the main idea and are important to the meaning. If students need additional support, use this scaffolding and guidance for just-in-time learning acceleration. Ask:

Component: *Grade 3 Teacher Guide*

ISBN: 9781323223345

Current Page Number(s): 211

Location: Topic 7, Experience 2, Evaluate, Quiz, 1st Paragraph

Original Text: LIFE CYCLES

Students answer questions about structures and functions by completing an editable/printable or online quiz. Give students mastering English language extra time to translate assessments as needed.

Updated Text: LIFE CYCLES

Students answer questions about life cycles by completing an editable/printable or online quiz. Give students mastering English language extra time to translate assessments as needed.

If the quiz reveals students have not yet achieved grade-level mastery of the content in this Experience, remember that you can assign assets and activities that support the TEKS on the course to provide intervention. Look especially for "got-more-time" assets, those marked with a plus sign which are designed to personalize learning, such as Topic Readers. You can also use the activities in "Targeted Instruction" to close any learning gaps identified.

Component: *Grade 3 Teacher Guide*

ISBN: 9781323223345

Current Page Number(s): 211

Location: New content to address TRR rubric feedback. Topic 7, Experience 2, Evaluate, minor column

Original Text: (New content to address TRR rubric feedback, current content does not exist.)

Updated Text: (New Targeted Instruction Box)

If you have students who have not yet met the grade-level mastery of concepts in this Experience, try these out:
(bullet) Show students examples of seeds from cut up fruit. Good seeds to use include apple seeds, orange seeds, cucumber seeds—any seeds from common fruits and vegetables. Show students that the seed is often inside the fruit. Have students examine and compare these different seeds from the fruits. Ask How does that seed grow into a new plant? [Sample answer: The seed contains the young plant. Water, soil, and sunlight help the young plant grown into a seedling and then an adult plant.]

(bullet) Have students choose a life cycle they learned about in the experience. Then, have students use craft and classroom materials to build a 3-D model of the life cycle. Finally, have students present and explain their model to a partner or the class.

Publisher: Studies Weekly

Science, Grade 3

Program: *Texas Science Studies Weekly: Third Grade: TEKS*

Component: *Texas Science Studies Weekly: Third Grade Student Edition with Online Access*

ISBN: 9781649783813SE8

Link to Current Content:

[View Current Content](#)

Current Page Number(s): n/a

Location: Studies Weekly Online, Unit 1, Week 1, Activity 2 , "Science Safety " video

Original Text: n/a

Updated Text: (Removed "Science Safety" video)

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 892 of 3538

Component: Texas Science Studies Weekly: Third Grade Student Edition with Online Access

ISBN: 9781649783813SE8

Link to Current Content:

[View Current Content](#)

Current Page Number(s): n/a

Location: Studies Weekly Online, Unit 2, "TEKS Explained "

Original Text: Extended Reading: TEKS Explained: Standard 8A

Updated Text: Extended Reading: TEKS Explained: Standard 6A

Component: Texas Science Studies Weekly: Third Grade Student Edition with Online Access

ISBN: 9781649783813SE8

Link to Current Content:

[View Current Content](#)

Current Page Number(s): n/a

Location: Studies Weekly Online, Unit 3, Video, "Why You Should Bring a Magnet to the Beach "

Original Text: Magnetic Sand: Content Video

Updated Text: Why You Should Bring a Magnet to the Beach

Component: Texas Science Studies Weekly: Third Grade Student Edition with Online Access

ISBN: 9781649783813SE8

Link to Current Content:

[View Current Content](#)

Current Page Number(s): n/a

Location: Studies Weekly Online, Unit 3, Activity 9, "Heating and Cooling Water "

Original Text: Weather happens as a result of things happening in the atmosphere. Temperature, precipitation, wind, cloud coverage, and air pressure all affect our weather. If a storm is coming in, there will be precipitation, or water falling from the clouds. The temperature helps determine what form of precipitation will come down from the clouds. It could be snow, rain, sleet, or freezing rain. Water freezes at 32 degrees Fahrenheit (32° F).

Snow is the tiny particles of ice. It falls from the clouds when the water vapor in the clouds freezes. It stays frozen until it reaches the ground.

Rain is the condensed water vapor that falls from the clouds. It is warmer than freezing for most of its fall from the clouds.

Sleet starts as snow. It goes through a layer of warm air, then back to a layer of cold air. The snow melts to water and then freezes again. The result is tiny pieces of ice on the ground.

Freezing rain happens when the snow falls to the ground and, before hitting the ground, melts into rain. Then, the water freezes again when it touches the ground.

Updated Text: Weather happens as a result of events in the atmosphere. Temperature, precipitation, and wind all affect the weather. So do cloud coverage and air pressure. If a storm is coming in, there might be precipitation. Precipitation is

Proclamation 2024: Report of Editorial Changes (11/08/2023)

water falling from the clouds. The temperature helps determine what will happen. It could be snow, rain, sleet, or freezing rain. Water freezes at 32 degrees Fahrenheit (32° F).

Snow is the tiny pieces of ice. Snow forms in the clouds when the water vapor in the clouds freezes. It remains frozen until it reaches the ground.

Rain is the condensed water vapor that falls from the clouds. It is warmer than freezing for most of its fall.

Sleet starts as snow. However, it goes through a layer of warm air, then back through a layer of cold air. The snow melts into water. Then it freezes again. The result is tiny pieces of ice on the ground.

Freezing rain happens when the snow melts right before it hits the ground. However, the rain then freezes when it touches the ground.

Component: *Texas Science Studies Weekly: Third Grade Student Edition with Online Access*

ISBN: 9781649783813SE8

Link to Current Content:

[View Current Content](#)

Current Page Number(s): n/a

Location: Studies Weekly Online, Unit 3, Activity 3

Original Text: Cameron decided to try to figure out why the water was freezing each night.

Updated Text: Aleki decided to try to figure out why the water was freezing each night.

Component: *Texas Science Studies Weekly: Third Grade Teacher Edition with Online Access*

ISBN: 9781649783806TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): n/a

Location: Studies Weekly Online, Unit 6, Activity 2, "Teacher Edition "

Original Text: (Whole lesson plan present online)

Updated Text: (Lesson plan removed from wrong place on the platform)

Component: *Texas Science Studies Weekly: Third Grade Teacher Edition with Online Access*

ISBN: 9781649783806TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): pdf pg. 15

Location: Teacher Edition, Unit 9, Activity 3, Sidebar & "Whole Group" Step 1 (PDF pg. 15)

Original Text: The Moon's Orbit

Updated Text: (Changed name of video in sidebar and lesson plat to "The Moon Orbiting Earth")

Component: *Texas Science Studies Weekly: Third Grade Student Edition with Online Access*

ISBN: 9781649783813SE8

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 894 of 3538

Link to Current Content:

[View Current Content](#)

Current Page Number(s): n/a

Location: Studies Weekly Online, Unit 19, Activity 3

Original Text: Directions: Look at the images of the fish, the horse, and the duck. Circle the external features that allow them to survive in their environment.

Updated Text: Directions: Look at the images of the fish, the horse, and the duck. Match the external features that allow them to survive in their environment.

Component: *Texas Science Studies Weekly: Third Grade Student Edition with Online Access*

ISBN: 9781649783813SE8

Link to Current Content:

[View Current Content](#)

Current Page Number(s): title slide

Location: Studies Weekly Online, Unit 20, Activity 1, "Patterns in Life Cycles: Phenomenon Video "

Original Text: Explore Science

Updated Text: Texas Science

Component: *Texas Science Studies Weekly: Third Grade Teacher Edition with Online Access*

ISBN: 9781649783806TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): pdf pg. 2

Location: Printable, Studies Weekly Online, Unit 10, Unit Assessment Answer Key (Pdf pg. 2)

Original Text: Miguel records the temperature in the morning every day for a few months. The average temperature for each month is shown in the table. Which graph matches the data table? (missing graphs and answer)

Updated Text: Miguel records the temperature in the morning every day for a few months. The average temperature for each month is shown in the table. Which graph matches the data table? (added graphs and correct answer is marked in red)

Component: *Texas Science Studies Weekly: Third Grade Teacher Edition with Online Access*

ISBN: 9781649783806TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): pdf pg. 2

Location: Printable, Studies Weekly Online, Unit 10, Unit Assessment Answer Key (Pdf pg. 2)

Original Text: Miguel records the temperature in the morning every day for a few months. The average temperature for each month is shown in the table. Which graph matches the data table? (missing graphs and answer)

Updated Text: Miguel records the temperature in the morning every day for a few months. The average temperature for each month is shown in the table. Which graph matches the data table? (added graphs and correct answer is marked in red)

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 895 of 3538

Component: *Texas Science Studies Weekly: Third Grade Student Edition with Online Access*

ISBN: 9781649783813SE8

Current Page Number(s): pdf pg. 4, 7-8

Location: Printable: Studies Weekly Online, Unit 1, Week 2, Recurring Themes and Concepts Flashcards (pdf pg. 4, 7-8)

Original Text: Matter: anything that has weight or takes up space

Todo que tiene peso u ocupa espacio vuelvan diferentes

Updated Text: Matter: anything that has weight and takes up space

Todo que tiene peso y ocupa espacio vuelvan diferentes

Pattern: repeated information that can be used to predict future information

el patron: algo que se repite a menudo

Component: *Texas Science Studies Weekly: Third Grade Teacher Edition with Online Access*

ISBN: 9781649783806TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): pdf pg. 2

Location: Printable, Studies Weekly Online, Unit 10, Unit Assessment Answer Key (Pdf pg. 2)

Original Text: Miguel records the temperature in the morning every day for a few months. The average temperature for each month is shown in the table. Which graph matches the data table? (missing graphs and answer)

Updated Text: Miguel records the temperature in the morning every day for a few months. The average temperature for each month is shown in the table. Which graph matches the data table? (added graphs and correct answer is marked in red)

Component: *Texas Science Studies Weekly: Third Grade Teacher Edition with Online Access*

ISBN: 9781649783806TE

Location: Teacher Edition, Unit 1, Week 1, 2, 3, 4, Standards Coverage Chart, (pdf pg. 2-3)

Original Text: Unit 1 Week 1

collaboration: the ability to work together as a group

engineer: someone who applies their scientific knowledge to create and build products that solve problems

engineering: the process of using science in practical applications

mindset: a personal attitude toward something

science: the search for knowledge, applying knowledge, and understanding the world through evidence gained from investigation

scientist: someone who studies science

tool: a device used to solve a problem

Unit 1 Week 2

cause: something that brings about a result

change: to make or become different

effect: a result that is produced by a cause

Proclamation 2024: Report of Editorial Changes (11/08/2023)

energy: the ability to do work or create change
function: the purpose of something or how it works
matter: anything that has weight or takes up space
model: a small but exact copy of something
pattern: repeated information that can be used to predict future information
proportion: the size or amount of one thing or group as compared to the size or amount of another
quantity: the amount of something
scale: the size of a model of a thing compared to the size of the thing itself
stability: the condition of being stable, or unchanging
structure: the way something is made or the parts of a living thing
system: a set of things working together

Unit 1 Week 3

investigation: studying something to find an answer to a question
model: a visual or 3D representation, typically on a smaller scale than the original
phenomenon: an observable event
scientific and engineering practices: the skills scientists and engineers use in an investigation

Unit 1 Week 4

constraint: a limitation or boundary that engineers face when designing solutions to problems (materials, time, or cost)
criteria: standards by which engineers know that a solution is successful
engineering design process: series of common steps used to create a functional item that improves science or society
engineering problem: a challenge meant to be solved by creating a physical solution that will improve the daily lives of people or society
ideate: the process of forming ideas
prototype: the first version or draft of an engineering design

Updated Text: (Added Asterisks and vocabulary disclaimer)

Unit 1 Week 1

collaboration*: the ability to work together as a group
engineer*: someone who applies their scientific knowledge to create and build products that solve problems
engineering*: the process of using science in practical applications
mindset*: a personal attitude toward something
science*: the search for knowledge, applying knowledge, and understanding the world through evidence gained from investigation
scientist*: someone who studies science
tool*: a device used to solve a problem

*Vocabulary may have been previously taught in prior grades.

Unit 1 Week 2

cause*: something that brings about a result
change: to make or become different
effect*: a result that is produced by a cause
energy*: the ability to do work or create change
function*: the purpose of something or how it works
matter*: anything that has weight or takes up space
model*: a small but exact copy of something
pattern*: repeated information that can be used to predict future information
proportion*: the size or amount of one thing or group as compared to the size or amount of another
quantity*: the amount of something
scale*: the size of a model of a thing compared to the size of the thing itself
stability*: the condition of being stable, or unchanging
structure*: the way something is made or the parts of a living thing
system*: a set of things working together

*Vocabulary may have been previously taught in prior grades.

Unit 1 Week 3

investigation*: studying something to find an answer to a question

model*: a visual or 3D representation, typically on a smaller scale than the original

phenomenon*: an observable event

scientific and engineering practices: the skills scientists and engineers use in an investigation

*Vocabulary may have been previously taught in prior grades.

Unit 1 Week 4

constraint*: a limitation or boundary that engineers face when designing solutions to problems (materials, time, or cost)

criteria*: standards by which engineers know that a solution is successful

engineering design process*: series of common steps used to create a functional item that improves science or society

engineering problem*: a challenge meant to be solved by creating a physical solution that will improve the daily lives of people or society

ideate*: the process of forming ideas

prototype*: the first version or draft of an engineering design

*Vocabulary may have been previously taught in prior grades.

Component: *Texas Science Studies Weekly: Third Grade Teacher Edition with Online Access*

ISBN: 9781649783806TE

Current Page Number(s): pg. 2

Location: Printable, Studies Weekly Online, Unit 1, Week 1, You Can Be a Scientist! You Can Be an Engineer!: Answer Keys, Activity 5 Student Edition Answers, Alexander Fleming's Impact on Society and Science (PDF pg. 2)

Original Text: Antibiotics are used to help people recover when they are ill. People now rarely die of diseases like colds, flus, and viruses.

Updated Text: Antibiotics are used to help people recover when they are ill. Thanks to the discovery of antibiotics, many diseases caused by bacteria are now easily treated.

Component: *Texas Science Studies Weekly: Third Grade Teacher Edition with Online Access*

ISBN: 9781649783806TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): pg. 1.10 [pdf pg. 10]

Location: Teacher Edition, Unit 1 Week 1, Activity 2, "Reading to Learn", Step 3, Bullet and Sidebar

Original Text: Optional: You can also watch the videos: Scientific Tools Intro and Science Safety. Scientific Tools Intro
Science Safety

Updated Text: (Removed one video from lesson guide and left hand column) Optional: You can also watch the video: Scientific Tools Intro. (changed sidebar to) Scientific Tools Intro

Component: *Texas Science Studies Weekly: Third Grade Student Edition with Online Access*

ISBN: 9781649783813SE8

Link to Current Content:

[View Current Content](#)

Current Page Number(s): pg. 3 [pdf pg. 2]

Location: Student Edition, Unit 1 Week 1, Activity 3

Original Text: Activity 3 SE Icons

Printable icon Growth Mindset vs. Fixed Mindset Poster (located on activity 3)

ELAR button (present on activity 3)

Updated Text: (Removed printable icon Growth Mindset vs. Fixed Mindset Poster from activity 3)

(Added Printable icon for "Growth Mindset vs. Fixed Mindset Poster" to activity 4)

(Removed ELAR button from activity 3)

Component: *Texas Science Studies Weekly: Third Grade Student Edition with Online Access*

ISBN: 9781649783813SE8

Link to Current Content:

[View Current Content](#)

Current Page Number(s): pg. 1 [pdf pg. 1]

Location: Student Edition, Unit 1 Week 1, Activity 1

Original Text: As scientists explore, they collect data to answer their questions, decide if the data supports their hypothesis, and then communicate the results with other scientists through scientific argumentation.

Updated Text: As scientists explore, they collect data to answer their questions, decide if the data support their hypothesis, and then communicate the results with other scientists through scientific argumentation.

Component: *Texas Science Studies Weekly: Third Grade Student Edition with Online Access*

ISBN: 9781649783813SE8

Link to Current Content:

[View Current Content](#)

Current Page Number(s): pg. 3 [pdf pg. 2]

Location: Student Edition, Unit 1 Week 1, Activity 4

Original Text: Resilient people don't let things get them down.

Updated Text: Resilient people don't let things keep them down.

Component: *Texas Science Studies Weekly: Third Grade Teacher Edition with Online Access*

ISBN: 9781649783806TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): pg. 1.2, 1.14 [pdf pg 2 and 14]

Location: Teacher Edition, Unit 1, Week 1, Activity 4 (PDF pg. 2 & 14)

Original Text: N/A

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 899 of 3538

Updated Text: Explain Discoveries and Innovations (added to sidebar)

(Added to the Standards Coverage Chart)

3.4: Explain Discoveries and Innovations

- A: Research and explore resources such as museums, libraries, professional organizations, private companies, online platforms, and mentors employed in a science, technology, engineering, and mathematics (STEM) field to investigate STEM careers. (Activity 4, 5)

Component: *Texas Science Studies Weekly: Third Grade Student Edition with Online Access*

ISBN: 9781649783813SE8

Link to Current Content:

[View Current Content](#)

Current Page Number(s): pg 3

Location: Student Edition, Unit 1, Week 2, Activity 4 (PDF pg. 3)

Original Text: When something works well and is not likely to change, it is called stability. Scientists and engineers observe things through the lenses of change and stability. It's important for scientists to observe phenomena through the lens of change and stability

Updated Text: When something works well and is not likely to change, it has stability. Scientists and engineers observe things through the lenses of change and stability. It's important for scientists to observe phenomena through the lenses of change and stability.

Component: *Texas Science Studies Weekly: Third Grade Teacher Edition with Online Access*

ISBN: 9781649783806TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): pdf pg. 16

Location: Teacher Edition, Unit 1, Week 2, Activity 5, "Materials" on left-hand side

Original Text: Materials:
Scale, Proportion, and Quantity Printable

Updated Text: (Added item to materials list)

Materials:
Scale, Proportion, and Quantity Printable
Map or globe

Component: *Texas Science Studies Weekly: Third Grade Teacher Edition with Online Access*

ISBN: 9781649783806TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): pg. 1.21 (pdf pg. 3) & 1.32 (14)

Location: Teacher Edition, Unit 1, Week 2, New Vocabulary (pdf pg. 3) Teacher Edition, Unit 1, Week 2, Activity 4, "Vocabulary" and Left hand sidebar (pdf pg. 14)

Original Text: Matter: anything that has weight or takes up space

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 900 of 3538

Updated Text: Matter: anything that has weight and takes up space

Component: *Texas Science Studies Weekly: Third Grade Student Edition with Online Access*

ISBN: 9781649783813SE8

Link to Current Content:

[View Current Content](#)

Location: Printable: Studies Weekly Online, Unit 1, Week 2, Recurring Themes and Concepts Word Wall Cards

Original Text: N/A

Updated Text: (Added the following vocabulary card)

Pattern/ patron

Component: *Texas Science Studies Weekly: Third Grade Student Edition with Online Access*

ISBN: 9781649783813SE8

Link to Current Content:

[View Current Content](#)

Current Page Number(s): pdf pg 2

Location: Printable: Studies Weekly Online, Unit 1, Week 3, How to Organize Data (pdf pg. 2)

Original Text: Juneteenth: Celebrates the freeing of all enslaved peoples.

Borderfest: Celebrates a different culture each year.

(Treemap not present)

Updated Text: (Changed venn diagram to cover a science topic, rather than a social studies topic)

Hurricane: forms over warm, tropical water; can be hundreds of miles wide

Tornado: orms over land; usually less than a mile wide

very strong winds

(Added Treemap)

Component: *Texas Science Studies Weekly: Third Grade Student Edition with Online Access*

ISBN: 9781649783813SE8

Link to Current Content:

[View Current Content](#)

Current Page Number(s): pg. 2 (pdf pg. 2)

Location: Student Edition, Unit 1, Week 3, Activity 4, (pdf. pg 2)

Original Text: think about what the
data means

Updated Text: think about what the data mean

Component: *Texas Science Studies Weekly: Third Grade Student Edition with Online Access*

ISBN: 9781649783813SE8

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 901 of 3538

Link to Current Content:

[View Current Content](#)

Current Page Number(s): pdf. pg 2

Location: Printable: Studies Weekly Online, Unit 1, Week 3, "What do Scientists Do?: Reading Comprehension Assessment" Activity 2, pdf. pg 2

Original Text: Activity 2: Plan and Conduct Investigations!

1. scientists and engineers only work individually.

Updated Text: (fixed typo)

Activity 2: Plan and Conduct Investigations

1. Scientists and engineers only work individually.

Component: *Texas Science Studies Weekly: Third Grade Teacher Edition with Online Access*

ISBN: 9781649783806TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): pdf pg. 3

Location: Teacher Edition, Unit 1, Week 4, Unit Materials List, pdf. pg. 3

Original Text: n/a

Updated Text: (Added anchor chart to unit materials list)

Component: *Texas Science Studies Weekly: Third Grade Student Edition with Online Access*

ISBN: 9781649783813SE8

Link to Current Content:

[View Current Content](#)

Current Page Number(s): pdf pg. 3

Location: Printable: Studies Weekly Online, Unit 1, Activity 5, "What do Engineers Do?: Lower Lexile Measure Articles (3rd)" (PDF pg. 3)

Original Text: Activity 3: Communicate

Updated Text: (Corrected the activity number)

Activity 5: Communicate

Component: *Texas Science Studies Weekly: Third Grade Teacher Edition with Online Access*

ISBN: 9781649783806TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): pdf pg. 3

Location: Teacher Edition, Unit 1, Week 4, Standards Coverage Chart, "Common Misconceptions" & "Scientific and Engineering Practices" (PDF pg. #2-3)

Original Text: All engineering problems can be solved. (Activity 2)

3.1: Plan and Conduct Investigations

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 902 of 3538

- B: Use scientific practices to plan and conduct descriptive investigations and use engineering practices to design solutions to problems. (Activity 2)

Updated Text: (Corrected activity number)

All engineering problems can be solved. (Activity 1)

(Added full name of SEP)

3.1: Plan and Conduct Investigations and Design Solutions

- B: Use scientific practices to plan and conduct descriptive investigations and use engineering practices to design solutions to problems. (Activity 2)

Component: *Texas Science Studies Weekly: Third Grade Student Edition with Online Access*

ISBN: 9781649783813SE8

Link to Current Content:

[View Current Content](#)

Current Page Number(s): pdf pg. 2

Location: Printable: Studies Weekly Online, Unit 1, Week 4, "What Do Engineers Do Weekly Assessment?" Question 8

Original Text: Study the image. Circle which shows a student in the "ideate" step. (no image)

Updated Text: (Added missing Image)

Study the image. Circle which shows a student in the "ideate" step. (image below)

Component: *Texas Science Studies Weekly: Third Grade Teacher Edition with Online Access*

ISBN: 9781649783806TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): pdf pg. 2

Location: Teacher Edition, Unit 2, Activity Summary Chart (PDF pg. 2)

Original Text: Optional: Wellness: What is Collaboration? [30 minutes]

Updated Text: (Time corrected)

Optional: Wellness: What is Collaboration? [20 minutes]

Component: *Texas Science Studies Weekly: Third Grade Teacher Edition with Online Access*

ISBN: 9781649783806TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): pdf pg. 2

Location: Teacher Edition, Unit 6, "Activity Summary Chart" (PDF pg. 2)

Original Text: Optional: Wellness: Identifying Emotions [30 minutes]

4. Investigating Pull

Updated Text: (Fixed time on wellness)

Optional: Wellness: Identifying Emotions [20 minutes]

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 903 of 3538

(grammatical fix)

4. Investigating Pulls

Component: *Texas Science Studies Weekly: Third Grade Student Edition with Online Access*

ISBN: 9781649783813SE8

Link to Current Content:

[View Current Content](#)

Current Page Number(s): pdf pg. 2

Location: Student Edition, Unit 2, Activity 4 (PDF pg. 2)

Original Text: An object can have the physical property of being magnetic. You can test the magnetism of two objects by placing them side by side.

Updated Text: (Added bolding to vocabulary word) An object can have the physical property of being **magnetic**. You can test the magnetism of two objects by placing them side by side.

Component: *Texas Science Studies Weekly: Third Grade Student Edition with Online Access*

ISBN: 9781649783813SE8

Link to Current Content:

[View Current Content](#)

Current Page Number(s): pdf pg. 2

Location: Student Edition, Unit 2, Activity 3 (PDF pg. 2)

Original Text: (Activity 3)

Investigating Mass

Mass is ____

You can measure mass with balances and weight with scales. Place an object on a scale to find the weight in grams. To use a balance, place an object on one side. On the other side, place weights until the balance reads zero. Add up the weights to find the mass of the object.

Directions: Remember the objects you found at Boca Chica Beach? Use a digital scale to find their weight.

Have you ever mailed a package? It costs money to mail things. Before you pay for your package to be sent, a post office clerk weighs the package on a digital scale. The scale tells them how much the package weighs. The more it weighs, the more the package costs to send. Aleki wants to send a package to his cousin in Galveston. Aleki lives in Dallas. To mail a package that is 5 grams that far would cost \$5.00. Aleki has \$12.00. He wants to send his cousin candies. Use the chart to decide which candies he should put in the package.

Updated Text: (Activity 3)

Investigating Mass:

Mass is ____

You can measure mass with a balance or digital scale. Place an object on a scale to find the mass in grams. To use a balance, place an object on one side. On the other side, place weights until the balance reads zero. Add up the weights to find the mass of the object. Both tools give us mass.

Directions: Remember the objects you found at Boca Chica Beach? Use a digital scale to find their mass.

Have you ever mailed a package? It costs money to mail things. Before you pay for your package to be sent, a post office clerk weighs the package on a digital scale. The scale tells them how much the package weighs. The more it weighs, the

Proclamation 2024: Report of Editorial Changes (11/08/2023)

more the package costs to send. Aleki wants to send a package to his cousin in Galveston. Aleki lives in Dallas. To mail a package that is 5 grams that far would cost \$5.00. Aleki has \$12.00. He wants to send his cousin candies. Use the chart to decide which candies he should put in the package.

Component: *Texas Science Studies Weekly: Third Grade Student Edition with Online Access*

ISBN: 9781649783813SE8

Link to Current Content:

[View Current Content](#)

Current Page Number(s): pdf pg. 2

Location: Student Edition, Unit 2, Activity 4 (PDF pg. 3)

Original Text:

(Activity 4)

Investigating with Magnets

Magnets are a metal that attract or repel other magnetic objects. Magnets have a north pole and a south pole. When you place two like poles together, they repel one another. You can feel the force of them pushing away from each other. When you place a north and a south pole together, they are pulled together. The size and strength of the force depends on two things. First, the size of the magnet will affect the strength of the force. A huge magnet will have a stronger force than a tiny magnet. Second, distance will affect the strength of the force. A magnet far from an object it could be attracted to will likely not have much effect. Magnets are used all around us.

Updated Text: (Activity 4)

Magnets are a metal that attract or repel other magnetic objects. Magnets have a north pole and a south pole. When you place two like poles together, they repel one another. You can feel the force of them pushing away from each other. When you place a north and a south pole together, they are pulled together. The size and strength of the force depends on two things. First, the size of the magnet will affect the strength of the force. Second, distance will affect the strength of the force. You can measure magnetism by testing whether or not a material is attracted to a magnet. You can also measure how close an object has to be to a magnet when it moves towards the magnet.

Component: *Texas Science Studies Weekly: Third Grade Teacher Edition with Online Access*

ISBN: 9781649783806TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): pdf pg. 13

Location: Teacher Edition, Unit 2, Activity 3, "Student-driven Inquiry", Steps 11 (PDF pg. 13)

Original Text: 11. Then have students draw something that represents mass on a sticky note. [ELPS 5.B]

Updated Text: 11. Then have students write using the newly acquired vocabulary, "mass" on a sticky note. [ELPS 5B]

Component: *Texas Science Studies Weekly: Third Grade Teacher Edition with Online Access*

ISBN: 9781649783806TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): pdf pg. 9

Location: Teacher Edition, Unit 2, Activity 1, "Success Criteria" (PDF pg. 9)

Original Text: I can ask questions and hypothesize about the physical properties of matter found on a beach.

Updated Text: I can ask questions about the physical properties of matter found on a beach.

Component: *Texas Science Studies Weekly: Third Grade Teacher Edition with Online Access*

ISBN: 9781649783806TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): pdf pg. 5

Location: Teacher Edition, Unit 2, Unit Materials List (PDF pg. 5)

Original Text: n/a

Updated Text: (Added plastic bin to Unit Materials list)

Component: *Texas Science Studies Weekly: Third Grade Student Edition with Online Access*

ISBN: 9781649783813SE8

Link to Current Content:

[View Current Content](#)

Current Page Number(s): pdf pg. 2

Location: Printable: Studies Weekly Online, Unit 3, "Unit Assessment" Question 5 (Pdf pg. 2)

Original Text: Study the image of butter in a pan. Choose th words that best complete the sentence. (No Image Present)

Updated Text: Study the image of butter in a pan. Choose th words that best complete the sentence. (Image Added of butter in a pan)

Component: *Texas Science Studies Weekly: Third Grade Teacher Edition with Online Access*

ISBN: 9781649783806TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): pdf pg. 26

Location: Teacher Edition, Unit 3, Activity 9, "Materials" (PDF pg. 26)

Original Text: ice cubes (3-4)

red highlighters (one per student)

Updated Text: (Added plastic water bottle to the lesson guide materials list)

ice cubes (3-4)

plastic water bottle (1)

red highlighters (one per student)

Component: *Texas Science Studies Weekly: Third Grade Teacher Edition with Online Access*

ISBN: 9781649783806TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): pdf pg. 5

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 906 of 3538

Location: Teacher Edition, Unit 3, Standards Coverage Chart, "New Vocabulary (PDF pg. 5)

Original Text: liquid: matter that is wet and flows freely in any container
precipitation: rain, snow, sleet, or hail that falls to the ground from clouds in the sky
solid: firm, stable matter with a definite shape

Updated Text: (Remove "precipitation" from vocabulary list)

liquid: matter that is wet and flows freely in any container

solid: firm, stable matter with a definite shape

Component: *Texas Science Studies Weekly: Third Grade Student Edition with Online Access*

ISBN: 9781649783813SE8

Link to Current Content:

[View Current Content](#)

Current Page Number(s): pdf pg. 2

Location: Student Edition, Unit 3, Activity 2 (PDF pg. 2)

Original Text: Models in science are used to show our understanding of an idea or phenomenon.

Updated Text: Models in science can be used to show our understanding of an idea or phenomenon.

Component: *Texas Science Studies Weekly: Third Grade Teacher Edition with Online Access*

ISBN: 9781649783806TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): pdf pg. 15, 20, 22, 24

Location: Teacher Edition, Unit 3, Activity 4 6, 7, 8, "Teacher Note" (PDF pg. 15, 20, 22, 24)

Original Text: (Activity 4) Follow Texas Safety guidelines to keep students safe while using the hot plate.

(Activity 6, 7, 8) Follow safety guidelines outlined in the General Laboratory Safety Rules.

Updated Text: (Changed the Teacher Note in activity 4, 6, 7. & 8 to the following)

Demonstrate safe practices and the use of safety equipment during this investigation as outlined in Texas Education Agency-approved safety standards.

Component: *Texas Science Studies Weekly: Third Grade Teacher Edition with Online Access*

ISBN: 9781649783806TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): pdf pg. 16

Location: Teacher Edition, Unit 3, Activity 4, "Collaborative Learning", Step 2(PDF pg. 16)

Original Text: 2. Have students work with a partner to fill in the Ice Storm: Reflect and Connect printable..

Updated Text: 2. Have students work with a partner to fill in the Ice Storm: Reflect and Connect printable.

Component: Texas Science Studies Weekly: Third Grade Teacher Edition with Online Access

ISBN: 9781649783806TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): pdf pg. 25

Location: Teacher Edition, Unit 3, Activity 8, "Misconception" (PDF pg. 25)

Original Text: Misconception: Only water can melt, freeze, boil.

Updated Text: (Removed)

Component: Texas Science Studies Weekly: Third Grade Student Edition with Online Access

ISBN: 9781649783813SE8

Link to Current Content:

[View Current Content](#)

Current Page Number(s): pdf. pg 1

Location: Printable: Studies Weekly Online, Unit 3, "Home Letter" (PDF pg. 1)

Original Text: evaporation: the process of turning a liquid into a gas

gas: a state of matter that has no fixed shape and no fixed volume.

liquid: matter that is wet and flows freely in any container

precipitation: rain, snow, sleet, or hail that falls to the ground from clouds in the sky

solid: firm, stable matter with a definite shape

substance: any type of matter

water vapor: the gas form of water

Updated Text: (Remove "evaporation" and "precipitation" from the vocabulary list)

gas: a state of matter that has no fixed shape and no fixed volume.

liquid: matter that is wet and flows freely in any container

solid: firm, stable matter with a definite shape

substance: any type of matter

water vapor: the gas form of water

Component: Texas Science Studies Weekly: Third Grade Teacher Edition with Online Access

ISBN: 9781649783806TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): pdf pg. 1

Location: Printable: Studies Weekly Online, Unit 3, Activity 1, "Wellness: Coping Strategies for Fear" (PDF pg. 1)

Original Text: Activity 1 Phenomenon Explanation

Updated Text: Activity 1 Phenomenon Introduction

Component: Texas Science Studies Weekly: Third Grade Teacher Edition with Online Access

ISBN: 9781649783806TE

Link to Current Content:

[View Current Content](#)

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 908 of 3538

Current Page Number(s): pdf pg. 5

Location: Printable: Studies Weekly Online, Unit 3, Activity 9, "Ice Storm: Answer Keys" (pdf pg. 5)

Original Text: Feedback: Feedback option
Feedback goes here.

Updated Text: Feedback: Scaffolded

If students struggled to complete the formative assessment at proficiency level, provide additional time for students to revisit the concepts according to the following proficiency levels:

Below 50%: One-on-one interventions

Below 80%: Small group interventions

Above 80%: Provide additional extension activities from current or past units.

Component: *Texas Science Studies Weekly: Third Grade Teacher Edition with Online Access*

ISBN: 9781649783806TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): pdf pg. 16

Location: Teacher Edition, Unit 4, Activity 5, "Debrief", Step 2 (PDF pg. 16)

Original Text: Discuss: When developing solutions, why is it important to test prototypes and identify improvements? (Testing prototypes helps us determine which of them best solves the problem, given the criteria and constraints. Identifying improvements helps us produce better versions of the prototype and ultimately the best solution.)

Updated Text: 1. Discuss: When developing solutions, why is it important to test prototypes and identify improvements? (Testing prototypes helps us determine which of them best solves the problem, given the criteria and constraints. Identifying improvements helps us produce better versions of the prototype and ultimately the best solution.)

2. Ask: You created a model of a fort. What are some limitations and advantages of creating a model instead of the actual fort? (Answers will vary. Advantages may include: it is easier to test, you need less materials to make it, it was faster to build. Limitations include: a small fort may act differently than the large fort during a dodgeball game)

Component: *Texas Science Studies Weekly: Third Grade Teacher Edition with Online Access*

ISBN: 9781649783806TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): pdf pg. 15

Location: Teacher Edition, Unit 4, Activity 4, left hand column (PDF pg. 15)

Original Text: (Missing RTC button and description)

Updated Text: (Added the following) RTC Cause and Effect

Component: *Texas Science Studies Weekly: Third Grade Teacher Edition with Online Access*

ISBN: 9781649783806TE

Link to Current Content:

[View Current Content](#)

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 909 of 3538

Current Page Number(s): pdf pg. 5

Location: Teacher Edition, Unit 5, "Unit Materials"(PDF pg. 5)

Original Text: magnetic toy trains

Updated Text: toy cars

Component: *Texas Science Studies Weekly: Third Grade Teacher Edition with Online Access*

ISBN: 9781649783806TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): pdf pg. 2

Location: Printable, Studies Weekly Online, Unit 10, Unit Assessment Answer Key (Pdf pg. 2)

Original Text: Miguel records the temperature in the morning every day for a few months. The average temperature for each month is shown in the table. Which graph matches the data table? (missing graphs and answer)

Updated Text: Miguel records the temperature in the morning every day for a few months. The average temperature for each month is shown in the table. Which graph matches the data table? (added graphs and correct answer is marked in red)

Component: *Texas Science Studies Weekly: Third Grade Teacher Edition with Online Access*

ISBN: 9781649783806TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): pdf pg. 13

Location: Teacher Edition, Unit 5, Activity 3, "Teacher Note" (PDF pg. 13)

Original Text: (no teacher note present)

Updated Text: Teacher Note

Demonstrate safe practices and the use of safety equipment during the field investigation as outlined in Texas Education Agency-approved safety standards.

Component: *Texas Science Studies Weekly: Third Grade Teacher Edition with Online Access*

ISBN: 9781649783806TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): pdf pg. 4

Location: Printable: Studies Weekly Online, Unit 5, Activity 7, "Forces: Answer Keys" (PDF pg. 4)

Original Text: Ready, Set, Go

Updated Text: (Changed title)

Investigating Magnetism

Component: *Texas Science Studies Weekly: Third Grade Student Edition with Online Access*

ISBN: 9781649783813SE8

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 910 of 3538

Link to Current Content:

[View Current Content](#)

Current Page Number(s): pdf pg. 1

Location: Printable: Studies Weekly Online, Unit 5, "Forces: Home Letter" (PDF pg. 1)

Original Text: gravity: the invisible force that pulls objects toward the center of the earth

magnetism: the force of a magnet

pull: a force going towards your body

push: a force going away from your body

Updated Text: (removed magnetism, pull, and push)

gravity: the invisible force that pulls objects toward the center of the earth

Component: *Texas Science Studies Weekly: Third Grade Teacher Edition with Online Access*

ISBN: 9781649783806TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): pdf pg. 3

Location: Teacher Edition, Unit 5, "Standards Coverage Chart", (PDF pg. 3)

Original Text: 3.4: Explain Discoveries and Innovations

- Explain how scientific discoveries and innovative solutions to problems impact science and society. (Activity 8)

3.5: Cause and Effect

- B: Identify and investigate cause-and-effect relationships to explain scientific phenomena or analyze problems. (All activities)

Updated Text: (Fixed grammatical issues in the standards coverage chart)

3.4: Explain Discoveries and Innovations

- A: Explain how scientific discoveries and innovative solutions to problems impact science and society. (Activity 8)

3.5: Cause and Effect

- B: Identify and investigate cause-and-effect relationships to explain scientific phenomena or analyze problems. (All Activities)

Component: *Texas Science Studies Weekly: Third Grade Student Edition with Online Access*

ISBN: 9781649783813SE8

Link to Current Content:

[View Current Content](#)

Current Page Number(s): pdf pg. 1

Location: Printable: Studies Weekly Online, Unit 6, "Forces: Home Letter" (PDF pg. 1)

Original Text: force: a push or pull on an object pull: a force going towards your body push: a force going away from your body

Updated Text: (Removed pull and push) force: a push or pull on an object

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 911 of 3538

Component: *Texas Science Studies Weekly: Third Grade Student Edition with Online Access*

ISBN: 9781649783813SE8

Link to Current Content:

[View Current Content](#)

Current Page Number(s): pdf pg. 1

Location: Printable: Studies Weekly Online, Unit 6, "Investigation ForceS: Lower Lexile" (PDF pg. 1)

Original Text: (Header)

Explore Science

Studies Weekly

Investigating Forces

Updated Text: (Header)

Texas Science

Studies Weekly

Investigating Forces

Component: *Texas Science Studies Weekly: Third Grade Student Edition with Online Access*

ISBN: 9781649783813SE8

Link to Current Content:

[View Current Content](#)

Current Page Number(s): n/a

Location: Studies Weekly Online, Unit 6, Phenomenon Video

Original Text: (Title Page)

Explore Science

Updated Text: (Title Page)

Texas Science

Component: *Texas Science Studies Weekly: Third Grade Teacher Edition with Online Access*

ISBN: 9781649783806TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): pdf pg. 8

Location: Teacher Edition, Unit 6, Activity 1, "Left hand column" (PDF pg. 8)

Original Text: ELPS 1A, 1F

Updated Text: (Removed ELPS 1F from the sidebar)

ELPS 1A

Component: *Texas Science Studies Weekly: Third Grade Teacher Edition with Online Access*

ISBN: 9781649783806TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): pdf pg. 12

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 912 of 3538

Location: Teacher Edition, Unit 6, Activity 3, “Teacher Note” (PDF pg. 12)

Original Text: N/A

Updated Text: (Added the following to the Lesson Guide)

Teacher Note

Demonstrate safe practices and the use of safety equipment during the field investigation as outlined in Texas Education Agency-approved safety standards

Component: *Texas Science Studies Weekly: Third Grade Teacher Edition with Online Access*

ISBN: 9781649783806TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): pdf pg. 16

Location: Teacher Edition, Unit 6, Activity 5, “Collaborative Learning”, Step 2 (PDF pg. 16)

Original Text: 2. Give students the “Rubric for Phenomenon Explanation” (found in the Investigating Forces: Answer Key) so they know what is needed in their presentation.

Updated Text: 2. Give students the Phenomenon Explanation Student Rubric so they know what is needed in their presentation.

Component: *Texas Science Studies Weekly: Third Grade Teacher Edition with Online Access*

ISBN: 9781649783806TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): pdf pg. 2

Location: Printable: Studies Weekly Online, Unit 7, Activity 3, “Reading Comprehension Answer Key” (PDF pg. 2)

Original Text: 3. How do elephants communicate over long distances? a. **by swishing their tails** b. by raising their trunks c. by flapping their ears d. by stomping their feet

Updated Text: (fixed so that the answer key marked the correct answer) 3. How do elephants communicate over long distances? a. by swishing their tails b. by raising their trunks c. by flapping their ears **d. by stomping their feet**

Component: *Texas Science Studies Weekly: Third Grade Teacher Edition with Online Access*

ISBN: 9781649783806TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): pdf pg. 15

Location: Teacher Edition, Unit 7, Activity 4 , Header (PDF pg. 15)

Original Text: Activity 4 Is it Hot or Not? - Explore 45 minutes

Updated Text: Activity 4 Is it Hot or Not? - Explore 40 minutes

Component: *Texas Science Studies Weekly: Third Grade Teacher Edition with Online Access*

ISBN: 9781649783806TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): pdf pg. 3

Location: Teacher Edition, Unit 7, "Standards Coverage Chart" (PDF pg. 3)

Original Text: 3.4: Explore Scientists, Engineers, and Resources

Updated Text: 3.4: Explain Discoveries and Innovations

Component: *Texas Science Studies Weekly: Third Grade Teacher Edition with Online Access*

ISBN: 9781649783806TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): pdf pg. 2

Location: Teacher Edition, Unit 7, "Standards Coverage Chart" (PDF pg. 2)

Original Text: Optional: Wellness: Emotions and Change [30 minutes]

Updated Text: Optional: Wellness: Emotions and Change [20 minutes]

Component: *Texas Science Studies Weekly: Third Grade Teacher Edition with Online Access*

ISBN: 9781649783806TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): pdf pg. 7

Location: Teacher Edition, Unit 7, Success Criteria Chart Activity 4, (PDF pg. 7)

Original Text: Student Edition Response

Updated Text: Exit Ticket

Component: *Texas Science Studies Weekly: Third Grade Teacher Edition with Online Access*

ISBN: 9781649783806TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): slide 1

Location: Studies Weekly Online, Unit 8, ELD Slide Teacher Edition

Original Text: Week 18: Engineering Design: The Fastest Car

Updated Text: Week 13: Engineering Design: The Fastest Car

Component: *Texas Science Studies Weekly: Third Grade Teacher Edition with Online Access*

ISBN: 9781649783806TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): pdf pg. 4

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 914 of 3538

Location: Teacher Edition, Unit 7, Standards Coverage Chart (PDF pg. 4)

Original Text: sound energy: vibrations that can be heard

Updated Text: (Fixed definition so that it matches throughout the teacher edition)

sound energy: energy that is heard through sound waves and vibrations

Component: *Texas Science Studies Weekly: Third Grade Teacher Edition with Online Access*

ISBN: 9781649783806TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): pdf pg. 13

Location: Teacher Edition, Unit 7, Activity 3, Sidebar

Original Text: sound energy: energy in waves that is caused by vibrations and can be heard.

Updated Text: (Fixed definition so that it matches throughout the teacher edition)

sound energy: energy that is heard through sound waves and vibrations

Component: *Texas Science Studies Weekly: Third Grade Teacher Edition with Online Access*

ISBN: 9781649783806TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): pdf pg. 3

Location: Teacher Edition, Unit 8, Standards Coverage Chart (PDF pg. 3)

Original Text: Systems and Models

Updated Text: Systems and System Models

Component: *Texas Science Studies Weekly: Third Grade Student Edition with Online Access*

ISBN: 9781649783813SE8

Link to Current Content:

[View Current Content](#)

Current Page Number(s): pdf pg 1

Location: Student Edition, Unit 8, Activity 1 (PDF pg. 1)

Original Text: The car must be able to increase and decrease the mechanical energy.

Updated Text: The car must be able to increase and decrease in mechanical energy.

Component: *Texas Science Studies Weekly: Third Grade Teacher Edition with Online Access*

ISBN: 9781649783806TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): pdf pg. 2

Location: Printable, Studies Weekly Online, Unit 10, Unit Assessment Answer Key (Pdf pg. 2)

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 915 of 3538

Original Text: Miguel records the temperature in the morning every day for a few months. The average temperature for each month is shown in the table. Which graph matches the data table? (missing graphs and answer)

Updated Text: Miguel records the temperature in the morning every day for a few months. The average temperature for each month is shown in the table. Which graph matches the data table? (added graphs and correct answer is marked in red)

Component: *Texas Science Studies Weekly: Third Grade Student Edition with Online Access*

ISBN: 9781649783813SE8

Link to Current Content:
[View Current Content](#)

Current Page Number(s): slide 1

Location: Studies Weekly Online, Unit 8, ELD Slide Student Edition

Original Text: Week 18:Engineering Design: The Fastest Car

Updated Text: Week 13:Engineering Design: The Fastest Car

Component: *Texas Science Studies Weekly: Third Grade Teacher Edition with Online Access*

ISBN: 9781649783806TE

Link to Current Content:
[View Current Content](#)

Current Page Number(s): pdf pg. 3

Location: Teacher Edition, Unit 9, Standards Coverage Chart (PDF pg. 3)

Original Text: 3.2: Use Mathematics

- Use mathematical calculations to compare patterns and relationships. (Activity 2)

Updated Text: 3.2: Use Mathematics

- C: Use mathematical calculations to compare patterns and relationships. (Activity 2)

Component: *Texas Science Studies Weekly: Third Grade Teacher Edition with Online Access*

ISBN: 9781649783806TE

Link to Current Content:
[View Current Content](#)

Current Page Number(s): pdf pg. 6

Location: Teacher Edition, Unit 8, Student Support Resources Table (PDF pg. 6)

Original Text: N/A

Updated Text: (Added row)

Moon Orbiting Earth (Added video icon) This video is used in activity 3. It shows the orbit of the moon around the Earth.

Component: *Texas Science Studies Weekly: Third Grade Teacher Edition with Online Access*

ISBN: 9781649783806TE

Link to Current Content:
[View Current Content](#)

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 916 of 3538

Current Page Number(s): pdf pg. 2

Location: Printable, Studies Weekly Online, Unit 10, Unit Assessment Answer Key (Pdf pg. 2)

Original Text: Miguel records the temperature in the morning every day for a few months. The average temperature for each month is shown in the table. Which graph matches the data table? (missing graphs and answer)

Updated Text: Miguel records the temperature in the morning every day for a few months. The average temperature for each month is shown in the table. Which graph matches the data table? (added graphs and correct answer is marked in red)

Component: *Texas Science Studies Weekly: Third Grade Student Edition with Online Access*

ISBN: 9781649783813SE8

Link to Current Content:

[View Current Content](#)

Current Page Number(s): n/a

Location: Printable, Studies Weekly Online, Unit 10, "Unit Assessment"

Original Text: (Question 2 has the answer marked in red)

(Question 6-8 are not numbered)

6. Use the information in the tables to answer questions 6-8.

Updated Text: (Question 2 no longer has the answer marked in red)

(Question 6-8 are numbered.)

Use the information in the tables to answer questions 6-8.

Component: *Texas Science Studies Weekly: Third Grade Student Edition with Online Access*

ISBN: 9781649783813SE8

Link to Current Content:

[View Current Content](#)

Current Page Number(s): pdf pg. 1

Location: Student Edition, Unit 10, Activity 1 (PDF pg. 1)

Original Text: (Video icon present in phenomenon box)

Updated Text: (Removed video icon from phenomenon box)

Component: *Texas Science Studies Weekly: Third Grade Teacher Edition with Online Access*

ISBN: 9781649783806TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): pdf pg. 2

Location: Teacher Edition, Unit 10 Activity Summary Chart (PDF pg. 2)

Original Text: Optional: Wellness: Decision-Making [30 minutes]

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 917 of 3538

Updated Text: Optional: Wellness: Decision-Making [20 minutes]

Component: *Texas Science Studies Weekly: Third Grade Teacher Edition with Online Access*

ISBN: 9781649783806TE

Link to Current Content:
[View Current Content](#)

Current Page Number(s): pdf pg. 5

Location: Teacher Edition, Unit 10, Student Support Resources(PDF pg. 5)

Original Text: N/A

Updated Text: (Added row to chart)

Weather Conditions: Precipitation - (Video Icon) - This is video shows students precipitation. It is used in activity 4.

Component: *Texas Science Studies Weekly: Third Grade Teacher Edition with Online Access*

ISBN: 9781649783806TE

Link to Current Content:
[View Current Content](#)

Current Page Number(s): pdf pg. 14

Location: Teacher Edition, Unit 10, Activity 4, left hand column (PDF pg. 14)

Original Text: (Sidebar) Collect Evidence and Organize Data

Updated Text: (Sidebar) Collect Evidence

Component: *Texas Science Studies Weekly: Third Grade Teacher Edition with Online Access*

ISBN: 9781649783806TE

Link to Current Content:
[View Current Content](#)

Current Page Number(s): pdf pg. 2

Location: Printable, Studies Weekly Online, Unit 10, Activity 4, "Unit Answer Keys"

Original Text: N/A

Updated Text: Reflect and Connect

Explain what precipitation is and describe the similarities and differences you see between the precipitation in the phenomenon. What could this say about the distance between the cities?

Precipitation is any form of water that falls from the sky. In the phenomenon, Gina and Claire are not experiencing any precipitation, and Miguel is experiencing snow. This tells me the cities are far from each other.

Component: *Texas Science Studies Weekly: Third Grade Teacher Edition with Online Access*

ISBN: 9781649783806TE

Link to Current Content:
[View Current Content](#)

Current Page Number(s): pdf pg. 1

Location: Teacher Edition, Unit 6, Phenomenon (PDF pg. 1)

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 918 of 3538

Original Text: Gina, Claire, and Miguel notice the weather is different where they live in Crystal Beach and Amarillo, Texas, while they talk over video chat.

Updated Text: While talking over video chat, Gina, Claire, and Miguel notice that the weather in Crystal Beach and Amarillo, Texas, is different.

Component: *Texas Science Studies Weekly: Third Grade Teacher Edition with Online Access*

ISBN: 9781649783806TE

Link to Current Content:
[View Current Content](#)

Current Page Number(s): pdf pg. 3

Location: Teacher Edition, Unit 10, Standards Coverage Chart (Pdf pg. 3)

Original Text: N/A

Updated Text: (Added ELPS 1E, 3H to Standards Coverage Chart)

1: Learning Strategies

E: Internalize new basic and academic language by using and reusing it in meaningful ways in speaking and writing activities that build concept and language attainment. (Activity 3)

H: Narrate, describe, and explain with increasing specificity and detail as more English is acquired. (Activity 5)

5: Writing

B: Write using newly acquired basic vocabulary and content-based grade-level vocabulary . (Activity 4)

Component: *Texas Science Studies Weekly: Third Grade Teacher Edition with Online Access*

ISBN: 9781649783806TE

Link to Current Content:
[View Current Content](#)

Current Page Number(s): pdf pg. 12

Location: Teacher Edition, Unit 10, Activity 3, "Student-Driven Inquiry", Step 2 (PDF pg. 12)

Original Text: 2. In pairs, have students discuss and share their opinions on the topic. [ELPS 3G]

Updated Text: 2. This is an opportunity for students to internalize new basic language by using and reusing it in meaningful ways in speaking activities that build concept and language attainment. [ELPS 1E]
(Added ELPS 1E to sidebar)

Component: *Texas Science Studies Weekly: Third Grade Teacher Edition with Online Access*

ISBN: 9781649783806TE

Link to Current Content:
[View Current Content](#)

Current Page Number(s): pdf pg. 16

Location: Teacher Edition, Unit 10, Activity 5, "Debrief, Step1(PDF pg. 16)

Original Text: 1. Have students look at their bar graphs and discuss in pairs what they notice. [ELPS 3G]
- This is an opportunity for students to express ideas in extended discussion.

Updated Text: 1. Have students look at their bar graphs and describe to a partner what they notice. [ELPS 3G]
- This is an opportunity for students to describe with increasing specificity. [ELPS 3H]

Component: *Texas Science Studies Weekly: Third Grade Teacher Edition with Online Access*

ISBN: 9781649783806TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): pdf pg. 15

Location: Teacher Edition, Unit 10, Activity 4, “Applied Science Writing” (PDF pg. 15)

Original Text: Applied Science Writing This activity is designed for students to apply what they have been investigating to their home, community, or culture. Have students write about the types of weather they experience where they live, including air temperature, wind direction, and precipitation

Updated Text: Applied Science Writing This activity is designed for students to apply what they have been investigating to their home, community, or culture. Have students write about the types of weather they experience where they live, including air temperature, wind direction, and precipitation. Encourage students to use new basic vocabulary to describe what they should wear in this weather.

(ELPS: 5B added to sidebar)

Component: *Texas Science Studies Weekly: Third Grade Teacher Edition with Online Access*

ISBN: 9781649783806TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): pdf pg. 3

Location: Teacher Edition, Unit 10, Standards Coverage Chart (Pdf pg. 3)

Original Text: N/A

Updated Text: (Added ELPS 4G to Sidebar)

Component: *Texas Science Studies Weekly: Third Grade Teacher Edition with Online Access*

ISBN: 9781649783806TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): pdf pg. 2

Location: Printable, Studies Weekly Online, Unit 11, Unit Assessment Answer Keys (pdf pg. 2)

Original Text: 8. What caused the cracks to appear?

- a. animals burrowing in the ground
- b. plant roots growing under the sidewalk
- c. rainwater freezing and thawing over time

Updated Text: 8. What caused the cracks to appear?

- a. animals burrowing in the ground
- b. plant roots growing under the sidewalk
- c. rainwater freezing and thawing over time

d. weather changes expanding the concrete

Component: *Texas Science Studies Weekly: Third Grade Teacher Edition with Online Access*

ISBN: 9781649783806TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): pdf pg. 6

Location: Teacher Edition, Unit 11, Student Support Resources Table (PDF pg. 6)

Original Text: Soil Formation: Phenomenon video - (Video Icon) - This video will introduce students to the phenomenon.

Updated Text: (Removed phenomenon video from student support resources)

Component: *Texas Science Studies Weekly: Third Grade Student Edition with Online Access*

ISBN: 9781649783813SE8

Link to Current Content:

[View Current Content](#)

Current Page Number(s): pdf pg. 1

Location: Student Edition, Unit 11, Activity 1 (PDF pg. 1)

Original Text: (Video icon present)

Updated Text: (Removed phenomenon video icon)

Component: *Texas Science Studies Weekly: Third Grade Teacher Edition with Online Access*

ISBN: 9781649783806TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): slide 13

Location: Studies Weekly Online, Unit 11, ELD Slides (Slide 13)

Original Text: (Slide 13 is a drafting slide and should be deleted from final product.)

Updated Text: (Slide 13 is deleted)

Component: *Texas Science Studies Weekly: Third Grade Student Edition with Online Access*

ISBN: 9781649783813SE8

Link to Current Content:

[View Current Content](#)

Current Page Number(s): pdf pg. 2

Location: Printable: Studies Weekly Online, Unit 12, "Reading Comprehension Assessment Questions" (PDF pg. 2)

Original Text: Activity #: Article Title

Updated Text: Activity 3: Model an Earthquake

Component: *Texas Science Studies Weekly: Third Grade Teacher Edition with Online Access*

ISBN: 9781649783806TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): pdf pg. 1

Location: Printable: Studies Weekly Online, Unit 12, "Reading Comprehension Assessment Questions Answer Key" (PDF pg. 1)

Original Text: Activity #: Article Title

Updated Text: Activity 3: Model an Earthquake

Component: *Texas Science Studies Weekly: Third Grade Student Edition with Online Access*

ISBN: 9781649783813SE8

Link to Current Content:

[View Current Content](#)

Current Page Number(s): pdf pg. 3

Location: Printable: Studies Weekly Online, Unit 12, "Third Grade Unit 11 Performance Task" (PDF pg. 3)

Original Text: (Task 3 has the answers marked)

Updated Text: (Task 3 answers unmarked)

Component: *Texas Science Studies Weekly: Third Grade Teacher Edition with Online Access*

ISBN: 9781649783806TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): pdf pg. 1

Location: Teacher Edition, Unit 12, Phenomenon(PDF pg. 1)

Original Text: Natalia, Cameron, and Jackson can't agree on how rocks and dirt came to be piled up in the middle of their bike path.

Updated Text: Natalia, Cameron, and Jackson can't agree on how rocks and dirt came to be piled up in the middle of the bike path.

Component: *Texas Science Studies Weekly: Third Grade Teacher Edition with Online Access*

ISBN: 9781649783806TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): pdf pg. 18

Location: Teacher Edition, Unit 12, Activity 5, "Success Criteria" (PDF pg. 18)

Original Text: I can use evidence to explain what type of change in the Earth's surface caused the rapid change in the phenomenon.

Updated Text: I can use evidence to explain what type of disaster caused the rapid change in the phenomenon.

Component: *Texas Science Studies Weekly: Third Grade Teacher Edition with Online Access*

ISBN: 9781649783806TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): pdf pg. 9

Location: Teacher Edition, Unit 12, Activity 1, Header (PDF pg. 9)

Original Text: Explore

Updated Text: Engage

Component: *Texas Science Studies Weekly: Third Grade Teacher Edition with Online Access*

ISBN: 9781649783806TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): pdf pg. 16

Location: Teacher Edition, Unit 12, Activity 4, “Student-driven Inquiry”, Step 1(PDF pg. 16)

Original Text: 1. Present students with the Marble Rolling Down an Incline video.
(Video Icon and video title currently present in sidebar.)

Updated Text: 1. Show students the Landslide image.

(Added image of landslide to the sidebar.)

Component: *Texas Science Studies Weekly: Third Grade Teacher Edition with Online Access*

ISBN: 9781649783806TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): pdf pg. 14

Location: Teacher Edition, Unit 12, Activity 3, “Reflect and Connect” Step 2 (PDF pg. 14)

Original Text: 1. Have students describe the change they observed.
- Ask: Did it happen slowly? Or quickly? (The change happened quickly.)
2. Have students respond to the “Reflect and Connect” section in their student editions.

Updated Text: 1. Have students describe the change they observed.
- Ask: Did it happen slowly? Or quickly? (The change happened quickly.)
2. Ask: What are some advantages and limitations of the model of the earthquake? (An advantage is that you can see the effects of an earthquake without the danger. A limitation of the models is that they only show the effect of an earthquake on one building at a time.)
3. Have students respond to the “Reflect and Connect” section in their student editions.

Component: *Texas Science Studies Weekly: Third Grade Teacher Edition with Online Access*

ISBN: 9781649783806TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): pdf pg.11

Location: Teacher Edition, Unit 12, Activity 2, "Student-driven Inquiry, Step 7 (PDF pg. 11)

Original Text:

7. Discuss with the students that they will be creating a model of a volcano to demonstrate a change to the Earth's surface. Explain to students that a model can help them safely observe the cause and effect of natural phenomena.

Updated Text: 7. Discuss with the students that they will be creating a model of a volcano to demonstrate a change to the Earth's surface. Explain to students that an advantage of a model is that it can help them safely observe the cause and effect of natural phenomena.

Component: *Texas Science Studies Weekly: Third Grade Teacher Edition with Online Access*

ISBN: 9781649783806TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): pdf pg. 2, 4

Location: Teacher Edition, Unit 12, Activity Summary Chart and Standards Coverage Chart (PDF pg. 2, 4)

Original Text: Five Strategies for Calming Anxiety [30 minutes]

Updated Text: Strategies for Calming Anxiety [20 minutes]

Component: *Texas Science Studies Weekly: Third Grade Student Edition with Online Access*

ISBN: 9781649783813SE8

Link to Current Content:

[View Current Content](#)

Location: Studies Weekly Online, Unit 12, Phenomenon Comic

Original Text: Volcano dirt

Updated Text: Volcanic dirt

Component: *Texas Science Studies Weekly: Third Grade Teacher Edition with Online Access*

ISBN: 9781649783806TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): pdf pg. 6

Location: Teacher Edition, Unit 13, Student Support Resources (PDF pg. 6)

Original Text: Natural Resources: Phenomenon Video (Video Printable) This video will introduce students to the phenomenon.

Updated Text: (Removed row for phenomenon video)

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 924 of 3538

Component: *Texas Science Studies Weekly: Third Grade Teacher Edition with Online Access*

ISBN: 9781649783806TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): pdf pg. 17

Location: Teacher Edition, Unit 13, Activity 5, "Materials"(PDF pg. 17)

Original Text: N/A

Updated Text: (Added printable "Natural Resources Scavenger Hunt" to materials list)

Component: *Texas Science Studies Weekly: Third Grade Teacher Edition with Online Access*

ISBN: 9781649783806TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): pdf pg. 2

Location: Teacher Edition, Unit 13, Activity Summary Chart (PDF pg. 2)

Original Text: Optional: Wellness: Finding the Right Food [30 minutes]

Updated Text: Optional: Wellness: Finding the Right Food [20 minutes]

Component: *Texas Science Studies Weekly: Third Grade Teacher Edition with Online Access*

ISBN: 9781649783806TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): pdf pg. 2

Location: Studies Weekly Online, Unit 13, "Unit Answer Keys"

Original Text: Use Activity 1 charts to check for proficiency of the success criteria.

Updated Text: Use the charts to check for proficiency of the success criteria.

Component: *Texas Science Studies Weekly: Third Grade Teacher Edition with Online Access*

ISBN: 9781649783806TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): pdf pg. 12

Location: Teacher Edition, Unit 13, Activity 2, "Formative Assessment" (PDF pg. 12)

Original Text: Use Activity 1 charts to check for proficiency of the success criteria.

Updated Text: Use the charts to check for proficiency of the success criteria.

Component: *Texas Science Studies Weekly: Third Grade Teacher Edition with Online Access*

ISBN: 9781649783806TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): pdf pg. 2

Location: Teacher Edition, Unit 14, Activity Summary Chart (PDF pg. 2)

Original Text: Optional: Wellness: What Does Empathy Look Like? [30 minutes]

Updated Text: Optional: Wellness: What Does Empathy Look Like? [20 minutes]

Component: *Texas Science Studies Weekly: Third Grade Teacher Edition with Online Access*

ISBN: 9781649783806TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): pdf pg. 3

Location: Teacher Edition, Unit 14, Standards Coverage Chart (PDF pg. 3)

Original Text: 3.4: Explain Discoveries and Innovations Explain how scientific discoveries and innovative solutions to problems impact science and society. (Activities 2, 3, 4)

Updated Text: (Added "A") 3.4: Explain Discoveries and Innovations A: Explain how scientific discoveries and innovative solutions to problems impact science and society. (Activities 2, 3, 4)

Component: *Texas Science Studies Weekly: Third Grade Teacher Edition with Online Access*

ISBN: 9781649783806TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): pdf pg. 2

Location: Printable: Studies Weekly Online, Unit 14, Activity 3, "Unit Answer Keys" (PDF pg. 2)

Original Text: 1. Can you think of more ways to reuse paper?

2. How does the structure of paper make your idea an effective way of reusing paper?

3. How does reusing paper impact society?

Updated Text: 1. What are more ways you can think of to reuse paper?

2. How does the structure of paper make your idea an effective way of using paper?

3. How does reusing paper impact the way people live or work?

Component: *Texas Science Studies Weekly: Third Grade Teacher Edition with Online Access*

ISBN: 9781649783806TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): pdf pg. 1

Location: Printable: Studies Weekly Online, Unit 14, "Human Impact on the Environment" (PDF pg. 1)

Original Text: 20 minutes

Updated Text: 45 minutes

Component: *Texas Science Studies Weekly: Third Grade Teacher Edition with Online Access*

ISBN: 9781649783806TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): pdf pg. 23

Location: Teacher Edition, Unit 14, Activity 10, "Success Criteria" (PDF pg. 23)

Original Text: I can communicate how reducing, reusing, and recycling conserves natural resources.

Updated Text: I can communicate how reducing, reusing, and recycling conserve natural resources.

Component: *Texas Science Studies Weekly: Third Grade Student Edition with Online Access*

ISBN: 9781649783813SE8

Link to Current Content:

[View Current Content](#)

Location: Studies Weekly Online, Unit 14, Activity 1, 1st paragraph, 2nd to last sentence

Original Text: They will clear the land so they can farm and grow coffee, and plant rubber trees, or palm trees..

Updated Text: They will clear the land so they can farm and grow coffee, and plant rubber trees, or palm trees.

Component: *Texas Science Studies Weekly: Third Grade Teacher Edition with Online Access*

ISBN: 9781649783806TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): pdf pg. 1

Location: Teacher Edition, Unit 15, Unit Objectives, RTC (PDF pg. 1)

Original Text: 5B Patterns

Updated Text: 5A Patterns

Component: *Texas Science Studies Weekly: Third Grade Teacher Edition with Online Access*

ISBN: 9781649783806TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): pdf pg. 2

Location: Teacher Edition, Unit 15, Activity Summary Chart (PDF pg. 2)

Original Text: Optional: Wellness: The Power of Sleep [30 minutes]

Updated Text: Optional: Wellness: The Power of Sleep [20 minutes]

Component: *Texas Science Studies Weekly: Third Grade Student Edition with Online Access*

ISBN: 9781649783813SE8

Link to Current Content:

[View Current Content](#)

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 927 of 3538

Current Page Number(s): pdf pg. 2

Location: Printable: Studies Weekly Online, Unit 15, "Home Letter" (PDF pg. 2)

Original Text: The vocabulary terms your child needs to know:

migrate: the movement from one place to another at certain times of the year.

Updated Text: The new vocabulary terms your child needs to know:

migration: the movement from one place to another at certain times of the year

Component: *Texas Science Studies Weekly: Third Grade Student Edition with Online Access*

ISBN: 9781649783813SE8

Link to Current Content:

[View Current Content](#)

Current Page Number(s): pdf pg. 2

Location: Student Edition, Unit 15, Activity 2, "Reflect and Connect" (PDF pg. #2)

Original Text: How do seasonal weather changes affect plants?

What factors or conditions cause plants to be active and grow during summer and spring?

Updated Text: What causes the Ruby Throated Hummingbird to migrate?

What changes occur in the Ruby Throated Hummingbirds' habitat to cause them to migrate?

Component: *Texas Science Studies Weekly: Third Grade Teacher Edition with Online Access*

ISBN: 9781649783806TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): pdf pg. 15

Location: Teacher Edition, Unit 15, Activity 4, "Applied Science Writing" (PDF pg. 15)

Original Text: This activity is designed for students to apply what they have been investigating to their home, community, or culture. Ask students to write in their science notebooks about how humans react to seasonal weather changes and how behaviors change as the weather changes.

Updated Text: This activity is designed for students to apply what they have been investigating to their home, community, or culture. Have students write in their science notebooks about how humans react to seasonal weather changes and how behaviors change as the weather changes. This is an opportunity for students to write using newly acquired basic vocabulary. [ELPS 5B]

Component: *Texas Science Studies Weekly: Third Grade Teacher Edition with Online Access*

ISBN: 9781649783806TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): pdf pg. 4

Location: Teacher Edition, Unit 15, Standards Coverage Chart (PDF pg. 4)

Original Text: N/A

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 928 of 3538

Updated Text: 5: Writing

B: Write using newly acquired basic vocabulary and content-based grade-level vocabulary. (Activity 4)

Component: *Texas Science Studies Weekly: Third Grade Teacher Edition with Online Access*

ISBN: 9781649783806TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): pdf pg. 3

Location: Teacher Edition, Unit 16, Standards Coverage Chart (PDF pg. 3)

Original Text: 3.2: Identify Advantages and Limitations of Models

A: Identify basic advantages and limitations of models such as their size, properties, and materials. (Activities 2, 3)

Updated Text: (Removed activity 3 from SEP 3.2A)

3.2: Identify Advantages and Limitations of Models

A: Identify basic advantages and limitations of models such as their size, properties, and materials. (Activity 2)

Component: *Texas Science Studies Weekly: Third Grade Teacher Edition with Online Access*

ISBN: 9781649783806TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): pdf pg. 2

Location: Teacher Edition, Unit 16, Activity Summary Chart (PDF pg. 2)

Original Text: Optional: Wellness: Types of Change [30 minutes]

Updated Text: Optional: Wellness: Types of Change [20 minutes]

Component: *Texas Science Studies Weekly: Third Grade Student Edition with Online Access*

ISBN: 9781649783813SE8

Link to Current Content:

[View Current Content](#)

Location: Studies Weekly Online, Unit 16, Activity 4 (Podcast)

Original Text: Frogs Podcast

Updated Text: The Missing Frogs

Component: *Texas Science Studies Weekly: Third Grade Teacher Edition with Online Access*

ISBN: 9781649783806TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): pdf pg 11, 17

Location: Teacher Edition, Unit 16, "Formative Assessment Sections"(PDF pg. 11, 17)

Original Text: Use students' food chain drawings to check for proficiency of the success criteria.

Use the responses in the "Phenomenon Explanation" activity to check for proficiency of the success criteria.

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 929 of 3538

Updated Text: Use food chain drawings to check for proficiency of the success criteria.

Use student responses in the “Phenomenon Explanation” activity to check for proficiency of the success criteria.

Component: *Texas Science Studies Weekly: Third Grade Teacher Edition with Online Access*

ISBN: 9781649783806TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): pdf pg. 13

Location: Teacher Edition, Unit 16, Activity 3, “Reflect and Connect”, Step 1 (PDF pg. 13)

Original Text: 1. Have students read and discuss the question in the student edition.

- Student responses should increase in specificity as they discuss with one another and throughout the unit as their understanding increases. [ELPS 3H]

Updated Text: 1. Have students read and discuss the question in the student edition.

- Students will describe a pond food chain with increasing specificity as they discuss with one another and throughout the unit as their understanding increases. [ELPS 3H]

Component: *Texas Science Studies Weekly: Third Grade Student Edition with Online Access*

ISBN: 9781649783813SE8

Link to Current Content:

[View Current Content](#)

Current Page Number(s): pdf pgs. 2-3

Location: Printable: Studies Weekly Online, Unit 17, "Performance Task" (PDF pg. 2-3)

Original Text: ("Writing Space" is present in multiple blanks on the document)

Updated Text: (Removed "Writing Space" in multiple blanks on the document.)

Component: *Texas Science Studies Weekly: Third Grade Teacher Edition with Online Access*

ISBN: 9781649783806TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): pdf pgs 1-2

Location: Printable, Studies Weekly Online, Unit 17, "Unit Answer Keys" (PDF pgs 1-2)

Original Text: (Activity 1 Formative Response)

Use the questioning rubric to check for proficiency of the success criteria.

(Activity 5 Title)

Make a Claim!

Updated Text: (Activity 1 Formative Response)

Have students grade themselves by using the questioning rubric to check for understanding and proficiency of the success criteria.

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 930 of 3538

(Activity 5 title)
Phenomenon Explanation

Component: *Texas Science Studies Weekly: Third Grade Teacher Edition with Online Access*

ISBN: 9781649783806TE

Link to Current Content:
[View Current Content](#)

Current Page Number(s): pdf pg 2

Location: Teacher Edition, Unit 17, Activity Summary Chart (PDF pg. 2)

Original Text: Optional: Wellness: What is Resilience? [30 minutes]

Updated Text: Optional: Wellness: What is Resilience? [20 minutes]

Component: *Texas Science Studies Weekly: Third Grade Teacher Edition with Online Access*

ISBN: 9781649783806TE

Link to Current Content:
[View Current Content](#)

Current Page Number(s): pdf pg 2

Location: Teacher Edition, Unit 18, Activity Summary Chart (PDF pg. 2)

Original Text: Optional: Wellness: Adapting to Change [30 minutes]

Updated Text: Optional: Wellness: Adapting to Change [20 minutes]

Component: *Texas Science Studies Weekly: Third Grade Student Edition with Online Access*

ISBN: 9781649783813SE8

Link to Current Content:
[View Current Content](#)

Location: Studies Weekly Online, Unit 18, Unit Assessment

Original Text: (Online version of the unit assessment does not match wording of the print version.)

Updated Text: (Small wording changes so that online unit assessment matches the print version.)

Component: *Texas Science Studies Weekly: Third Grade Teacher Edition with Online Access*

ISBN: 9781649783806TE

Link to Current Content:
[View Current Content](#)

Current Page Number(s): pdf pg. 1

Location: Printable: Studies Weekly Online, Unit 18 "Class Skit: Let's Make a Fossil" (PDF pg. 1)

Original Text:
5E: Explain

Updated Text: 5E: Elaborate

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 931 of 3538

Component: *Texas Science Studies Weekly: Third Grade Student Edition with Online Access*

ISBN: 9781649783813SE8

Link to Current Content:

[View Current Content](#)

Location: Studies Weekly Online, Unit 18, Student Support Resources

Original Text: N/A

Updated Text: (Added the following images: Assorted Fossils; Texas Desert)

Component: *Texas Science Studies Weekly: Third Grade Teacher Edition with Online Access*

ISBN: 9781649783806TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): pdf pg. 2

Location: Teacher Edition, Unit 19, Activity Summary Chart (PDF pg. 2)

Original Text: Optional: Wellness: The Link Between Body and Brain [30 minutes]

Updated Text: Optional: Wellness: The Link Between Body and Brain [20 minutes]

Component: *Texas Science Studies Weekly: Third Grade Teacher Edition with Online Access*

ISBN: 9781649783806TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): pdf pg. 6

Location: Teacher Edition, Unit 18, Student Support Resources Table(PDF pg. 6)

Original Text: N/A

Updated Text: (Add two rows with the following:)

Staying Dry (Video Icon) In this video students will learn about how ducks are able to stay dry.

FLying Ducks (Podcast Icon) In this podcast, students will learn about how ducks are able to fly.

Component: *Texas Science Studies Weekly: Third Grade Teacher Edition with Online Access*

ISBN: 9781649783806TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): pdf pgs. 1-3

Location: Printable, Studies Weekly Online, Unit 18, Unit Answer Keys (PDF pgs. 1-3)

Original Text: (Activity 1 Formative Assessment)

Use the Questioning Rubric to check for student proficiency of the success criteria

(Missing part of activity 2)

(Activity 3)

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 932 of 3538

Why do you think a duck is able to both swim and walk? (question/answer)

(Missing part of Activity 4)

Updated Text: (Activity 1 Formative Assessment)

Have students grade themselves by using the Questioning Rubric to check for understanding and proficiency of the success criteria.

(Added to Activity 2)

Reflect and Connect question & answer not in the Answer Key. Add the following:

Reflect & Connect: How does the external structure of the beak help ducks eat their food? Because the beak is wide, ducks are able to eat larger foods. The edge of the ducks mouth is sensitive, which helps them determine what to eat and what not to. There is a hard tip that helps ducks eat anything that might be hard to eat.

(Removed from Activity 3 "Why do you think a duck is able to both swim and walk?" question/answer)

(Activity 4: Added the following to the answer key)

"How does a duck's ability to fly help it survive in its environment?" Flight helps ducks to survive because this ability helps them escape from predators and move when the environment changes.

Component: *Texas Science Studies Weekly: Third Grade Teacher Edition with Online Access*

ISBN: 9781649783806TE

Link to Current Content:

[View Current Content](#)

Location: Studies Weekly Online, Unit 19, Teacher Resource Panel

Original Text: (ELPS strategies and leveling printable present)

Updated Text: (ELPS strategies and leveling printable removed)

Component: *Texas Science Studies Weekly: Third Grade Teacher Edition with Online Access*

ISBN: 9781649783806TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): pdf pg. 1

Location: Printable: Studies Weekly Online, Unit 20, "Butterfly Candy Extension Activity" (PDF pg. 1)

Original Text: Lesson Time: 20 minutes

Updated Text: Lesson Time: 30 minutes

Component: *Texas Science Studies Weekly: Third Grade Teacher Edition with Online Access*

ISBN: 9781649783806TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): pdf pg. 1

Location: Printable: Studies Weekly Online: Unit 20, "Unit Answer Keys" (PDF pg. 1)

Original Text: Use the questioning rubric to check for proficiency of the success criteria.

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 933 of 3538

Updated Text: Have students grade themselves by using the questioning rubric to check for understanding and proficiency of the success criteria.

Component: *Texas Science Studies Weekly: Third Grade Teacher Edition with Online Access*

ISBN: 9781649783806TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): pdf pg. 2

Location: Teacher Edition, Unit 20, Activity Summary Chart (PDF pg. 2)

Original Text: Optional: Wellness: What is a Growth Mindset? [30 minutes]

Updated Text: Optional: Wellness: What is a Growth Mindset? [20 minutes]

Component: *Texas Science Studies Weekly: Third Grade Student Edition with Online Access*

ISBN: 9781649783813SE8

Link to Current Content:

[View Current Content](#)

Current Page Number(s): pdf pgs. 1-8

Location: Printable: Studies Weekly Online, Unit 20, "Performance Task" (PDF pgs. 1-8)

Original Text: N/A

Updated Text: (Re-formatted the document to match other performance tasks. No content changed.)

Component: *Texas Science Studies Weekly: Third Grade Teacher Edition with Online Access*

ISBN: 9781649783806TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): pdf pg. 1

Location: Printable: Studies Weekly Online, Unit 21, Week 29, "Unit Answer Keys" (PDF pgs. 1)

Original Text: (Activity 1 and 2 answers are all in the boc for scivity one)

Updated Text: (Added section for activity 2)

Component: *Texas Science Studies Weekly: Third Grade Teacher Edition with Online Access*

ISBN: 9781649783806TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): pff pg 2-3

Location: Printable: Studies Weekly Online, Unit 21, Week 30, "Unit Answer Keys" (PDF pgs. 2-3)

Original Text: (Activity 2 chart does not match the SE) strong force, weak force (Activity 3 missing questions) (Activity 4) How is mechanical energy related to the movement of a windmill? (Activity 5) Formative Assessment Type/ Description from TE/ Feedback: Feedback Option Feedback goes here.

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 934 of 3538

Updated Text: (Activity 2 chart fixed) more force, less force (Added to Activity 3) How is mechanical energy related to a race car? A race car has mechanical energy when it moves. How can mechanical energy be provided to the car, besides a motor? Answers will vary but could include: pushing or pulling the car could provide the car with mechanical energy. What will happen if different amounts of mechanical energy are applied to a car? The amount of mechanical energy determines the speed of the car (Activity 4: Removed How is mechanical energy related to the movement of a windmill?) (Activity 5: Removed: Formative Assessment Type/ Description from TE/ Feedback: Feedback Option Feedback goes here.)

Component: *Texas Science Studies Weekly: Third Grade Teacher Edition with Online Access*

ISBN: 9781649783806TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): pdf pg. 6

Location: Teacher Edition, Unit 21, Week 30, Activity 2, Title (PDF pg. 6)

Original Text: Demonstrating Forces - Explain

Updated Text: Demonstrating Forces - Explore

Component: *Texas Science Studies Weekly: Third Grade Teacher Edition with Online Access*

ISBN: 9781649783806TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): pdf pg. 3

Location: Teacher Edition, Unit 21, Week 30, Student Support Resources (PDF pg. 6)

Original Text: In this podcast, students will learn about the history of windmills. This podcast is used in Activity 5.

Updated Text: In this podcast, students will learn about the history of windmills. This podcast is used in Activity 4.

Component: *Texas Science Studies Weekly: Third Grade Student Edition with Online Access*

ISBN: 9781649783813SE8

Link to Current Content:

[View Current Content](#)

Current Page Number(s): pdf pg. 1

Location: Printable: Studies Weekly Online, Unit 21, Week 29 "Combined Materials" (PDF pg. 1)

Original Text: They want to build a large fort to help protect them.

Updated Text: They want to build a large fort to help protect themselves.

Component: *Texas Science Studies Weekly: Third Grade Student Edition with Online Access*

ISBN: 9781649783813SE8

Link to Current Content:

[View Current Content](#)

Current Page Number(s): pdf pg 1-3

Location: Printable: Studies Weekly Online, Unit 21, Week 31, "Earth and Space: Reading Comprehension Questions" (PDF pg. 1-3)

Original Text: Activity 2: Weathering is _____ Activity 3: "What are Decomposers?"

Updated Text: Activity 2: Earth's Surface Activity 3: The World Around Us

Component: *Texas Science Studies Weekly: Third Grade Student Edition with Online Access*

ISBN: 9781649783813SE8

Link to Current Content:

[View Current Content](#)

Location: Studies Weekly Online, Unit 21, Week 30 Activity 4

Original Text:

How is mechanical energy related to the movement of a windmill?

Updated Text: (Removed

How is mechanical energy related to the movement of a windmill?)

Component: *Texas Science Studies Weekly: Third Grade Student Edition with Online Access*

ISBN: 9781649783813SE8

Link to Current Content:

[View Current Content](#)

Current Page Number(s): pdf pg. 1

Location: Printable: Studies Weekly Online, Unit 21, Activity 5, "Force, Motion, and Energy Task Cards" (PDF pg. 1)

Original Text: (image of small hand held speaker)

Updated Text: (Changed to clearer image of a speaker)

Component: *Texas Science Studies Weekly: Third Grade Student Edition with Online Access*

ISBN: 9781649783813SE8

Link to Current Content:

[View Current Content](#)

Current Page Number(s): pdf pg. 1

Location: Printable: Studies Weekly Online, Unit 21, Week 31 "Rapid Changes to Earth's Surface: I have who has Cards" (PDF pg. 1)

Original Text: When hot gases and magma in the volcano shoot out, it causes a

Updated Text: When hot gases and magma in the volcano erupt, it causes a

Component: *Texas Science Studies Weekly: Third Grade Student Edition with Online Access*

ISBN: 9781649783813SE8

Link to Current Content:

[View Current Content](#)

Current Page Number(s): pdf pg. 2

Location: Printable: Studies Weekly Online, Unit 21, Week 31, "Earth and Space Task Cards" (PDF pg. 2)

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 936 of 3538

Original Text: (Missing image)

Updated Text: (Added graph showing time of day earthquakes most often happen)

Component: *Texas Science Studies Weekly: Third Grade Teacher Edition with Online Access*

ISBN: 9781649783806TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): pdf pg. 9

Location: Teacher Edition, Unit 21, Week 32 Activity 4, "Introduce Activity", Step 1 (PDF pg. 9)

Original Text: Explain to students that today, they will be doing an activity to review food chains and life cycles.

Updated Text: Explain to students that today, they will be doing an activity to help them review fossils and the external structures of organisms.

Component: *Texas Science Studies Weekly: Third Grade Teacher Edition with Online Access*

ISBN: 9781649783806TE

Current Page Number(s): N/A

Location: Studies Weekly Online, Teacher Edition, Unit Level "Teacher Resources," ELD Student Edition (All Units)

Original Text: N/A

Updated Text: (Removed all publisher design notes from "Speaker Notes")

(Removed all answer keys from student-facing slides)

(Removed all leveling indicators from student-facing slides)

Component: *Texas Science Studies Weekly: Third Grade Teacher Edition with Online Access*

ISBN: 9781649783806TE

Current Page Number(s): N/A

Location: Studies Weekly Online, Teacher Edition, Unit Level "Teacher Resources," ELD Teacher Edition (All Units)

Original Text: N/A

Updated Text: (Removed all publisher design notes from "Speaker Notes")

Component: *Texas Science Studies Weekly: Third Grade Teacher Edition with Online Access*

ISBN: 9781649783806TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 2

Location: Studies Weekly Online, Teacher Edition, Unit 19, "Teacher Resources," Unit 19 ELD Student Edition

Original Text: N/A

Updated Text: (Added title) Week 27: Diving, Flying, Waddling: Ducks

Component: *Texas Science Studies Weekly: Third Grade Teacher Edition with Online Access*

ISBN: 9781649783806TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 8

Location: Studies Weekly Online, Teacher Edition, Unit Level "Teacher Resources," Unit 17 ELD Student Edition and Teacher Edition

Original Text: Order the terms scientists use to describe the intensity of a drought

Updated Text: (Added period) Order the terms scientists use to describe the intensity of a drought.

Component: *Texas Science Studies Weekly: Third Grade Student Edition with Online Access*

ISBN: 9781649783813SE8

Link to Current Content:

[View Current Content](#)

Current Page Number(s): pdf pg. 2

Location: Student Edition, Unit 11, Activity 4 (PDF pg. 2)

Original Text: Directions: Complete the table.

Updated Text: Directions: Complete the table. (Moved above table)

Decomposition (Put into the top row of the table)

Component: *Texas Science Studies Weekly: Third Grade Teacher Edition with Online Access*

ISBN: 9781649783806TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): pdf pg. 23

Location: Teacher Edition, Unit 14, Activity 10, "Communicate" Steps 1-3 (PDF pg. 23)

Original Text: 1. Have students work in their engineering groups. 2. Have students discuss each question in their student editions. 3. After discussing their answers, have students write down their responses together.

Updated Text: 1. Have students answer the questions in their student editions individually. 2. Have students work in their engineering groups to discuss each question. 3. After discussing their answers, give students time to revise their answers.

Component: *Texas Science Studies Weekly: Third Grade Student Edition with Online Access*

ISBN: 9781649783813SE8

Link to Current Content:

[View Current Content](#)

Current Page Number(s): pdf pgs 1-2

Location: Printable, Studies Weekly Online, Unit 15, Activity 5 "Organisms' Reaction Concept Map" (pdf pg. 1-2)

Original Text: Cut out the animal pictures and sort them into the columns below. How do animals react to the seasonal weather changes?

Updated Text: Cut out the organism pictures and sort them into the columns below. How do plants and animals react to the seasonal weather changes?

Component: *Texas Science Studies Weekly: Third Grade Student Edition with Online Access*

ISBN: 9781649783813SE8

Link to Current Content:

[View Current Content](#)

Current Page Number(s): pdf pg. 1

Location: Printable, Studies Weekly Online, Unit 17, Prior Knowledge Article (PDF pg. 1)

Original Text: (Arrows pointing right to left)

Updated Text: (Changed arrows so they point left to right.)

Component: *Texas Science Studies Weekly: Third Grade Teacher Edition with Online Access*

ISBN: 9781649783806TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): pdf pg. 13

Location: Teacher Edition, Unit 19, Activity 3, "Whole Group" step 3 (pdf pg. 13)

Original Text: Put your hand in, and push the water with your hands open. Then push the water with your hands closed.

Updated Text: Put your hand in, and push the water with your fingers apart. Then push the water with your fingers together.

Component: *Texas Science Studies Weekly: Third Grade Teacher Edition with Online Access*

ISBN: 9781649783806TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): pdf pg. 2

Location: Printable, Studies Weekly Online, Unit 15, Unit Assessment Answer Key, Assessment Map (pdf pg. 2)

Original Text: (Missing item activity numbers to support the teacher with activities associated with the items needed for remediation or review)

Updated Text: (Added item activity numbers to support the teacher with activities associated with the items needed for remediation or review)

Component: *Texas Science Studies Weekly: Third Grade Teacher Edition with Online Access*

ISBN: 9781649783806TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 13

Location: Studies Weekly Online, Teacher Edition, Unit 11 "Teacher Resources," Unit 11 ELD Teacher Edition

Original Text: SE and TE TEXT -
Delete when finished.

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 939 of 3538

Do not copy edit.

Properties of the Soil

Soil can be described by its physical properties.

These include soil color, texture, moisture, and composition. Soil can be brown, white, black, gray, and pink. It can also be all sorts of color shades in between. A soil's texture can be hard, soft, stony, or spongy. It could also be lumpy and sticky, fine, or even gritty. A soil's moisture refers to how well it

holds on to water. Some soils allow water to go right through them. Others hardly let water through. This can affect the types of plants that will grow there. Finally, a soil's composition refers to what the soil is made of. Are there rocks, nutrients, minerals, water, air, clay, or dead and decaying matter in the soil? Different soils have different things mixed with them. What are your initial observations?

What color is the soil?

Describe the soil's texture with descriptive words.

Pour water on the soil. What happens? What does this tell you about the soil's moisture?

Use a hand lens to determine what you see in the soil, such as rocks, dead or decaying matter,
Soil Scientist Interviews

A soil scientist is someone who studies soil. Julie Howe and Jake Mowrer are both soil scientists at Texas A&M. Mowrer works in Texas A&M's AgriLife Extension program. This program provides training, publications, apps, and programs. It brings Texans the latest research in agriculture and life sciences. Mowrer travels around the state to share soil and water science education and outreach. He reaches a diverse spectrum of Texans. He also works on campus with students to provide hands-on learning experiences in the greenhouse, field, and laboratory. Howe works as a professor of soil science for Texas A&M. She spends her days doing research as well as teaching. Her focus is researching better ways to produce crops. When asked what their favorite part of their jobs is,

they both replied that they love that this job gives them the opportunity to help society. Mowrer feels like the knowledge he provides to the people of Texas makes Texas a better place. Howe replied, "I love talking science and showing people how cool soil is."

Updated Text: (Deleted slide)

Publisher: TPS Publishing

Science, Grade 3

Program: *STEAM into Science - Grade 3 Edition: TEKS*

Component: *Learn By Doing STEAM Activity Reader Book - Grade 3 Student Edition*

ISBN: 9781788057578

Link to Current Content:

[View Current Content](#)

Current Page Number(s): Page 71

Location: Top of page

Original Text: Write about what you like to do on sunny days.

Updated Text: Create your flowchart to describe the events in the story here.

Component: *Learn By Doing STEAM Activity Reader Book - Grade 3 Student Edition*

ISBN: 9781788057578

Link to Current Content:

[View Current Content](#)

Current Page Number(s): Page 121

Location: Top of page

Original Text: Write your initial observations, hypothesis and then record in writing and drawings your materials, method and results. Finally write your conclusion.

Updated Text: Write a response to the following prompts: Explore and explain how humans use natural resources such as in construction, agriculture and transportation to make products.

Component: *STEAM Activity Guide - Grade 3 Teacher Edition*

ISBN: 9781788057608

Current Page Number(s): 71, 73, 212, 216, 243, 302, 378, 384, 430, 433, 462, 472, 505, 529, 567, 631, 648, 666, 667, 682, 707

Location: Digital Frog

Original Text: n/a

Updated Text: Remove reference to Digital Frog

Component: *Assessment Guide - Grade 3 Teacher Edition*

ISBN: 9781788057622

Current Page Number(s): 91

Location: Digital Frog

Original Text: n/a

Updated Text: Remove reference to Digital Frog

Component: *Teacher Textbook - Grade 3 Science*

ISBN: 9781788057585

Current Page Number(s): ii, xiv, xv, xxxii

Location: Digital Frog

Original Text: n/a

Updated Text: Remove reference to Digital Frog

Component: *Teacher Textbook - Grade 3 Science*

ISBN: 9781788057585

Link to Current Content:

[View Current Content](#)

Current Page Number(s): Page I

Location: Unit Column

Original Text: Unit 1 - The student asks questions, identifies problems, and plans and safely conducts classroom, laboratory, and field investigations to answer questions, explain phenomena, or design solutions using appropriate tools and models.

Scientific and engineering practices. The student knows the contributions of scientists and recognizes the importance of scientific research and innovation for society.

Updated Text: Unit 1 - The student asks questions, identifies problems, and plans and safely conducts classroom, laboratory, and field investigations to answer questions, explain phenomena, or design solutions using appropriate tools and models.

The student analyzes and interprets data to derive meaning, identify features and patterns, and discover relationships or correlations to develop evidence-based arguments or evaluate designs.

Scientific and engineering practices. The student develops evidence-based explanations and communicates findings, conclusions, and proposed solutions.

The student knows the contributions of scientists and recognizes the importance of scientific research and innovation for society. The student understands that recurring themes and concepts provide a

framework for making connections across disciplines. Note: Content for TEKS 1 to 5 appears within all other Units. Examples are provided in the Texas Essential Knowledge and Skills section and detailed in correlations.

Component: *Teacher Textbook - Grade 3 Science*

ISBN: 9781788057585

Link to Current Content:

[View Current Content](#)

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 942 of 3538

Current Page Number(s): Page Lvi

Location: Text

Original Text: Unit 1 - The student asks questions, identifies problems, and plans and safely conducts classroom, laboratory, and field investigations to answer questions, explain phenomena, or design solutions using appropriate tools and models. Scientific and engineering practices. The student knows the contributions of scientists and recognizes the importance of scientific research and innovation for society.

Updated Text: Unit 1 - The student asks questions, identifies problems, and plans and safely conducts classroom, laboratory, and field investigations to answer questions, explain phenomena, or design solutions using appropriate tools and models. The student analyzes and interprets data to derive meaning, identify features and patterns, and discover relationships or correlations to develop evidence-based arguments or evaluate designs. Scientific and engineering practices. The student develops evidence-based explanations and communicates findings, conclusions, and proposed solutions. The student knows the contributions of scientists and recognizes the importance of scientific research and innovation for society. The student understands that recurring themes and concepts provide a framework for making connections across disciplines. Note: Content for TEKS 1 to 5 appears within all other Units.

Component: *Learn By Doing STEAM Activity Reader Book - Grade 3 Teacher Edition*

ISBN: 9781788057561

Link to Current Content:

[View Current Content](#)

Current Page Number(s): Page 10

Location: Add as an addition to the bulleted points:

Original Text: N/A

Updated Text: • Do the student's results support their hypothesis?

Component: *Learn By Doing STEAM Activity Reader Book - Grade 2 Teacher Edition*

ISBN: 9781788057561

Link to Current Content:

[View Current Content](#)

Current Page Number(s): Page 4

Location: Add to Idea box guidance

Original Text: N/A

Updated Text: Idea Boxes Idea boxes placed throughout the chapter text function to provide opportunities for collaborative discussion of content, review of content introduced, and focus on certain content that is harder to grasp. Guidance on how to use the idea boxes can be found in the Comprehension Skills section. However, before reading each chapter prepare for the idea boxes by: • Reviewing the chapter and idea boxes and planning for the time taken for each box to be implemented (guidance on how long each idea box will take to implement can be found in the Learn by Doing Activity Reader Books Scope and Sequence that can be found in the TPS Online Library Teacher Support). • Reading the chapter and planning where in the text to stop for the Idea box; this should be an appropriate break from the text that can be used to implement the idea box. • Planning to have at hand any materials needed to implement the Idea box. • Reviewing the task information contained within the Idea boxes.

Component: *Learn By Doing STEAM Activity Reader Book - Grade 2 Teacher Edition*

ISBN: 9781788057561

Link to Current Content:
[View Current Content](#)

Current Page Number(s): Page 29

Location: Add sentence after:Mr. Morales explained that energy can be potential energy....

Original Text: N/A

Updated Text: "Mr. Morales explains to the children that some of the terms will be studied in later grades. Kinetic and Potential energy are terms to be explored later."

Component: *Learn By Doing STEAM Activity Reader Book - Grade 2 Teacher Edition*

ISBN: 9781788057561

Link to Current Content:
[View Current Content](#)

Current Page Number(s): Page 39

Location: Add teacher note:

Original Text: N/A

Updated Text: Teacher Note; Students in Grade 3 study energy we use in everyday lives and although the terms potential and kinetic energy are included in the story, which as scientists, we believe to be valuable, we advise teachers to only use the Grade 3 TEKS 8A vocabulary for deepening studies and examination review. You can assign the future grade study terms for advanced level students.

Component: *Learn By Doing STEAM Activity Reader Book - Grade 2 Teacher Edition*

ISBN: 9781788057561

Link to Current Content:
[View Current Content](#)

Current Page Number(s): Page 66

Location: Add to Activity 4

Original Text: N/A

Updated Text: The students should work in small groups. Encourage them to use their knowledge about energy gained from Chapter 4 and vehicles from Chapter 3, be creative, imaginative and to collaborate and communicate as a group.

Publisher: Accelerate Learning Inc.

Science, Grade 4

Program: *STEMscopes Science TX - Grade 4: TEKS*

Component: *STEMscopes Science TX - Grade 4*

ISBN: 9798888266854

Link to Current Content:
[View Current Content](#)

Current Page Number(s): 136

Location: https://drive.google.com/file/d/1BPtptU7B0Y8YXajl23w9wuEzoW8znKs9/view?usp=drive_link

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 944 of 3538

Original Text: All energy sources have advantages and disadvantages.

Updated Text: page 136 highlighted content provides a table that shows advantages and disadvantages of renewable and nonrenewable resources

Component: *STEMscopes Science TX - Grade 4*

ISBN: 9798888266854

Link to Current Content:

[View Current Content](#)

Current Page Number(s): Advantages and Disadvantages section

Location: page 7-9 highlighted text

Link to Updated Content:

[View Updated Content](#)

Original Text: Renewable resources may also appear to be universally environmentally friendly. However, they are not a perfect solution in all environments. While hydroelectric energy does not generally contaminate the environment, the building of the dam can change and harm existing ecosystems. Putting large wind turbines into an existing ecosystem can also disrupt the habitat. Every source of energy has an environmental impact; however, renewable resources tend to be easier on the environment than nonrenewable resources are.

Updated Text: See highlighted text on document for changes made.

Component: *STEMscopes Science TX - Grade 4*

ISBN: 9798888266854

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 2

Location: q5

Link to Updated Content:

[View Updated Content](#)

Publisher: Argument-Driven Inquiry, LLC

Science, Grade 4

Program: *Texas ADI Learning Hub for Science, 4th Grade: TEKS*

Component: *Texas ADI Learning Hub for Science, 4th Grade*

ISBN: 9798987754818

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Location: Download document under the heading "Investigation Standards"

Link to Updated Content:

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 945 of 3538

[View Updated Content](#)

Original Text: List of student expectations

Updated Text: Updated section titled "Alignment with Science TEKS. These changes are:

1. Separate single list into 3 separate tables. First table is for science and engineering practice TEKS. Second table is for recurring theme TEKS. Third table is for content TEKS.
2. Inclusion of an explanation of each student expectation in the column titled "Explanation of the TEKS." Click the URL for Updated Text (make sure to sign into ADI Review Site First: Password is ADITEARev2024!). Download PDF file under heading "Investigation Standards PDF." Open the file. New content is under the heading "Alignment with Science TEKS."
3. Added a column titled "Focus" indicating if this is the first time students are learning the student expectation or if it is a re-introduction of the student expectation.
4. Added 2 columns on vertical alignment. One column is for grade 3 TEKS and one column is for Grade 5 TEKS.

Component: *Texas ADI Learning Hub for Science, 4th Grade*

ISBN: 9798987754818

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Location: Download document under the heading "Investigation Standards"

Link to Updated Content:

[View Updated Content](#)

Original Text: List of all ELAR student expectations. Original content was the list of the entire set of grade level ELAR student expectations

Updated Text: Updated this section in the following ways:

1. Changed title of section to "Cross-Curricular Connections"
2. Provided a more focused list of ELAR student expectations supported during this investigation.
3. Added a list of mathematics student expectations supported during this investigation

Component: *Texas ADI Learning Hub for Science, 4th Grade*

ISBN: 9798987754818

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Location: Download document under the heading "Investigation Standards"

Link to Updated Content:

[View Updated Content](#)

Original Text: List of student expectations

Updated Text: Updated section titled "Alignment with Science TEKS. These changes are:

1. Separate single list into 3 separate tables. First table is for science and engineering practice TEKS. Second table is for recurring theme TEKS. Third table is for content TEKS.
2. Inclusion of an explanation of each student expectation in the column titled "Explanation of the TEKS." Click the URL for Updated Text (make sure to sign into ADI Review Site First: Password is ADITEARev2024!). Download PDF file under heading "Investigation Standards PDF." Open the file. New content is under the heading "Alignment with Science TEKS."

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 946 of 3538

3. Added a column titled "Focus" indicating if this is the first time students are learning the student expectation or if it is a re-introduction of the student expectation.

4. Added 2 columns on vertical alignment. One column is for grade 3 TEKS and one column is for Grade 5 TEKS.

Component: *Texas ADI Learning Hub for Science, 4th Grade*

ISBN: 9798987754818

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Location: Download document under the heading "Investigation Standards"

Link to Updated Content:

[View Updated Content](#)

Original Text: List of all ELAR student expectations. Original content was the list of the entire set of grade level ELAR student expectations

Updated Text: Updated this section in the following ways:

1. Changed title of section to "Cross-Curricular Connections"
2. Provided a more focused list of ELAR student expectations supported during this investigation.
3. Added a list of mathematics student expectations supported during this investigation

Component: *Texas ADI Learning Hub for Science, 4th Grade*

ISBN: 9798987754818

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Location: Download document under the heading "Investigation Standards"

Link to Updated Content:

[View Updated Content](#)

Original Text: List of student expectations

Updated Text: Updated section titled "Alignment with Science TEKS. These changes are:

1. Separate single list into 3 separate tables. First table is for science and engineering practice TEKS. Second table is for recurring theme TEKS. Third table is for content TEKS.
2. Inclusion of an explanation of each student expectation in the column titled "Explanation of the TEKS." Click the URL for Updated Text (make sure to sign into ADI Review Site First: Password is ADITEARev2024!). Download PDF file under heading "Investigation Standards PDF." Open the file. New content is under the heading "Alignment with Science TEKS."
3. Added a column titled "Focus" indicating if this is the first time students are learning the student expectation or if it is a re-introduction of the student expectation.
4. Added 2 columns on vertical alignment. One column is for grade 3 TEKS and one column is for Grade 5 TEKS.

Component: *Texas ADI Learning Hub for Science, 4th Grade*

ISBN: 9798987754818

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Location: Download document under the heading "Investigation Standards"

Link to Updated Content:

[View Updated Content](#)

Original Text: List of all ELAR student expectations. Original content was the list of the entire set of grade level ELAR student expectations

Updated Text: Updated this section in the following ways:

1. Changed title of section to "Cross-Curricular Connections"
2. Provided a more focused list of ELAR student expectations supported during this investigation.
3. Added a list of mathematics student expectations supported during this investigation

Component: *Texas ADI Learning Hub for Science, 4th Grade*

ISBN: 9798987754818

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Location: Download document under the heading "Investigation Standards"

Link to Updated Content:

[View Updated Content](#)

Original Text: List of student expectations

Updated Text: Updated section titled "Alignment with Science TEKS. These changes are:

1. Separate single list into 3 separate tables. First table is for science and engineering practice TEKS. Second table is for recurring theme TEKS. Third table is for content TEKS.
2. Inclusion of an explanation of each student expectation in the column titled "Explanation of the TEKS." Click the URL for Updated Text (make sure to sign into ADI Review Site First: Password is ADITEARev2024!). Download PDF file under heading "Investigation Standards PDF." Open the file. New content is under the heading "Alignment with Science TEKS."
3. Added a column titled "Focus" indicating if this is the first time students are learning the student expectation or if it is a re-introduction of the student expectation.
4. Added 2 columns on vertical alignment. One column is for grade 3 TEKS and one column is for Grade 5 TEKS.

Component: *Texas ADI Learning Hub for Science, 4th Grade*

ISBN: 9798987754818

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Location: Download document under the heading "Investigation Standards"

Link to Updated Content:

[View Updated Content](#)

Original Text: List of all ELAR student expectations. Original content was the list of the entire set of grade level ELAR student expectations

Updated Text: Updated this section in the following ways:

1. Changed title of section to "Cross-Curricular Connections"
2. Provided a more focused list of ELAR student expectations supported during this investigation.
3. Added a list of mathematics student expectations supported during this investigation

Component: *Texas ADI Learning Hub for Science, 4th Grade*

ISBN: 9798987754818

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Location: Download document under the heading "Investigation Standards"

Link to Updated Content:

[View Updated Content](#)

Original Text: List of student expectations

Updated Text: Updated section titled "Alignment with Science TEKS. These changes are:

1. Separate single list into 3 separate tables. First table is for science and engineering practice TEKS. Second table is for recurring theme TEKS. Third table is for content TEKS.
2. Inclusion of an explanation of each student expectation in the column titled "Explanation of the TEKS." Click the URL for Updated Text (make sure to sign into ADI Review Site First: Password is ADITEARev2024!). Download PDF file under heading "Investigation Standards PDF." Open the file. New content is under the heading "Alignment with Science TEKS."
3. Added a column titled "Focus" indicating if this is the first time students are learning the student expectation or if it is a re-introduction of the student expectation.
4. Added 2 columns on vertical alignment. One column is for grade 3 TEKS and one column is for Grade 5 TEKS.

Component: *Texas ADI Learning Hub for Science, 4th Grade*

ISBN: 9798987754818

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Location: Download document under the heading "Investigation Standards"

Link to Updated Content:

[View Updated Content](#)

Original Text: List of all ELAR student expectations. Original content was the list of the entire set of grade level ELAR student expectations

Updated Text: Updated this section in the following ways:

1. Changed title of section to "Cross-Curricular Connections"
2. Provided a more focused list of ELAR student expectations supported during this investigation.
3. Added a list of mathematics student expectations supported during this investigation

Component: *Texas ADI Learning Hub for Science, 4th Grade*

ISBN: 9798987754818

Link to Current Content:

[View Current Content](#)

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 949 of 3538

Current Page Number(s): N/A

Location: Download document under the heading "Investigation Standards"

Link to Updated Content:

[View Updated Content](#)

Original Text: List of student expectations

Updated Text: Updated section titled "Alignment with Science TEKS. These changes are:

1. Separate single list into 3 separate tables. First table is for science and engineering practice TEKS. Second table is for recurring theme TEKS. Third table is for content TEKS.
2. Inclusion of an explanation of each student expectation in the column titled "Explanation of the TEKS." Click the URL for Updated Text (make sure to sign into ADI Review Site First: Password is ADITEARev2024!). Download PDF file under heading "Investigation Standards PDF." Open the file. New content is under the heading "Alignment with Science TEKS."
3. Added a column titled "Focus" indicating if this is the first time students are learning the student expectation or if it is a re-introduction of the student expectation.
4. Added 2 columns on vertical alignment. One column is for grade 3 TEKS and one column is for Grade 5 TEKS.

Component: *Texas ADI Learning Hub for Science, 4th Grade*

ISBN: 9798987754818

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Location: Download document under the heading "Investigation Standards"

Link to Updated Content:

[View Updated Content](#)

Original Text: List of all ELAR student expectations. Original content was the list of the entire set of grade level ELAR student expectations

Updated Text: Updated this section in the following ways:

1. Changed title of section to "Cross-Curricular Connections"
2. Provided a more focused list of ELAR student expectations supported during this investigation.
3. Added a list of mathematics student expectations supported during this investigation

Component: *Texas ADI Learning Hub for Science, 4th Grade*

ISBN: 9798987754818

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Location: Download document under the heading "Investigation Standards"

Link to Updated Content:

[View Updated Content](#)

Original Text: List of student expectations

Updated Text: Updated section titled "Alignment with Science TEKS. These changes are:

1. Separate single list into 3 separate tables. First table is for science and engineering practice TEKS. Second table is for

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 950 of 3538

recurring theme TEKS. Third table is for content TEKS.

2. Inclusion of an explanation of each student expectation in the column titled "Explanation of the TEKS." Click the URL for Updated Text (make sure to sign into ADI Review Site First: Password is ADITEARev2024!). Download PDF file under heading "Investigation Standards PDF." Open the file. New content is under the heading "Alignment with Science TEKS."

3. Added a column titled "Focus" indicating if this is the first time students are learning the student expectation or if it is a re-introduction of the student expectation.

4. Added 2 columns on vertical alignment. One column is for grade 3 TEKS and one column is for Grade 5 TEKS.

Component: *Texas ADI Learning Hub for Science, 4th Grade*

ISBN: 9798987754818

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Location: Download document under the heading "Investigation Standards"

Link to Updated Content:

[View Updated Content](#)

Original Text: List of all ELAR student expectations. Original content was the list of the entire set of grade level ELAR student expectations

Updated Text: Updated this section in the following ways:

1. Changed title of section to "Cross-Curricular Connections"
2. Provided a more focused list of ELAR student expectations supported during this investigation.
3. Added a list of mathematics student expectations supported during this investigation

Component: *Texas ADI Learning Hub for Science, 4th Grade*

ISBN: 9798987754818

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Location: Download document under the heading "Investigation Standards"

Link to Updated Content:

[View Updated Content](#)

Original Text: List of student expectations

Updated Text: Updated section titled "Alignment with Science TEKS. These changes are:

1. Separate single list into 3 separate tables. First table is for science and engineering practice TEKS. Second table is for recurring theme TEKS. Third table is for content TEKS.
2. Inclusion of an explanation of each student expectation in the column titled "Explanation of the TEKS." Click the URL for Updated Text (make sure to sign into ADI Review Site First: Password is ADITEARev2024!). Download PDF file under heading "Investigation Standards PDF." Open the file. New content is under the heading "Alignment with Science TEKS."
3. Added a column titled "Focus" indicating if this is the first time students are learning the student expectation or if it is a re-introduction of the student expectation.
4. Added 2 columns on vertical alignment. One column is for grade 3 TEKS and one column is for Grade 5 TEKS.

Component: Texas ADI Learning Hub for Science, 4th Grade

ISBN: 9798987754818

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Location: Download document under the heading "Investigation Standards"

Link to Updated Content:

[View Updated Content](#)

Original Text: List of all ELAR student expectations. Original content was the list of the entire set of grade level ELAR student expectations

Updated Text: Updated this section in the following ways:

1. Changed title of section to "Cross-Curricular Connections"
2. Provided a more focused list of ELAR student expectations supported during this investigation.
3. Added a list of mathematics student expectations supported during this investigation

Component: Texas ADI Learning Hub for Science, 4th Grade

ISBN: 9798987754818

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Location: Download document under the heading "Investigation Standards"

Link to Updated Content:

[View Updated Content](#)

Original Text: List of student expectations

Updated Text: Updated section titled "Alignment with Science TEKS. These changes are:

1. Separate single list into 3 separate tables. First table is for science and engineering practice TEKS. Second table is for recurring theme TEKS. Third table is for content TEKS.
2. Inclusion of an explanation of each student expectation in the column titled "Explanation of the TEKS." Click the URL for Updated Text (make sure to sign into ADI Review Site First: Password is ADITEARev2024!). Download PDF file under heading "Investigation Standards PDF." Open the file. New content is under the heading "Alignment with Science TEKS."
3. Added a column titled "Focus" indicating if this is the first time students are learning the student expectation or if it is a re-introduction of the student expectation.
4. Added 2 columns on vertical alignment. One column is for grade 3 TEKS and one column is for Grade 5 TEKS.

Component: Texas ADI Learning Hub for Science, 4th Grade

ISBN: 9798987754818

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Location: Download document under the heading "Investigation Standards"

Link to Updated Content:

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 952 of 3538

[View Updated Content](#)

Original Text: List of all ELAR student expectations. Original content was the list of the entire set of grade level ELAR student expectations

Updated Text: Updated this section in the following ways:

1. Changed title of section to "Cross-Curricular Connections"
2. Provided a more focused list of ELAR student expectations supported during this investigation.
3. Added a list of mathematics student expectations supported during this investigation

Component: *Texas ADI Learning Hub for Science, 4th Grade*

ISBN: 9798987754818

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Location: Download document under the heading "Investigation Standards"

Link to Updated Content:

[View Updated Content](#)

Original Text: List of student expectations

Updated Text: Updated section titled "Alignment with Science TEKS. These changes are:

1. Separate single list into 3 separate tables. First table is for science and engineering practice TEKS. Second table is for recurring theme TEKS. Third table is for content TEKS.
2. Inclusion of an explanation of each student expectation in the column titled "Explanation of the TEKS." Click the URL for Updated Text (make sure to sign into ADI Review Site First: Password is ADITEARev2024!). Download PDF file under heading "Investigation Standards PDF." Open the file. New content is under the heading "Alignment with Science TEKS."
3. Added a column titled "Focus" indicating if this is the first time students are learning the student expectation or if it is a re-introduction of the student expectation.
4. Added 2 columns on vertical alignment. One column is for grade 3 TEKS and one column is for Grade 5 TEKS.

Component: *Texas ADI Learning Hub for Science, 4th Grade*

ISBN: 9798987754818

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Location: Download document under the heading "Investigation Standards"

Link to Updated Content:

[View Updated Content](#)

Original Text: List of all ELAR student expectations. Original content was the list of the entire set of grade level ELAR student expectations

Updated Text: Updated this section in the following ways:

1. Changed title of section to "Cross-Curricular Connections"
2. Provided a more focused list of ELAR student expectations supported during this investigation.
3. Added a list of mathematics student expectations supported during this investigation

Component: Texas ADI Learning Hub for Science, 4th Grade

ISBN: 9798987754818

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Location: Download document under the heading "Investigation Standards"

Link to Updated Content:

[View Updated Content](#)

Original Text: List of student expectations

Updated Text: Updated section titled "Alignment with Science TEKS. These changes are:

1. Separate single list into 3 separate tables. First table is for science and engineering practice TEKS. Second table is for recurring theme TEKS. Third table is for content TEKS.
2. Inclusion of an explanation of each student expectation in the column titled "Explanation of the TEKS." Click the URL for Updated Text (make sure to sign into ADI Review Site First: Password is ADITEARev2024!). Download PDF file under heading "Investigation Standards PDF." Open the file. New content is under the heading "Alignment with Science TEKS."
3. Added a column titled "Focus" indicating if this is the first time students are learning the student expectation or if it is a re-introduction of the student expectation.
4. Added 2 columns on vertical alignment. One column is for grade 3 TEKS and one column is for Grade 5 TEKS.

Component: Texas ADI Learning Hub for Science, 4th Grade

ISBN: 9798987754818

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Location: Download document under the heading "Investigation Standards"

Link to Updated Content:

[View Updated Content](#)

Original Text: List of all ELAR student expectations. Original content was the list of the entire set of grade level ELAR student expectations

Updated Text: Updated this section in the following ways:

1. Changed title of section to "Cross-Curricular Connections"
2. Provided a more focused list of ELAR student expectations supported during this investigation.
3. Added a list of mathematics student expectations supported during this investigation

Component: Texas ADI Learning Hub for Science, 4th Grade

ISBN: 9798987754818

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Location: Download document under the heading "Investigation Standards"

Link to Updated Content:

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 954 of 3538

[View Updated Content](#)

Original Text: List of student expectations

Updated Text: Updated section titled "Alignment with Science TEKS. These changes are:

1. Separate single list into 3 separate tables. First table is for science and engineering practice TEKS. Second table is for recurring theme TEKS. Third table is for content TEKS.
2. Inclusion of an explanation of each student expectation in the column titled "Explanation of the TEKS." Click the URL for Updated Text (make sure to sign into ADI Review Site First: Password is ADITEARev2024!). Download PDF file under heading "Investigation Standards PDF." Open the file. New content is under the heading "Alignment with Science TEKS."
3. Added a column titled "Focus" indicating if this is the first time students are learning the student expectation or if it is a re-introduction of the student expectation.
4. Added 2 columns on vertical alignment. One column is for grade 3 TEKS and one column is for Grade 5 TEKS.

Component: *Texas ADI Learning Hub for Science, 4th Grade*

ISBN: 9798987754818

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Location: Download document under the heading "Investigation Standards"

Link to Updated Content:

[View Updated Content](#)

Original Text: List of all ELAR student expectations. Original content was the list of the entire set of grade level ELAR student expectations

Updated Text: Updated this section in the following ways:

1. Changed title of section to "Cross-Curricular Connections"
2. Provided a more focused list of ELAR student expectations supported during this investigation.
3. Added a list of mathematics student expectations supported during this investigation

Component: *Texas ADI Learning Hub for Science, 4th Grade*

ISBN: 9798987754818

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Location: Download document under the heading "Investigation Standards"

Link to Updated Content:

[View Updated Content](#)

Original Text: List of student expectations

Updated Text: Updated section titled "Alignment with Science TEKS. These changes are:

1. Separate single list into 3 separate tables. First table is for science and engineering practice TEKS. Second table is for recurring theme TEKS. Third table is for content TEKS.
2. Inclusion of an explanation of each student expectation in the column titled "Explanation of the TEKS." Click the URL for Updated Text (make sure to sign into ADI Review Site First: Password is ADITEARev2024!). Download PDF file under heading "Investigation Standards PDF." Open the file. New content is under the heading "Alignment with Science TEKS."

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 955 of 3538

3. Added a column titled "Focus" indicating if this is the first time students are learning the student expectation or if it is a re-introduction of the student expectation.

4. Added 2 columns on vertical alignment. One column is for grade 3 TEKS and one column is for Grade 5 TEKS.

Component: *Texas ADI Learning Hub for Science, 4th Grade*

ISBN: 9798987754818

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Location: Download document under the heading "Investigation Standards"

Link to Updated Content:

[View Updated Content](#)

Original Text: List of all ELAR student expectations. Original content was the list of the entire set of grade level ELAR student expectations

Updated Text: Updated this section in the following ways:

1. Changed title of section to "Cross-Curricular Connections"
2. Provided a more focused list of ELAR student expectations supported during this investigation.
3. Added a list of mathematics student expectations supported during this investigation

Component: *Texas ADI Learning Hub for Science, 4th Grade*

ISBN: 9798987754818

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Location: Download document under the heading "Investigation Standards"

Link to Updated Content:

[View Updated Content](#)

Original Text: List of student expectations

Updated Text: Updated section titled "Alignment with Science TEKS. These changes are:

1. Separate single list into 3 separate tables. First table is for science and engineering practice TEKS. Second table is for recurring theme TEKS. Third table is for content TEKS.
2. Inclusion of an explanation of each student expectation in the column titled "Explanation of the TEKS." Click the URL for Updated Text (make sure to sign into ADI Review Site First: Password is ADITEARev2024!). Download PDF file under heading "Investigation Standards PDF." Open the file. New content is under the heading "Alignment with Science TEKS."
3. Added a column titled "Focus" indicating if this is the first time students are learning the student expectation or if it is a re-introduction of the student expectation.
4. Added 2 columns on vertical alignment. One column is for grade 3 TEKS and one column is for Grade 5 TEKS.

Component: *Texas ADI Learning Hub for Science, 4th Grade*

ISBN: 9798987754818

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Location: Download document under the heading "Investigation Standards"

Link to Updated Content:

[View Updated Content](#)

Original Text: List of all ELAR student expectations. Original content was the list of the entire set of grade level ELAR student expectations

Updated Text: Updated this section in the following ways:

1. Changed title of section to "Cross-Curricular Connections"
2. Provided a more focused list of ELAR student expectations supported during this investigation.
3. Added a list of mathematics student expectations supported during this investigation

Component: *Texas ADI Learning Hub for Science, 4th Grade*

ISBN: 9798987754818

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Location: Download document under the heading "Investigation Standards"

Link to Updated Content:

[View Updated Content](#)

Original Text: List of student expectations

Updated Text: Updated section titled "Alignment with Science TEKS. These changes are:

1. Separate single list into 3 separate tables. First table is for science and engineering practice TEKS. Second table is for recurring theme TEKS. Third table is for content TEKS.
2. Inclusion of an explanation of each student expectation in the column titled "Explanation of the TEKS." Click the URL for Updated Text (make sure to sign into ADI Review Site First: Password is ADITEARev2024!). Download PDF file under heading "Investigation Standards PDF." Open the file. New content is under the heading "Alignment with Science TEKS."
3. Added a column titled "Focus" indicating if this is the first time students are learning the student expectation or if it is a re-introduction of the student expectation.
4. Added 2 columns on vertical alignment. One column is for grade 3 TEKS and one column is for Grade 5 TEKS.

Component: *Texas ADI Learning Hub for Science, 4th Grade*

ISBN: 9798987754818

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Location: Download document under the heading "Investigation Standards"

Link to Updated Content:

[View Updated Content](#)

Original Text: List of all ELAR student expectations. Original content was the list of the entire set of grade level ELAR student expectations

Updated Text: Updated this section in the following ways:

1. Changed title of section to "Cross-Curricular Connections"
2. Provided a more focused list of ELAR student expectations supported during this investigation.
3. Added a list of mathematics student expectations supported during this investigation

Component: *Texas ADI Learning Hub for Science, 4th Grade*

ISBN: 9798987754818

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Location: Download document under the heading "Investigation Standards"

Link to Updated Content:

[View Updated Content](#)

Original Text: List of student expectations

Updated Text: Updated section titled "Alignment with Science TEKS. These changes are:

1. Separate single list into 3 separate tables. First table is for science and engineering practice TEKS. Second table is for recurring theme TEKS. Third table is for content TEKS.
2. Inclusion of an explanation of each student expectation in the column titled "Explanation of the TEKS." Click the URL for Updated Text (make sure to sign into ADI Review Site First: Password is ADITEARev2024!). Download PDF file under heading "Investigation Standards PDF." Open the file. New content is under the heading "Alignment with Science TEKS."
3. Added a column titled "Focus" indicating if this is the first time students are learning the student expectation or if it is a re-introduction of the student expectation.
4. Added 2 columns on vertical alignment. One column is for grade 3 TEKS and one column is for Grade 5 TEKS.

Component: *Texas ADI Learning Hub for Science, 4th Grade*

ISBN: 9798987754818

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Location: Download document under the heading "Investigation Standards"

Link to Updated Content:

[View Updated Content](#)

Original Text: List of all ELAR student expectations. Original content was the list of the entire set of grade level ELAR student expectations

Updated Text: Updated this section in the following ways:

1. Changed title of section to "Cross-Curricular Connections"
2. Provided a more focused list of ELAR student expectations supported during this investigation.
3. Added a list of mathematics student expectations supported during this investigation

Component: *Texas ADI Learning Hub for Science, 4th Grade*

ISBN: 9798987754818

Link to Current Content:

[View Current Content](#)

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 958 of 3538

Current Page Number(s): N/A

Location: Download document under the heading "Investigation Standards"

Link to Updated Content:

[View Updated Content](#)

Original Text: List of student expectations

Updated Text: Updated section titled "Alignment with Science TEKS. These changes are:

1. Separate single list into 3 separate tables. First table is for science and engineering practice TEKS. Second table is for recurring theme TEKS. Third table is for content TEKS.
2. Inclusion of an explanation of each student expectation in the column titled "Explanation of the TEKS." Click the URL for Updated Text (make sure to sign into ADI Review Site First: Password is ADITEARev2024!). Download PDF file under heading "Investigation Standards PDF." Open the file. New content is under the heading "Alignment with Science TEKS."
3. Added a column titled "Focus" indicating if this is the first time students are learning the student expectation or if it is a re-introduction of the student expectation.
4. Added 2 columns on vertical alignment. One column is for grade 3 TEKS and one column is for Grade 5 TEKS.

Component: *Texas ADI Learning Hub for Science, 4th Grade*

ISBN: 9798987754818

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Location: Download document under the heading "Investigation Standards"

Link to Updated Content:

[View Updated Content](#)

Original Text: List of all ELAR student expectations. Original content was the list of the entire set of grade level ELAR student expectations

Updated Text: Updated this section in the following ways:

1. Changed title of section to "Cross-Curricular Connections"
2. Provided a more focused list of ELAR student expectations supported during this investigation.
3. Added a list of mathematics student expectations supported during this investigation

Component: *Texas ADI Learning Hub for Science, 4th Grade*

ISBN: 9798987754818

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Location: Download document under the heading "Investigation Standards"

Link to Updated Content:

[View Updated Content](#)

Original Text: List of student expectations

Updated Text: Updated section titled "Alignment with Science TEKS. These changes are:

1. Separate single list into 3 separate tables. First table is for science and engineering practice TEKS. Second table is for

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 959 of 3538

recurring theme TEKS. Third table is for content TEKS.

2. Inclusion of an explanation of each student expectation in the column titled "Explanation of the TEKS." Click the URL for Updated Text (make sure to sign into ADI Review Site First: Password is ADITEARev2024!). Download PDF file under heading "Investigation Standards PDF." Open the file. New content is under the heading "Alignment with Science TEKS."

3. Added a column titled "Focus" indicating if this is the first time students are learning the student expectation or if it is a re-introduction of the student expectation.

4. Added 2 columns on vertical alignment. One column is for grade 3 TEKS and one column is for Grade 5 TEKS.

Component: *Texas ADI Learning Hub for Science, 4th Grade*

ISBN: 9798987754818

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Location: Download document under the heading "Investigation Standards"

Link to Updated Content:

[View Updated Content](#)

Original Text: List of all ELAR student expectations. Original content was the list of the entire set of grade level ELAR student expectations

Updated Text: Updated this section in the following ways:

1. Changed title of section to "Cross-Curricular Connections"
2. Provided a more focused list of ELAR student expectations supported during this investigation.
3. Added a list of mathematics student expectations supported during this investigation

Component: *Texas ADI Learning Hub for Science, 4th Grade*

ISBN: 9798987754818

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Location: Download document under the heading "Investigation Standards"

Link to Updated Content:

[View Updated Content](#)

Original Text: List of student expectations

Updated Text: Updated section titled "Alignment with Science TEKS. These changes are:

1. Separate single list into 3 separate tables. First table is for science and engineering practice TEKS. Second table is for recurring theme TEKS. Third table is for content TEKS.
2. Inclusion of an explanation of each student expectation in the column titled "Explanation of the TEKS." Click the URL for Updated Text (make sure to sign into ADI Review Site First: Password is ADITEARev2024!). Download PDF file under heading "Investigation Standards PDF." Open the file. New content is under the heading "Alignment with Science TEKS."
3. Added a column titled "Focus" indicating if this is the first time students are learning the student expectation or if it is a re-introduction of the student expectation.
4. Added 2 columns on vertical alignment. One column is for grade 3 TEKS and one column is for Grade 5 TEKS.

Component: Texas ADI Learning Hub for Science, 4th Grade

ISBN: 9798987754818

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Location: Download document under the heading "Investigation Standards"

Link to Updated Content:

[View Updated Content](#)

Original Text: List of all ELAR student expectations. Original content was the list of the entire set of grade level ELAR student expectations

Updated Text: Updated this section in the following ways:

1. Changed title of section to "Cross-Curricular Connections"
2. Provided a more focused list of ELAR student expectations supported during this investigation.
3. Added a list of mathematics student expectations supported during this investigation

Component: Texas ADI Learning Hub for Science, 4th Grade

ISBN: 9798987754818

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Location: Download document under the heading "Investigation Standards"

Link to Updated Content:

[View Updated Content](#)

Original Text: List of student expectations

Updated Text: Updated section titled "Alignment with Science TEKS. These changes are:

1. Separate single list into 3 separate tables. First table is for science and engineering practice TEKS. Second table is for recurring theme TEKS. Third table is for content TEKS.
2. Inclusion of an explanation of each student expectation in the column titled "Explanation of the TEKS." Click the URL for Updated Text (make sure to sign into ADI Review Site First: Password is ADITEARev2024!). Download PDF file under heading "Investigation Standards PDF." Open the file. New content is under the heading "Alignment with Science TEKS."
3. Added a column titled "Focus" indicating if this is the first time students are learning the student expectation or if it is a re-introduction of the student expectation.
4. Added 2 columns on vertical alignment. One column is for grade 3 TEKS and one column is for Grade 5 TEKS.

Component: Texas ADI Learning Hub for Science, 4th Grade

ISBN: 9798987754818

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Location: Download document under the heading "Investigation Standards"

Link to Updated Content:

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 961 of 3538

[View Updated Content](#)

Original Text: List of all ELAR student expectations. Original content was the list of the entire set of grade level ELAR student expectations

Updated Text: Updated this section in the following ways:

1. Changed title of section to "Cross-Curricular Connections"
2. Provided a more focused list of ELAR student expectations supported during this investigation.
3. Added a list of mathematics student expectations supported during this investigation

Component: *Texas ADI Learning Hub for Science, 4th Grade*

ISBN: 9798987754818

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Location: Download document under the heading "Investigation Standards"

Link to Updated Content:

[View Updated Content](#)

Original Text: List of student expectations

Updated Text: Updated section titled "Alignment with Science TEKS. These changes are:

1. Separate single list into 3 separate tables. First table is for science and engineering practice TEKS. Second table is for recurring theme TEKS. Third table is for content TEKS.
2. Inclusion of an explanation of each student expectation in the column titled "Explanation of the TEKS." Click the URL for Updated Text (make sure to sign into ADI Review Site First: Password is ADITEARev2024!). Download PDF file under heading "Investigation Standards PDF." Open the file. New content is under the heading "Alignment with Science TEKS."
3. Added a column titled "Focus" indicating if this is the first time students are learning the student expectation or if it is a re-introduction of the student expectation.
4. Added 2 columns on vertical alignment. One column is for grade 3 TEKS and one column is for Grade 5 TEKS.

Component: *Texas ADI Learning Hub for Science, 4th Grade*

ISBN: 9798987754818

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Location: Download document under the heading "Investigation Standards"

Link to Updated Content:

[View Updated Content](#)

Original Text: List of all ELAR student expectations. Original content was the list of the entire set of grade level ELAR student expectations

Updated Text: Updated this section in the following ways:

1. Changed title of section to "Cross-Curricular Connections"
2. Provided a more focused list of ELAR student expectations supported during this investigation.
3. Added a list of mathematics student expectations supported during this investigation

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 962 of 3538

Component: Texas ADI Learning Hub for Science, 4th Grade

ISBN: 9798987754818

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Location: Download document under the heading "Investigation Standards"

Link to Updated Content:

[View Updated Content](#)

Original Text: List of student expectations

Updated Text: Updated section titled "Alignment with Science TEKS. These changes are:

1. Separate single list into 3 separate tables. First table is for science and engineering practice TEKS. Second table is for recurring theme TEKS. Third table is for content TEKS.
2. Inclusion of an explanation of each student expectation in the column titled "Explanation of the TEKS." Click the URL for Updated Text (make sure to sign into ADI Review Site First: Password is ADITEARev2024!). Download PDF file under heading "Investigation Standards PDF." Open the file. New content is under the heading "Alignment with Science TEKS."
3. Added a column titled "Focus" indicating if this is the first time students are learning the student expectation or if it is a re-introduction of the student expectation.
4. Added 2 columns on vertical alignment. One column is for grade 3 TEKS and one column is for Grade 5 TEKS.

Component: Texas ADI Learning Hub for Science, 4th Grade

ISBN: 9798987754818

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Location: Download document under the heading "Investigation Standards"

Link to Updated Content:

[View Updated Content](#)

Original Text: List of all ELAR student expectations. Original content was the list of the entire set of grade level ELAR student expectations

Updated Text: Updated this section in the following ways:

1. Changed title of section to "Cross-Curricular Connections"
2. Provided a more focused list of ELAR student expectations supported during this investigation.
3. Added a list of mathematics student expectations supported during this investigation

Component: Texas ADI Learning Hub for Science, 4th Grade

ISBN: 9798987754818

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Location: Download document under the heading "Investigation Standards"

Link to Updated Content:

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 963 of 3538

[View Updated Content](#)

Original Text: List of student expectations

Updated Text: Updated section titled "Alignment with Science TEKS. These changes are:

1. Separate single list into 3 separate tables. First table is for science and engineering practice TEKS. Second table is for recurring theme TEKS. Third table is for content TEKS.
2. Inclusion of an explanation of each student expectation in the column titled "Explanation of the TEKS." Click the URL for Updated Text (make sure to sign into ADI Review Site First: Password is ADITEARev2024!). Download PDF file under heading "Investigation Standards PDF." Open the file. New content is under the heading "Alignment with Science TEKS."
3. Added a column titled "Focus" indicating if this is the first time students are learning the student expectation or if it is a re-introduction of the student expectation.
4. Added 2 columns on vertical alignment. One column is for grade 3 TEKS and one column is for Grade 5 TEKS.

Component: *Texas ADI Learning Hub for Science, 4th Grade*

ISBN: 9798987754818

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Location: Download document under the heading "Investigation Standards"

Link to Updated Content:

[View Updated Content](#)

Original Text: List of all ELAR student expectations. Original content was the list of the entire set of grade level ELAR student expectations

Updated Text: Updated this section in the following ways:

1. Changed title of section to "Cross-Curricular Connections"
2. Provided a more focused list of ELAR student expectations supported during this investigation.
3. Added a list of mathematics student expectations supported during this investigation

Component: *Texas ADI Learning Hub for Science, 4th Grade*

ISBN: 9798987754818

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Location: Download document under the heading "Investigation Standards"

Link to Updated Content:

[View Updated Content](#)

Original Text: List of student expectations

Updated Text: Updated section titled "Alignment with Science TEKS. These changes are:

1. Separate single list into 3 separate tables. First table is for science and engineering practice TEKS. Second table is for recurring theme TEKS. Third table is for content TEKS.
2. Inclusion of an explanation of each student expectation in the column titled "Explanation of the TEKS." Click the URL for Updated Text (make sure to sign into ADI Review Site First: Password is ADITEARev2024!). Download PDF file under heading "Investigation Standards PDF." Open the file. New content is under the heading "Alignment with Science TEKS."

Proclamation 2024: Report of Editorial Changes (11/08/2023)

3. Added a column titled "Focus" indicating if this is the first time students are learning the student expectation or if it is a re-introduction of the student expectation.

4. Added 2 columns on vertical alignment. One column is for grade 3 TEKS and one column is for Grade 5 TEKS.

Component: *Texas ADI Learning Hub for Science, 4th Grade*

ISBN: 9798987754818

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Location: Download document under the heading "Investigation Standards"

Link to Updated Content:

[View Updated Content](#)

Original Text: List of all ELAR student expectations. Original content was the list of the entire set of grade level ELAR student expectations

Updated Text: Updated this section in the following ways:

1. Changed title of section to "Cross-Curricular Connections"
2. Provided a more focused list of ELAR student expectations supported during this investigation.
3. Added a list of mathematics student expectations supported during this investigation

Component: *Texas ADI Learning Hub for Science, 4th Grade*

ISBN: 9798987754818

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Location: Download document under the heading "Investigation Standards"

Link to Updated Content:

[View Updated Content](#)

Original Text: List of student expectations

Updated Text: Updated section titled "Alignment with Science TEKS. These changes are:

1. Separate single list into 3 separate tables. First table is for science and engineering practice TEKS. Second table is for recurring theme TEKS. Third table is for content TEKS.
2. Inclusion of an explanation of each student expectation in the column titled "Explanation of the TEKS." Click the URL for Updated Text (make sure to sign into ADI Review Site First: Password is ADITEARev2024!). Download PDF file under heading "Investigation Standards PDF." Open the file. New content is under the heading "Alignment with Science TEKS."
3. Added a column titled "Focus" indicating if this is the first time students are learning the student expectation or if it is a re-introduction of the student expectation.
4. Added 2 columns on vertical alignment. One column is for grade 3 TEKS and one column is for Grade 5 TEKS.

Component: *Texas ADI Learning Hub for Science, 4th Grade*

ISBN: 9798987754818

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Location: Download document under the heading "Investigation Standards"

Link to Updated Content:

[View Updated Content](#)

Original Text: List of all ELAR student expectations. Original content was the list of the entire set of grade level ELAR student expectations

Updated Text: Updated this section in the following ways:

1. Changed title of section to "Cross-Curricular Connections"
2. Provided a more focused list of ELAR student expectations supported during this investigation.
3. Added a list of mathematics student expectations supported during this investigation

Component: *Texas ADI Learning Hub for Science, 4th Grade*

ISBN: 9798987754818

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Location: Download document under the heading "Investigation Standards"

Link to Updated Content:

[View Updated Content](#)

Original Text: List of student expectations

Updated Text: Updated section titled "Alignment with Science TEKS. These changes are:

1. Separate single list into 3 separate tables. First table is for science and engineering practice TEKS. Second table is for recurring theme TEKS. Third table is for content TEKS.
2. Inclusion of an explanation of each student expectation in the column titled "Explanation of the TEKS." Click the URL for Updated Text (make sure to sign into ADI Review Site First: Password is ADITEARev2024!). Download PDF file under heading "Investigation Standards PDF." Open the file. New content is under the heading "Alignment with Science TEKS."
3. Added a column titled "Focus" indicating if this is the first time students are learning the student expectation or if it is a re-introduction of the student expectation.
4. Added 2 columns on vertical alignment. One column is for grade 3 TEKS and one column is for Grade 5 TEKS.

Component: *Texas ADI Learning Hub for Science, 4th Grade*

ISBN: 9798987754818

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Location: Download document under the heading "Investigation Standards"

Link to Updated Content:

[View Updated Content](#)

Original Text: List of all ELAR student expectations. Original content was the list of the entire set of grade level ELAR student expectations

Updated Text: Updated this section in the following ways:

1. Changed title of section to "Cross-Curricular Connections"
2. Provided a more focused list of ELAR student expectations supported during this investigation.
3. Added a list of mathematics student expectations supported during this investigation

Component: *Texas ADI Learning Hub for Science, 4th Grade*

ISBN: 9798987754818

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Location: Download document under the heading "Investigation Standards"

Link to Updated Content:

[View Updated Content](#)

Original Text: List of student expectations

Updated Text: Updated section titled "Alignment with Science TEKS. These changes are:

1. Separate single list into 3 separate tables. First table is for science and engineering practice TEKS. Second table is for recurring theme TEKS. Third table is for content TEKS.
2. Inclusion of an explanation of each student expectation in the column titled "Explanation of the TEKS." Click the URL for Updated Text (make sure to sign into ADI Review Site First: Password is ADITEARev2024!). Download PDF file under heading "Investigation Standards PDF." Open the file. New content is under the heading "Alignment with Science TEKS."
3. Added a column titled "Focus" indicating if this is the first time students are learning the student expectation or if it is a re-introduction of the student expectation.
4. Added 2 columns on vertical alignment. One column is for grade 3 TEKS and one column is for Grade 5 TEKS.

Component: *Texas ADI Learning Hub for Science, 4th Grade*

ISBN: 9798987754818

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Location: Download document under the heading "Investigation Standards"

Link to Updated Content:

[View Updated Content](#)

Original Text: List of all ELAR student expectations. Original content was the list of the entire set of grade level ELAR student expectations

Updated Text: Updated this section in the following ways:

1. Changed title of section to "Cross-Curricular Connections"
2. Provided a more focused list of ELAR student expectations supported during this investigation.
3. Added a list of mathematics student expectations supported during this investigation

Component: *Texas ADI Learning Hub for Science, 4th Grade*

ISBN: 9798987754818

Link to Current Content:

[View Current Content](#)

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 967 of 3538

Current Page Number(s): N/A

Location: Download document under the heading "Investigation Standards"

Link to Updated Content:

[View Updated Content](#)

Original Text: List of student expectations

Updated Text: Updated section titled "Alignment with Science TEKS. These changes are:

1. Separate single list into 3 separate tables. First table is for science and engineering practice TEKS. Second table is for recurring theme TEKS. Third table is for content TEKS.
2. Inclusion of an explanation of each student expectation in the column titled "Explanation of the TEKS." Click the URL for Updated Text (make sure to sign into ADI Review Site First: Password is ADITEARev2024!). Download PDF file under heading "Investigation Standards PDF." Open the file. New content is under the heading "Alignment with Science TEKS."
3. Added a column titled "Focus" indicating if this is the first time students are learning the student expectation or if it is a re-introduction of the student expectation.
4. Added 2 columns on vertical alignment. One column is for grade 3 TEKS and one column is for Grade 5 TEKS.

Component: *Texas ADI Learning Hub for Science, 4th Grade*

ISBN: 9798987754818

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Location: Download document under the heading "Investigation Standards"

Link to Updated Content:

[View Updated Content](#)

Original Text: List of all ELAR student expectations. Original content was the list of the entire set of grade level ELAR student expectations

Updated Text: Updated this section in the following ways:

1. Changed title of section to "Cross-Curricular Connections"
2. Provided a more focused list of ELAR student expectations supported during this investigation.
3. Added a list of mathematics student expectations supported during this investigation

Component: *Texas ADI Learning Hub for Science, 4th Grade*

ISBN: 9798987754818

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Location: Download document under the heading "Investigation Standards"

Link to Updated Content:

[View Updated Content](#)

Original Text: List of student expectations

Updated Text: Updated section titled "Alignment with Science TEKS. These changes are:

1. Separate single list into 3 separate tables. First table is for science and engineering practice TEKS. Second table is for

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 968 of 3538

recurring theme TEKS. Third table is for content TEKS.

2. Inclusion of an explanation of each student expectation in the column titled "Explanation of the TEKS." Click the URL for Updated Text (make sure to sign into ADI Review Site First: Password is ADITEARev2024!). Download PDF file under heading "Investigation Standards PDF." Open the file. New content is under the heading "Alignment with Science TEKS."

3. Added a column titled "Focus" indicating if this is the first time students are learning the student expectation or if it is a re-introduction of the student expectation.

4. Added 2 columns on vertical alignment. One column is for grade 3 TEKS and one column is for Grade 5 TEKS.

Component: *Texas ADI Learning Hub for Science, 4th Grade*

ISBN: 9798987754818

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Location: Download document under the heading "Investigation Standards"

Link to Updated Content:

[View Updated Content](#)

Original Text: List of all ELAR student expectations. Original content was the list of the entire set of grade level ELAR student expectations

Updated Text: Updated this section in the following ways:

1. Changed title of section to "Cross-Curricular Connections"
2. Provided a more focused list of ELAR student expectations supported during this investigation.
3. Added a list of mathematics student expectations supported during this investigation

Component: *Texas ADI Learning Hub for Science, 4th Grade*

ISBN: 9798987754818

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Location: Download document under the heading "Investigation Standards"

Link to Updated Content:

[View Updated Content](#)

Original Text: List of student expectations

Updated Text: Updated section titled "Alignment with Science TEKS. These changes are:

1. Separate single list into 3 separate tables. First table is for science and engineering practice TEKS. Second table is for recurring theme TEKS. Third table is for content TEKS.
2. Inclusion of an explanation of each student expectation in the column titled "Explanation of the TEKS." Click the URL for Updated Text (make sure to sign into ADI Review Site First: Password is ADITEARev2024!). Download PDF file under heading "Investigation Standards PDF." Open the file. New content is under the heading "Alignment with Science TEKS."
3. Added a column titled "Focus" indicating if this is the first time students are learning the student expectation or if it is a re-introduction of the student expectation.
4. Added 2 columns on vertical alignment. One column is for grade 3 TEKS and one column is for Grade 5 TEKS.

Component: Texas ADI Learning Hub for Science, 4th Grade

ISBN: 9798987754818

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Location: Download document under the heading "Investigation Standards"

Link to Updated Content:

[View Updated Content](#)

Original Text: List of all ELAR student expectations. Original content was the list of the entire set of grade level ELAR student expectations

Updated Text: Updated this section in the following ways:

1. Changed title of section to "Cross-Curricular Connections"
2. Provided a more focused list of ELAR student expectations supported during this investigation.
3. Added a list of mathematics student expectations supported during this investigation

Component: Texas ADI Learning Hub for Science, 4th Grade

ISBN: 9798987754818

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Location: Download document under the heading "Investigation Standards"

Link to Updated Content:

[View Updated Content](#)

Original Text: List of student expectations

Updated Text: Updated section titled "Alignment with Science TEKS. These changes are:

1. Separate single list into 3 separate tables. First table is for science and engineering practice TEKS. Second table is for recurring theme TEKS. Third table is for content TEKS.
2. Inclusion of an explanation of each student expectation in the column titled "Explanation of the TEKS." Click the URL for Updated Text (make sure to sign into ADI Review Site First: Password is ADITEARev2024!). Download PDF file under heading "Investigation Standards PDF." Open the file. New content is under the heading "Alignment with Science TEKS."
3. Added a column titled "Focus" indicating if this is the first time students are learning the student expectation or if it is a re-introduction of the student expectation.
4. Added 2 columns on vertical alignment. One column is for grade 3 TEKS and one column is for Grade 5 TEKS.

Component: Texas ADI Learning Hub for Science, 4th Grade

ISBN: 9798987754818

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Location: Download document under the heading "Investigation Standards"

Link to Updated Content:

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 970 of 3538

[View Updated Content](#)

Original Text: List of all ELAR student expectations. Original content was the list of the entire set of grade level ELAR student expectations

Updated Text: Updated this section in the following ways:

1. Changed title of section to "Cross-Curricular Connections"
2. Provided a more focused list of ELAR student expectations supported during this investigation.
3. Added a list of mathematics student expectations supported during this investigation

Component: *Texas ADI Learning Hub for Science, 4th Grade*

ISBN: 9798987754818

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Location: Download document under the heading "Investigation Standards"

Link to Updated Content:

[View Updated Content](#)

Original Text: List of student expectations

Updated Text: Updated section titled "Alignment with Science TEKS. These changes are:

1. Separate single list into 3 separate tables. First table is for science and engineering practice TEKS. Second table is for recurring theme TEKS. Third table is for content TEKS.
2. Inclusion of an explanation of each student expectation in the column titled "Explanation of the TEKS." Click the URL for Updated Text (make sure to sign into ADI Review Site First: Password is ADITEARev2024!). Download PDF file under heading "Investigation Standards PDF." Open the file. New content is under the heading "Alignment with Science TEKS."
3. Added a column titled "Focus" indicating if this is the first time students are learning the student expectation or if it is a re-introduction of the student expectation.
4. Added 2 columns on vertical alignment. One column is for grade 3 TEKS and one column is for Grade 5 TEKS.

Component: *Texas ADI Learning Hub for Science, 4th Grade*

ISBN: 9798987754818

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Location: Download document under the heading "Investigation Standards"

Link to Updated Content:

[View Updated Content](#)

Original Text: List of all ELAR student expectations. Original content was the list of the entire set of grade level ELAR student expectations

Updated Text: Updated this section in the following ways:

1. Changed title of section to "Cross-Curricular Connections"
2. Provided a more focused list of ELAR student expectations supported during this investigation.
3. Added a list of mathematics student expectations supported during this investigation

Component: Texas ADI Learning Hub for Science, 4th Grade

ISBN: 9798987754818

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Location: Differences of Duration of Daylight, Safety Notes, Carry Out Your Plan (Learning Hub)

Link to Updated Content:

[View Updated Content](#)

Original Text: Follow all class safety rules as you carry out your plan. In addition, be sure to:

- Wear sanitized safety goggles during setup, while collecting data, and when you clean up.
- Wash your hands with soap and water when you are done cleaning up.

Updated Text: Follow all class safety rules as you carry out your plan. Make sure to look around the room for symbols that indicate how to safely carry out an investigation in science. These symbols might indicate where to dispose of liquid or solid waste. They can also indicate where safety equipment, like goggles, is kept.

In addition, be sure to:

- Wear sanitized safety goggles during setup, data collection, and cleanup.
- Handle glass with care. Always wear gloves, a lab coat/apron, and safety goggles when handling glass materials.
- Wash your hands with soap and water when you are done cleaning up.

While cleaning up your materials, be sure to:

- Let your teacher know if any materials got broken during your investigation. Do not touch broken glass.
- Return your supplies to the supply area.
- Return your safety goggles to the place where they are stored in your classroom.

Component: Texas ADI Learning Hub for Science, 4th Grade

ISBN: 9798987754818

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Location: Unknown Powder Identification, Safety Notes, Carry Out Your Plan (Learning Hub)

Link to Updated Content:

[View Updated Content](#)

Original Text: Follow all class safety rules as you carry out your plan. In addition, be sure to:

- Wear sanitized safety goggles during setup, while collecting data, and when you clean up.
- Wash your hands with soap and water when you are done cleaning up.

Updated Text: Follow all class safety rules as you carry out your plan. Make sure to look around the room for symbols that indicate how to safely carry out an investigation in science. These symbols might indicate where to dispose of liquid or solid waste. They can also indicate where safety equipment, like goggles, is kept.

In addition, be sure to:

- Wear sanitized safety goggles during setup, data collection, and cleanup.
- Keep your eyes safe! Always wear safety goggles when sand/powder is present in the work area.
- Handle liquids with care. Always wear gloves and safety goggles when handling liquids.
- Iodine can be dangerous. Be careful not to get iodine on your skin, in your eyes, or in your mouth.
- Wash your hands with soap and water when you are done cleaning up.

While cleaning up your materials, be sure to:

- Return your supplies to the supply area.
- Return your safety goggles to the place where they are stored in your classroom.

Component: *Texas ADI Learning Hub for Science, 4th Grade*

ISBN: 9798987754818

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Location: Moon Phases, Safety Notes, Carry Out Your Plan (Learning Hub)

Link to Updated Content:

[View Updated Content](#)

Original Text: Follow all class safety rules as you carry out your plan. In addition, be sure to:

- Wear sanitized safety goggles during setup, while collecting data, and when you clean up.
- Wash your hands with soap and water when you are done cleaning up.

Updated Text: Follow all class safety rules as you carry out your plan. Make sure to look around the room for symbols that indicate how to safely carry out an investigation in science. These symbols might indicate where to dispose of liquid or solid waste. They can also indicate where safety equipment, like goggles, is kept.

In addition, be sure to:

- Wear sanitized safety goggles during setup, data collection, and cleanup.
- Wash your hands with soap and water when you are done cleaning up.

While cleaning up your materials, be sure to:

- Let your teacher know if any materials got broken during your investigation. Do not touch broken glass.
- Return your supplies to the supply area.
- Return your safety goggles to the place where they are stored in your classroom.

Component: *Texas ADI Learning Hub for Science, 4th Grade*

ISBN: 9798987754818

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Location: Billiards Break Speed,, Safety Notes, Carry Out Your Plan (Learning Hub)

Link to Updated Content:

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 973 of 3538

[View Updated Content](#)

Original Text: Follow all class safety rules as you carry out your plan. In addition, be sure to:

- Wear sanitized safety goggles during setup, data collection, and cleanup.
- Be careful handling small objects such as marbles
- Set up your area with enough space for your group
- Wash your hands with soap and water when you are done cleaning up.

Updated Text: Follow all class safety rules as you carry out your plan. Make sure to look around the room for symbols that indicate how to safely carry out an investigation in science. These symbols might indicate where to dispose of liquid or solid waste. They can also indicate where safety equipment, like goggles, is kept.

In addition:

- Fallen Marbles may present a trip/slip hazard. Be careful to keep all marbles in your work area and tread with care when these materials are present.
- Wash your hands with soap and water when you are done cleaning up.

While cleaning up your materials, be sure to:

- Return your supplies to the supply area.
- Return your safety goggles to the place where they are stored in your classroom.

Component: *Texas ADI Learning Hub for Science, 4th Grade*

ISBN: 9798987754818

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Location: Pepper Defense, Safety Notes, Carry Out Your Plan (Learning Hub)

Link to Updated Content:

[View Updated Content](#)

Original Text: Follow all class safety rules as you carry out your plan. In addition, be sure to:

- Wear sanitized safety goggles during setup, data collection, and cleanup.
- Do not put any part of the plant in your mouth.
- If water spills, please wipe it up immediately so no one slips.
- Lamps may become hot. Please do not touch the lamps if you use one for a light source.
- Wash your hands with soap and water when you are done cleaning up.

Updated Text: Follow all class safety rules as you carry out your plan. Make sure to look around the room for symbols that indicate how to safely carry out an investigation in science. These symbols might indicate where to dispose of liquid or solid waste. They can also indicate where safety equipment, like goggles, is kept.

In addition, be sure to:

- Wear sanitized safety goggles during setup, data collection, and cleanup.
- Handle liquids with care. Always wear gloves, a lab coat/apron, and safety goggles when handling liquids.
- Do not put any part of the plant in your mouth.
- If water spills, please wipe it up immediately so no one slips.
- Lamps may become hot. Please do not touch the lamps if you use one for a light source.

Proclamation 2024: Report of Editorial Changes (11/08/2023)

- Wash your hands with soap and water when you are done cleaning up.

While cleaning up your materials, be sure to:

- Return your supplies to the supply area.
- Return your safety goggles to the place where they are stored in your classroom.

Component: *Texas ADI Learning Hub for Science, 4th Grade*

ISBN: 9798987754818

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Location: Research Stations in the Antarctic, Safety Notes, Carry Out Your Plan (Learning Hub)

Link to Updated Content:

[View Updated Content](#)

Original Text: Follow all class safety rules as you carry out your plan. In addition, be sure to:

- Wear sanitized safety goggles during setup, data collection, and cleanup.
- Practice caution using the thermometer and timing device.
- Clean up any water spills immediately.
- Wash your hands with soap and water when you are done cleaning up.

Updated Text: Follow all class safety rules as you carry out your plan. Make sure to look around the room for symbols that indicate how to safely carry out an investigation in science. These symbols might indicate where to dispose of liquid or solid waste. They can also indicate where safety equipment, like goggles, is kept.

In addition, be sure to:

- Wear sanitized safety goggles during setup, data collection, and cleanup.
- Handle liquids with care. Always wear gloves, a lab coat/apron, and safety goggles when handling liquids.
- Practice caution using the thermometer and timing device.
- Clean up any water spills immediately.
- Wash your hands with soap and water when you are done cleaning up.

While cleaning up your materials, be sure to:

- Return your supplies to the supply area.
- Return your safety goggles to the place where they are stored in your classroom.

Component: *Texas ADI Learning Hub for Science, 4th Grade*

ISBN: 9798987754818

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Location: Heating Water with Water, Safety Notes, Carry Out Your Plan (Learning Hub)

Link to Updated Content:

[View Updated Content](#)

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 975 of 3538

Original Text: Follow all class safety rules as you carry out your plan. In addition, be sure to:

- Wear sanitized safety goggles during setup, data collection, and cleanup.
- Handle hot water carefully.
- Clean up any spills immediately.
- Use caution when using the thermometer and stopwatch.
- Wash your hands with soap and water when you are done cleaning up.

Updated Text: Follow all class safety rules as you carry out your plan. Make sure to look around the room for symbols that indicate how to safely carry out an investigation in science. These symbols might indicate where to dispose of liquid or solid waste. They can also indicate where safety equipment, like goggles, is kept.

In addition, be sure to:

- Wear sanitized safety goggles during setup, data collection, and cleanup.
- Handle glass with care. Always wear gloves, a lab coat/apron, and safety goggles when handling glass materials.
- Handle liquids with care. Always wear gloves, a lab coat/apron, and safety goggles when handling liquids.
- Wear heat-insulated gloves, or use tongs if available, while handling hot substances. Turn off heat sources when not in use.
- Handle hot water carefully.
- Clean up any spills immediately.
- Use caution when using the thermometer and stopwatch.
- Wash your hands with soap and water when you are done cleaning up.

While cleaning up your materials, be sure to:

- Let your teacher know if any materials got broken during your investigation. Do not touch broken glass.
- Return your supplies to the supply area.
- Return your safety goggles to the place where they are stored in your classroom.
- Turn off the heat source.

Component: *Texas ADI Learning Hub for Science, 4th Grade*

ISBN: 9798987754818

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Location: Sled Up a Ramp, Safety Notes, Carry Out Your Plan (Learning Hub)

Link to Updated Content:

[View Updated Content](#)

Original Text: Follow all class safety rules as you carry out your plan. In addition, be sure to:

- Wear sanitized safety goggles during setup, data collection, and cleanup.
- Use caution when adding or removing washers.
- Wash your hands with soap and water when you are done cleaning up.

Updated Text: Follow all class safety rules as you carry out your plan. Make sure to look around the room for symbols that indicate how to safely carry out an investigation in science. These symbols might indicate where to dispose of liquid or solid waste. They can also indicate where safety equipment, like goggles, is kept.

In addition, be sure to:

Proclamation 2024: Report of Editorial Changes (11/08/2023)

- Wear sanitized safety goggles during setup, data collection, and cleanup.
- Springs under tension may be dangerous if they break or come unhooked and snap back. Always wear safety goggles when working with springs.
- Use caution when adding or removing washers.
- Wash your hands with soap and water when you are done cleaning up.

While cleaning up your materials, be sure to:

- Return your supplies to the supply area.
- Return your safety goggles to the place where they are stored in your classroom.

Component: *Texas ADI Learning Hub for Science, 4th Grade*

ISBN: 9798987754818

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Location: Adding Water to Other Liquids, Safety Notes, Carry Out Your Plan (Learning Hub)

Link to Updated Content:

[View Updated Content](#)

Original Text: Follow all class safety rules as you carry out your plan. In addition, be sure to:

- Wear sanitized safety goggles during setup, data collection, and cleanup.
- Clear up any spills immediately.
- Keep materials away from eyes and mouth.
- Wash your hands with soap and water when you are done cleaning up.

Updated Text: Follow all class safety rules as you carry out your plan. Make sure to look around the room for symbols that indicate how to safely carry out an investigation in science. These symbols might indicate where to dispose of liquid or solid waste. They can also indicate where safety equipment, like goggles, is kept.

In addition, be sure to:

- Wear sanitized safety goggles during setup, data collection, and cleanup.
- Handle liquids with care. Always wear gloves, a lab coat/apron, and safety goggles when handling liquids.
- Handle glass with care. Always wear gloves, a lab coat/apron, and safety goggles when handling glass materials.
- Clear up any spills immediately.
- Keep materials away from eyes and mouth.
- Wash your hands with soap and water when you are done cleaning up.

While cleaning up your materials, be sure to:

- Let your teacher know if any materials got broken during your investigation. Do not touch broken glass.
- Return your supplies to the supply area.
- Return your safety goggles to the place where they are stored in your classroom.

Component: *Texas ADI Learning Hub for Science, 4th Grade*

ISBN: 9798987754818

Link to Current Content:

[View Current Content](#)

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 977 of 3538

Current Page Number(s): N/A

Location: Plant Growth,, Safety Notes, Carry Out Your Plan (Learning Hub)

Link to Updated Content:

[View Updated Content](#)

Original Text: Follow all class safety rules as you carry out your plan. In addition, be sure to:

- Wear sanitized safety goggles during setup, data collection, and cleanup.
- Do not put anything used in this activity in your mouth.
- Immediately clean up any spills to avoid a slip or fall hazard.
- Wash your hands with soap and water when you are done cleaning up.

Updated Text: Follow all class safety rules as you carry out your plan. Make sure to look around the room for symbols that indicate how to safely carry out an investigation in science. These symbols might indicate where to dispose of liquid or solid waste. They can also indicate where safety equipment, like goggles, is kept.

In addition, be sure to:

- Wear sanitized safety goggles during setup, data collection, and cleanup.
- Handle liquids with care. Always wear gloves, a lab coat/apron, and safety goggles when handling liquids.
- Handle glass with care. Always wear gloves, a lab coat/apron, and safety goggles when handling glass materials.
- Keep your eyes safe! Always wear safety goggles when sand/powder is present in the work area.
- Do not put anything used in this activity in your mouth.
- Immediately clean up any spills to avoid a slip or fall hazard.
- Wash your hands with soap and water when you are done cleaning up.

While cleaning up your materials, be sure to:

- Let your teacher know if any materials got broken during your investigation. Do not touch broken glass.
- Return your supplies to the supply area.
- Return your safety goggles to the place where they are stored in your classroom.

Component: *Texas ADI Learning Hub for Science, 4th Grade*

ISBN: 9798987754818

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Location: Ice and Bumpy Roads, Safety Notes, Carry Out Your Plan (Learning Hub)

Link to Updated Content:

[View Updated Content](#)

Original Text: Follow all class safety rules as you carry out your plan. In addition, be sure to:

- Wear sanitized safety goggles during setup, data collection, and cleanup.
- Clean up any spills immediately.
- Wash your hands with soap and water when you are done cleaning up.

Updated Text: Follow all class safety rules as you carry out your plan. Make sure to look around the room for symbols that indicate how to safely carry out an investigation in science. These symbols might indicate where to dispose of liquid or solid waste. They can also indicate where safety equipment, like goggles, is kept.

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 978 of 3538

In addition, be sure to:

- Wear sanitized safety goggles during setup, data collection, and cleanup.
- Handle liquids with care. Always wear gloves, a lab coat/apron, and safety goggles when handling liquids.
- Clean up any spills immediately.
- Handle glass with care. Always wear gloves, a lab coat/apron, and safety goggles when handling glass materials.
- Wash your hands with soap and water when you are done cleaning up.

While cleaning up your materials, be sure to:

- Let your teacher know if any materials got broken during your investigation. Do not touch broken glass.
- Return your supplies to the supply area.
- Return your safety goggles to the place where they are stored in your classroom.

Component: *Texas ADI Learning Hub for Science, 4th Grade*

ISBN: 9798987754818

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Location: Water Traveling from Roots to Leaves, Safety Notes, Carry Out Your Plan (Learning Hub)

Link to Updated Content:

[View Updated Content](#)

Original Text: Follow all class safety rules as you carry out your plan. In addition, be sure to:

- Wear sanitized safety goggles during setup, data collection, and cleanup.
- Immediately clean up any spills to avoid a slip or fall hazard.
- Do not eat or drink any food items used in an investigation activity.
- Ask your teacher to cut the plants when you need them cut.
- Wash your hands with soap and water when you are done cleaning up.

Updated Text: Follow all class safety rules as you carry out your plan. Make sure to look around the room for symbols that indicate how to safely carry out an investigation in science. These symbols might indicate where to dispose of liquid or solid waste. They can also indicate where safety equipment, like goggles, is kept.

In addition, be sure to:

- Wear sanitized safety goggles during setup, data collection, and cleanup.
- Handle glass with care. Always wear gloves, a lab coat/apron, and safety goggles when handling glass materials.
- Handle liquids with care. Always wear gloves, a lab coat/apron, and safety goggles when handling liquids.
- Handle food coloring/dyes with care! Dyes may stain clothes and skin. Always wear gloves, a lab coat/apron, and safety goggles when handling food coloring or dyes.
- Immediately clean up any spills to avoid a slip or fall hazard.
- Do not eat or drink any food items used in an investigation activity.
- Ask your teacher to cut the plants when you need them cut.
- Wash your hands with soap and water when you are done cleaning up.

While cleaning up your materials, be sure to:

- Let your teacher know if any materials got broken during your investigation. Do not touch broken glass.
- Return your supplies to the supply area.

- Return your safety goggles to the place where they are stored in your classroom.

Component: *Texas ADI Learning Hub for Science, 4th Grade*

ISBN: 9798987754818

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Location: The Power of Wind, Safety Notes, Carry Out Your Plan (Learning Hub)

Link to Updated Content:

[View Updated Content](#)

Original Text: Follow all class safety rules as you carry out your plan. In addition, be sure to:

- Wear sanitized safety goggles during setup, data collection, and cleanup.
- Do not eat the brown sugar or chocolate chips. These materials are used for modeling the Earth's processes.

Updated Text: Follow all class safety rules as you carry out your plan. Make sure to look around the room for symbols that indicate how to safely carry out an investigation in science. These symbols might indicate where to dispose of liquid or solid waste. They can also indicate where safety equipment, like goggles, is kept.

In addition, be sure to:

- Wear sanitized safety goggles during setup, data collection, and cleanup.
- Keep your eyes safe! Always wear safety goggles when sand/powder is present in the work area.
- Do not eat the brown sugar or chocolate chips. These materials are used for modeling the Earth's processes.
- Wash your hands with soap and water when you are done cleaning up.

While cleaning up your materials, be sure to:

- Return your supplies to the supply area.
- Return your safety goggles to the place where they are stored in your classroom.

Component: *Texas ADI Learning Hub for Science, 4th Grade*

ISBN: 9798987754818

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Location: Mouth of the Mississippi, Safety Notes, Carry Out Your Plan (Learning Hub)

Link to Updated Content:

[View Updated Content](#)

Original Text: Follow all class safety rules as you carry out your plan. In addition, be sure to:

- Wear sanitized safety goggles during setup, data collection, and cleanup.
- Clean up any spills immediately.
- Keep sand and other irritants away from your face.
- Wash your hands with soap and water when you are done cleaning up.

Updated Text: Follow all class safety rules as you carry out your plan. Make sure to look around the room for symbols that indicate how to safely carry out an investigation in science. These symbols might indicate where to dispose of liquid or solid waste. They can also indicate where safety equipment, like goggles, is kept.

In addition, be sure to:

- Wear sanitized safety goggles during setup, data collection, and cleanup.
- Handle liquids with care. Always wear gloves, a lab coat/apron, and safety goggles when handling liquids.
- Keep your eyes safe! Always wear safety goggles when sand/powder is present in the work area.
- Wash your hands with soap and water when you are done cleaning up.

While cleaning up your materials, be sure to:

- Return your supplies to the supply area.
- Return your safety goggles to the place where they are stored in your classroom.

Component: Texas ADI Learning Hub for Science, 4th Grade

ISBN: 9798987754818

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Location: Are All Magnets Conductors of Electricity?, Safety Notes, Carry Out Your Plan (Learning Hub)

Link to Updated Content:

[View Updated Content](#)

Original Text: Follow all class safety rules as you carry out your plan. In addition, be sure to:

- Wear sanitized safety goggles during setup, data collection, and cleanup.
- Handle exposed wires with care.
- A battery can become heated if left connected for too long.
- Wash your hands with soap and water when you are done cleaning up.

Updated Text: Follow all class safety rules as you carry out your plan. Make sure to look around the room for symbols that indicate how to safely carry out an investigation in science. These symbols might indicate where to dispose of liquid or solid waste. They can also indicate where safety equipment, like goggles, is kept.

In addition, be sure to:

- Wear sanitized safety goggles during setup, data collection, and cleanup.
- Handle glass with care. Always wear gloves, a lab coat/apron, and safety goggles when handling glass materials.
- Always wear rubber gloves when handling wires/batteries.
- A battery can become heated if left connected for too long.
- Wash your hands with soap and water when you are done cleaning up.

While cleaning up your materials, be sure to:

- Let your teacher know if any materials got broken during your investigation. Do not touch broken glass.
- Return your supplies to the supply area.
- Return your safety goggles to the place where they are stored in your classroom.

Component: Texas ADI Learning Hub for Science, 4th Grade

ISBN: 9798987754818

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Location: Recession of Glaciers, Safety Notes, Carry Out Your Plan (Learning Hub)

Link to Updated Content:

[View Updated Content](#)

Original Text: Follow all class safety rules as you carry out your plan. In addition, be sure to:

- Wear sanitized safety goggles during setup, data collection, and cleanup.
- Clean up any spilled water immediately.
- Keep sand away from your eyes.
- Wash your hands with soap and water when you are done cleaning up.

Updated Text: Follow all class safety rules as you carry out your plan. Make sure to look around the room for symbols that indicate how to safely carry out an investigation in science. These symbols might indicate where to dispose of liquid or solid waste. They can also indicate where safety equipment, like goggles, is kept.

In addition, be sure to:

- Wear sanitized safety goggles during setup, data collection, and cleanup.
- Clean up any spilled water immediately.
- Keep your eyes safe! Always wear safety goggles when sand/powder is present in the work area.
- Wash your hands with soap and water when you are done cleaning up.

While cleaning up your materials, be sure to:

- Return your supplies to the supply area.
- Return your safety goggles to the place where they are stored in your classroom.

Component: Texas ADI Learning Hub for Science, 4th Grade

ISBN: 9798987754818

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Location: Conservation of Matter and Volume, Safety Notes, Carry Out Your Plan (Learning Hub)

Link to Updated Content:

[View Updated Content](#)

Original Text: Follow all class safety rules as you carry out your plan. In addition, be sure to:

- Wear sanitized safety goggles during setup, data collection, and cleanup.
- Clean up any spills immediately.
- Oil spills can be slippery.
- Do not consume any of the materials.
- Wash your hands with soap and water when you are done cleaning up.

Updated Text: Follow all class safety rules as you carry out your plan. Make sure to look around the room for symbols that indicate how to safely carry out an investigation in science. These symbols might indicate where to dispose of liquid or solid waste. They can also indicate where safety equipment, like goggles, is kept.

In addition, be sure to:

- Wear sanitized safety goggles during setup, data collection, and cleanup.
- Handle liquids with care. Always wear gloves, a lab coat/apron, and safety goggles when handling liquids.
- Clean up any spills immediately.
- Oil spills can be slippery.
- Do not consume any of the materials.
- Keep your eyes safe! Always wear safety goggles when sand/powder is present in the work area.
- Wash your hands with soap and water when you are done cleaning up.

While cleaning up your materials, be sure to:

- Return your supplies to the supply area.
- Return your safety goggles to the place where they are stored in your classroom.

Component: *Texas ADI Learning Hub for Science, 4th Grade*

ISBN: 9798987754818

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Location: Storm Surge Protection (EDC), Safety Notes, Carry Out Your Plan (Learning Hub)

Link to Updated Content:

[View Updated Content](#)

Original Text: Follow all class safety rules as you carry out your plan. In addition, be sure to:

1. Wear safety glasses during setup, data collection, and cleanup.
2. Be careful when using the hot glue gun. The tip can get hot and can cause burns if touched.
3. Hobby snippers should only be used under supervision. Incorrect use of the hobby snippers can lead to severe cuts.
4. Wash your hands with soap and water when you are done cleaning up.

Updated Text: Follow all class safety rules as you carry out your plan. Make sure to look around the room for symbols that indicate how to safely carry out an investigation in science. These symbols might indicate where to dispose of liquid or solid waste. They can also indicate where safety equipment, like goggles, is kept.

In addition, be sure to:

- Wear sanitized safety goggles during setup, data collection, and cleanup.
- Wear heat-insulated gloves when handling hot glue or hot water.
- Keep your eyes safe! Always wear safety goggles when sand/powder is present in the work area.
- Be careful when using the hot glue gun. The tip can get hot and can cause burns if touched.
- Only use sharp tools with your teacher's supervision (e.g. safety box cutters, snippers, scissors, wire cutters)
- Wash your hands with soap and water when you are done cleaning up.

While cleaning up your materials, be sure to:

- Return your supplies to the supply area.
- Return your safety goggles to the place where they are stored in your classroom.

Component: Texas ADI Learning Hub for Science, 4th Grade

ISBN: 9798987754818

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Location: Exposed Tree Roots, Safety Notes, Carry Out Your Plan (Learning Hub)

Link to Updated Content:

[View Updated Content](#)

Original Text: Follow all class safety rules as you carry out your plan. In addition, be sure to:

- Wear sanitized safety goggles during setup, data collection, and cleanup.
- Wash your hands with soap and water when you are done cleaning up.

Updated Text: Follow all class safety rules as you carry out your plan. Make sure to look around the room for symbols that indicate how to safely carry out an investigation in science. These symbols might indicate where to dispose of liquid or solid waste. They can also indicate where safety equipment, like goggles, is kept.

In addition, be sure to:

- Wear sanitized safety goggles during setup, data collection, and cleanup.
- Handle liquids with care. Always wear gloves, a lab coat/apron, and safety goggles when handling liquids.
- Keep your eyes safe! Always wear safety goggles when sand/powder is present in the work area.
- Wash your hands with soap and water when you are done cleaning up.

While cleaning up your materials, be sure to:

- Return your supplies to the supply area.
- Return your safety goggles to the place where they are stored in your classroom.

Component: Texas ADI Learning Hub for Science, 4th Grade

ISBN: 9798987754818

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Location: Flotation System for Shipping Containers (EDC), Safety Notes, Carry Out Your Plan (Learning Hub)

Link to Updated Content:

[View Updated Content](#)

Original Text: Follow all class safety rules as you carry out your plan. In addition, be sure to:

- Wear safety glasses during setup, data collection, and cleanup.
- Be careful when using the hot glue gun. The tip can get hot and can cause burns if touched.
- Hobby snippers should only be used under supervision. Incorrect use of the hobby snippers can lead to severe cuts.
- Wash your hands with soap and water when you are done cleaning up.

Updated Text: Follow all class safety rules as you carry out your plan. Make sure to look around the room for symbols that indicate how to safely carry out an investigation in science. These symbols might indicate where to dispose of liquid

Proclamation 2024: Report of Editorial Changes (11/08/2023)

or solid waste. They can also indicate where safety equipment, like goggles, is kept.

In addition, be sure to:

- Wear sanitized safety goggles during setup, data collection, and cleanup.
- Students should wear safety goggles and lab coats/aprons at all times when liquids are present in the work area.
- Wear heat-insulated gloves, or use tongs if available, while handling hot substances. Turn off heat sources when not in use.
- Be careful when using the hot glue gun. The tip can get hot and can cause burns if touched.
- Only use sharp tools with your teacher's supervision (e.g. safety box cutters, snippers, scissors, wire cutters)
- Wash your hands with soap and water when you are done cleaning up.

While cleaning up your materials, be sure to:

- Hot glue guns should be disconnected from power source and allowed to cool before storage.

Component: *Texas ADI Learning Hub for Science, 4th Grade*

ISBN: 9798987754818

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Location: Water in the Desert, Safety Notes, Carry Out Your Plan (Learning Hub)

Link to Updated Content:

[View Updated Content](#)

Original Text: Follow all class safety rules as you carry out your plan. In addition, be sure to:

- Wear sanitized safety goggles during setup, data collection, and cleanup.
- Use caution to prevent scratching the hand lens.
- Do not throw the rocks.
- Wash your hands with soap and water when you are done cleaning up.

Updated Text: Follow all class safety rules as you carry out your plan. Make sure to look around the room for symbols that indicate how to safely carry out an investigation in science. These symbols might indicate where to dispose of liquid or solid waste. They can also indicate where safety equipment, like goggles, is kept.

In addition, be sure to:

- Wear sanitized safety goggles during setup, data collection, and cleanup.
- Always wear safety goggles, a lab coat/apron, and non-latex gloves when handling glass.
- Be careful when handling the hand lens to avoid scratching it
- Do not throw rocks
- Wash your hands with soap and water when you are done cleaning up.

While cleaning up your materials, be sure to:

- Double-check the area around your workspace and make sure to pick up any materials that fell during your investigation.

Component: *Texas ADI Learning Hub for Science, 4th Grade*

ISBN: 9798987754818

Link to Current Content:

[View Current Content](#)

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 985 of 3538

Current Page Number(s): N/A

Location: Energy Transferred by Sound, Safety Notes, Carry Out Your Plan (Learning Hub)

Link to Updated Content:

[View Updated Content](#)

Original Text: Follow all class safety rules as you carry out your plan. In addition, be sure to:

- Wear sanitized safety goggles during setup, data collection, and cleanup.
- Clean up any spilled rice immediately.
- Use caution when balancing the aluminum pie pan on the speaker.
- Be careful with wires and electricity.
- Wash your hands with soap and water when you are done cleaning up.

Updated Text: Follow all class safety rules as you carry out your plan. Make sure to look around the room for symbols that indicate how to safely carry out an investigation in science. These symbols might indicate where to dispose of liquid or solid waste. They can also indicate where safety equipment, like goggles, is kept.

In addition, be sure to:

- Wear sanitized safety goggles during setup, data collection, and cleanup.
- Handle liquids with care. Always wear gloves, a lab coat/apron, and safety goggles when handling liquids.
- Clean any spills immediately
- Pick up any fallen supplies immediately
- Use caution when balancing the aluminum pie pan on the speaker
- Always wear rubber gloves when handling wires/electricity.

While cleaning up your materials, be sure to:

- Double-check the area around your workstation to make sure there are no spills or fallen materials.
- Disconnect any wires from power supplies when the materials are no longer in use.

Component: *Texas ADI Learning Hub for Science, 4th Grade*

ISBN: 9798987754818

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Location: Ice and Bumpy Roads Ideas Activity 4

Link to Updated Content:

[View Updated Content](#)

Original Text: What are your biggest takeaways from this investigation? You may want to mention states of matter, weathering, and stability and change in objects.

Updated Text: What are your biggest takeaways from this investigation? You may want to mention states of matter, weathering by ice, and stability and change in objects.

Component: *Texas ADI Learning Hub for Science, 4th Grade*

ISBN: 9798987754818

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 986 of 3538

Location: Exposed Tree Roots Ideas Activity 4

Link to Updated Content:

[View Updated Content](#)

Original Text: What are your biggest takeaways from this investigation? You may want to mention trees and their roots, weathering, and erosion.

Updated Text: What are your biggest takeaways from this investigation? You may want to mention trees and their roots, weathering, and erosion from water.

Component: *Texas ADI Learning Hub for Science, 4th Grade*

ISBN: 9798987754818

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Location: Reflect, Activity 1, In-Person Lesson Plan Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/login> Password ADITEARev2024!

Link to Updated Content:

[View Updated Content](#)

Original Text: The Reflect stage includes three activities: (1) discussing some core ideas used during the investigation, (2) discussing how to plan and carry out investigations, and (3) a progress check. The intent of this stage is to allow students to discuss the core ideas they used during this investigation, how they used the practices of science to figure out a phenomenon, and how these ideas and practices might be useful in the future.

Updated Text: Updated the first paragraph of the In-Person Lesson Plan. This paragraph now reads:
The Reflect stage includes three activities: (1) discussing some core ideas used during the investigation, (2) discussing how to plan and carry out investigations, and (3) making connections to other topics in science and in other content areas as well as a progress check. The intent of this stage is to allow students to discuss the core ideas they used during this investigation, how they used the practices of science to figure out a phenomenon, and how these ideas and practices might be useful in the future.

Component: *Texas ADI Learning Hub for Science, 4th Grade*

ISBN: 9798987754818

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Location: Reflect, Activity 2 Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/login> Password ADITEARev2024!

Link to Updated Content:

[View Updated Content](#)

Original Text: Original Activity provided students with the opportunity to:

1. Identify strengths in how they carried out their investigation
2. Agree on class norms for future investigation

Updated Text: Made the following revisions to this activity:

1. Adjusted the directions for students discussion on what things they did that made them good scientists during the investigation
2. Updated In-Person Lesson Plan to reflect changes in the student activity
3. Updated Teaching Tip for In Person Lessons to provide guidance for teachers on the updated student activity
4. Added opportunity to reflect on how this investigation was an improvement over prior investigations
5. Added opportunity for students to agree on additional class norms for future investigations.

Component: *Texas ADI Learning Hub for Science, 4th Grade*

ISBN: 9798987754818

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Location: Reflect, Activity 3Make sure to sign into ADI Review Site before clicking
URLs<https://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!>

Link to Updated Content:

[View Updated Content](#)

Original Text: Progress check

Updated Text: Updated the third activity of the reflect stage in the following ways:

1. Changed title to "Making Connections"
2. Provide opportunity for student to make connections to other topics they learned in science this year or in prior years.
3. Provide opportunity for students to make connections between science topics using the recurring themes in science TEKS.
4. Provide an opportunityfor students to make connections between what they learned in this investigation and what they learned in other subjects, such as math.
5. Changed the text of the exit ticket to ask students how they used the practices, recurring themes, and ideas to answer the guiding question
6. Updated In-Person Lesson plan
7. Updated the Teaching Tip for In-Person Lessons

Component: *Texas ADI Learning Hub for Science, 4th Grade*

ISBN: 9798987754818

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Location: Reflect, Activity 1, In-Person Lesson PlanMake sure to sign into ADI Review Site before clicking
URLs<https://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!>

Link to Updated Content:

[View Updated Content](#)

Original Text: The Reflect stage includes three activities: (1) discussing some core ideas used during the investigation, (2) discussing how to plan and carry out investigations, and (3) a progress check. The intent of this stage is to allow students to discuss the core ideas they used during this investigation, how they used the practices of science to figure out a phenomenon, and how these ideas and practices might be useful in the future.

Updated Text: Updated the first paragraph of the In-Person Lesson Plan. This paragraph now reads:
The Reflect stage includes three activities: (1) discussing some core ideas used during the investigation, (2) discussing how to plan and carry out investigations, and (3) making connections to other topics in science and in other content areas as well as a progress check. The intent of this stage is to allow students to discuss the core ideas they used during this investigation, how they used the practices of science to figure out a phenomenon, and how these ideas and practices might be useful in the future.

Component: *Texas ADI Learning Hub for Science, 4th Grade*

ISBN: 9798987754818

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Location: Reflect, Activity 2Make sure to sign into ADI Review Site before clicking
URLs<https://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!>

Link to Updated Content:

[View Updated Content](#)

Original Text: Original Activity provided students with the opportunity to:

1. Identify strengths in how they carried out their investigation
2. Agree on class norms for future investigation

Updated Text: Made the following revisions to this activity:

1. Adjusted the directions for students discussion on what things they did that made them good scientists during the investigation
2. Updated In-Person Lesson Plan to reflect changes in the student activity
3. Updated Teaching Tip for In Person Lessons to provide guidance for teachers on the updated student activity
4. Added opportunity to reflect on how this investigation was an improvement over prior investigations
5. Added opportunity for students to agree on additional class norms for future investigations.

Component: *Texas ADI Learning Hub for Science, 4th Grade*

ISBN: 9798987754818

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Location: Reflect, Activity 3Make sure to sign into ADI Review Site before clicking
URLs<https://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!>

Link to Updated Content:

[View Updated Content](#)

Original Text: Progress check

Updated Text: Updated the third activity of the reflect stage in the following ways:

1. Changed title to "Making Connections"
2. Provide opportunity for student to make connections to other topics they learned in science this year or in prior years.
3. Provide opportunity for students to make connections between science topics using the recurring themes in science TEKS.
4. Provide an opportunityfor students to make connections between what they learned in this investigation and what they learned in other subjects, such as math.

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 989 of 3538

5. Changed the text of the exit ticket to ask students how they used the practices, recurring themes, and ideas to answer the guiding question
6. Updated In-Person Lesson plan
7. Updated the Teaching Tip for In-Person Lessons

Component: *Texas ADI Learning Hub for Science, 4th Grade*

ISBN: 9798987754818

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Location: Reflect, Activity 1, In-Person Lesson Plan Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/login> Password ADITEARev2024!

Link to Updated Content:

[View Updated Content](#)

Original Text: The Reflect stage includes three activities: (1) discussing some core ideas used during the investigation, (2) discussing how to plan and carry out investigations, and (3) a progress check. The intent of this stage is to allow students to discuss the core ideas they used during this investigation, how they used the practices of science to figure out a phenomenon, and how these ideas and practices might be useful in the future.

Updated Text: Updated the first paragraph of the In-Person Lesson Plan. This paragraph now reads:
The Reflect stage includes three activities: (1) discussing some core ideas used during the investigation, (2) discussing how to plan and carry out investigations, and (3) making connections to other topics in science and in other content areas as well as a progress check. The intent of this stage is to allow students to discuss the core ideas they used during this investigation, how they used the practices of science to figure out a phenomenon, and how these ideas and practices might be useful in the future.

Component: *Texas ADI Learning Hub for Science, 4th Grade*

ISBN: 9798987754818

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Location: Reflect, Activity 2 Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/login> Password ADITEARev2024!

Link to Updated Content:

[View Updated Content](#)

Original Text: Original Activity provided students with the opportunity to:

1. Identify strengths in how they carried out their investigation
2. Agree on class norms for future investigation

Updated Text: Made the following revisions to this activity:

1. Adjusted the directions for students discussion on what things they did that made them good scientists during the investigation
2. Updated In-Person Lesson Plan to reflect changes in the student activity
3. Updated Teaching Tip for In Person Lessons to provide guidance for teachers on the updated student activity
4. Added opportunity to reflect on how this investigation was an improvement over prior investigations
5. Added opportunity for students to agree on additional class norms for future investigations.

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Component: Texas ADI Learning Hub for Science, 4th Grade

ISBN: 9798987754818

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Location: Reflect, Activity 3 Make sure to sign into ADI Review Site before clicking
URLs <https://adilearninghub.com/advanced-search/v3/login> Password ADITEARev2024!

Link to Updated Content:

[View Updated Content](#)

Original Text: Progress check

Updated Text: Updated the third activity of the reflect stage in the following ways:

1. Changed title to "Making Connections"
2. Provide opportunity for student to make connections to other topics they learned in science this year or in prior years.
3. Provide opportunity for students to make connections between science topics using the recurring themes in science TEKS.
4. Provide an opportunity for students to make connections between what they learned in this investigation and what they learned in other subjects, such as math.
5. Changed the text of the exit ticket to ask students how they used the practices, recurring themes, and ideas to answer the guiding question
6. Updated In-Person Lesson plan
7. Updated the Teaching Tip for In-Person Lessons

Component: Texas ADI Learning Hub for Science, 4th Grade

ISBN: 9798987754818

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Location: Reflect, Activity 1, In-Person Lesson Plan Make sure to sign into ADI Review Site before clicking
URLs <https://adilearninghub.com/advanced-search/v3/login> Password ADITEARev2024!

Link to Updated Content:

[View Updated Content](#)

Original Text: The Reflect stage includes three activities: (1) discussing some core ideas used during the investigation, (2) discussing how to plan and carry out investigations, and (3) a progress check. The intent of this stage is to allow students to discuss the core ideas they used during this investigation, how they used the practices of science to figure out a phenomenon, and how these ideas and practices might be useful in the future.

Updated Text: Updated the first paragraph of the In-Person Lesson Plan. This paragraph now reads:

The Reflect stage includes three activities: (1) discussing some core ideas used during the investigation, (2) discussing how to plan and carry out investigations, and (3) making connections to other topics in science and in other content areas as well as a progress check. The intent of this stage is to allow students to discuss the core ideas they used during this investigation, how they used the practices of science to figure out a phenomenon, and how these ideas and practices might be useful in the future.

Component: Texas ADI Learning Hub for Science, 4th Grade

ISBN: 9798987754818

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Location: Reflect, Activity 2 Make sure to sign into ADI Review Site before clicking
URLs <https://adilearninghub.com/advanced-search/v3/login> Password ADITEARev2024!

Link to Updated Content:

[View Updated Content](#)

Original Text: Original Activity provided students with the opportunity to:

1. Identify strengths in how they carried out their investigation
2. Agree on class norms for future investigation

Updated Text: Made the following revisions to this activity:

1. Adjusted the directions for students discussion on what things they did that made them good scientists during the investigation
2. Updated In-Person Lesson Plan to reflect changes in the student activity
3. Updated Teaching Tip for In Person Lessons to provide guidance for teachers on the updated student activity
4. Added opportunity to reflect on how this investigation was an improvement over prior investigations
5. Added opportunity for students to agree on additional class norms for future investigations.

Component: Texas ADI Learning Hub for Science, 4th Grade

ISBN: 9798987754818

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Location: Reflect, Activity 3 Make sure to sign into ADI Review Site before clicking
URLs <https://adilearninghub.com/advanced-search/v3/login> Password ADITEARev2024!

Link to Updated Content:

[View Updated Content](#)

Original Text: Progress check

Updated Text: Updated the third activity of the reflect stage in the following ways:

1. Changed title to "Making Connections"
2. Provide opportunity for student to make connections to other topics they learned in science this year or in prior years.
3. Provide opportunity for students to make connections between science topics using the recurring themes in science TEKS.
4. Provide an opportunity for students to make connections between what they learned in this investigation and what they learned in other subjects, such as math.
5. Changed the text of the exit ticket to ask students how they used the practices, recurring themes, and ideas to answer the guiding question
6. Updated In-Person Lesson plan
7. Updated the Teaching Tip for In-Person Lessons

Component: Texas ADI Learning Hub for Science, 4th Grade

ISBN: 9798987754818

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Location: Reflect, Activity 1, In-Person Lesson Plan Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/login> Password ADITEARev2024!

Link to Updated Content:

[View Updated Content](#)

Original Text: The Reflect stage includes three activities: (1) discussing some core ideas used during the investigation, (2) discussing how to plan and carry out investigations, and (3) a progress check. The intent of this stage is to allow students to discuss the core ideas they used during this investigation, how they used the practices of science to figure out a phenomenon, and how these ideas and practices might be useful in the future.

Updated Text: Updated the first paragraph of the In-Person Lesson Plan. This paragraph now reads:
The Reflect stage includes three activities: (1) discussing some core ideas used during the investigation, (2) discussing how to plan and carry out investigations, and (3) making connections to other topics in science and in other content areas as well as a progress check. The intent of this stage is to allow students to discuss the core ideas they used during this investigation, how they used the practices of science to figure out a phenomenon, and how these ideas and practices might be useful in the future.

Component: Texas ADI Learning Hub for Science, 4th Grade

ISBN: 9798987754818

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Location: Reflect, Activity 2 Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/login> Password ADITEARev2024!

Link to Updated Content:

[View Updated Content](#)

Original Text: Original Activity provided students with the opportunity to:

1. Identify strengths in how they carried out their investigation
2. Agree on class norms for future investigation

Updated Text: Made the following revisions to this activity:

1. Adjusted the directions for students discussion on what things they did that made them good scientists during the investigation
2. Updated In-Person Lesson Plan to reflect changes in the student activity
3. Updated Teaching Tip for In Person Lessons to provide guidance for teachers on the updated student activity
4. Added opportunity to reflect on how this investigation was an improvement over prior investigations
5. Added opportunity for students to agree on additional class norms for future investigations.

Component: Texas ADI Learning Hub for Science, 4th Grade

ISBN: 9798987754818

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Location: Reflect, Activity 3
Make sure to sign into ADI Review Site before clicking
URLs <https://adilearninghub.com/advanced-search/v3/login> Password ADITEARev2024!

Link to Updated Content:

[View Updated Content](#)

Original Text: Progress check

Updated Text: Updated the third activity of the reflect stage in the following ways:

1. Changed title to "Making Connections"
2. Provide opportunity for student to make connections to other topics they learned in science this year or in prior years.
3. Provide opportunity for students to make connections between science topics using the recurring themes in science TEKS.
4. Provide an opportunity for students to make connections between what they learned in this investigation and what they learned in other subjects, such as math.
5. Changed the text of the exit ticket to ask students how they used the practices, recurring themes, and ideas to answer the guiding question
6. Updated In-Person Lesson plan
7. Updated the Teaching Tip for In-Person Lessons

Component: *Texas ADI Learning Hub for Science, 4th Grade*

ISBN: 9798987754818

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Location: Reflect, Activity 1, In-Person Lesson Plan
Make sure to sign into ADI Review Site before clicking
URLs <https://adilearninghub.com/advanced-search/v3/login> Password ADITEARev2024!

Link to Updated Content:

[View Updated Content](#)

Original Text: The Reflect stage includes three activities: (1) discussing some core ideas used during the investigation, (2) discussing how to plan and carry out investigations, and (3) a progress check. The intent of this stage is to allow students to discuss the core ideas they used during this investigation, how they used the practices of science to figure out a phenomenon, and how these ideas and practices might be useful in the future.

Updated Text: Updated the first paragraph of the In-Person Lesson Plan. This paragraph now reads:

The Reflect stage includes three activities: (1) discussing some core ideas used during the investigation, (2) discussing how to plan and carry out investigations, and (3) making connections to other topics in science and in other content areas as well as a progress check. The intent of this stage is to allow students to discuss the core ideas they used during this investigation, how they used the practices of science to figure out a phenomenon, and how these ideas and practices might be useful in the future.

Component: *Texas ADI Learning Hub for Science, 4th Grade*

ISBN: 9798987754818

Link to Current Content:

[View Current Content](#)

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 994 of 3538

Current Page Number(s): N/A

Location: Reflect, Activity 2 Make sure to sign into ADI Review Site before clicking
URLs <https://adilearninghub.com/advanced-search/v3/login> Password ADITEARev2024!

Link to Updated Content:

[View Updated Content](#)

Original Text: Original Activity provided students with the opportunity to:

1. Identify strengths in how they carried out their investigation
2. Agree on class norms for future investigation

Updated Text: Made the following revisions to this activity:

1. Adjusted the directions for students discussion on what things they did that made them good scientists during the investigation
2. Updated In-Person Lesson Plan to reflect changes in the student activity
3. Updated Teaching Tip for In Person Lessons to provide guidance for teachers on the updated student activity
4. Added opportunity to reflect on how this investigation was an improvement over prior investigations
5. Added opportunity for students to agree on additional class norms for future investigations.

Component: *Texas ADI Learning Hub for Science, 4th Grade*

ISBN: 9798987754818

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Location: Reflect, Activity 3 Make sure to sign into ADI Review Site before clicking
URLs <https://adilearninghub.com/advanced-search/v3/login> Password ADITEARev2024!

Link to Updated Content:

[View Updated Content](#)

Original Text: Progress check

Updated Text: Updated the third activity of the reflect stage in the following ways:

1. Changed title to "Making Connections"
2. Provide opportunity for student to make connections to other topics they learned in science this year or in prior years.
3. Provide opportunity for students to make connections between science topics using the recurring themes in science TEKS.
4. Provide an opportunity for students to make connections between what they learned in this investigation and what they learned in other subjects, such as math.
5. Changed the text of the exit ticket to ask students how they used the practices, recurring themes, and ideas to answer the guiding question
6. Updated In-Person Lesson plan
7. Updated the Teaching Tip for In-Person Lessons

Component: *Texas ADI Learning Hub for Science, 4th Grade*

ISBN: 9798987754818

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 995 of 3538

Location: Reflect, Activity 1, In-Person Lesson Plan Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/login> Password ADITEARev2024!

Link to Updated Content:

[View Updated Content](#)

Original Text: The Reflect stage includes three activities: (1) discussing some core ideas used during the investigation, (2) discussing how to plan and carry out investigations, and (3) a progress check. The intent of this stage is to allow students to discuss the core ideas they used during this investigation, how they used the practices of science to figure out a phenomenon, and how these ideas and practices might be useful in the future.

Updated Text: Updated the first paragraph of the In-Person Lesson Plan. This paragraph now reads: The Reflect stage includes three activities: (1) discussing some core ideas used during the investigation, (2) discussing how to plan and carry out investigations, and (3) making connections to other topics in science and in other content areas as well as a progress check. The intent of this stage is to allow students to discuss the core ideas they used during this investigation, how they used the practices of science to figure out a phenomenon, and how these ideas and practices might be useful in the future.

Component: Texas ADI Learning Hub for Science, 4th Grade

ISBN: 9798987754818

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Location: Reflect, Activity 2 Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/login> Password ADITEARev2024!

Link to Updated Content:

[View Updated Content](#)

Original Text: Original Activity provided students with the opportunity to:

1. Identify strengths in how they carried out their investigation
2. Agree on class norms for future investigation

Updated Text: Made the following revisions to this activity:

1. Adjusted the directions for students discussion on what things they did that made them good scientists during the investigation
2. Updated In-Person Lesson Plan to reflect changes in the student activity
3. Updated Teaching Tip for In Person Lessons to provide guidance for teachers on the updated student activity
4. Added opportunity to reflect on how this investigation was an improvement over prior investigations
5. Added opportunity for students to agree on additional class norms for future investigations.

Component: Texas ADI Learning Hub for Science, 4th Grade

ISBN: 9798987754818

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Location: Reflect, Activity 3 Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/login> Password ADITEARev2024!

Link to Updated Content:

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 996 of 3538

[View Updated Content](#)

Original Text: Progress check

Updated Text: Updated the third activity of the reflect stage in the following ways:

1. Changed title to "Making Connections"
2. Provide opportunity for student to make connections to other topics they learned in science this year or in prior years.
3. Provide opportunity for students to make connections between science topics using the recurring themes in science TEKS.
4. Provide an opportunity for students to make connections between what they learned in this investigation and what they learned in other subjects, such as math.
5. Changed the text of the exit ticket to ask students how they used the practices, recurring themes, and ideas to answer the guiding question
6. Updated In-Person Lesson plan
7. Updated the Teaching Tip for In-Person Lessons

Component: *Texas ADI Learning Hub for Science, 4th Grade*

ISBN: 9798987754818

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Location: Reflect, Activity 1, In-Person Lesson Plan Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/login> Password ADITEARev2024!

Link to Updated Content:

[View Updated Content](#)

Original Text: The Reflect stage includes three activities: (1) discussing some core ideas used during the investigation, (2) discussing how to plan and carry out investigations, and (3) a progress check. The intent of this stage is to allow students to discuss the core ideas they used during this investigation, how they used the practices of science to figure out a phenomenon, and how these ideas and practices might be useful in the future.

Updated Text: Updated the first paragraph of the In-Person Lesson Plan. This paragraph now reads:

The Reflect stage includes three activities: (1) discussing some core ideas used during the investigation, (2) discussing how to plan and carry out investigations, and (3) making connections to other topics in science and in other content areas as well as a progress check. The intent of this stage is to allow students to discuss the core ideas they used during this investigation, how they used the practices of science to figure out a phenomenon, and how these ideas and practices might be useful in the future.

Component: *Texas ADI Learning Hub for Science, 4th Grade*

ISBN: 9798987754818

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Location: Reflect, Activity 2 Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/login> Password ADITEARev2024!

Link to Updated Content:

[View Updated Content](#)

Original Text: Original Activity provided students with the opportunity to:

1. Identify strengths in how they carried out their investigation
2. Agree on class norms for future investigation

Updated Text: Made the following revisions to this activity:

1. Adjusted the directions for students discussion on what things they did that made them good scientists during the investigation
2. Updated In-Person Lesson Plan to reflect changes in the student activity
3. Updated Teaching Tip for In Person Lessons to provide guidance for teachers on the updated student activity
4. Added opportunity to reflect on how this investigation was an improvement over prior investigations
5. Added opportunity for students to agree on additional class norms for future investigations.

Component: Texas ADI Learning Hub for Science, 4th Grade

ISBN: 9798987754818

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Location: Reflect, Activity 3Make sure to sign into ADI Review Site before clicking
URLs<https://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!>

Link to Updated Content:

[View Updated Content](#)

Original Text: Progress check

Updated Text: Updated the third activity of the reflect stage in the following ways:

1. Changed title to "Making Connections"
2. Provide opportunity for student to make connections to other topics they learned in science this year or in prior years.
3. Provide opportunity for students to make connections between science topics using the recurring themes in science TEKS.
4. Provide an opportunityfor students to make connections between what they learned in this investigation and what they learned in other subjects, such as math.
5. Changed the text of the exit ticket to ask students how they used the practices, recurring themes, and ideas to answer the guiding question
6. Updated In-Person Lesson plan
7. Updated the Teaching Tip for In-Person Lessons

Component: Texas ADI Learning Hub for Science, 4th Grade

ISBN: 9798987754818

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Location: Reflect, Activity 1, In-Person Lesson PlanMake sure to sign into ADI Review Site before clicking
URLs<https://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!>

Link to Updated Content:

[View Updated Content](#)

Original Text: The Reflect stage includes three activities: (1) discussing some core ideas used during the investigation, (2) discussing how to plan and carry out investigations, and (3) a progress check. The intent of this stage is to allow students

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 998 of 3538

to discuss the core ideas they used during this investigation, how they used the practices of science to figure out a phenomenon, and how these ideas and practices might be useful in the future.

Updated Text: Updated the first paragraph of the In-Person Lesson Plan. This paragraph now reads:
The Reflect stage includes three activities: (1) discussing some core ideas used during the investigation, (2) discussing how to plan and carry out investigations, and (3) making connections to other topics in science and in other content areas as well as a progress check. The intent of this stage is to allow students to discuss the core ideas they used during this investigation, how they used the practices of science to figure out a phenomenon, and how these ideas and practices might be useful in the future.

Component: *Texas ADI Learning Hub for Science, 4th Grade*

ISBN: 9798987754818

Link to Current Content:
[View Current Content](#)

Current Page Number(s): N/A

Location: Reflect, Activity 2
Make sure to sign into ADI Review Site before clicking
URLs <https://adilearninghub.com/advanced-search/v3/login> Password ADITEARev2024!

Link to Updated Content:
[View Updated Content](#)

Original Text: Original Activity provided students with the opportunity to:

1. Identify strengths in how they carried out their investigation
2. Agree on class norms for future investigation

Updated Text: Made the following revisions to this activity:

1. Adjusted the directions for students discussion on what things they did that made them good scientists during the investigation
2. Updated In-Person Lesson Plan to reflect changes in the student activity
3. Updated Teaching Tip for In Person Lessons to provide guidance for teachers on the updated student activity
4. Added opportunity to reflect on how this investigation was an improvement over prior investigations
5. Added opportunity for students to agree on additional class norms for future investigations.

Component: *Texas ADI Learning Hub for Science, 4th Grade*

ISBN: 9798987754818

Link to Current Content:
[View Current Content](#)

Current Page Number(s): N/A

Location: Reflect, Activity 3
Make sure to sign into ADI Review Site before clicking
URLs <https://adilearninghub.com/advanced-search/v3/login> Password ADITEARev2024!

Link to Updated Content:
[View Updated Content](#)

Original Text: Progress check

Updated Text: Updated the third activity of the reflect stage in the following ways:

1. Changed title to "Making Connections"
2. Provide opportunity for student to make connections to other topics they learned in science this year or in prior years.
3. Provide opportunity for students to make connections between science topics using the recurring themes in science

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 999 of 3538

TEKS.

4. Provide an opportunity for students to make connections between what they learned in this investigation and what they learned in other subjects, such as math.
5. Changed the text of the exit ticket to ask students how they used the practices, recurring themes, and ideas to answer the guiding question
6. Updated In-Person Lesson plan
7. Updated the Teaching Tip for In-Person Lessons

Component: *Texas ADI Learning Hub for Science, 4th Grade*

ISBN: 9798987754818

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Location: Reflect, Activity 1, In-Person Lesson Plan Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/login> Password ADITEARev2024!

Link to Updated Content:

[View Updated Content](#)

Original Text: The Reflect stage includes three activities: (1) discussing some core ideas used during the investigation, (2) discussing how to plan and carry out investigations, and (3) a progress check. The intent of this stage is to allow students to discuss the core ideas they used during this investigation, how they used the practices of science to figure out a phenomenon, and how these ideas and practices might be useful in the future.

Updated Text: Updated the first paragraph of the In-Person Lesson Plan. This paragraph now reads:

The Reflect stage includes three activities: (1) discussing some core ideas used during the investigation, (2) discussing how to plan and carry out investigations, and (3) making connections to other topics in science and in other content areas as well as a progress check. The intent of this stage is to allow students to discuss the core ideas they used during this investigation, how they used the practices of science to figure out a phenomenon, and how these ideas and practices might be useful in the future.

Component: *Texas ADI Learning Hub for Science, 4th Grade*

ISBN: 9798987754818

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Location: Reflect, Activity 2 Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/login> Password ADITEARev2024!

Link to Updated Content:

[View Updated Content](#)

Original Text: Original Activity provided students with the opportunity to:

1. Identify strengths in how they carried out their investigation
2. Agree on class norms for future investigation

Updated Text: Made the following revisions to this activity:

1. Adjusted the directions for students discussion on what things they did that made them good scientists during the investigation
2. Updated In-Person Lesson Plan to reflect changes in the student activity

Proclamation 2024: Report of Editorial Changes (11/08/2023)

3. Updated Teaching Tip for In Person Lessons to provide guidance for teachers on the updated student activity
4. Added opportunity to reflect on how this investigation was an improvement over prior investigations
5. Added opportunity for students to agree on additional class norms for future investigations.

Component: *Texas ADI Learning Hub for Science, 4th Grade*

ISBN: 9798987754818

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Location: Reflect, Activity 3
Make sure to sign into ADI Review Site before clicking
URLs <https://adilearninghub.com/advanced-search/v3/login> Password ADITEARev2024!

Link to Updated Content:

[View Updated Content](#)

Original Text: Progress check

Updated Text: Updated the third activity of the reflect stage in the following ways:

1. Changed title to "Making Connections"
2. Provide opportunity for student to make connections to other topics they learned in science this year or in prior years.
3. Provide opportunity for students to make connections between science topics using the recurring themes in science TEKS.
4. Provide an opportunity for students to make connections between what they learned in this investigation and what they learned in other subjects, such as math.
5. Changed the text of the exit ticket to ask students how they used the practices, recurring themes, and ideas to answer the guiding question
6. Updated In-Person Lesson plan
7. Updated the Teaching Tip for In-Person Lessons

Component: *Texas ADI Learning Hub for Science, 4th Grade*

ISBN: 9798987754818

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Location: Reflect, Activity 1, In-Person Lesson Plan
Make sure to sign into ADI Review Site before clicking
URLs <https://adilearninghub.com/advanced-search/v3/login> Password ADITEARev2024!

Link to Updated Content:

[View Updated Content](#)

Original Text: The Reflect stage includes three activities: (1) discussing some core ideas used during the investigation, (2) discussing how to plan and carry out investigations, and (3) a progress check. The intent of this stage is to allow students to discuss the core ideas they used during this investigation, how they used the practices of science to figure out a phenomenon, and how these ideas and practices might be useful in the future.

Updated Text: Updated the first paragraph of the In-Person Lesson Plan. This paragraph now reads:

The Reflect stage includes three activities: (1) discussing some core ideas used during the investigation, (2) discussing how to plan and carry out investigations, and (3) making connections to other topics in science and in other content areas as well as a progress check. The intent of this stage is to allow students to discuss the core ideas they used during this

investigation, how they used the practices of science to figure out a phenomenon, and how these ideas and practices might be useful in the future.

Component: *Texas ADI Learning Hub for Science, 4th Grade*

ISBN: 9798987754818

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Location: Reflect, Activity 2 Make sure to sign into ADI Review Site before clicking
URLs <https://adilearninghub.com/advanced-search/v3/login> Password ADITEARev2024!

Link to Updated Content:

[View Updated Content](#)

Original Text: Original Activity provided students with the opportunity to:

1. Identify strengths in how they carried out their investigation
2. Agree on class norms for future investigation

Updated Text: Made the following revisions to this activity:

1. Adjusted the directions for students discussion on what things they did that made them good scientists during the investigation
2. Updated In-Person Lesson Plan to reflect changes in the student activity
3. Updated Teaching Tip for In Person Lessons to provide guidance for teachers on the updated student activity
4. Added opportunity to reflect on how this investigation was an improvement over prior investigations
5. Added opportunity for students to agree on additional class norms for future investigations.

Component: *Texas ADI Learning Hub for Science, 4th Grade*

ISBN: 9798987754818

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Location: Reflect, Activity 3 Make sure to sign into ADI Review Site before clicking
URLs <https://adilearninghub.com/advanced-search/v3/login> Password ADITEARev2024!

Link to Updated Content:

[View Updated Content](#)

Original Text: Progress check

Updated Text: Updated the third activity of the reflect stage in the following ways:

1. Changed title to "Making Connections"
2. Provide opportunity for student to make connections to other topics they learned in science this year or in prior years.
3. Provide opportunity for students to make connections between science topics using the recurring themes in science TEKS.
4. Provide an opportunity for students to make connections between what they learned in this investigation and what they learned in other subjects, such as math.
5. Changed the text of the exit ticket to ask students how they used the practices, recurring themes, and ideas to answer the guiding question
6. Updated In-Person Lesson plan
7. Updated the Teaching Tip for In-Person Lessons

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Component: Texas ADI Learning Hub for Science, 4th Grade

ISBN: 9798987754818

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Location: Reflect, Activity 1, In-Person Lesson Plan Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/login> Password ADITEARev2024!

Link to Updated Content:

[View Updated Content](#)

Original Text: The Reflect stage includes three activities: (1) discussing some core ideas used during the investigation, (2) discussing how to plan and carry out investigations, and (3) a progress check. The intent of this stage is to allow students to discuss the core ideas they used during this investigation, how they used the practices of science to figure out a phenomenon, and how these ideas and practices might be useful in the future.

Updated Text: Updated the first paragraph of the In-Person Lesson Plan. This paragraph now reads: The Reflect stage includes three activities: (1) discussing some core ideas used during the investigation, (2) discussing how to plan and carry out investigations, and (3) making connections to other topics in science and in other content areas as well as a progress check. The intent of this stage is to allow students to discuss the core ideas they used during this investigation, how they used the practices of science to figure out a phenomenon, and how these ideas and practices might be useful in the future.

Component: Texas ADI Learning Hub for Science, 4th Grade

ISBN: 9798987754818

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Location: Reflect, Activity 2 Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/login> Password ADITEARev2024!

Link to Updated Content:

[View Updated Content](#)

Original Text: Original Activity provided students with the opportunity to:

1. Identify strengths in how they carried out their investigation
2. Agree on class norms for future investigation

Updated Text: Made the following revisions to this activity:

1. Adjusted the directions for students discussion on what things they did that made them good scientists during the investigation
2. Updated In-Person Lesson Plan to reflect changes in the student activity
3. Updated Teaching Tip for In Person Lessons to provide guidance for teachers on the updated student activity
4. Added opportunity to reflect on how this investigation was an improvement over prior investigations
5. Added opportunity for students to agree on additional class norms for future investigations.

Component: Texas ADI Learning Hub for Science, 4th Grade

ISBN: 9798987754818

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Location: Reflect, Activity 3
Make sure to sign into ADI Review Site before clicking
URLs <https://adilearninghub.com/advanced-search/v3/login> Password ADITEARev2024!

Link to Updated Content:

[View Updated Content](#)

Original Text: Progress check

Updated Text: Updated the third activity of the reflect stage in the following ways:

1. Changed title to "Making Connections"
2. Provide opportunity for student to make connections to other topics they learned in science this year or in prior years.
3. Provide opportunity for students to make connections between science topics using the recurring themes in science TEKS.
4. Provide an opportunity for students to make connections between what they learned in this investigation and what they learned in other subjects, such as math.
5. Changed the text of the exit ticket to ask students how they used the practices, recurring themes, and ideas to answer the guiding question
6. Updated In-Person Lesson plan
7. Updated the Teaching Tip for In-Person Lessons

Component: *Texas ADI Learning Hub for Science, 4th Grade*

ISBN: 9798987754818

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Location: Reflect, Activity 1, In-Person Lesson Plan
Make sure to sign into ADI Review Site before clicking
URLs <https://adilearninghub.com/advanced-search/v3/login> Password ADITEARev2024!

Link to Updated Content:

[View Updated Content](#)

Original Text: The Reflect stage includes three activities: (1) discussing some core ideas used during the investigation, (2) discussing how to plan and carry out investigations, and (3) a progress check. The intent of this stage is to allow students to discuss the core ideas they used during this investigation, how they used the practices of science to figure out a phenomenon, and how these ideas and practices might be useful in the future.

Updated Text: Updated the first paragraph of the In-Person Lesson Plan. This paragraph now reads:

The Reflect stage includes three activities: (1) discussing some core ideas used during the investigation, (2) discussing how to plan and carry out investigations, and (3) making connections to other topics in science and in other content areas as well as a progress check. The intent of this stage is to allow students to discuss the core ideas they used during this investigation, how they used the practices of science to figure out a phenomenon, and how these ideas and practices might be useful in the future.

Component: *Texas ADI Learning Hub for Science, 4th Grade*

ISBN: 9798987754818

Link to Current Content:

[View Current Content](#)

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 1004 of 3538

Current Page Number(s): N/A

Location: Reflect, Activity 2 Make sure to sign into ADI Review Site before clicking
URLs <https://adilearninghub.com/advanced-search/v3/login> Password ADITEARev2024!

Link to Updated Content:

[View Updated Content](#)

Original Text: Original Activity provided students with the opportunity to:

1. Identify strengths in how they carried out their investigation
2. Agree on class norms for future investigation

Updated Text: Made the following revisions to this activity:

1. Adjusted the directions for students discussion on what things they did that made them good scientists during the investigation
2. Updated In-Person Lesson Plan to reflect changes in the student activity
3. Updated Teaching Tip for In Person Lessons to provide guidance for teachers on the updated student activity
4. Added opportunity to reflect on how this investigation was an improvement over prior investigations
5. Added opportunity for students to agree on additional class norms for future investigations.

Component: *Texas ADI Learning Hub for Science, 4th Grade*

ISBN: 9798987754818

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Location: Reflect, Activity 3 Make sure to sign into ADI Review Site before clicking
URLs <https://adilearninghub.com/advanced-search/v3/login> Password ADITEARev2024!

Link to Updated Content:

[View Updated Content](#)

Original Text: Progress check

Updated Text: Updated the third activity of the reflect stage in the following ways:

1. Changed title to "Making Connections"
2. Provide opportunity for student to make connections to other topics they learned in science this year or in prior years.
3. Provide opportunity for students to make connections between science topics using the recurring themes in science TEKS.
4. Provide an opportunity for students to make connections between what they learned in this investigation and what they learned in other subjects, such as math.
5. Changed the text of the exit ticket to ask students how they used the practices, recurring themes, and ideas to answer the guiding question
6. Updated In-Person Lesson plan
7. Updated the Teaching Tip for In-Person Lessons

Component: *Texas ADI Learning Hub for Science, 4th Grade*

ISBN: 9798987754818

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 1005 of 3538

Location: Reflect, Activity 1, In-Person Lesson Plan Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/login> Password ADITEARev2024!

Link to Updated Content:

[View Updated Content](#)

Original Text: The Reflect stage includes three activities: (1) discussing some core ideas used during the investigation, (2) discussing how to plan and carry out investigations, and (3) a progress check. The intent of this stage is to allow students to discuss the core ideas they used during this investigation, how they used the practices of science to figure out a phenomenon, and how these ideas and practices might be useful in the future.

Updated Text: Updated the first paragraph of the In-Person Lesson Plan. This paragraph now reads:

The Reflect stage includes three activities: (1) discussing some core ideas used during the investigation, (2) discussing how to plan and carry out investigations, and (3) making connections to other topics in science and in other content areas as well as a progress check. The intent of this stage is to allow students to discuss the core ideas they used during this investigation, how they used the practices of science to figure out a phenomenon, and how these ideas and practices might be useful in the future.

Component: *Texas ADI Learning Hub for Science, 4th Grade*

ISBN: 9798987754818

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Location: Reflect, Activity 2 Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/login> Password ADITEARev2024!

Link to Updated Content:

[View Updated Content](#)

Original Text: Original Activity provided students with the opportunity to:

1. Identify strengths in how they carried out their investigation
2. Agree on class norms for future investigation

Updated Text: Made the following revisions to this activity:

1. Adjusted the directions for students discussion on what things they did that made them good scientists during the investigation
2. Updated In-Person Lesson Plan to reflect changes in the student activity
3. Updated Teaching Tip for In Person Lessons to provide guidance for teachers on the updated student activity
4. Added opportunity to reflect on how this investigation was an improvement over prior investigations
5. Added opportunity for students to agree on additional class norms for future investigations.

Component: *Texas ADI Learning Hub for Science, 4th Grade*

ISBN: 9798987754818

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Location: Reflect, Activity 3 Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/login> Password ADITEARev2024!

Link to Updated Content:

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 1006 of 3538

[View Updated Content](#)

Original Text: Progress check

Updated Text: Updated the third activity of the reflect stage in the following ways:

1. Changed title to "Making Connections"
2. Provide opportunity for student to make connections to other topics they learned in science this year or in prior years.
3. Provide opportunity for students to make connections between science topics using the recurring themes in science TEKS.
4. Provide an opportunity for students to make connections between what they learned in this investigation and what they learned in other subjects, such as math.
5. Changed the text of the exit ticket to ask students how they used the practices, recurring themes, and ideas to answer the guiding question
6. Updated In-Person Lesson plan
7. Updated the Teaching Tip for In-Person Lessons

Component: *Texas ADI Learning Hub for Science, 4th Grade*

ISBN: 9798987754818

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Location: Reflect, Activity 1, In-Person Lesson Plan Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/login> Password ADITEARev2024!

Link to Updated Content:

[View Updated Content](#)

Original Text: The Reflect stage includes three activities: (1) discussing some core ideas used during the investigation, (2) discussing how to plan and carry out investigations, and (3) a progress check. The intent of this stage is to allow students to discuss the core ideas they used during this investigation, how they used the practices of science to figure out a phenomenon, and how these ideas and practices might be useful in the future.

Updated Text: Updated the first paragraph of the In-Person Lesson Plan. This paragraph now reads:

The Reflect stage includes three activities: (1) discussing some core ideas used during the investigation, (2) discussing how to plan and carry out investigations, and (3) making connections to other topics in science and in other content areas as well as a progress check. The intent of this stage is to allow students to discuss the core ideas they used during this investigation, how they used the practices of science to figure out a phenomenon, and how these ideas and practices might be useful in the future.

Component: *Texas ADI Learning Hub for Science, 4th Grade*

ISBN: 9798987754818

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Location: Reflect, Activity 2 Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/login> Password ADITEARev2024!

Link to Updated Content:

[View Updated Content](#)

Original Text: Original Activity provided students with the opportunity to:

1. Identify strengths in how they carried out their investigation
2. Agree on class norms for future investigation

Updated Text: Made the following revisions to this activity:

1. Adjusted the directions for students discussion on what things they did that made them good scientists during the investigation
2. Updated In-Person Lesson Plan to reflect changes in the student activity
3. Updated Teaching Tip for In Person Lessons to provide guidance for teachers on the updated student activity
4. Added opportunity to reflect on how this investigation was an improvement over prior investigations
5. Added opportunity for students to agree on additional class norms for future investigations.

Component: Texas ADI Learning Hub for Science, 4th Grade

ISBN: 9798987754818

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Location: Reflect, Activity 3Make sure to sign into ADI Review Site before clicking
URLs<https://adilearninghub.com/advanced-search/v3/login>Password ADITEARev2024!

Link to Updated Content:

[View Updated Content](#)

Original Text: Progress check

Updated Text: Updated the third activity of the reflect stage in the following ways:

1. Changed title to "Making Connections"
2. Provide opportunity for student to make connections to other topics they learned in science this year or in prior years.
3. Provide opportunity for students to make connections between science topics using the recurring themes in science TEKS.
4. Provide an opportunityfor students to make connections between what they learned in this investigation and what they learned in other subjects, such as math.
5. Changed the text of the exit ticket to ask students how they used the practices, recurring themes, and ideas to answer the guiding question
6. Updated In-Person Lesson plan
7. Updated the Teaching Tip for In-Person Lessons

Component: Texas ADI Learning Hub for Science, 4th Grade

ISBN: 9798987754818

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Location: Reflect, Activity 1, In-Person Lesson PlanMake sure to sign into ADI Review Site before clicking
URLs<https://adilearninghub.com/advanced-search/v3/login>Password ADITEARev2024!

Link to Updated Content:

[View Updated Content](#)

Original Text: The Reflect stage includes three activities: (1) discussing some core ideas used during the investigation, (2) discussing how to plan and carry out investigations, and (3) a progress check. The intent of this stage is to allow students

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 1008 of 3538

to discuss the core ideas they used during this investigation, how they used the practices of science to figure out a phenomenon, and how these ideas and practices might be useful in the future.

Updated Text: Updated the first paragraph of the In-Person Lesson Plan. This paragraph now reads:

The Reflect stage includes three activities: (1) discussing some core ideas used during the investigation, (2) discussing how to plan and carry out investigations, and (3) making connections to other topics in science and in other content areas as well as a progress check. The intent of this stage is to allow students to discuss the core ideas they used during this investigation, how they used the practices of science to figure out a phenomenon, and how these ideas and practices might be useful in the future.

Component: *Texas ADI Learning Hub for Science, 4th Grade*

ISBN: 9798987754818

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Location: Reflect, Activity 2 Make sure to sign into ADI Review Site before clicking
URLs <https://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!>

Link to Updated Content:

[View Updated Content](#)

Original Text: Original Activity provided students with the opportunity to:

1. Identify strengths in how they carried out their investigation
2. Agree on class norms for future investigation

Updated Text: Made the following revisions to this activity:

1. Adjusted the directions for students discussion on what things they did that made them good scientists during the investigation
2. Updated In-Person Lesson Plan to reflect changes in the student activity
3. Updated Teaching Tip for In Person Lessons to provide guidance for teachers on the updated student activity
4. Added opportunity to reflect on how this investigation was an improvement over prior investigations
5. Added opportunity for students to agree on additional class norms for future investigations.

Component: *Texas ADI Learning Hub for Science, 4th Grade*

ISBN: 9798987754818

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Location: Reflect, Activity 3 Make sure to sign into ADI Review Site before clicking
URLs <https://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!>

Link to Updated Content:

[View Updated Content](#)

Original Text: Progress check

Updated Text: Updated the third activity of the reflect stage in the following ways:

1. Changed title to "Making Connections"
2. Provide opportunity for student to make connections to other topics they learned in science this year or in prior years.
3. Provide opportunity for students to make connections between science topics using the recurring themes in science

Proclamation 2024: Report of Editorial Changes (11/08/2023)

TEKS.

4. Provide an opportunity for students to make connections between what they learned in this investigation and what they learned in other subjects, such as math.
5. Changed the text of the exit ticket to ask students how they used the practices, recurring themes, and ideas to answer the guiding question
6. Updated In-Person Lesson plan
7. Updated the Teaching Tip for In-Person Lessons

Component: *Texas ADI Learning Hub for Science, 4th Grade*

ISBN: 9798987754818

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Location: Reflect, Activity 1, In-Person Lesson Plan Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/login> Password ADITEARev2024!

Link to Updated Content:

[View Updated Content](#)

Original Text: The Reflect stage includes three activities: (1) discussing some core ideas used during the investigation, (2) discussing how to plan and carry out investigations, and (3) a progress check. The intent of this stage is to allow students to discuss the core ideas they used during this investigation, how they used the practices of science to figure out a phenomenon, and how these ideas and practices might be useful in the future.

Updated Text: Updated the first paragraph of the In-Person Lesson Plan. This paragraph now reads:

The Reflect stage includes three activities: (1) discussing some core ideas used during the investigation, (2) discussing how to plan and carry out investigations, and (3) making connections to other topics in science and in other content areas as well as a progress check. The intent of this stage is to allow students to discuss the core ideas they used during this investigation, how they used the practices of science to figure out a phenomenon, and how these ideas and practices might be useful in the future.

Component: *Texas ADI Learning Hub for Science, 4th Grade*

ISBN: 9798987754818

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Location: Reflect, Activity 2 Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/login> Password ADITEARev2024!

Link to Updated Content:

[View Updated Content](#)

Original Text: Original Activity provided students with the opportunity to:

1. Identify strengths in how they carried out their investigation
2. Agree on class norms for future investigation

Updated Text: Made the following revisions to this activity:

1. Adjusted the directions for students discussion on what things they did that made them good scientists during the investigation
2. Updated In-Person Lesson Plan to reflect changes in the student activity

Proclamation 2024: Report of Editorial Changes (11/08/2023)

3. Updated Teaching Tip for In Person Lessons to provide guidance for teachers on the updated student activity
4. Added opportunity to reflect on how this investigation was an improvement over prior investigations
5. Added opportunity for students to agree on additional class norms for future investigations.

Component: *Texas ADI Learning Hub for Science, 4th Grade*

ISBN: 9798987754818

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Location: Reflect, Activity 3
Make sure to sign into ADI Review Site before clicking
URLs <https://adilearninghub.com/advanced-search/v3/login> Password ADITEARev2024!

Link to Updated Content:

[View Updated Content](#)

Original Text: Progress check

Updated Text: Updated the third activity of the reflect stage in the following ways:

1. Changed title to "Making Connections"
2. Provide opportunity for student to make connections to other topics they learned in science this year or in prior years.
3. Provide opportunity for students to make connections between science topics using the recurring themes in science TEKS.
4. Provide an opportunity for students to make connections between what they learned in this investigation and what they learned in other subjects, such as math.
5. Changed the text of the exit ticket to ask students how they used the practices, recurring themes, and ideas to answer the guiding question
6. Updated In-Person Lesson plan
7. Updated the Teaching Tip for In-Person Lessons

Component: *Texas ADI Learning Hub for Science, 4th Grade*

ISBN: 9798987754818

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Location: Reflect, Activity 1, In-Person Lesson Plan
Make sure to sign into ADI Review Site before clicking
URLs <https://adilearninghub.com/advanced-search/v3/login> Password ADITEARev2024!

Link to Updated Content:

[View Updated Content](#)

Original Text: The Reflect stage includes three activities: (1) discussing some core ideas used during the investigation, (2) discussing how to plan and carry out investigations, and (3) a progress check. The intent of this stage is to allow students to discuss the core ideas they used during this investigation, how they used the practices of science to figure out a phenomenon, and how these ideas and practices might be useful in the future.

Updated Text: Updated the first paragraph of the In-Person Lesson Plan. This paragraph now reads:

The Reflect stage includes three activities: (1) discussing some core ideas used during the investigation, (2) discussing how to plan and carry out investigations, and (3) making connections to other topics in science and in other content areas as well as a progress check. The intent of this stage is to allow students to discuss the core ideas they used during this

investigation, how they used the practices of science to figure out a phenomenon, and how these ideas and practices might be useful in the future.

Component: *Texas ADI Learning Hub for Science, 4th Grade*

ISBN: 9798987754818

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Location: Reflect, Activity 2 Make sure to sign into ADI Review Site before clicking
URLs <https://adilearninghub.com/advanced-search/v3/login> Password ADITEARev2024!

Link to Updated Content:

[View Updated Content](#)

Original Text: Original Activity provided students with the opportunity to:

1. Identify strengths in how they carried out their investigation
2. Agree on class norms for future investigation

Updated Text: Made the following revisions to this activity:

1. Adjusted the directions for students discussion on what things they did that made them good scientists during the investigation
2. Updated In-Person Lesson Plan to reflect changes in the student activity
3. Updated Teaching Tip for In Person Lessons to provide guidance for teachers on the updated student activity
4. Added opportunity to reflect on how this investigation was an improvement over prior investigations
5. Added opportunity for students to agree on additional class norms for future investigations.

Component: *Texas ADI Learning Hub for Science, 4th Grade*

ISBN: 9798987754818

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Location: Reflect, Activity 3 Make sure to sign into ADI Review Site before clicking
URLs <https://adilearninghub.com/advanced-search/v3/login> Password ADITEARev2024!

Link to Updated Content:

[View Updated Content](#)

Original Text: Progress check

Updated Text: Updated the third activity of the reflect stage in the following ways:

1. Changed title to "Making Connections"
2. Provide opportunity for student to make connections to other topics they learned in science this year or in prior years.
3. Provide opportunity for students to make connections between science topics using the recurring themes in science TEKS.
4. Provide an opportunity for students to make connections between what they learned in this investigation and what they learned in other subjects, such as math.
5. Changed the text of the exit ticket to ask students how they used the practices, recurring themes, and ideas to answer the guiding question
6. Updated In-Person Lesson plan
7. Updated the Teaching Tip for In-Person Lessons

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Component: Texas ADI Learning Hub for Science, 4th Grade

ISBN: 9798987754818

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Location: Reflect, Activity 1, In-Person Lesson Plan Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/login> Password ADITEARev2024!

Link to Updated Content:

[View Updated Content](#)

Original Text: The Reflect stage includes three activities: (1) discussing some core ideas used during the investigation, (2) discussing how to plan and carry out investigations, and (3) a progress check. The intent of this stage is to allow students to discuss the core ideas they used during this investigation, how they used the practices of science to figure out a phenomenon, and how these ideas and practices might be useful in the future.

Updated Text: Updated the first paragraph of the In-Person Lesson Plan. This paragraph now reads:
The Reflect stage includes three activities: (1) discussing some core ideas used during the investigation, (2) discussing how to plan and carry out investigations, and (3) making connections to other topics in science and in other content areas as well as a progress check. The intent of this stage is to allow students to discuss the core ideas they used during this investigation, how they used the practices of science to figure out a phenomenon, and how these ideas and practices might be useful in the future.

Component: Texas ADI Learning Hub for Science, 4th Grade

ISBN: 9798987754818

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Location: Reflect, Activity 2 Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/login> Password ADITEARev2024!

Link to Updated Content:

[View Updated Content](#)

Original Text: Original Activity provided students with the opportunity to:

1. Identify strengths in how they carried out their investigation
2. Agree on class norms for future investigation

Updated Text: Made the following revisions to this activity:

1. Adjusted the directions for students discussion on what things they did that made them good scientists during the investigation
2. Updated In-Person Lesson Plan to reflect changes in the student activity
3. Updated Teaching Tip for In Person Lessons to provide guidance for teachers on the updated student activity
4. Added opportunity to reflect on how this investigation was an improvement over prior investigations
5. Added opportunity for students to agree on additional class norms for future investigations.

Component: Texas ADI Learning Hub for Science, 4th Grade

ISBN: 9798987754818

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Location: Reflect, Activity 3
Make sure to sign into ADI Review Site before clicking URL
<https://adilearninghub.com/advanced-search/v3/login>
Password ADITEARev2024!

Link to Updated Content:

[View Updated Content](#)

Original Text: Progress check

Updated Text: Updated the third activity of the reflect stage in the following ways:

1. Changed title to "Making Connections"
2. Provide opportunity for student to make connections to other topics they learned in science this year or in prior years.
3. Provide opportunity for students to make connections between science topics using the recurring themes in science TEKS.
4. Provide an opportunity for students to make connections between what they learned in this investigation and what they learned in other subjects, such as math.
5. Changed the text of the exit ticket to ask students how they used the practices, recurring themes, and ideas to answer the guiding question
6. Updated In-Person Lesson plan
7. Updated the Teaching Tip for In-Person Lessons

Component: *Texas ADI Learning Hub for Science, 4th Grade*

ISBN: 9798987754818

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Location: Reflect, Activity 1, In-Person Lesson Plan
Make sure to sign into ADI Review Site before clicking URL
<https://adilearninghub.com/advanced-search/v3/login>
Password ADITEARev2024!

Link to Updated Content:

[View Updated Content](#)

Original Text: The Reflect stage includes three activities: (1) discussing some core ideas used during the investigation, (2) discussing how to plan and carry out investigations, and (3) a progress check. The intent of this stage is to allow students to discuss the core ideas they used during this investigation, how they used the practices of science to figure out a phenomenon, and how these ideas and practices might be useful in the future.

Updated Text: Updated the first paragraph of the In-Person Lesson Plan. This paragraph now reads:

The Reflect stage includes three activities: (1) discussing some core ideas used during the investigation, (2) discussing how to plan and carry out investigations, and (3) making connections to other topics in science and in other content areas as well as a progress check. The intent of this stage is to allow students to discuss the core ideas they used during this investigation, how they used the practices of science to figure out a phenomenon, and how these ideas and practices might be useful in the future.

Component: *Texas ADI Learning Hub for Science, 4th Grade*

ISBN: 9798987754818

Link to Current Content:

[View Current Content](#)

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 1014 of 3538

Current Page Number(s): N/A

Location: Reflect, Activity 2 Make sure to sign into ADI Review Site before clicking
URLs <https://adilearninghub.com/advanced-search/v3/login> Password ADITEARev2024!

Link to Updated Content:

[View Updated Content](#)

Original Text: Original Activity provided students with the opportunity to:

1. Identify strengths in how they carried out their investigation
2. Agree on class norms for future investigation

Updated Text: Made the following revisions to this activity:

1. Adjusted the directions for students discussion on what things they did that made them good scientists during the investigation
2. Updated In-Person Lesson Plan to reflect changes in the student activity
3. Updated Teaching Tip for In Person Lessons to provide guidance for teachers on the updated student activity
4. Added opportunity to reflect on how this investigation was an improvement over prior investigations
5. Added opportunity for students to agree on additional class norms for future investigations.

Component: *Texas ADI Learning Hub for Science, 4th Grade*

ISBN: 9798987754818

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Location: Reflect, Activity 3 Make sure to sign into ADI Review Site before clicking
URLs <https://adilearninghub.com/advanced-search/v3/login> Password ADITEARev2024!

Link to Updated Content:

[View Updated Content](#)

Original Text: Progress check

Updated Text: Updated the third activity of the reflect stage in the following ways:

1. Changed title to "Making Connections"
2. Provide opportunity for student to make connections to other topics they learned in science this year or in prior years.
3. Provide opportunity for students to make connections between science topics using the recurring themes in science TEKS.
4. Provide an opportunity for students to make connections between what they learned in this investigation and what they learned in other subjects, such as math.
5. Changed the text of the exit ticket to ask students how they used the practices, recurring themes, and ideas to answer the guiding question
6. Updated In-Person Lesson plan
7. Updated the Teaching Tip for In-Person Lessons

Component: *Texas ADI Learning Hub for Science, 4th Grade*

ISBN: 9798987754818

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 1015 of 3538

Location: Reflect, Activity 1, In-Person Lesson Plan Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/login> Password ADITEARev2024!

Link to Updated Content:

[View Updated Content](#)

Original Text: The Reflect stage includes three activities: (1) discussing some core ideas used during the investigation, (2) discussing how to plan and carry out investigations, and (3) a progress check. The intent of this stage is to allow students to discuss the core ideas they used during this investigation, how they used the practices of science to figure out a phenomenon, and how these ideas and practices might be useful in the future.

Updated Text: Updated the first paragraph of the In-Person Lesson Plan. This paragraph now reads:

The Reflect stage includes three activities: (1) discussing some core ideas used during the investigation, (2) discussing how to plan and carry out investigations, and (3) making connections to other topics in science and in other content areas as well as a progress check. The intent of this stage is to allow students to discuss the core ideas they used during this investigation, how they used the practices of science to figure out a phenomenon, and how these ideas and practices might be useful in the future.

Component: *Texas ADI Learning Hub for Science, 4th Grade*

ISBN: 9798987754818

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Location: Reflect, Activity 2 Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/login> Password ADITEARev2024!

Link to Updated Content:

[View Updated Content](#)

Original Text: Original Activity provided students with the opportunity to:

1. Identify strengths in how they carried out their investigation
2. Agree on class norms for future investigation

Updated Text: Made the following revisions to this activity:

1. Adjusted the directions for students discussion on what things they did that made them good scientists during the investigation
2. Updated In-Person Lesson Plan to reflect changes in the student activity
3. Updated Teaching Tip for In Person Lessons to provide guidance for teachers on the updated student activity
4. Added opportunity to reflect on how this investigation was an improvement over prior investigations
5. Added opportunity for students to agree on additional class norms for future investigations.

Component: *Texas ADI Learning Hub for Science, 4th Grade*

ISBN: 9798987754818

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Location: Reflect, Activity 3 Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/login> Password ADITEARev2024!

Link to Updated Content:

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 1016 of 3538

[View Updated Content](#)

Original Text: Progress check

Updated Text: Updated the third activity of the reflect stage in the following ways:

1. Changed title to "Making Connections"
2. Provide opportunity for student to make connections to other topics they learned in science this year or in prior years.
3. Provide opportunity for students to make connections between science topics using the recurring themes in science TEKS.
4. Provide an opportunity for students to make connections between what they learned in this investigation and what they learned in other subjects, such as math.
5. Changed the text of the exit ticket to ask students how they used the practices, recurring themes, and ideas to answer the guiding question
6. Updated In-Person Lesson plan
7. Updated the Teaching Tip for In-Person Lessons

Component: *Texas ADI Learning Hub for Science, 4th Grade*

ISBN: 9798987754818

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Location: Reflect, Activity 1, In-Person Lesson Plan Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/login> Password ADITEARev2024!

Link to Updated Content:

[View Updated Content](#)

Original Text: The Reflect stage includes three activities: (1) discussing some core ideas used during the investigation, (2) discussing how to plan and carry out investigations, and (3) a progress check. The intent of this stage is to allow students to discuss the core ideas they used during this investigation, how they used the practices of science to figure out a phenomenon, and how these ideas and practices might be useful in the future.

Updated Text: Updated the first paragraph of the In-Person Lesson Plan. This paragraph now reads:

The Reflect stage includes three activities: (1) discussing some core ideas used during the investigation, (2) discussing how to plan and carry out investigations, and (3) making connections to other topics in science and in other content areas as well as a progress check. The intent of this stage is to allow students to discuss the core ideas they used during this investigation, how they used the practices of science to figure out a phenomenon, and how these ideas and practices might be useful in the future.

Component: *Texas ADI Learning Hub for Science, 4th Grade*

ISBN: 9798987754818

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Location: Reflect, Activity 2 Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/login> Password ADITEARev2024!

Link to Updated Content:

[View Updated Content](#)

Original Text: Original Activity provided students with the opportunity to:

1. Identify strengths in how they carried out their investigation
2. Agree on class norms for future investigation

Updated Text: Made the following revisions to this activity:

1. Adjusted the directions for students discussion on what things they did that made them good scientists during the investigation
2. Updated In-Person Lesson Plan to reflect changes in the student activity
3. Updated Teaching Tip for In Person Lessons to provide guidance for teachers on the updated student activity
4. Added opportunity to reflect on how this investigation was an improvement over prior investigations
5. Added opportunity for students to agree on additional class norms for future investigations.

Component: Texas ADI Learning Hub for Science, 4th Grade

ISBN: 9798987754818

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Location: Reflect, Activity 3Make sure to sign into ADI Review Site before clicking
URLs<https://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!>

Link to Updated Content:

[View Updated Content](#)

Original Text: Progress check

Updated Text: Updated the third activity of the reflect stage in the following ways:

1. Changed title to "Making Connections"
2. Provide opportunity for student to make connections to other topics they learned in science this year or in prior years.
3. Provide opportunity for students to make connections between science topics using the recurring themes in science TEKS.
4. Provide an opportunityfor students to make connections between what they learned in this investigation and what they learned in other subjects, such as math.
5. Changed the text of the exit ticket to ask students how they used the practices, recurring themes, and ideas to answer the guiding question
6. Updated In-Person Lesson plan
7. Updated the Teaching Tip for In-Person Lessons

Component: Texas ADI Learning Hub for Science, 4th Grade

ISBN: 9798987754818

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Location: Reflect, Activity 1, In-Person Lesson PlanMake sure to sign into ADI Review Site before clicking
URLs<https://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!>

Link to Updated Content:

[View Updated Content](#)

Original Text: The Reflect stage includes three activities: (1) discussing some core ideas used during the investigation, (2) discussing how to plan and carry out investigations, and (3) a progress check. The intent of this stage is to allow students

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 1018 of 3538

to discuss the core ideas they used during this investigation, how they used the practices of science to figure out a phenomenon, and how these ideas and practices might be useful in the future.

Updated Text: Updated the first paragraph of the In-Person Lesson Plan. This paragraph now reads:
The Reflect stage includes three activities: (1) discussing some core ideas used during the investigation, (2) discussing how to plan and carry out investigations, and (3) making connections to other topics in science and in other content areas as well as a progress check. The intent of this stage is to allow students to discuss the core ideas they used during this investigation, how they used the practices of science to figure out a phenomenon, and how these ideas and practices might be useful in the future.

Component: *Texas ADI Learning Hub for Science, 4th Grade*

ISBN: 9798987754818

Link to Current Content:
[View Current Content](#)

Current Page Number(s): N/A

Location: Reflect, Activity 2Make sure to sign into ADI Review Site before clicking
URLs<https://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!>

Link to Updated Content:
[View Updated Content](#)

Original Text: Original Activity provided students with the opportunity to:

1. Identify strengths in how they carried out their investigation
2. Agree on class norms for future investigation

Updated Text: Made the following revisions to this activity:

1. Adjusted the directions for students discussion on what things they did that made them good scientists during the investigation
2. Updated In-Person Lesson Plan to reflect changes in the student activity
3. Updated Teaching Tip for In Person Lessons to provide guidance for teachers on the updated student activity
4. Added opportunity to reflect on how this investigation was an improvement over prior investigations
5. Added opportunity for students to agree on additional class norms for future investigations.

Component: *Texas ADI Learning Hub for Science, 4th Grade*

ISBN: 9798987754818

Link to Current Content:
[View Current Content](#)

Current Page Number(s): N/A

Location: Reflect, Activity 3Make sure to sign into ADI Review Site before clicking
URLs<https://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!>

Link to Updated Content:
[View Updated Content](#)

Original Text: Progress check

Updated Text: Updated the third activity of the reflect stage in the following ways:

1. Changed title to "Making Connections"
2. Provide opportunity for student to make connections to other topics they learned in science this year or in prior years.
3. Provide opportunity for students to make connections between science topics using the recurring themes in science

Proclamation 2024: Report of Editorial Changes (11/08/2023)

TEKS.

4. Provide an opportunity for students to make connections between what they learned in this investigation and what they learned in other subjects, such as math.
5. Changed the text of the exit ticket to ask students how they used the practices, recurring themes, and ideas to answer the guiding question
6. Updated In-Person Lesson plan
7. Updated the Teaching Tip for In-Person Lessons

Component: *Texas ADI Learning Hub for Science, 4th Grade*

ISBN: 9798987754818

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Location: Reflect, Activity 1, In-Person Lesson Plan Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/login> Password ADITEARev2024!

Link to Updated Content:

[View Updated Content](#)

Original Text: The Reflect stage includes three activities: (1) discussing some core ideas used during the investigation, (2) discussing how to plan and carry out investigations, and (3) a progress check. The intent of this stage is to allow students to discuss the core ideas they used during this investigation, how they used the practices of science to figure out a phenomenon, and how these ideas and practices might be useful in the future.

Updated Text: Updated the first paragraph of the In-Person Lesson Plan. This paragraph now reads:

The Reflect stage includes three activities: (1) discussing some core ideas used during the investigation, (2) discussing how to plan and carry out investigations, and (3) making connections to other topics in science and in other content areas as well as a progress check. The intent of this stage is to allow students to discuss the core ideas they used during this investigation, how they used the practices of science to figure out a phenomenon, and how these ideas and practices might be useful in the future.

Component: *Texas ADI Learning Hub for Science, 4th Grade*

ISBN: 9798987754818

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Location: Reflect, Activity 2 Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/login> Password ADITEARev2024!

Link to Updated Content:

[View Updated Content](#)

Original Text: Original Activity provided students with the opportunity to:

1. Identify strengths in how they carried out their investigation
2. Agree on class norms for future investigation

Updated Text: Made the following revisions to this activity:

1. Adjusted the directions for students discussion on what things they did that made them good scientists during the investigation
2. Updated In-Person Lesson Plan to reflect changes in the student activity

Proclamation 2024: Report of Editorial Changes (11/08/2023)

3. Updated Teaching Tip for In Person Lessons to provide guidance for teachers on the updated student activity
4. Added opportunity to reflect on how this investigation was an improvement over prior investigations
5. Added opportunity for students to agree on additional class norms for future investigations.

Component: *Texas ADI Learning Hub for Science, 4th Grade*

ISBN: 9798987754818

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Location: Reflect, Activity 3
Make sure to sign into ADI Review Site before clicking URL
<https://adilearninghub.com/advanced-search/v3/login>
Password ADITEARev2024!

Link to Updated Content:

[View Updated Content](#)

Original Text: Progress check

Updated Text: Updated the third activity of the reflect stage in the following ways:

1. Changed title to "Making Connections"
2. Provide opportunity for student to make connections to other topics they learned in science this year or in prior years.
3. Provide opportunity for students to make connections between science topics using the recurring themes in science TEKS.
4. Provide an opportunity for students to make connections between what they learned in this investigation and what they learned in other subjects, such as math.
5. Changed the text of the exit ticket to ask students how they used the practices, recurring themes, and ideas to answer the guiding question
6. Updated In-Person Lesson plan
7. Updated the Teaching Tip for In-Person Lessons

Component: *Texas ADI Learning Hub for Science, 4th Grade*

ISBN: 9798987754818

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Location: Reflect, Activity 1, In-Person Lesson Plan
Make sure to sign into ADI Review Site before clicking URL
<https://adilearninghub.com/advanced-search/v3/login>
Password ADITEARev2024!

Link to Updated Content:

[View Updated Content](#)

Original Text: The Reflect stage includes three activities: (1) discussing some core ideas used during the investigation, (2) discussing how to plan and carry out investigations, and (3) a progress check. The intent of this stage is to allow students to discuss the core ideas they used during this investigation, how they used the practices of science to figure out a phenomenon, and how these ideas and practices might be useful in the future.

Updated Text: Updated the first paragraph of the In-Person Lesson Plan. This paragraph now reads:

The Reflect stage includes three activities: (1) discussing some core ideas used during the investigation, (2) discussing how to plan and carry out investigations, and (3) making connections to other topics in science and in other content areas as well as a progress check. The intent of this stage is to allow students to discuss the core ideas they used during this

investigation, how they used the practices of science to figure out a phenomenon, and how these ideas and practices might be useful in the future.

Component: *Texas ADI Learning Hub for Science, 4th Grade*

ISBN: 9798987754818

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Location: Reflect, Activity 2 Make sure to sign into ADI Review Site before clicking
URLs <https://adilearninghub.com/advanced-search/v3/login> Password ADITEARev2024!

Link to Updated Content:

[View Updated Content](#)

Original Text: Original Activity provided students with the opportunity to:

1. Identify strengths in how they carried out their investigation
2. Agree on class norms for future investigation

Updated Text: Made the following revisions to this activity:

1. Adjusted the directions for students discussion on what things they did that made them good scientists during the investigation
2. Updated In-Person Lesson Plan to reflect changes in the student activity
3. Updated Teaching Tip for In Person Lessons to provide guidance for teachers on the updated student activity
4. Added opportunity to reflect on how this investigation was an improvement over prior investigations
5. Added opportunity for students to agree on additional class norms for future investigations.

Component: *Texas ADI Learning Hub for Science, 4th Grade*

ISBN: 9798987754818

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Location: Reflect, Activity 3 Make sure to sign into ADI Review Site before clicking
URLs <https://adilearninghub.com/advanced-search/v3/login> Password ADITEARev2024!

Link to Updated Content:

[View Updated Content](#)

Original Text: Progress check

Updated Text: Updated the third activity of the reflect stage in the following ways:

1. Changed title to "Making Connections"
2. Provide opportunity for student to make connections to other topics they learned in science this year or in prior years.
3. Provide opportunity for students to make connections between science topics using the recurring themes in science TEKS.
4. Provide an opportunity for students to make connections between what they learned in this investigation and what they learned in other subjects, such as math.
5. Changed the text of the exit ticket to ask students how they used the practices, recurring themes, and ideas to answer the guiding question
6. Updated In-Person Lesson plan
7. Updated the Teaching Tip for In-Person Lessons

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Component: Texas ADI Learning Hub for Science, 4th Grade

ISBN: 9798987754818

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Location: Reflect, Activity 1, In-Person Lesson Plan Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/login> Password ADITEARev2024!

Link to Updated Content:

[View Updated Content](#)

Original Text: The Reflect stage includes three activities: (1) discussing some core ideas used during the investigation, (2) discussing how to plan and carry out investigations, and (3) a progress check. The intent of this stage is to allow students to discuss the core ideas they used during this investigation, how they used the practices of science to figure out a phenomenon, and how these ideas and practices might be useful in the future.

Updated Text: Updated the first paragraph of the In-Person Lesson Plan. This paragraph now reads:
The Reflect stage includes three activities: (1) discussing some core ideas used during the investigation, (2) discussing how to plan and carry out investigations, and (3) making connections to other topics in science and in other content areas as well as a progress check. The intent of this stage is to allow students to discuss the core ideas they used during this investigation, how they used the practices of science to figure out a phenomenon, and how these ideas and practices might be useful in the future.

Component: Texas ADI Learning Hub for Science, 4th Grade

ISBN: 9798987754818

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Location: Reflect, Activity 2 Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/login> Password ADITEARev2024!

Link to Updated Content:

[View Updated Content](#)

Original Text: Original Activity provided students with the opportunity to:

1. Identify strengths in how they carried out their investigation
2. Agree on class norms for future investigation

Updated Text: Made the following revisions to this activity:

1. Adjusted the directions for students discussion on what things they did that made them good scientists during the investigation
2. Updated In-Person Lesson Plan to reflect changes in the student activity
3. Updated Teaching Tip for In Person Lessons to provide guidance for teachers on the updated student activity
4. Added opportunity to reflect on how this investigation was an improvement over prior investigations
5. Added opportunity for students to agree on additional class norms for future investigations.

Component: Texas ADI Learning Hub for Science, 4th Grade

ISBN: 9798987754818

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Location: Reflect, Activity 3
Make sure to sign into ADI Review Site before clicking URL
<https://adilearninghub.com/advanced-search/v3/login>
Password ADITEARev2024!

Link to Updated Content:

[View Updated Content](#)

Original Text: Progress check

Updated Text: Updated the third activity of the reflect stage in the following ways:

1. Changed title to "Making Connections"
2. Provide opportunity for student to make connections to other topics they learned in science this year or in prior years.
3. Provide opportunity for students to make connections between science topics using the recurring themes in science TEKS.
4. Provide an opportunity for students to make connections between what they learned in this investigation and what they learned in other subjects, such as math.
5. Changed the text of the exit ticket to ask students how they used the practices, recurring themes, and ideas to answer the guiding question
6. Updated In-Person Lesson plan
7. Updated the Teaching Tip for In-Person Lessons

Component: *Texas ADI Learning Hub for Science, 4th Grade*

ISBN: 9798987754818

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Location: Reflect, Activity 1, In-Person Lesson Plan
Make sure to sign into ADI Review Site before clicking URL
<https://adilearninghub.com/advanced-search/v3/login>
Password ADITEARev2024!

Link to Updated Content:

[View Updated Content](#)

Original Text: The Reflect stage includes three activities: (1) discussing some core ideas used during the investigation, (2) discussing how to plan and carry out investigations, and (3) a progress check. The intent of this stage is to allow students to discuss the core ideas they used during this investigation, how they used the practices of science to figure out a phenomenon, and how these ideas and practices might be useful in the future.

Updated Text: Updated the first paragraph of the In-Person Lesson Plan. This paragraph now reads:

The Reflect stage includes three activities: (1) discussing some core ideas used during the investigation, (2) discussing how to plan and carry out investigations, and (3) making connections to other topics in science and in other content areas as well as a progress check. The intent of this stage is to allow students to discuss the core ideas they used during this investigation, how they used the practices of science to figure out a phenomenon, and how these ideas and practices might be useful in the future.

Component: *Texas ADI Learning Hub for Science, 4th Grade*

ISBN: 9798987754818

Link to Current Content:

[View Current Content](#)

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 1024 of 3538

Current Page Number(s): N/A

Location: Reflect, Activity 2Make sure to sign into ADI Review Site before clicking
URLs<https://adilearninghub.com/advanced-search/v3/login>Password ADITEARev2024!

Link to Updated Content:

[View Updated Content](#)

Original Text: Original Activity provided students with the opportunity to:

1. Identify strengths in how they carried out their investigation
2. Agree on class norms for future investigation

Updated Text: Made the following revisions to this activity:

1. Adjusted the directions for students discussion on what things they did that made them good scientists during the investigation
2. Updated In-Person Lesson Plan to reflect changes in the student activity
3. Updated Teaching Tip for In Person Lessons to provide guidance for teachers on the updated student activity
4. Added opportunity to reflect on how this investigation was an improvement over prior investigations
5. Added opportunity for students to agree on additional class norms for future investigations.

Component: *Texas ADI Learning Hub for Science, 4th Grade*

ISBN: 9798987754818

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Location: Reflect, Activity 3Make sure to sign into ADI Review Site before clicking
URLs<https://adilearninghub.com/advanced-search/v3/login>Password ADITEARev2024!

Link to Updated Content:

[View Updated Content](#)

Original Text: Progress check

Updated Text: Updated the third activity of the reflect stage in the following ways:

1. Changed title to "Making Connections"
2. Provide opportunity for student to make connections to other topics they learned in science this year or in prior years.
3. Provide opportunity for students to make connections between science topics using the recurring themes in science TEKS.
4. Provide an opportunityfor students to make connections between what they learned in this investigation and what they learned in other subjects, such as math.
5. Changed the text of the exit ticket to ask students how they used the practices, recurring themes, and ideas to answer the guiding question
6. Updated In-Person Lesson plan
7. Updated the Teaching Tip for In-Person Lessons

Component: *Texas ADI Learning Hub for Science, 4th Grade*

ISBN: 9798987754818

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 1025 of 3538

Location: Reflect, Activity 1, In-Person Lesson Plan Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/login> Password ADITEARev2024!

Link to Updated Content:

[View Updated Content](#)

Original Text: The Reflect stage includes three activities: (1) discussing some core ideas used during the investigation, (2) discussing how to plan and carry out investigations, and (3) a progress check. The intent of this stage is to allow students to discuss the core ideas they used during this investigation, how they used the practices of science to figure out a phenomenon, and how these ideas and practices might be useful in the future.

Updated Text: Updated the first paragraph of the In-Person Lesson Plan. This paragraph now reads:

The Reflect stage includes three activities: (1) discussing some core ideas used during the investigation, (2) discussing how to plan and carry out investigations, and (3) making connections to other topics in science and in other content areas as well as a progress check. The intent of this stage is to allow students to discuss the core ideas they used during this investigation, how they used the practices of science to figure out a phenomenon, and how these ideas and practices might be useful in the future.

Component: *Texas ADI Learning Hub for Science, 4th Grade*

ISBN: 9798987754818

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Location: Reflect, Activity 2 Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/login> Password ADITEARev2024!

Link to Updated Content:

[View Updated Content](#)

Original Text: Original Activity provided students with the opportunity to:

1. Identify strengths in how they carried out their investigation
2. Agree on class norms for future investigation

Updated Text: Made the following revisions to this activity:

1. Adjusted the directions for students discussion on what things they did that made them good scientists during the investigation
2. Updated In-Person Lesson Plan to reflect changes in the student activity
3. Updated Teaching Tip for In Person Lessons to provide guidance for teachers on the updated student activity
4. Added opportunity to reflect on how this investigation was an improvement over prior investigations
5. Added opportunity for students to agree on additional class norms for future investigations.

Component: *Texas ADI Learning Hub for Science, 4th Grade*

ISBN: 9798987754818

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Location: Reflect, Activity 3 Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/login> Password ADITEARev2024!

Link to Updated Content:

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 1026 of 3538

[View Updated Content](#)

Original Text: Progress check

Updated Text: Updated the third activity of the reflect stage in the following ways:

1. Changed title to "Making Connections"
2. Provide opportunity for student to make connections to other topics they learned in science this year or in prior years.
3. Provide opportunity for students to make connections between science topics using the recurring themes in science TEKS.
4. Provide an opportunity for students to make connections between what they learned in this investigation and what they learned in other subjects, such as math.
5. Changed the text of the exit ticket to ask students how they used the practices, recurring themes, and ideas to answer the guiding question
6. Updated In-Person Lesson plan
7. Updated the Teaching Tip for In-Person Lessons

Component: *Texas ADI Learning Hub for Science, 4th Grade*

ISBN: 9798987754818

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Location: Reflect, Activity 1, In-Person Lesson Plan Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/login> Password ADITEARev2024!

Link to Updated Content:

[View Updated Content](#)

Original Text: The Reflect stage includes three activities: (1) discussing some core ideas used during the investigation, (2) discussing how to plan and carry out investigations, and (3) a progress check. The intent of this stage is to allow students to discuss the core ideas they used during this investigation, how they used the practices of science to figure out a phenomenon, and how these ideas and practices might be useful in the future.

Updated Text: Updated the first paragraph of the In-Person Lesson Plan. This paragraph now reads:

The Reflect stage includes three activities: (1) discussing some core ideas used during the investigation, (2) discussing how to plan and carry out investigations, and (3) making connections to other topics in science and in other content areas as well as a progress check. The intent of this stage is to allow students to discuss the core ideas they used during this investigation, how they used the practices of science to figure out a phenomenon, and how these ideas and practices might be useful in the future.

Component: *Texas ADI Learning Hub for Science, 4th Grade*

ISBN: 9798987754818

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Location: Reflect, Activity 2 Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/login> Password ADITEARev2024!

Link to Updated Content:

[View Updated Content](#)

Original Text: Original Activity provided students with the opportunity to:

1. Identify strengths in how they carried out their investigation
2. Agree on class norms for future investigation

Updated Text: Made the following revisions to this activity:

1. Adjusted the directions for students discussion on what things they did that made them good scientists during the investigation
2. Updated In-Person Lesson Plan to reflect changes in the student activity
3. Updated Teaching Tip for In Person Lessons to provide guidance for teachers on the updated student activity
4. Added opportunity to reflect on how this investigation was an improvement over prior investigations
5. Added opportunity for students to agree on additional class norms for future investigations.

Component: *Texas ADI Learning Hub for Science, 4th Grade*

ISBN: 9798987754818

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Location: Reflect, Activity 3Make sure to sign into ADI Review Site before clicking
URLs<https://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!>

Link to Updated Content:

[View Updated Content](#)

Original Text: Progress check

Updated Text: Updated the third activity of the reflect stage in the following ways:

1. Changed title to "Making Connections"
2. Provide opportunity for student to make connections to other topics they learned in science this year or in prior years.
3. Provide opportunity for students to make connections between science topics using the recurring themes in science TEKS.
4. Provide an opportunityfor students to make connections between what they learned in this investigation and what they learned in other subjects, such as math.
5. Changed the text of the exit ticket to ask students how they used the practices, recurring themes, and ideas to answer the guiding question
6. Updated In-Person Lesson plan
7. Updated the Teaching Tip for In-Person Lessons

Component: *Texas ADI Learning Hub for Science, 4th Grade*

ISBN: 9798987754818

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Location: Reflect, Activity 1, In-Person Lesson PlanMake sure to sign into ADI Review Site before clicking
URLs<https://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!>

Link to Updated Content:

[View Updated Content](#)

Original Text: The Reflect stage includes three activities: (1) discussing some core ideas used during the investigation, (2) discussing how to plan and carry out investigations, and (3) a progress check. The intent of this stage is to allow students

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 1028 of 3538

to discuss the core ideas they used during this investigation, how they used the practices of science to figure out a phenomenon, and how these ideas and practices might be useful in the future.

Updated Text: Updated the first paragraph of the In-Person Lesson Plan. This paragraph now reads:
The Reflect stage includes three activities: (1) discussing some core ideas used during the investigation, (2) discussing how to plan and carry out investigations, and (3) making connections to other topics in science and in other content areas as well as a progress check. The intent of this stage is to allow students to discuss the core ideas they used during this investigation, how they used the practices of science to figure out a phenomenon, and how these ideas and practices might be useful in the future.

Component: *Texas ADI Learning Hub for Science, 4th Grade*

ISBN: 9798987754818

Link to Current Content:
[View Current Content](#)

Current Page Number(s): N/A

Location: Reflect, Activity 2Make sure to sign into ADI Review Site before clicking
URLs<https://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!>

Link to Updated Content:
[View Updated Content](#)

Original Text: Original Activity provided students with the opportunity to:

1. Identify strengths in how they carried out their investigation
2. Agree on class norms for future investigation

Updated Text: Made the following revisions to this activity:

1. Adjusted the directions for students discussion on what things they did that made them good scientists during the investigation
2. Updated In-Person Lesson Plan to reflect changes in the student activity
3. Updated Teaching Tip for In Person Lessons to provide guidance for teachers on the updated student activity
4. Added opportunity to reflect on how this investigation was an improvement over prior investigations
5. Added opportunity for students to agree on additional class norms for future investigations.

Component: *Texas ADI Learning Hub for Science, 4th Grade*

ISBN: 9798987754818

Link to Current Content:
[View Current Content](#)

Current Page Number(s): N/A

Location: Reflect, Activity 3Make sure to sign into ADI Review Site before clicking
URLs<https://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!>

Link to Updated Content:
[View Updated Content](#)

Original Text: Progress check

Updated Text: Updated the third activity of the reflect stage in the following ways:

1. Changed title to "Making Connections"
2. Provide opportunity for student to make connections to other topics they learned in science this year or in prior years.
3. Provide opportunity for students to make connections between science topics using the recurring themes in science

Proclamation 2024: Report of Editorial Changes (11/08/2023)

TEKS.

4. Provide an opportunity for students to make connections between what they learned in this investigation and what they learned in other subjects, such as math.
5. Changed the text of the exit ticket to ask students how they used the practices, recurring themes, and ideas to answer the guiding question
6. Updated In-Person Lesson plan
7. Updated the Teaching Tip for In-Person Lessons

Component: *Texas ADI Learning Hub for Science, 4th Grade*

ISBN: 9798987754818

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Location: Reflect, Activity 1, In-Person Lesson Plan Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/login> Password ADITEARev2024!

Link to Updated Content:

[View Updated Content](#)

Original Text: The Reflect stage includes three activities: (1) discussing some core ideas used during the investigation, (2) discussing how to plan and carry out investigations, and (3) a progress check. The intent of this stage is to allow students to discuss the core ideas they used during this investigation, how they used the practices of science to figure out a phenomenon, and how these ideas and practices might be useful in the future.

Updated Text: Updated the first paragraph of the In-Person Lesson Plan. This paragraph now reads:

The Reflect stage includes three activities: (1) discussing some core ideas used during the investigation, (2) discussing how to plan and carry out investigations, and (3) making connections to other topics in science and in other content areas as well as a progress check. The intent of this stage is to allow students to discuss the core ideas they used during this investigation, how they used the practices of science to figure out a phenomenon, and how these ideas and practices might be useful in the future.

Component: *Texas ADI Learning Hub for Science, 4th Grade*

ISBN: 9798987754818

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Location: Reflect, Activity 2 Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/login> Password ADITEARev2024!

Link to Updated Content:

[View Updated Content](#)

Original Text: Original Activity provided students with the opportunity to:

1. Identify strengths in how they carried out their investigation
2. Agree on class norms for future investigation

Updated Text: Made the following revisions to this activity:

1. Adjusted the directions for students discussion on what things they did that made them good scientists during the investigation
2. Updated In-Person Lesson Plan to reflect changes in the student activity

Proclamation 2024: Report of Editorial Changes (11/08/2023)

3. Updated Teaching Tip for In Person Lessons to provide guidance for teachers on the updated student activity
4. Added opportunity to reflect on how this investigation was an improvement over prior investigations
5. Added opportunity for students to agree on additional class norms for future investigations.

Component: *Texas ADI Learning Hub for Science, 4th Grade*

ISBN: 9798987754818

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Location: Reflect, Activity 3Make sure to sign into ADI Review Site before clicking
URLs<https://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!>

Link to Updated Content:

[View Updated Content](#)

Original Text: Progress check

Updated Text: Updated the third activity of the reflect stage in the following ways:

1. Changed title to "Making Connections"
2. Provide opportunity for student to make connections to other topics they learned in science this year or in prior years.
3. Provide opportunity for students to make connections between science topics using the recurring themes in science TEKS.
4. Provide an opportunityfor students to make connections between what they learned in this investigation and what they learned in other subjects, such as math.
5. Changed the text of the exit ticket to ask students how they used the practices, recurring themes, and ideas to answer the guiding question
6. Updated In-Person Lesson plan
7. Updated the Teaching Tip for In-Person Lessons

Component: *Texas ADI Learning Hub for Science, 4th Grade*

ISBN: 9798987754818

Link to Current Content:

[View Current Content](#)

Current Page Number(s): Make sure to sign into ADI Review Site before clicking
URLs<https://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!>

Location: Read directions to students under the heading "Progress check - Page 1"

Link to Updated Content:

[View Updated Content](#)

Original Text: What are your biggest takeaways from this investigation? You may want to mention states of matter, weathering, and stability and change in objects.

Updated Text: What are your biggest takeaways from this investigation? You may want to mention states of matter, weathering by ice, and stability and change in objects.

Component: *Texas ADI Learning Hub for Science, 4th Grade*

ISBN: 9798987754818

Link to Current Content:

[View Current Content](#)

Current Page Number(s): Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/loginPassword> ADITEARev2024!

Location: Read the directions to students under the heading "Create a draft report - Page 1"

Link to Updated Content:

[View Updated Content](#)

Original Text: You are now ready to write a report to share what you did and what you figured out during this investigation. Your report can be no longer than two pages in length. You need to divide your report into three sections:

Introduction—this is where you need to tell the reader what you were trying to figure out and why.

Method—this is where you need to describe what you did to answer the guiding question and why.

Argument—this is where you need to share what you figured out through an evidence-based argument.

You can write a draft of your investigation report on your handout or in a new Google Docs or Microsoft Word file.

In your report, you want to demonstrate your understanding about how to model slow changes to Earth's surface caused by weathering from ice, how to describe slow changes to Earth's surface caused by weathering from ice, how to explain how factors or conditions impact stability in objects, and how to explain how factors or conditions impact change in objects. You also want to describe the scientific practices, such as develop and use models. Finally, you also want to include what you know about stability and change.

You also want to make sure to use any of the unfamiliar words that you circled and defined from earlier in the investigation. You also may want to use any important vocabulary words from the readings earlier in this investigation. If your class has a word wall or you keep a list of new words in your notebook, check to see if you can use any of those words when you are writing your draft report.

When you are finished writing, let your teacher know that you are ready to move on to the next activity.

Updated Text: You are now ready to write a report to share what you did and what you figured out during this investigation. Your report can be no longer than two pages in length. You need to divide your report into three sections:

Introduction—this is where you need to tell the reader what you were trying to figure out and why.

Method—this is where you need to describe what you did to answer the guiding question and why.

Argument—this is where you need to share what you figured out through an evidence-based argument.

You can write a draft of your investigation report on your handout or in a new Google Docs or Microsoft Word file.

In your report, you want to demonstrate your understanding about how to model slow changes to Earth's surface caused by weathering from ice, how to describe slow changes to Earth's surface caused by weathering from ice, how to explain how factors or conditions impact stability in objects, and how to explain how factors or conditions impact change in objects. You also want to describe the scientific practices, such as develop and use models. Finally, you also want to include what you know about stability and change.

You also want to make sure to use any of the unfamiliar words that you circled and defined from earlier in the

investigation. You also may want to use any important vocabulary words from the readings earlier in this investigation. If your class has a word wall or you keep a list of new words in your notebook, check to see if you can use any of those words when you are writing your draft report.

When you are finished writing, let your teacher know that you are ready to move on to the next activity.

Component: *Texas ADI Learning Hub for Science, 4th Grade*

ISBN: 9798987754818

Link to Current Content:

[View Current Content](#)

Current Page Number(s): Make sure to sign into ADI Review Site before clicking
URLs <https://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!>

Location: Read the directions to students under the heading "Progress check- Page 1

Link to Updated Content:

[View Updated Content](#)

Original Text: What are your biggest takeaways from this investigation? You may want to mention trees and their roots, weathering, and erosion.

Updated Text: What are your biggest takeaways from this investigation? You may want to mention trees and their roots, weathering, and erosion from water.

Component: *Texas ADI Learning Hub for Science, 4th Grade*

ISBN: 9798987754818

Link to Current Content:

[View Current Content](#)

Current Page Number(s): Make sure to sign into ADI Review Site before clicking
URLs <https://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!>

Location: Read the directions to students under the heading "Create a draft report - Page 1"

Link to Updated Content:

[View Updated Content](#)

Original Text: You are now ready to write a report to share what you did and what you figured out during this investigation. Your report can be no longer than two pages in length. You need to divide your report into three sections:

1. Introduction—this is where you need to tell the reader what you were trying to figure out and why.
2. Method—this is where you need to describe what you did to answer the guiding question and why.
3. Argument—this is where you need to share what you figured out through an evidence-based argument.

You can write a draft of your investigation report on your handout or in a new Google Docs or Microsoft Word file.

In your report, you want to demonstrate your understanding about how to model slow changes to Earth's surface caused by weathering from water, how to model slow changes to Earth's surface caused by erosion from water, how to describe slow changes to Earth's surface caused by weathering from water, and how to describe slow changes to Earth's surface caused by weathering from water. You also want to describe the scientific practices, such as how to develop and use

models. Finally, you also want to include what you know about stability and change.

You also want to make sure to use any of the unfamiliar words that you circled and defined from earlier in the investigation. You also may want to use any important vocabulary words from the readings earlier in this investigation. If your class has a word wall or you keep a list of new words in your notebook, check to see if you can use any of those words when you are writing your draft report.

When you are finished writing, let your teacher know that you are ready to move on to the next activity.

Updated Text: You are now ready to write a report to share what you did and what you figured out during this investigation. Your report can be no longer than two pages in length. You need to divide your report into three sections:

1. Introduction—this is where you need to tell the reader what you were trying to figure out and why.
2. Method—this is where you need to describe what you did to answer the guiding question and why.
3. Argument—this is where you need to share what you figured out through an evidence-based argument.

You can write a draft of your investigation report on your handout or in a new Google Docs or Microsoft Word file.

In your report, you want to demonstrate your understanding about how to model slow changes to Earth's surface caused by weathering from water, how to model slow changes to Earth's surface caused by erosion from water, how to describe slow changes to Earth's surface caused by weathering from water, and how to describe slow changes to Earth's surface caused by weathering from water. You also want to describe the scientific practices, such as how to develop and use models. Finally, you also want to include what you know about stability and change.

You also want to make sure to use any of the unfamiliar words that you circled and defined from earlier in the investigation. You also may want to use any important vocabulary words from the readings earlier in this investigation. If your class has a word wall or you keep a list of new words in your notebook, check to see if you can use any of those words when you are writing your draft report.

When you are finished writing, let your teacher know that you are ready to move on to the next activity.

Component: *Texas ADI Learning Hub for Science, 4th Grade*

ISBN: 9798987754818

Link to Current Content:

[View Current Content](#)

Current Page Number(s): Pages 3-5 of the updated Teacher Implementation Guide

Location: Pages 3-5 of the Updated Teacher Implementation Guide

Link to Updated Content:

[View Updated Content](#)

Original Text: Original Tables of Contents

Updated Text: Updated Tables of Contents

Component: *Texas ADI Learning Hub for Science, 4th Grade*

ISBN: 9798987754818

Link to Current Content:

[View Current Content](#)

Current Page Number(s): Pages 6-8 of the Updated Teacher Implementation Guide

Location: Pages 6-8 of the Updated Teacher Implementation Guide

Link to Updated Content:

[View Updated Content](#)

Original Text: Original section begins on page 4 of the initial Teacher Implementation Guide and continues through page 5.

Updated Text: Revised and included additional text in section titled "A Vision for Science Education in Texas." Revisions begin with the second paragraph on page 6. Revisions and additions to this section continue in each subsequent paragraph in the section.

Component: *Texas ADI Learning Hub for Science, 4th Grade*

ISBN: 9798987754818

Link to Current Content:

[View Current Content](#)

Current Page Number(s): Pages 8 -10 of the Updated Teacher Implementation Guide

Location: Pages 8-10 of the updated Teacher Implementation Guide

Link to Updated Content:

[View Updated Content](#)

Original Text: Original sections begins on page 6 of the initial Teacher Implementation Guide and continues through page 7.

Updated Text: Revised and included additional text in section titled "The Need for New Ways of Teaching Science in 3rd Grade)." The changes begin on page 9 and continue through the remainder of the section.

Component: *Texas ADI Learning Hub for Science, 4th Grade*

ISBN: 9798987754818

Link to Current Content:

[View Current Content](#)

Current Page Number(s): Page 10 in the Updated Teacher Implementation Guide

Location: Last paragraph on page 10 in the Updated Teacher Implementation Guide

Link to Updated Content:

[View Updated Content](#)

Original Text: The ADI instructional model (Sampson et al., 2009, 2011, 2014, 2015; Sampson & Gleim, 2009; Sampson & Walker, 2012; Walker et al., 2011) was created using the most up-to-date findings on learning and then tested and refined through university-based research in partnership with school districts throughout Texas. As part of this development process, the instructional model was the focus of numerous studies (see Research on ADI) that took place in actual classrooms over a period of ten years. This instructional model is intended to serve as a guide or a template for creating meaningful, rigorous, and equitable 3D science investigations (such as the ones included in these instructional materials). When teachers use these investigations inside their classrooms, their students not only have an opportunity to learn new SCIs, RTCs, and SEPs that are found in the revised TEKS as they figure out how or why something happens,

Proclamation 2024: Report of Editorial Changes (11/08/2023)

but they are also encouraged to use SCIs, RTCs, and SEPs that they learned during prior investigations (or grades) as part of the process. Each investigation also has the following features:

Updated Text: The ADI instructional model (Sampson et al., 2009, 2011, 2014, 2015; Sampson & Gleim, 2009; Sampson & Walker, 2012; Walker et al., 2011) was first created using the most up-to-date findings about how people learn and then tested and refined over time through university-based research in partnership with school districts throughout Texas. As part of this development process, the instructional model was the focus of numerous studies (see Research on ADI) that took place in actual classrooms over a period of ten years. This instructional model is intended to serve as a guide or a template for creating meaningful, rigorous, and equitable 3D science investigations or design challenges. When teachers use these investigations inside their classrooms, their students not only have an opportunity to learn new DC, RTCs, and SEPs that are found in the revised TEKS as they figure out how or why something happens, but they are also encouraged to use DC, RTCs, and SEPs that they learned during prior investigations (or grades) as part of the process. Each investigation also has the following features:

Component: *Texas ADI Learning Hub for Science, 4th Grade*

ISBN: 9798987754818

Link to Current Content:

[View Current Content](#)

Current Page Number(s): Page 12 of the updated Teacher Implementation Guide

Location: First paragraph

Link to Updated Content:

[View Updated Content](#)

Original Text: This instructional model includes seven stages of classroom activity (see image below). These seven stages of the instructional model provide a structure that supports students as they investigate a phenomenon, make sense of that phenomenon, and evaluate and refine ideas, explanations, or arguments (NRC, 2012). ADI also provides an authentic context for students to develop fundamental literacy skills and to learn or apply mathematical concepts and practices. Finally, and perhaps most importantly, these investigations create a language rich learning environment that enables emerging multilingual students to acquire a new language as they learn science.

Updated Text: This instructional model includes seven stages of classroom activity (see image below). These seven stages of the instructional model provide a structure that supports students as they make sense of a phenomenon or problem, create an explanation or solution, share arguments to support the validity or acceptability of these explanations or solutions, and then refine these explanations, solutions, and arguments based on feedback (NRC, 2012). ADI also provides an authentic context for students to develop fundamental literacy skills and to learn or apply mathematical concepts and practices. Finally, and perhaps most importantly, these investigations and design challenges create a language rich learning environment that enables emerging multilingual students to acquire a new language as they learn science.

Component: *Texas ADI Learning Hub for Science, 4th Grade*

ISBN: 9798987754818

Link to Current Content:

[View Current Content](#)

Current Page Number(s): Page 13 of updated Teacher Implementation Guide

Location: First 2 paragraph

Link to Updated Content:

[View Updated Content](#)

Original Text: The first activity of this stage of an investigation begins with the introduction of a phenomenon to create a need for students to figure something out. A phenomenon is simply an observable event. The phenomenon will usually be in video format. Students should be encouraged to record what they noticed and wonder about the phenomenon as they watch the video introduction in the task stage handout (see image at right). The students should then be given an opportunity to share their observations and questions with the rest of the class. At this point, students are interested and want to know more about the phenomenon.

Updated Text: The first activity of this stage of an investigation begins with the introduction of a phenomenon or a problem to solve. This introduction of a phenomenon or problem at the beginning of the investigation or design challenge creates a need for students to figure something out. The phenomenon or problem to solve will usually be presented to student in video format. Students should be encouraged to record what they noticed and wonder about the phenomenon or problem as they watch the video introduction in the task stage handout (see image at right). The students should then be given an opportunity to share their observations and questions with the rest of the class. At this point, students are interested and want to know more about the phenomenon or problem.

We recommend students be given opportunities to share with the full class the things they wonder about in response to the phenomenon. These wonderings can be written on a sheet of chart paper or on the whiteboard and displayed as a Wonder Wall—a specific place to document the scientifically oriented questions students pose in response to the phenomenon. A Wonder Wall ensures that all students questions about the phenomenon are acknowledged as valid and their contributions to class discourse are valued. The Wonder Wall also provides resources for extension activities for students in the Do and Share stage.

Component: *Texas ADI Learning Hub for Science, 4th Grade*

ISBN: 9798987754818

Link to Current Content:

[View Current Content](#)

Current Page Number(s): Page 13 of updated Teacher Implementation Guide

Location: Last 2 full paragraphs on page 13

Link to Updated Content:

[View Updated Content](#)

Original Text: The students are given an opportunity to share what they already know about the phenomenon during the third activity of this stage. Students begin by drawing a picture that shows what they know about the phenomenon (or in some cases a related phenomenon that is more familiar to them). They should also be encouraged to use words to help explain their ideas or thinking as part of the picture. This activity is important because students' prior knowledge and experiences related to the phenomenon can be used as a starting point for student sense-making. Teachers can then leverage the prior knowledge and experiences of the students in their classes as a tool to help students figure out how or why something happens in the world around them. This stage also provides multiple opportunities to practice, develop, and demonstrate mastery of the following grade-level SEPs as outlined in the TEKS:

Updated Text: The students are then given an opportunity to share what they already know about the phenomenon or the problem during the third activity of this stage. Students begin by drawing a picture to illustrate what they know about the phenomenon or the problem on the task stage handout (see image at right). They should also be encouraged to use words to help explain their ideas or thinking as part of the picture.

Once all the students have drawn and labeled a picture (which is a basic conceptual model of their thinking), they should be given time to share their ideas with the other students in their group. As they share their ideas, they will start asking more questions about the phenomenon and begin to think about what else they will need to know before they will be able to answer the guiding question. Finally, each group of students should be encouraged to generate a list of at least three things that they will need to learn more about during the investigation.

Component: *Texas ADI Learning Hub for Science, 4th Grade*

ISBN: 9798987754818

Current Page Number(s): Page 18 of the updated Teacher Implementation Guide

Location: Hints for the Plan Stage box. Hint 6

Link to Updated Content:

[View Updated Content](#)

Original Text: N/A

Updated Text: 6. For those groups who may need a more challenging learning experience, you can use a different graphic organizer that requires students to provide more details about their plan (see appendix) or do not give them any graphic organizer.

Component: *Texas ADI Learning Hub for Science, 4th Grade*

ISBN: 9798987754818

Link to Current Content:

[View Current Content](#)

Current Page Number(s): Page 30-34 of the updated Teacher Implementation Guide

Location: Section titled "Stage 6 Reflect"

Link to Updated Content:

[View Updated Content](#)

Original Text: Original Text begins on page 25 of the original Teacher Implementation Guide. The section begins with the header "Stage 6: Reflect."

Updated Text: Revised content begins on page 30 under the header "Stage 6: Reflect." Changes include:

1. More indepth description of the first activity of the Reflect stage
2. Updated description of the second activity of the Reflect stage in light of changes made to each investigation in response to feedback from the Texas Resource Review
3. Updated description of the third activity of the Reflect stage in light of changes made made to each investigation in response to feedback from the Texas Resources Review.

Component: *Texas ADI Learning Hub for Science, 4th Grade*

ISBN: 9798987754818

Link to Current Content:

[View Current Content](#)

Current Page Number(s): Page 35-36 of the updated Teacher Implementation Guide.

Location: Bottom 3 paragraphs on page 35 and first paragraph of page 36 of the updated Teacher Implementation Guide

Link to Updated Content:

[View Updated Content](#)

Original Text: The second activity of the report stage gives students an opportunity to review the reports in pairs using the peer-review guide and teacher scoring rubric (PRG/TSR; see images below). The PRG/TSR contains specific criteria that are to be used by a pair of students as they evaluate the quality of each section of the investigation report as well as the quality of the writing. There is also space for the reviewers to provide the author with feedback about how to

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 1038 of 3538

improve the report. Once a pair of students finishes reviewing a report as a team, they are given another report to review. When students are grouped together in pairs, they only need to review two different reports. Be sure to give students only 15 minutes to review each report (we recommend setting a timer to help manage time). When students are grouped into pairs and given 15 minutes to complete each review, the entire peer-review process can be completed in 30 minutes (2 different reports × 15 minutes = 30 minutes).

Updated Text: The second activity of the report stage gives students an opportunity to review the reports in pairs using the peer-review guide and teacher scoring rubric (PRG/TSR; see images below). The PRG/TSR is designed as an analytical rubric that makes the criteria for mastery of the task explicit. It contains four sections. One section focuses on the introduction of the report, one section focuses on the method, one on the argument, and one on the overall writing mechanics. Each section contains specific criteria that are unique to each section of the report. These criteria are framed as questions that can be answered with an answer of “yes” (meets expectations for that criterion), “somewhat” (approaches expectations for the criterion), or “no” (does not meet expectations for that criterion). The pair of students can simply answer each question as they evaluate the quality of each section of the report as well as the quality of the writing. There is also space for the reviewers to provide the author with feedback about how to improve the report. Educational research suggests analytical rubrics are particularly effective for promoting growth throughout the year, as the norms for what counts as quality consistently evolve with students' increased knowledge and skill. This type of rubric stands in contrast to a rubric normed against a static standard of performance. A rubric with a specific standard as the end goal cannot provide continued opportunities for growth once students meet the standard used to develop the rubric. Research also shows that analytic rubrics are effective for focusing students' attention on important questions, such as the quality of evidence, along with details such as font size, neatness, or word count. While these details are important, they tend to be the sole focus of rubrics normed against a static standard of performance.

Once a pair of students finishes reviewing a report as a team, they are given another report to review. When students are grouped together in pairs, they only need to review two different reports. Be sure to give students only 15 minutes to review each report (we recommend setting a timer to help manage time). When students are grouped into pairs and given 15 minutes to complete each review, the entire peer-review process can be completed in 30 minutes (2 different reports × 15 minutes = 30 minutes).

Component: *Texas ADI Learning Hub for Science, 4th Grade*

ISBN: 9798987754818

Link to Current Content:

[View Current Content](#)

Current Page Number(s): Page 36-37 of the updated Teacher Implementation Guide

Location: Updated text begins on the bottom of page 36 of the updated Teacher Implementation Guide (paragraph begins with "The final activity of the report stage...").

Link to Updated Content:

[View Updated Content](#)

Original Text: The final activity of the report stage is to revise the report. Each student is required to rewrite their report using the reviewers' comments and suggestions as a guideline. The author is also required to explain what they did to improve each section of the report in response to the reviewers' suggestions in the author response section of the PRG/TSR. Once the report is revised, it is turned in to the teacher for evaluation. The teacher can then provide a score on the PRG/TSR in the column labeled "Teacher Score" and use these ratings to assign an overall grade for the report. This approach provides all students with a chance to improve their writing mechanics and develop their reasoning and understanding of the content. This process also offers students the added benefit of reducing academic pressure by providing support in obtaining the highest possible grade for their final product.

Updated Text: The final activity of the report stage is to revise the report. Each student is required to rewrite their report using the reviewers' comments and suggestions as a guideline. The author is also required to explain what they did to improve each section of the report in response to the reviewers' suggestions in the author response section of the PRG/TSR. This approach provides all students with a chance to improve their writing mechanics and develop their reasoning and understanding of the content. This process also offers students the added benefit of reducing academic pressure by providing support in obtaining the highest possible grade for their final product. Once the report is revised, it is turned in to the teacher for evaluation. The teacher can then provide a score on the PRG/TSR in the column labeled "Teacher Score" and use these ratings to assign an overall grade for the report.

The PRG/TSR, as noted earlier, is designed to be an analytical rubric rather than a holistic one. Analytical rubrics break down the characteristics of an assignment or products into parts, allowing the scorer to itemize and define exactly what aspects are strong, and which ones need improvement (Dlugokienski & Sampson, 2008). Holistic rubrics, in contrast, often list three to five levels of performance, along with a broad description of the characteristics that define each level. The main advantage of an analytical rubric is that it provides targeted feedback to students. We take this one step further and identify the criteria that, when used together, indicates that a student can write a report to share what was figured out during an investigation using DC, RTCs, and SEPs. Thus, a score of two on each criterion (meets expectations) indicates that a student has reached a level of mastery. Each criterion is also phrased as question, rather than a description, to help facilitate scoring and reduce bias. For example, two questions that included in the PRG/TSR are, "do you think the task and the guiding question or clear?" and "Do you think the analysis of the data is correct?" Answering "yes" to one of the these questions indicates that the student meets expectations for that criterion and should be awarded a score of two. Answering "somewhat" or "partially" indicates that a student is approaching expectations for that criterion and should be awarded a score of one. Finally, answering "no" indicates that the student needs improvement or did not include that aspect of the report and should earn a score of zero. Research on this approach not only shows that both students and teachers can review/score a report accurately using the PRG/TSR, but also student's writing improves substantially over time because of what they learn from reviewing other reports and from the targeted feedback they receive on their own report from their peers and their teacher (Sampson et al., 2013; Sampson & Walker, 2012).

Component: *Texas ADI Learning Hub for Science, 4th Grade*

ISBN: 9798987754818

Link to Current Content:

[View Current Content](#)

Current Page Number(s): Page 39 of the updated Teacher Implementation Guide

Location: Table. Section on "Reflect"

Link to Updated Content:

[View Updated Content](#)

Original Text: Original table is on page 32 of the original Implementation Guide.

Updated Text: Updated Table

Component: *Texas ADI Learning Hub for Science, 4th Grade*

ISBN: 9798987754818

Link to Current Content:

[View Current Content](#)

Current Page Number(s): Pages 51-52 of the updated Teacher Implementation Guide

Location: Text under the heading "Assessment." Corresponding text in original teacher implementation guide is on page 33 under the same heading.

Link to Updated Content:

[View Updated Content](#)

Original Text: Original text provides a brief introduction to the different types of assessments contained in the program.

Updated Text: Updated to this section include:

1. The relationship between educative and diagnostic assessments (p. 51).
2. A definition of conceptual understanding (p. 51). and how our assessments measure student conceptual understanding
3. A definition of mastery performance and what counts as mastery on an assessment
4. How we define mastery and measure conceptual understanding in the context of students learning the TEKS.

Component: *Texas ADI Learning Hub for Science, 4th Grade*

ISBN: 9798987754818

Link to Current Content:

[View Current Content](#)

Current Page Number(s): Page 58 of the updated Teacher Implementation Guide

Location: First full paragraph on page 58 of the updated Teacher Implementation Guide.

Link to Updated Content:

[View Updated Content](#)

Original Text: The image below shows the report grading tool that is embedded into the ADI Learning Hub. To use this tool, teachers can require students to submit the final draft of their investigation report through the ADI Learning Hub. The teacher can read the reports and evaluate each section using the rubric. The teacher can also provide additional feedback to a student if needed. Once the report is graded, students can see their score and any feedback in the investigation dashboard of the ADI Learning Hub.

Updated Text: The image below shows the report grading tool that is embedded into the ADI Learning Hub. The report grading tool is the same analytical rubric that is included in the PRQ/TSR described earlier in the implementation guide. Analytical rubrics break down the characteristics of an assignment or products into parts, allowing the scorer to itemize and define exactly what aspects are strong, and which ones need improvement (Dlugokienski & Sampson, 2008). The report grading tool included specific criteria that, when used together, indicates that a student can write a report to share what was figured out during an investigation. Thus, a score of two on each criterion (meets expectations) indicates that a student has reached a level of mastery. Each criterion is also phrased as question, rather than a description, to help facilitate scoring and to reduce bias. For example, two of the questions found in the report grading tool include "do you think the task and the guiding question or clear?" or "Do you think the analysis of the data is correct?" Answering "yes" indicates that the student meets expectations for that criterion and should be given a score of 2, answering "somewhat" or "partially" indicates that a student is approaching expectations and should be given a score of 1 for that criterion. Answering "no" indicates that the student needs improvement or the student did not complete that aspect of the report and should be given a score of 0. Teachers can also recognize students who exceeded grade level expectations and award a score of 3 on a specific criterion. To use this tool, teachers can require students to submit the final draft of their investigation report through the ADI Learning Hub. The teacher can read the reports and evaluate each section using the analytical rubric. The teacher can also provide additional feedback to a student if needed. Once the report is graded, students can see their score and any feedback in the investigation dashboard of the ADI Learning Hub.

Component: *Texas ADI Learning Hub for Science, 4th Grade*

ISBN: 9798987754818

Link to Current Content:

[View Current Content](#)

Current Page Number(s): Pages 76-78 of the updated Teacher Implementation Guide

Location: Text and Table under the heading "Year at a Glance."

Link to Updated Content:

[View Updated Content](#)

Original Text: Original text and table are on page 52 of the original teacher implementation guide.

Updated Text: Updated the text and table in the Year at a Glance section. Changes include:

1. Inclusion of educative and summative assessments in the list of activities
2. Inclusion of 3 columns corresponding to the three categories of TEKS: Content TEKS, Recurring Themes and Concepts TEKS, and Science and Engineering Practices TEKS
3. Color Coding of the TEKS to indicate if the TEKS are being introduced for the first time, reviewed and reinforced, the focus of an educative assessment, or the focus of a summative assessment.
4. Updated text describing the Year at a Glance table

Component: *Texas ADI Learning Hub for Science, 4th Grade*

ISBN: 9798987754818

Link to Current Content:

[View Current Content](#)

Current Page Number(s): Pages 78-101 of the updated Teacher Implementation Guide.

Location: Text and tables under the heading "Detailed Overview"

Link to Updated Content:

[View Updated Content](#)

Original Text: Original text and table began on page 53 of the original implementation guide. The section begins with the heading "Detailed Investigation Overview."

Updated Text: Changes to the Detailed Overview include:

1. Updated tables for each investigation to include: (a) goal of investigation; (b) core ideas students use during the investigation; (c) Science TEKS introduced during the investigation; (d) science TEKS reviewed and reinforced from earlier in the course; (e) ELPS alignment; and (f) cross-curricular connections with math and ELAR TEKS
2. Added tables for each educative and summative assessment
3. Updated introductory text to section explaining what is shown in each table

Component: *Texas ADI Learning Hub for Science, 3rd Grade*

ISBN: 9798987754801

Link to Current Content:

[View Current Content](#)

Location: Do Other Planets Have Eclipses? Ideas Stage, Activity 4

Link to Updated Content:

[View Updated Content](#)

Original Text: What is your biggest takeaway from this stage of the investigation?

Updated Text: What is your biggest takeaway from this stage of the investigation? You may want to mention ideas related to (a) the solar system; (b) the Earth-Moon-Sun system; (c) using models to study systems, including the solar system and the Earth-Moon-Sun system; and, (d) the advantages and limitations of models.

Component: Texas ADI Learning Hub for Science, 3rd Grade

ISBN: 9798987754801

Link to Current Content:

[View Current Content](#)

Location: Rabbits on Whidbey Island

Link to Updated Content:

[View Updated Content](#)

Original Text: Heading: Read about some core ideas you can use

Updated Text: Heading: Read about a core idea you can use

Component: Texas ADI Learning Hub for Science, 3rd Grade

ISBN: 9798987754801

Location: Which Way is Down? Ideas Stage, Activity 2

Link to Updated Content:

[View Updated Content](#)

Original Text: N/A

Updated Text: Added the following Text to the Tip for In Person Lesson:

Students do not need to do a "close read" of this text or completely understand all the ideas in it before moving on to the next activity. They will be encouraged to revisit this text later in the investigation when creating their arguments and writing their reports. All students need to be able to do during this activity is to work with the other members of their group to identify one or two ideas that they think are important to keep in mind or are potentially helpful.

Within the Ideas passages, important words are bolded and defined in text. Often, the definition will be supported by images and an example. These words are good words to include on a word wall or in student vocabulary notebooks. These words are also ones you can suggest students include in their plan, argument, and report where appropriate.

There are many supports for helping students comprehend what they read already embedded into this activity (i.e., activating prior knowledge, providing a shared experience, making connections, synthesizing, and talking with peers). You might not need to provide much extra support. If you are concerned about students understanding this text because of their scores on past reading comprehension tests, you can read it out loud as they follow along. As you read the text out loud, be sure to stop at each important idea and ask the students to put a star (or other annotation) next to it in the margin of their handout. They can then discuss these ideas in their small groups.

This activity provides an opportunity for emerging multilingual students to speak using scientific vocabulary, to internalize new English words, and to build academic vocabulary. We suggest visiting with individual groups and asking students to point out important words in what they read and to define what those words mean during this stage of the investigation.

The end of this activity provides an opportunity to support emerging multilingual students learning and use of (a) basic and academic vocabulary, (b) essential language, (c) basic and scientific language structures, and (d) basic and scientific expressions. While students are talking in their small groups about what they read, you can ask emerging multilingual

students to use language they heard other students use. You can also support their learning by making sure to use targeted vocabulary and language structures while speaking to individual groups and the whole class.

Component: *Texas ADI Learning Hub for Science, 3rd Grade*

ISBN: 9798987754801

Location: Bowling Ball Energy, Ideas Stage, Activity 2

Link to Updated Content:

[View Updated Content](#)

Original Text: N/A

Updated Text: Added the following text to the Lesson Plan:

It is important to listen to the conversations of several groups when they are talking over what they read at the end of this activity. Listening to the conversations is an opportunity for formative assessment as students are processing the readings. You should take notes on what students understand and what they remain unclear on. The final activity of this stage provides an opportunity to reteach those concepts students remain unclear about. Taking notes on student conversations will provide information on planning any reteaching that students require.

Component: *Texas ADI Learning Hub for Science, 3rd Grade*

ISBN: 9798987754801

Link to Current Content:

[View Current Content](#)

Location: Do Other Planets Have Eclipses, Reflect Stage, Activity 1

Link to Updated Content:

[View Updated Content](#)

Original Text: The Reflect stage includes three activities: (1) discussing some core ideas used during the investigation, (2) discussing how to plan and carry out investigations, and (3) a progress check. The intent of this stage is to allow students to discuss the core ideas they used during this investigation, how they used the practices of science to figure out a phenomenon, and how these ideas and practices might be useful in the future.

Updated Text: Updated the first paragraph of the In-Person Lesson Plan. This paragraph now reads:

The Reflect stage includes three activities: (1) discussing some core ideas used during the investigation, (2) discussing how to plan and carry out investigations, and (3) making connections to other topics in science and in other content areas as well as a progress check. The intent of this stage is to allow students to discuss the core ideas they used during this investigation, how they used the practices of science to figure out a phenomenon, and how these ideas and practices might be useful in the future.

Component: *Texas ADI Learning Hub for Science, 3rd Grade*

ISBN: 9798987754801

Link to Current Content:

[View Current Content](#)

Location: Do Other Planets Have Eclipses, Reflect Stage, Activity 1

Link to Updated Content:

[View Updated Content](#)

Original Text: N/A

Updated Text: Added the following paragraph to the end of the Teaching Tip for In-Person Lessons:
For more specific guidance on how to work with students at different levels of English language proficiency, as defined by the ELPS, we suggest consulting the section on supporting emerging multilingual students in the Teacher Implementation Guide.

Component: *Texas ADI Learning Hub for Science, 3rd Grade*

ISBN: 9798987754801

Link to Current Content:

[View Current Content](#)

Location: Do Other Planets Have Eclipses, Reflect Stage, Activity 2

Link to Updated Content:

[View Updated Content](#)

Original Text: Original Activity provided students with the opportunity to:

1. Identify strengths in how they carried out their investigation
2. Agree on class norms for future investigation

Updated Text: Made the following revisions to this activity:

1. Adjusted the directions for students discussion on what things they did that made them good scientists during the investigation
2. Updated In-Person Lesson Plan to reflect changes in the student activity
3. Updated Teaching Tip for In Person Lessons to provide guidance for teachers on the updated student activity
4. Added opportunity to reflect on how this investigation was an improvement over prior investigations
5. Added opportunity for students to agree on additional class norms for future investigations.

Component: *Texas ADI Learning Hub for Science, 3rd Grade*

ISBN: 9798987754801

Link to Current Content:

[View Current Content](#)

Location: Do Other Planets Have Eclipses, Reflect Stage, Activity 3

Link to Updated Content:

[View Updated Content](#)

Original Text: Progress check

Updated Text: Updated the third activity of the reflect stage in the following ways:

1. Changed title to "Making Connections"
2. Provide opportunity for student to make connections to other topics they learned in science this year or in prior years.
3. Provide opportunity for students to make connections between science topics using the recurring themes in science TEKS.
4. Provide an opportunity for students to make connections between what they learned in this investigation and what they learned in other subjects, such as math.
5. Changed the text of the exit ticket to ask students how they used the practices, recurring themes, and ideas to answer the guiding question
6. Updated In-Person Lesson plan
7. Updated the Teaching Tip for In-Person Lessons

Component: *Texas ADI Learning Hub for Science, 4th Grade*

ISBN: 9798987754818

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Link to Current Content:
[View Current Content](#)

Location: Flotation System for Shipping Containers, Do Stage, Activity 2

Link to Updated Content:
[View Updated Content](#)

Original Text: Heading: Make Sense of Your Data

Updated Text: Heading: Refine and test your solution to the problem

Component: *Texas ADI Learning Hub for Science, 4th Grade*

ISBN: 9798987754818

Current Page Number(s): <https://adilearninghub.com/advanced-search/4/contentType/investigations/eec2feb3-21cc-4bfe-8989-e06f919c54d0#ap-step-3f1ddf51-379c-42d4-af9e-54e6ffa178ba-activities-b309840d-8e16-43d9-86e9-8bcf886ff221-content-in-person>

Location: Matter and Energy Transfer in Arctic Ecosystems, Task Stage, Activity 3

Link to Updated Content:
[View Updated Content](#)

Original Text: The video you watched showed some of the many different living things that can be found in the Arctic Ocean ecosystem. All these living things need energy to survive. Your goal in this investigation is to figure out the best way to model how energy transfers into, within, and out of the organisms that are found in the Arctic Ocean ecosystem. To accomplish this goal, you will need to think about the best way to show the inputs and the outputs of energy in the Arctic Ocean ecosystem and the key processes or interactions that take place within it. The guiding question of this investigation is:

How do we best model the transfer of energy into, within, and out of the organisms that are found in the Arctic Ocean ecosystem?

Updated Text: The video you watched showed some of the many different living things that can be found in the Arctic Ocean ecosystem. All these living things need matter and energy to survive. Your goal in this investigation is to figure out the best way to model how matter and energy transfers into, within, and out of the organisms that are found in the Arctic Ocean ecosystem. To accomplish this goal, you will need to think about the best way to show the inputs and the outputs of matter and energy in the Arctic Ocean ecosystem and the key processes or interactions that take place within it. The guiding question of this investigation is:

How do we best model the transfer of matter and energy into, within, and out of the organisms that are found in the Arctic Ocean ecosystem?

Component: *Texas ADI Learning Hub for Science, 4th Grade*

ISBN: 9798987754818

Current Page Number(s): N/A

Location: Matter and Energy Transfer in Arctic Ecosystems, Ideas Stage, Activity 1, page 3

Link to Updated Content:
[View Updated Content](#)

Original Text: N/A

Updated Text: Added following text:

Producers are the main way that energy is transferred into ecosystems. This means that all of the consumers in an ecosystem are dependent on the producers for energy. Even though carnivores do not eat producers, they rely on the producers to capture energy from the sun. This energy can then be transferred to consumers in the ecosystem

Component: *Texas ADI Learning Hub for Science, 4th Grade*

ISBN: 9798987754818

Location: Differences in the Duration of Daylight, Ideas, Activity 4

Link to Updated Content:

[View Updated Content](#)

Original Text: N/A

Updated Text: Added progress check. The text of the progress check is: What are your biggest takeaways from this investigation? You may want to mention ideas related to (a) the rotation of Earth on it's axis; (b) Earth's revolution around the sun; (c) latitude and longitude; and, (d) sequences and patterns.

Publisher: Discovery Education Inc

Science, Grade 4

Program: *Science Techbook for Texas by Discovery Education - Grade 4: TEKS*

Component: *Science Techbook for Texas by Discovery Education: Grade 4 Unit 1 Teacher Edition*

ISBN: 9781616292164

Current Page Number(s): 8

Location: Preparation paragraph

Original Text: Since students will work with water and oil, spills are possible. Materials for cleaning up spills should be readily available for students. Remind students not to drink any of the materials in the lab.

Updated Text: Since students will work with water and oil, spills are possible. Materials for cleaning up spills should be readily available for students. Remind students not to drink any of the materials in the lab. Students may not be familiar working with a laser thermometer; therefore, it is recommended that you establish one station with one to two laser thermometers and have students rotate through that station to capture their data in Part 1 of the investigation.

Component: *Science Techbook for Texas by Discovery Education: Grade 4*

ISBN: 9781616291464

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/fceb4b14-0134-4701-8b3e-1152d0341f7a>

Location: Grade 4 > Unit 1 > Concept 1 > Lesson 2 > Educator Notes > Slide 8 > Preparation paragraph

Original Text: Since students will work with water and oil, spills are possible. Materials for cleaning up spills should be readily available for students. Remind students not to drink any of the materials in the lab.

Updated Text: Since students will work with water and oil, spills are possible. Materials for cleaning up spills should be readily available for students. Remind students not to drink any of the materials in the lab. Students may not be familiar working with a laser thermometer; therefore, it is recommended that you establish one station with one to two laser thermometers and have students rotate through that station to capture their data in Part 1 of the investigation.

Component: Science Techbook for Texas by Discovery Education: Grade 4 Unit 1 Student Edition

ISBN: 9781616292171

Current Page Number(s): 13

Location: Grade 4 > Unit 1 > Concept 1 > Lesson 3 > p13 > paragraph at top of page

Original Text: List and record the mass of each ball. Then, list each bookshelf material. Record your observations about each material in the table.

Updated Text: List and record the mass of each ball. Then, list each bookshelf material. Record your observations about each material in the table. Use the data to create a class bar graph of the masses.

Component: Science Techbook for Texas by Discovery Education: Grade 4

ISBN: 9781616291464

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/1003753d-4c36-41e0-b08f-abdad2287e34>

Location: Grade 4 > Unit 1 > Concept 1 > Lesson 3 > Slide 8

Original Text: List and record the mass of each ball. Then, list each bookshelf material. Record your observations about each material in the table.

Updated Text: List and record the mass of each ball. Then, list each bookshelf material. Record your observations about each material in the table. Use the data to create a class bar graph of the masses.

Component: Science Techbook for Texas by Discovery Education: Grade 4 Unit 2 Student Edition

ISBN: 9781616292195

Current Page Number(s): 54

Location: Turn and Talk

Original Text: • What did you observe that shows that energy can cause motion or create change?
• When you used a straw to blow on water with floating ice cubes, you did not touch the ice cubes, but they moved. What caused the ice cubes to move?

Updated Text: • What did you observe that shows that energy can cause motion or create change?
• When you used a straw to blow on water with floating ice cubes, you did not touch the ice cubes, but they moved. What caused the ice cubes to move?
• What safety rules did you follow during the investigation?

Component: Science Techbook for Texas by Discovery Education: Grade 4 Unit 2 Teacher Edition

ISBN: 9781616292188

Current Page Number(s): 62

Location: Top of page, add third bullet

Original Text: • When you used a straw to blow on water with floating ice cubes, you did not touch the ice cubes, but they moved. What caused the ice cubes to move? Sample response: There was a transfer of mechanical (motion) energy from my chest to the air to the water to the ice cubes.

Updated Text: • When you used a straw to blow on water with floating ice cubes, you did not touch the ice cubes, but they moved. What caused the ice cubes to move? Sample response: There was a transfer of mechanical (motion) energy from my chest to the air to the water to the ice cubes.

• What safety rules did you follow during the investigation? Sample response: I made sure to keep the electronics away from the water.

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 1048 of 3538

Component: Science Techbook for Texas by Discovery Education: Grade 4

ISBN: 9781616291464

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/1db5f4b3-706e-4245-b00b-4ec4c9b02fe8>

Location: Grade 4 > Unit 2 > Concept 2 > Lesson 2 > Slide 22

Original Text: • What did you observe that shows that energy can cause motion or create change?

- When you used a straw to blow on water with floating ice cubes, you did not touch the ice cubes, but they moved. What caused the ice cubes to move?

Updated Text: • What did you observe that shows that energy can cause motion or create change?

- When you used a straw to blow on water with floating ice cubes, you did not touch the ice cubes, but they moved. What caused the ice cubes to move?
- What safety rules did you follow during the investigation?

Component: Science Techbook for Texas by Discovery Education: Grade 4

ISBN: 9781616291464

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/1db5f4b3-706e-4245-b00b-4ec4c9b02fe8>

Location: Grade 4 > Unit 2 > Concept 2 > Lesson 2 > Educator Notes > Slide 22

Original Text: • When you used a straw to blow on water with floating ice cubes, you did not touch the ice cubes, but they moved. What caused the ice cubes to move? Sample response: There was a transfer of mechanical (motion) energy from my chest to the air to the water to the ice cubes.

Updated Text: • When you used a straw to blow on water with floating ice cubes, you did not touch the ice cubes, but they moved. What caused the ice cubes to move? Sample response: There was a transfer of mechanical (motion) energy from my chest to the air to the water to the ice cubes.

- What safety rules did you follow during the investigation? Sample response: I made sure to keep the electronics away from the water.

Component: Science Techbook for Texas by Discovery Education: Grade 4 Unit 2 Student Edition

ISBN: 9781616292195

Current Page Number(s): 113

Location: What Did You Figure Out?

Original Text: Place the sentences in the correct order from start to finish.

Updated Text: Explain how electrical energy is used to power a robot by placing the sentences in the correct order from start to finish.

Component: Science Techbook for Texas by Discovery Education: Grade 4 Unit 2 Teacher Edition

ISBN: 9781616292188

Current Page Number(s): 102

Location: Materials List

Original Text: Nichrome wire, 24 gauge, 6 inches piece

Updated Text: Nichrome wire, 24 gauge, 15 cm (6 in.) piece

Component: Science Techbook for Texas by Discovery Education: Grade 4 Unit 2 Teacher Edition

ISBN: 9781616292188

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 1049 of 3538

Current Page Number(s): 102

Location: Materials List

Original Text: • Heat-resistant gloves

Updated Text:

- Heat-resistant gloves
- Wire cutters

Component: *Science Techbook for Texas by Discovery Education: Grade 4*

ISBN: 9781616291464

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/73fa7768-9d6a-49b9-8fe1-a93ae2625a56>

Location: Grade 4 > Unit 2 > Concept 3 > Lesson 2 > Educator Notes > Slide 6 > Materials List

Original Text: Nichrome wire, 24 gauge, 6 inches piece

Updated Text: Nichrome wire, 24 gauge, 15 cm (6 in.) piece

Component: *Science Techbook for Texas by Discovery Education: Grade 4*

ISBN: 9781616291464

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/73fa7768-9d6a-49b9-8fe1-a93ae2625a56>

Location: Grade 4 > Unit 2 > Concept 3 > Lesson 2 > Educator Notes > Slide 6 > Materials List for teacher demonstration

Original Text: • Heat-resistant gloves

Updated Text:

- Heat-resistant gloves
- Wire cutters

Component: *Science Techbook for Texas by Discovery Education: Grade 4 Unit 2 Teacher Edition*

ISBN: 9781616292188

Current Page Number(s): 135

Location: Second box with pencil icon

Original Text: Place the sentences in the correct order from start to finish.

Updated Text: Explain how electrical energy is used to power a robot by placing the sentences in the correct order from start to finish.

Component: *Science Techbook for Texas by Discovery Education: Grade 4 Unit 3 Teacher Edition*

ISBN: 9781616292201

Current Page Number(s): 63

Location: SOS Strategy box

Original Text: Play the first portion of the video. At the first pause, direct students to write a statement about the content. Have each student crumple his or her piece of paper into a ball and, on the count of three, have everyone throw their “snowball” into the air.

Updated Text: Have each student crumple his or her piece of paper into a ball and, on the count of three, have everyone throw their “snowball” into the air.

Component: *Science Techbook for Texas by Discovery Education: Grade 4*

ISBN: 9781616291464

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/5c5d73e3-923e-41d3-adc5-bddf41aca198>

Location: Grade 4 > Unit 3 > Concept 2 > Lesson 3 > Educator Notes > Slide 2 > SOS Strategy

Original Text: Play the first portion of the video. At the first pause, direct students to write a statement about the content. Have each student crumple his or her piece of paper into a ball and, on the count of three, have everyone throw their “snowball” into the air.

Updated Text: Have each student crumple his or her piece of paper into a ball and, on the count of three, have everyone throw their “snowball” into the air.

Component: *Science Techbook for Texas by Discovery Education: Grade 4 Unit 3 Teacher Edition*

ISBN: 9781616292201

Current Page Number(s): 67

Location: English Language Proficiency Support

Original Text: After the introduction in the interactive, have students listen to the instructions. Direct their attention to the five photos. Help students complete the following sentence frame: All of the photos show _____ (rock or sand formations).

Before students drag the natural process to the resulting change to landforms, have them share with a partner what they think each set of images represents. After sharing with a partner, have them hover their mouse over the image to connect the naming of the natural process to the images.

After the introduction in the interactive, have students listen to the instructions. Direct their attention to the five icons. Help students complete the following sentence frame: All of the icons represent _____ (a particular type of weathering). Ask the students to describe what each of the icons represents.

Model the type of reasoning needed to complete the interactive by using sentence frames. For example, point out the image of the tree roots. Then, show students the sentence frame This photo shows so it must be an example of _____. Ask students to share orally what other inferences can be made from the interactive.

Updated Text: After the introduction in the interactive, have students listen to the instructions. Direct their attention to the five photos. Help students complete the following sentence frame: All of the photos show _____ (rock or sand formations). Encourage students to ask a question about something in the lesson that confuses them or something they still want to learn.

Before students drag the natural process to the resulting change to landforms, have them share with a partner what they think each set of images represents. After sharing with a partner, have them hover their mouse over the image to connect the naming of the natural process to the images. Encourage students to ask a question about something in the lesson that confuses them or something they still want to learn.

After the introduction in the interactive, have students listen to the instructions. Direct their attention to the five icons. Help students complete the following sentence frame: All of the icons represent _____ (a particular type of weathering). Ask the students to describe what each of the icons represents. Encourage students to ask a question about something in the lesson that confuses them or something they still want to learn.

Model the type of reasoning needed to complete the interactive by using sentence frames. For example, point out the image of the tree roots. Then, show students the sentence frame This photo shows so it must be an example of _____. Ask students to share orally what other inferences can be made from the interactive. Encourage students to ask a question about something in the lesson that confuses them or something they still want to learn.

Component: *Science Techbook for Texas by Discovery Education: Grade 4*

ISBN: 9781616291464

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/5c5d73e3-923e-41d3-adc5-bddf41aca198>

Location: Grade 4 > Unit 3 > Concept 2 > Lesson 3 > Educator Notes > Slide 12 > English Language Proficiency Support

Original Text: Beginning: After the introduction in the interactive, have students listen to the instructions. Direct their attention to the five photos. Help students complete the following sentence frame: All of the photos show _____ (rock or sand formations).

Intermediate: Before students drag the natural process to the resulting change to landforms, have them share with a partner what they think each set of images represents. After sharing with a partner, have them hover their mouse over the image to connect the naming of the natural process to the images.

Advanced: After the introduction in the interactive, have students listen to the instructions. Direct their attention to the five icons. Help students complete the following sentence frame: All of the icons represent _____ (a particular type of weathering). Ask the students to describe what each of the icons represents.

Advanced High: Model the type of reasoning needed to complete the interactive by using sentence frames. For example, point out the image of the tree roots. Then, show students the sentence frame This photo shows so it must be an example of _____. Ask students to share orally what other inferences can be made from the interactive.

Updated Text: Beginning: After the introduction in the interactive, have students listen to the instructions. Direct their attention to the five photos. Help students complete the following sentence frame: All of the photos show _____ (rock or sand formations). Encourage students to ask a question about something in the lesson that confuses them or something they still want to learn.

Intermediate: Before students drag the natural process to the resulting change to landforms, have them share with a partner what they think each set of images represents. After sharing with a partner, have them hover their mouse over the image to connect the naming of the natural process to the images. Encourage students to ask a question about something in the lesson that confuses them or something they still want to learn.

Advanced: After the introduction in the interactive, have students listen to the instructions. Direct their attention to the five icons. Help students complete the following sentence frame: All of the icons represent _____ (a particular type of weathering). Ask the students to describe what each of the icons represents. Encourage students to ask a question about something in the lesson that confuses them or something they still want to learn.

Advanced High: Model the type of reasoning needed to complete the interactive by using sentence frames. For example, point out the image of the tree roots. Then, show students the sentence frame This photo shows so it must be an example of _____. Ask students to share orally what other inferences can be made from the interactive. Encourage students to ask a question about something in the lesson that confuses them or something they still want to learn.

Component: *Science Techbook for Texas by Discovery Education: Grade 4*

ISBN: 9781616291464

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/ce2edaa4-b578-47d4-92f4-dfd45dccbc2d>

Location: Grade 4 > Unit 3 > Concept 2 > Lesson 7 > Slide 6

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 1052 of 3538

Original Text: How do weathering, erosion, and deposition affect Earth's surface? Using what you learned, write a claim statement to answer the question. A claim should; be based on evidence and backed by reasoning, be free of opinion, and include scientific ideas. Claim: Weathering and erosion affect Earth's surface by . . .

Updated Text: How do weathering, erosion, and deposition affect Earth's surface? Using what you learned, write a claim statement to answer the question. A claim should be based on evidence and backed by reasoning, be free of opinion, and include scientific ideas. Claim: Weathering and erosion affect Earth's surface by . . .

Component: *Science Techbook for Texas by Discovery Education: Grade 4 Unit 3 Student Edition*

ISBN: 9781616292218

Current Page Number(s): 166

Location: Making Predictions

Original Text: What effect will water temperature have on the amount of water that condenses on the inside of the jars?

Updated Text: What effect will water temperature have on the amount of water that condenses on the inside of the cups?

Component: *Science Techbook for Texas by Discovery Education: Grade 4 Unit 3 Student Edition*

ISBN: 9781616292218

Current Page Number(s): 167

Location: Materials List

Original Text: Clear glass jars, 2

Updated Text: Clear plastic jars, 2

Component: *Science Techbook for Texas by Discovery Education: Grade 4 Unit 3 Student Edition*

ISBN: 9781616292218

Current Page Number(s): 167

Location: Safety

Original Text: • Use caution when handling the glass jars and warm water.

Updated Text: • Use caution when handling the plastic cups and warm water.

Component: *Science Techbook for Texas by Discovery Education: Grade 4 Unit 3 Student Edition*

ISBN: 9781616292218

Current Page Number(s): 169

Location: Part 2

Original Text: 1. Fill the first glass jar one-third full of room temperature water. Cover the top with plastic wrap and secure with tape.

2. Fill the second glass jar one-third full of warm water. Cover the top with plastic wrap and secure with tape.

3. Make and discuss observations of each glass jar.

Updated Text: 1. Fill the first cup one-third full of room temperature water. Cover the top with plastic wrap and secure with tape.

2. Fill the second cup one-third full of warm water. Cover the top with plastic wrap and secure with tape.

3. Make and discuss observations of each cup.

Component: *Science Techbook for Texas by Discovery Education: Grade 4 Unit 3 Student Edition*

ISBN: 9781616292218

Current Page Number(s): 170

Location: Part 3

Original Text: 1. What is happening to the water in each glass jar?
2. Record and draw your observations.
3. How does the amount of water that condenses inside the glass jars compare?

Updated Text: 1. What is happening to the water in each cup?
2. Record and draw your observations.
3. How does the amount of water that condenses inside the cups compare?

Component: *Science Techbook for Texas by Discovery Education: Grade 4 Unit 3 Teacher Edition*

ISBN: 9781616292201

Current Page Number(s): xxxiii

Location: Lesson 2: Modeling the Water Cycle > Advance Prep

Original Text: Prepare enough room temperature and warm water for each group. Have a lamp or light source available in case there is not adequate sunlight for the demonstration. Prepare a glass collection container in the event of broken glass. Provide paper towels for cleanup.

Updated Text: Prepare enough room temperature and warm water for each group. Have a lamp or light source available in case there is not adequate sunlight for the demonstration. Provide paper towels for cleanup.

Component: *Science Techbook for Texas by Discovery Education: Grade 4 Unit 3 Teacher Edition*

ISBN: 9781616292201

Current Page Number(s): xxxiii

Location: Lesson 2: Modeling the Water Cycle > Materials List

Original Text: Clear glass jars, 2

Updated Text: Clear plastic jars, 2

Component: *Science Techbook for Texas by Discovery Education: Grade 4 Unit 3 Teacher Edition*

ISBN: 9781616292201

Current Page Number(s): 194

Location: Materials List

Original Text: Clear glass jars, 2

Updated Text: Clear plastic jars, 2

Component: *Science Techbook for Texas by Discovery Education: Grade 4 Unit 3 Teacher Edition*

ISBN: 9781616292201

Current Page Number(s): 194

Location: Preparation paragraph

Original Text: Prepare enough room temperature and warm water for each group. Have a lamp or light source available in case there is not adequate sunlight for the demonstration. Prepare a glass collection container in the event of broken glass. Provide paper towels for cleanup.

Updated Text: Prepare enough room temperature and warm water for each group. Have a lamp or light source available in case there is not adequate sunlight for the demonstration. Provide paper towels for cleanup.

Component: *Science Techbook for Texas by Discovery Education: Grade 4 Unit 3 Teacher Edition*

ISBN: 9781616292201

Current Page Number(s): 195

Location: Safety sidebar

Original Text: Remind students to use caution when handling the glass jars and warm water.

Updated Text: Remind students to use caution when handling the plastic cups and warm water.

Component: *Science Techbook for Texas by Discovery Education: Grade 4 Unit 3 Teacher Edition*

ISBN: 9781616292201

Current Page Number(s): 195

Location: Top of page

Original Text: Tell students that most of Earth’s water is in the oceans, making the ocean an important part of the water cycle. Fill the glass jar a third of the way full of hot water. Cover the top with plastic wrap and secure with tape. Explain that the hot water represents ocean water warmed by the sun, and the plastic wrap represents the atmosphere. Put the glass in the sunlight. Once condensation appears on the inside of the glass, ask the following questions.

ASK • What do you see inside the glass jar? Sample response: I see water droplets inside the glass jar.

- What causes the water droplets? Sample response: Some of the warm water turns to water vapor and rises. When the water vapor hits the plastic at the top of the jar, it cools and changes to liquid water droplets.
- In nature, what heats the atmosphere and the ocean? Sample response: the sun

Explain that this system of a glass jar, cover, and water makes a simple model of the water cycle because it shows the interaction of the sun and the ocean. The sun warms the ocean, causing the water to evaporate into the atmosphere. Tell students that condensation occurs when water cools, changing from a gas to a liquid, from water vapor to liquid water droplets.

Provide students with the opportunity to discuss their observations and ideas. Encourage students to think with others by asking them to discuss how the water in the glass jar cycles. Then, ask students to share what they would like to know about the water cycle with the class.

Updated Text: Tell students that most of Earth’s water is in the oceans, making the ocean an important part of the water cycle. Fill a plastic cup a third of the way full of hot water. Cover the top with plastic wrap and secure with tape. Explain that the hot water represents ocean water warmed by the sun, and the plastic wrap represents the atmosphere. Put the cup in the sunlight. Once condensation appears on the inside of the cup, ask the following questions.

ASK • What do you see inside the cup? Sample response: I see water droplets inside the cup.

- What causes the water droplets? Sample response: Some of the warm water turns to water vapor and rises. When the water vapor hits the plastic at the top of the cup, it cools and changes to liquid water droplets.
- In nature, what heats the atmosphere and the ocean? Sample response: the sun

Explain that this system of a plastic cup, cover, and water makes a simple model of the water cycle because it shows the

interaction of the sun and the ocean. The sun warms the ocean, causing the water to evaporate into the atmosphere. Tell students that condensation occurs when water cools, changing from a gas to a liquid, from water vapor to liquid water droplets.

Provide students with the opportunity to discuss their observations and ideas. Encourage students to think with others by asking them to discuss how the water in the cup cycles. Then, ask students to share what they would like to know about the water cycle with the class.

Component: *Science Techbook for Texas by Discovery Education: Grade 4 Unit 3 Teacher Edition*

ISBN: 9781616292201

Current Page Number(s): 196

Location: Box with pencil icon

Original Text: What effect will water temperature have on the amount of water that condenses on the inside of the jar? Student responses will vary. Sample response: Hotter temperatures will increase the amount of water that condenses inside the jar and how quickly it happens.

Updated Text: What effect will water temperature have on the amount of water that condenses on the inside of the cup? Student responses will vary. Sample response: Hotter temperatures will increase the amount of water that condenses inside the cup and how quickly it happens.

Component: *Science Techbook for Texas by Discovery Education: Grade 4 Unit 3 Teacher Edition*

ISBN: 9781616292201

Current Page Number(s): 196

Location: Investigating the Water Cycle

Original Text: • Pour the warm water into the glass jars for each group.

Updated Text: • Pour the warm water into the plastic cups for each group.

Component: *Science Techbook for Texas by Discovery Education: Grade 4 Unit 3 Teacher Edition*

ISBN: 9781616292201

Current Page Number(s): 197

Location: Part 1

Original Text: • Describe what you see after your teacher covers the jar containing hot water.
• Observe the jar after it has been placed in direct sunlight for 20 minutes. Record your observations.

Updated Text: • Describe what you see after your teacher covers the cup containing hot water.
• Observe the cup after it has been placed in direct sunlight for 20 minutes. Record your observations.

Component: *Science Techbook for Texas by Discovery Education: Grade 4 Unit 3 Teacher Edition*

ISBN: 9781616292201

Current Page Number(s): 197

Location: Part 2

Original Text: Part 2

- Fill the first glass jar one-third full of room temperature water. Cover the top of the jar with plastic wrap and secure with tape.
- Fill the second glass jar one-third full of warm water. Cover the top of the jar with plastic wrap and secure with tape.

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 1056 of 3538

- Make and discuss observations of each glass jar.

Part 3

- What is happening to the water in each glass jar? Record and draw your observations.
- How does the amount of water that condenses inside the glass jars compare?

Updated Text: Part 2

- Fill the first plastic cup one-third full of room temperature water. Cover the top of the cup with plastic wrap and secure with tape.
- Fill the second plastic cup one-third full of warm water. Cover the top of the cup with plastic wrap and secure with tape.
- Make and discuss observations of each plastic cup.

Part 3

- What is happening to the water in each plastic cup? Record and draw your observations.
- How does the amount of water that condenses inside the plastic cups compare?

Component: *Science Techbook for Texas by Discovery Education: Grade 4 Unit 3 Teacher Edition*

ISBN: 9781616292201

Current Page Number(s): 198

Location: Box with pencil icon

Original Text: Record and draw your observations. Students should observe condensation on the plastic wrap of the jar that was filled with warm water, but no change in the jar that was filled with room temperature water.

Updated Text: Record and draw your observations. Students should observe condensation on the plastic wrap of the cup that was filled with warm water, but no change in the cup that was filled with room temperature water.

Component: *Science Techbook for Texas by Discovery Education: Grade 4 Unit 3 Teacher Edition*

ISBN: 9781616292201

Current Page Number(s): 198

Location: Turn and Talk first bullet

Original Text: • Where in the water cycle model does water change state? Student responses will vary. Sample responses: Water changes from a liquid to gas when it moves from the ocean to the air. Water changes from a gas to a liquid when it cools and collects on the side of the glass.

Updated Text: • Where in the water cycle model does water change state? Student responses will vary. Sample responses: Water changes from a liquid to gas when it moves from the ocean to the air. Water changes from a gas to a liquid when it cools and collects on the side of the cup.

Component: *Science Techbook for Texas by Discovery Education: Grade 4 Unit 3 Teacher Edition*

ISBN: 9781616292201

Current Page Number(s): 201

Location: Advanced Learners

Original Text: Challenge students to predict what would happen if ice cubes were placed on the covered jars, in terms of condensation.

Updated Text: Challenge students to predict what would happen if ice cubes were placed on the covered cups, in terms of condensation.

Component: *Science Techbook for Texas by Discovery Education: Grade 4*

ISBN: 9781616291464

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 1057 of 3538

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/8c459e32-1efe-4530-8cd1-efd0e036d8a2>

Location: Grade 4 > Unit 3 > Concept 5 > Lesson 2 > Slide 3

Original Text: What do you see inside the glass jar?

Updated Text: What do you see inside the plastic cup?

Component: *Science Techbook for Texas by Discovery Education: Grade 4*

ISBN: 9781616291464

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/8c459e32-1efe-4530-8cd1-efd0e036d8a2>

Location: Grade 4 > Unit 3 > Concept 5 > Lesson 2 > Slide 7

Original Text: What effect will water temperature have on the amount of water that condenses on the inside of the jars?

Updated Text: What effect will water temperature have on the amount of water that condenses on the inside of the cups?

Component: *Science Techbook for Texas by Discovery Education: Grade 4*

ISBN: 9781616291464

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/8c459e32-1efe-4530-8cd1-efd0e036d8a2>

Location: Grade 4 > Unit 3 > Concept 5 > Lesson 2 > Slide 8 > What materials do you need? (per group)

Original Text: Clear glass jars, 2

Updated Text: Clear plastic jars, 2

Component: *Science Techbook for Texas by Discovery Education: Grade 4*

ISBN: 9781616291464

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/8c459e32-1efe-4530-8cd1-efd0e036d8a2>

Location: Grade 4 > Unit 3 > Concept 5 > Lesson 2 > Slide 9 > Safety

Original Text: • Use caution when handling the glass jars and warm water.

Updated Text: • Use caution when handling the plastic cups and warm water.

Component: *Science Techbook for Texas by Discovery Education: Grade 4*

ISBN: 9781616291464

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/8c459e32-1efe-4530-8cd1-efd0e036d8a2>

Location: Grade 4 > Unit 3 > Concept 5 > Lesson 2 > Slide 10 > Investigating the Water Cycle > Part 1

Original Text: 1. Observe as your teacher fills a glass jar one-third of the way full of hot water and then covers the top with plastic wrap. The water represents ocean water. The plastic wrap represents the atmosphere.

Updated Text: 1. Observe as your teacher fills a plastic cup one-third of the way full of hot water and then covers the top with plastic wrap. The water represents ocean water. The plastic wrap represents the atmosphere.

Component: *Science Techbook for Texas by Discovery Education: Grade 4*

ISBN: 9781616291464

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/8c459e32-1efe-4530-8cd1-efd0e036d8a2>

Location: Grade 4 > Unit 3 > Concept 5 > Lesson 2 > Slide 11 > Investigating the Water Cycle > Part 1

Original Text: 2. Observe the jar after it has been placed in direct sunlight for 20 minutes. Record your observations.

Updated Text: 2. Observe the cup after it has been placed in direct sunlight for 20 minutes. Record your observations.

Component: *Science Techbook for Texas by Discovery Education: Grade 4*

ISBN: 9781616291464

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/8c459e32-1efe-4530-8cd1-efd0e036d8a2>

Location: Grade 4 > Unit 3 > Concept 5 > Lesson 2 > Slide 12 > Investigating the Water Cycle > Part 2

Original Text: 1. Fill a glass jar one-third full of room temperature water. Cover the top of the jar with plastic wrap and secure with tape.

Updated Text: 1. Fill a plastic cup one-third full of room temperature water. Cover the top of the cup with plastic wrap and secure with tape.

Component: *Science Techbook for Texas by Discovery Education: Grade 4*

ISBN: 9781616291464

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/8c459e32-1efe-4530-8cd1-efd0e036d8a2>

Location: Grade 4 > Unit 3 > Concept 5 > Lesson 2 > Slide 13 > Investigating the Water Cycle > Part 2

Original Text: 2. Fill a second glass jar one-third full of warm water. Cover the top of the jar with plastic wrap and secure with tape.

3. Make and discuss observations of each glass jar.

Updated Text: 2. Fill a second plastic cup one-third full of warm water. Cover the top of the cup with plastic wrap and secure with tape.

3. Make and discuss observations of each plastic cup.

Component: *Science Techbook for Texas by Discovery Education: Grade 4*

ISBN: 9781616291464

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/8c459e32-1efe-4530-8cd1-efd0e036d8a2>

Location: Grade 4 > Unit 3 > Concept 5 > Lesson 2 > Slide 14 > Investigating the Water Cycle > Part 3

Original Text: 1. After 2 hours, observe the jars. What happened to the water in each glass jar?

Updated Text: 1. After 2 hours, observe the cups. What happened to the water in each plastic cup?

Component: *Science Techbook for Texas by Discovery Education: Grade 4*

ISBN: 9781616291464

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/8c459e32-1efe-4530-8cd1-efd0e036d8a2>

Location: Grade 4 > Unit 3 > Concept 5 > Lesson 2 > Slide 15 > Investigating the Water Cycle > Part 3

Original Text: 3. How does the amount of water that condenses inside the glass jars compare?

Updated Text: 3. How does the amount of water that condenses inside the plastic cups compare?

Component: *Science Techbook for Texas by Discovery Education: Grade 4*

ISBN: 9781616291464

Original Text: Setting the Purpose

Fill the glass jar a third of the way full of hot water. Cover the top with plastic wrap and secure with tape.

Explain that the hot water represents ocean water warmed by the sun, and the plastic wrap represents the atmosphere.

Put the glass in the sunlight.

Once condensation appears on the inside of the glass, ask the following questions:

ASK

What do you see inside the glass jar? Sample response: I see water droplets inside the glass jar.

What causes the water droplets? Sample response: Some of the warm water turns to water vapor and rises. When the water vapor hits the plastic at the top of the jar, it cools and changes to liquid water droplets.

In nature, what heats the atmosphere and the ocean? Sample response: the sun

Explain that this system of a glass jar, cover, and water makes a simple model of the water cycle because it shows the interaction of the sun and the ocean. The sun warms the ocean, causing the water to evaporate into the atmosphere. Tell students that condensation occurs when water cools, changing from a gas to a liquid, from water vapor to liquid water droplets.

Provide students with the opportunity to discuss their observations and ideas. Encourage students to think with others by asking them to discuss how the water in the glass jar cycles.

Updated Text: Setting the Purpose

Fill a plastic cup a third of the way full of hot water. Cover the top with plastic wrap and secure with tape.

Explain that the hot water represents ocean water warmed by the sun, and the plastic wrap represents the atmosphere.

Put the cup in the sunlight.

Once condensation appears on the inside of the cup, ask the following questions:

ASK

What do you see inside the plastic cup? Sample response: I see water droplets inside the plastic cup.

What causes the water droplets? Sample response: Some of the warm water turns to water vapor and rises. When the water vapor hits the plastic at the top of the cup, it cools and changes to liquid water droplets.

In nature, what heats the atmosphere and the ocean? Sample response: the sun

Explain that this system of a plastic cup, cover, and water makes a simple model of the water cycle because it shows the interaction of the sun and the ocean. The sun warms the ocean, causing the water to evaporate into the atmosphere. Tell students that condensation occurs when water cools, changing from a gas to a liquid, from water vapor to liquid water droplets.

Provide students with the opportunity to discuss their observations and ideas. Encourage students to think with others by asking them to discuss how the water in the plastic cup cycles.

Component: *Science Techbook for Texas by Discovery Education: Grade 4*

ISBN: 9781616291464

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/8c459e32-1efe-4530-8cd1-efd0e036d8a2>

Location: Grade 4 > Unit 3 > Concept 5 > Lesson 2 > Educator Notes > Slide 7 > ASK

Original Text: What evidence might you observe that shows condensation? Sample response: I would see water droplets form on the sides of the jar or on the inside of the top cover.

What effect will water temperature have on the amount of water that condenses on the inside of the jar? Sample response: Hotter temperatures will increase the amount of water that condenses inside the jar and how quickly it happens.

Updated Text: What evidence might you observe that shows condensation? Sample response: I would see water droplets form on the sides of the cup or on the inside of the top cover.

What effect will water temperature have on the amount of water that condenses on the inside of the cup? Sample response: Hotter temperatures will increase the amount of water that condenses inside the cup and how quickly it happens.

Component: *Science Techbook for Texas by Discovery Education: Grade 4*

ISBN: 9781616291464

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/8c459e32-1efe-4530-8cd1-efd0e036d8a2>

Location: Grade 4 > Unit 3 > Concept 5 > Lesson 2 > Educator Notes > Slide 8 > Materials List

Original Text: Clear glass jars, 2

Updated Text: Clear plastic jars, 2

Component: *Science Techbook for Texas by Discovery Education: Grade 4*

ISBN: 9781616291464

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/8c459e32-1efe-4530-8cd1-efd0e036d8a2>

Location: Grade 4 > Unit 3 > Concept 5 > Lesson 2 > Educator Notes > Slide 8 > Preparation

Original Text: Prepare enough room temperature and warm water for each group. Have a lamp or light source available in case there is not adequate sunlight for the demonstration. Prepare a glass collection container in the event of broken glass. Provide paper towels for cleanup.

Updated Text: Prepare enough room temperature and warm water for each group. Have a lamp or light source available in case there is not adequate sunlight for the demonstration. Provide paper towels for cleanup.

Component: *Science Techbook for Texas by Discovery Education: Grade 4*

ISBN: 9781616291464

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/8c459e32-1efe-4530-8cd1-efd0e036d8a2>

Location: Grade 4 > Unit 3 > Concept 5 > Lesson 2 > Educator Notes > Slide 9 > Safety

Original Text: Remind students to use caution when handling the glass jars and warm water.

Updated Text: Remind students to use caution when handling the plastic cups and warm water.

Component: *Science Techbook for Texas by Discovery Education: Grade 4*

ISBN: 9781616291464

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/8c459e32-1efe-4530-8cd1-efd0e036d8a2>

Location: Grade 4 > Unit 3 > Concept 5 > Lesson 2 > Educator Notes > Slide 10 > Investigating the Water Cycle

Original Text: Pour the warm water into the glass jars for each group.

Updated Text: Pour the warm water into the plastic cups for each group.

Component: *Science Techbook for Texas by Discovery Education: Grade 4*

ISBN: 9781616291464

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/8c459e32-1efe-4530-8cd1-efd0e036d8a2>

Location: Grade 4 > Unit 3 > Concept 5 > Lesson 2 > Educator Notes > Slide 10 > Part 1

Original Text: • Describe what you see after your teacher covers the jar containing hot water.

- Observe the jar after it has been placed in direct sunlight for 20 minutes. Record your observations.

Updated Text: • Describe what you see after your teacher covers the cup containing hot water.

- Observe the cup after it has been placed in direct sunlight for 20 minutes. Record your observations.

Component: *Science Techbook for Texas by Discovery Education: Grade 4*

ISBN: 9781616291464

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/8c459e32-1efe-4530-8cd1-efd0e036d8a2>

Location: Grade 4 > Unit 3 > Concept 5 > Lesson 2 > Educator Notes > Slide 11

Original Text: • Describe what you see after your teacher covers the jar containing hot water.

- Observe the jar after it has been placed in direct sunlight for 20 minutes. Record your observations.

Updated Text: • Describe what you see after your teacher covers the cup containing hot water.

- Observe the cup after it has been placed in direct sunlight for 20 minutes. Record your observations.

Component: *Science Techbook for Texas by Discovery Education: Grade 4*

ISBN: 9781616291464

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/8c459e32-1efe-4530-8cd1-efd0e036d8a2>

Location: Grade 4 > Unit 3 > Concept 5 > Lesson 2 > Educator Notes > Slide 12

Original Text: Part 2

- Fill the first glass jar one-third full of room temperature water. Cover the top of the jar with plastic wrap and secure with tape.
- Fill the second glass jar one-third full of warm water. Cover the top of the jar with plastic wrap and secure with tape.
- Make and discuss observations of each glass jar.

Updated Text: Part 2

- Fill the first plastic cup one-third full of room temperature water. Cover the top of the cup with plastic wrap and secure with tape.
- Fill the second plastic cup one-third full of warm water. Cover the top of the cup with plastic wrap and secure with tape.
- Make and discuss observations of each plastic cup.

Component: Science Techbook for Texas by Discovery Education: Grade 4

ISBN: 9781616291464

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/8c459e32-1efe-4530-8cd1-efd0e036d8a2>

Location: Grade 4 > Unit 3 > Concept 5 > Lesson 2 > Educator Notes > Slide 13

Original Text: Part 2

- Fill the first glass jar one-third full of room temperature water. Cover the top of the jar with plastic wrap and secure with tape.
- Fill the second glass jar one-third full of warm water. Cover the top of the jar with plastic wrap and secure with tape.
- Make and discuss observations of each glass jar.

Updated Text: Part 2

- Fill the first plastic cup one-third full of room temperature water. Cover the top of the cup with plastic wrap and secure with tape.
- Fill the second plastic cup one-third full of warm water. Cover the top of the cup with plastic wrap and secure with tape.
- Make and discuss observations of each plastic cup.

Component: Science Techbook for Texas by Discovery Education: Grade 4

ISBN: 9781616291464

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/8c459e32-1efe-4530-8cd1-efd0e036d8a2>

Location: Grade 4 > Unit 3 > Concept 5 > Lesson 2 > Educator Notes > Slide 14

Original Text: Part 3

- What is happening to the water in each glass jar? Record and draw your observations.
- How does the amount of water that condenses inside the glass jars compare?
- Was your prediction correct? Why or why not?
- Clean up your materials and workstation.
- Use your observations and knowledge to illustrate the continuous movement of water above and on Earth's surface through the water cycle. Include the sun and arrows in your illustration.

As students investigate, circulate around the room to be sure that students are using the data collection tool appropriately.

Record your observations. Students should observe condensation on the plastic wrap of the jar that was filled with warm water, but no change in the jar that was filled with room temperature water.

Updated Text: Part 3

- What is happening to the water in each plastic cup? Record and draw your observations.
- How does the amount of water that condenses inside the plastic cups compare?
- Was your prediction correct? Why or why not?
- Clean up your materials and workstation.
- Use your observations and knowledge to illustrate the continuous movement of water above and on Earth's surface through the water cycle. Include the sun and arrows in your illustration.

As students investigate, circulate around the room to be sure that students are using the data collection tool appropriately.

Record your observations. Students should observe condensation on the plastic wrap of the cup that was filled with warm water, but no change in the cup that was filled with room temperature water.

Component: *Science Techbook for Texas by Discovery Education: Grade 4*

ISBN: 9781616291464

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/8c459e32-1efe-4530-8cd1-efd0e036d8a2>

Location: Grade 4 > Unit 3 > Concept 5 > Lesson 2 > Educator Notes > Slide 15

Original Text: Record your observations. Students should observe condensation on the plastic wrap of the jar that was filled with warm water, but no change in the jar that was filled with room temperature water.

Updated Text: Record your observations. Students should observe condensation on the plastic wrap of the cup that was filled with warm water, but no change in the cup that was filled with room temperature water.

Component: *Science Techbook for Texas by Discovery Education: Grade 4*

ISBN: 9781616291464

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/8c459e32-1efe-4530-8cd1-efd0e036d8a2>

Location: Grade 4 > Unit 3 > Concept 5 > Lesson 2 > Educator Notes > Slide 17 > Turn and Talk

Original Text: • Where in the water cycle model does water change state? Student responses will vary. Sample responses: Water changes from a liquid to gas when it moves from the ocean to the air. Water changes from a gas to a liquid when it cools and collects on the side of the jar.

- How would the model be different in polar regions with water as ice? Student responses will vary. Sample response: There would be much less condensation in a model of polar regions.
- What safety rules did you follow during the investigation? Sample response: I was careful with the warm water so that I didn't spill or drop the jar.

Updated Text: • Where in the water cycle model does water change state? Student responses will vary. Sample responses: Water changes from a liquid to gas when it moves from the ocean to the air. Water changes from a gas to a liquid when it cools and collects on the side of the cup.

- How would the model be different in polar regions with water as ice? Student responses will vary. Sample response: There would be much less condensation in a model of polar regions.
- What safety rules did you follow during the investigation? Sample response: I was careful with the warm water so that I didn't spill or drop the cup.

Component: *Science Techbook for Texas by Discovery Education: Grade 4*

ISBN: 9781616291464

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/8c459e32-1efe-4530-8cd1-efd0e036d8a2>

Location: Grade 4 > Unit 3 > Concept 5 > Lesson 2 > Educator Notes > Slide 20 > Advanced Learners

Original Text: Challenge students to predict what would happen if ice cubes were placed on the covered jars, in terms of condensation.

Updated Text: Challenge students to predict what would happen if ice cubes were placed on the covered cups, in terms of condensation.

Component: *Science Techbook for Texas by Discovery Education: Grade 4 Unit 3 Teacher Edition*

ISBN: 9781616292201

Current Page Number(s): 118

Location: First Turn and Talk on page

Original Text: • Why are natural resources important for us? Student responses will vary. Sample response: They help us meet our needs.

• What makes nonrenewable resources different from renewable resources? Student responses will vary. Sample response: Once they are used up, you cannot use them again.

Updated Text: • Why are natural resources important for us? Student responses will vary. Sample response: They help us meet our needs.

• What makes nonrenewable resources different from renewable resources? Student responses will vary. Sample response: Once they are used up, you cannot use them again.

• Rocks are stored in Earth and take a long time to be renewed. Why do you think this is true? It is true because rocks have physical properties, such as hardness and density, which allow them to be stored in Earth's surface.

Component: *Science Techbook for Texas by Discovery Education: Grade 4 Unit 3 Student Edition*

ISBN: 9781616292218

Current Page Number(s): 105

Location: Turn and Talk

Original Text: • Why are natural resources important for us?

• What makes nonrenewable resources different from renewable resources?

Updated Text: • Why are natural resources important for us?

• What makes nonrenewable resources different from renewable resources?

• Rocks are stored in Earth and take a long time to be renewed. Why do you think this is true?

Component: *Science Techbook for Texas by Discovery Education: Grade 4*

ISBN: 9781616291464

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/74549047-48aa-483e-8766-6e6d9c936839>

Location: Grade 4 > Unit 3 > Concept 3 > Lesson 5 > Educator Notes > Slide 8 > Turn and Talk

Original Text: • Rocks are stored in Earth and take a long time to be renewed. Why do you think this is true? It's true because, rocks have physical properties such as hardness and density which allow them to be stored in Earth's surface.

Updated Text: • Rocks are stored in Earth and take a long time to be renewed. Why do you think this is true? It is true because rocks have physical properties, such as hardness and density, which allow them to be stored in Earth's surface.

Component: *Science Techbook for Texas by Discovery Education: Grade 4*

ISBN: 9781616291464

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/8c459e32-1efe-4530-8cd1-efd0e036d8a2>

Location: Grade 4 > Unit 3 > Concept 4 > Lesson 8 > Educator Notes > Slide 10

Original Text: Display and discuss the data collection table. Tell students that they will work in a small group to create a model of the water cycle and investigate the effects of water temperature on condensation.

Updated Text: Encourage students to comment on the advantages and limitations of using certain materials to represent objects in their models. Display and discuss the data collection table. Tell students that they will work in a small group to create a model of the water cycle and investigate the effects of water temperature on condensation.

Component: *Science Techbook for Texas by Discovery Education: Grade 4 Unit 1 Teacher Edition*

ISBN: 9781616292164

Current Page Number(s): 17

Location: Turn and Talk

Original Text: Have students Turn and Talk about the following questions with a small group. Encourage student volunteers to share their groups' ideas with the whole class.

Updated Text: Have students Turn and Talk about the following questions with a small group. Work with students to create a bar graph using the data from the interactive. Encourage student volunteers to share their groups' ideas with the whole class.

Component: *Science Techbook for Texas by Discovery Education: Grade 4 Unit 1 Teacher Edition*

ISBN: 9781616292164

Current Page Number(s): 53

Location: Supporting Crosscutting Themes head

Original Text: Supporting Crosscutting Themes (3 min)

Updated Text: Supporting Science Themes (3 min)

Component: *Science Techbook for Texas by Discovery Education: Grade 4 Unit 2 Teacher Edition*

ISBN: 9781616292188

Current Page Number(s): 79

Location: Pencil box

Original Text: What I Have Learned: Sample response: Light waves travel through empty space. Water waves can produce electrical energy. Hydropower plants collect falling water that turns turbines. Air and wind can be harmful and damaging.

Updated Text: What I Have Learned: Sample response: Light waves travel through empty space. Moving water can produce electrical energy. Hydropower plants collect falling water that turns turbines. Air and wind can be harmful and damaging.

Component: *Science Techbook for Texas by Discovery Education: Grade 4 Unit 2 Teacher Edition*

ISBN: 9781616292188

Current Page Number(s): 107

Location: Turn and Talk

Original Text: • What do you think is the purpose of the plastic coating on the outside of the wire? Sample response: The plastic coating acts as an insulator to prevent electricity from being conducted if the covered part of the wire touches something.

• What is wrong with the explanation, "When the wires do not make a complete path, electricity flows to the point where the wire is not connected. Then, it stops."? Sample response: When the wires do not make a complete path, electricity does not flow at all. It will not flow partway through the path. It only starts to flow when the path is complete

Updated Text: • What do you think is the purpose of the plastic coating on the outside of the wire? Sample response: The plastic coating acts as an insulator to prevent electricity from being conducted if the covered part of the wire touches something.

• What is wrong with the explanation, "When the wires do not make a complete path, electricity flows to the point where the wire is not connected. Then, it stops"? Sample response: When the wires do not make a complete path, electricity does not flow at all. It will not flow partway through the path. It only starts to flow when the path is complete.

• Think back to your prediction. Why does a light bulb not light up when it is just sitting on a table? Sample response: The light bulb needs electrical energy to make it light up.

Component: *Science Techbook for Texas by Discovery Education: Grade 4 Unit 2 Student Edition*

ISBN: 9781616292195

Current Page Number(s): 90

Location: Turn and Talk

Original Text: • What do you think is the purpose of the plastic coating on the outside of the wire?

• What is wrong with the explanation, “When the wires do not make a complete path, electricity flows to the point where the wire is not connected. Then, it stops.”?

Updated Text: • What do you think is the purpose of the plastic coating on the outside of the wire?

• What is wrong with the explanation, “When the wires do not make a complete path, electricity flows to the point where the wire is not connected. Then, it stops”?

• Think back to your prediction. Why does a light bulb not light up when it is just sitting on a table?

Component: *Science Techbook for Texas by Discovery Education: Grade 4 Unit 2 Teacher Edition*

ISBN: 9781616292188

Current Page Number(s): 122

Location: Before Reading

Original Text: Tell students that as they read, they will add information to their KWL Chart to explain how electricity travels in a path to produce light and thermal energy. Explain that they can write or draw pictures to explain their thinking.

Updated Text: Begin by discussing how matter cycles through systems. For example, a plant may be eaten by an animal. When the animal dies and is buried in the ground, the nutrients from the soil return to the plant. Then discuss how energy is also conserved in a system. Students will be learning about circuits.

Tell students that as they read, they will add information to their KWL Chart to explain how electricity travels in a path to produce light and thermal energy. Explain that they can write or draw pictures to explain their thinking.

Component: *Science Techbook for Texas by Discovery Education: Grade 4 Unit 2 Teacher Edition*

ISBN: 9781616292188

Current Page Number(s): 127

Location: During Reading

Original Text: Prompt students to complete the graphic organizer as they read. In the graphic organizer, they should show an example of how energy can be transferred. If desired, encourage students to annotate their text as they read, stopping to ask questions, underlining, or highlighting important parts that stand out, circling a word that needs defining, or writing a short summary after each section. You may also use the Immersive Reader to play the audio or read the text aloud to students. Have students tell a partner two main ideas from the readings.

Updated Text: Prompt students to complete the graphic organizer as they read. Students may use the graphic organizer provided or construct one of their own, such as a table, concept map, flow chart, or sequence map. In the graphic organizer, they should show an example of how energy can be transferred. If desired, encourage students to annotate their text as they read, stopping to ask questions, underlining, or highlighting important parts that stand out, circling a word that needs defining, or writing a short summary after each section. You may also use the Immersive Reader to play the audio or read the text aloud to students. Have students tell a partner two main ideas from the readings.

Component: *Science Techbook for Texas by Discovery Education: Grade 4 Unit 2 Teacher Edition*

ISBN: 9781616292188

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 1067 of 3538

Current Page Number(s): 135

Location: Turn and Talk

Original Text: Have students Turn and Talk to discuss the following question.

Why do electrical engineers often work with new technologies? Sample response: Technology changes and electrical engineers need to keep up with the technology other electrical engineers invent.

Updated Text: Have students Turn and Talk to discuss the following questions.

- Why do electrical engineers often work with new technologies? Sample response: Technology changes and electrical engineers need to keep up with the technology other electrical engineers invent.
- Which engineering practices did the electrical engineer describe that help with finding solutions to problems in communication? Identifying materials, making a design, testing the design using a simulator, making changes to the design, sending the design to the manufacturer

Component: *Science Techbook for Texas by Discovery Education: Grade 4 Unit 2 Student Edition*

ISBN: 9781616292195

Current Page Number(s): 113

Location: Turn and Talk

Original Text: Why do electrical engineers often work with new technologies?

Updated Text: • Why do electrical engineers often work with new technologies?

- Which engineering practices did the electrical engineer describe that help with finding solutions to problems in communication?

Component: *Science Techbook for Texas by Discovery Education: Grade 4 Unit 3 Teacher Edition*

ISBN: 9781616292201

Current Page Number(s): 70

Location: Turn and Talk

Original Text: Have students Turn and Talk to discuss the questions.

- What natural forces can cause erosion? Sample response: wind, floods, freezing temperatures, gravity
- In what ways, other than erosion, can Earth's surface change slowly? Sample response: Weathering and deposition can also change Earth's surface.

Updated Text: Have students Turn and Talk to discuss the questions.

- What natural forces can cause erosion? Sample response: wind, floods, freezing temperatures, gravity
- In what ways, other than erosion, can Earth's surface change slowly? Sample response: Weathering and deposition can also change Earth's surface.
- How did soil treatment impact the amount of eroded soil? The plants and trenches slowed erosion so that less soil eroded.

Component: *Science Techbook for Texas by Discovery Education: Grade 4 Unit 3 Student Edition*

ISBN: 9781616292218

Current Page Number(s): 67

Location: Turn and Talk

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 1068 of 3538

Original Text: • What natural forces can cause erosion?
• In what ways, other than erosion, can Earth’s surface change slowly?

Updated Text: • What natural forces can cause erosion?
• In what ways, other than erosion, can Earth’s surface change slowly?
• How did soil treatment impact the amount of eroded soil?

Component: *Science Techbook for Texas by Discovery Education: Grade 4 Unit 3 Teacher Edition*

ISBN: 9781616292201

Current Page Number(s): 92

Location: First Perform It! Column

Original Text: Students can imitate the forces that shape Earth’s surface.

Updated Text: Students can model or imitate the forces that shape Earth’s surface that are involved in weathering, erosion, and deposition.

Component: *Science Techbook for Texas by Discovery Education: Grade 4 Unit 3 Teacher Edition*

ISBN: 9781616292201

Current Page Number(s): 105

Location: Intermediate

Original Text: Have students fold a paper in half (horizontally). On one side, have students write the word nonrenewable and on the other side, write the word renewable. Have students draw one or more examples of each type of natural resource on the corresponding side of the paper. Encourage them to use their prior knowledge to think of objects or materials that they use every day or ways that we get energy.

Updated Text: Refer to recycling signs around the school. Ask students what is being recycled and why. Have students fold a paper in half (horizontally). On one side, have students write the word nonrenewable and on the other side, write the word renewable. Have students draw one or more examples of each type of natural resource that has been discussed in the lesson on the corresponding side of the paper. Encourage them to use their prior knowledge to think of objects or materials that they use every day or ways that we get energy.

Component: *Science Techbook for Texas by Discovery Education: Grade 4 Unit 3 Teacher Edition*

ISBN: 9781616292201

Current Page Number(s): 105

Location: Advanced

Original Text: Encourage students to think of an object made from a nonrenewable resource they may use in their home and have them draw it on a piece of paper. Then, have them explain to a partner why it is a nonrenewable resource.

Updated Text: Refer to recycling signs around the school. Ask students what is being recycled and why. Encourage students to think of an object made from a nonrenewable resource they learned about in the lesson or may use in their home and have them draw it on a piece of paper. Then, have them explain to a partner why it is a nonrenewable resource.

Component: *Science Techbook for Texas by Discovery Education: Grade 4 Unit 3 Teacher Edition*

ISBN: 9781616292201

Current Page Number(s): 105

Location: Advanced High

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 1069 of 3538

Original Text: Encourage students to think of an object made from a renewable resource they may use in their home. Have them share with the class how the object could be recycled or conserved. For example, water from the faucet can be turned off when brushing their teeth.

Updated Text: Refer to recycling signs around the school. Ask students what is being recycled and why. Encourage students to think of an object made from a renewable resource they may use in their home or that they have learned about in the lesson. Have them share with the class how the object could be recycled or conserved. For example, water from the faucet can be turned off when brushing their teeth.

Component: *Science Techbook for Texas by Discovery Education: Grade 4 Unit 3 Student Edition*

ISBN: 9781616292218

Current Page Number(s): 92

Location: First paragraph

Original Text: Earth contains many materials, such as rocks, minerals, limestone, and water.

Updated Text: Earth's surface is made of hard, solid rock. It contains and stores many materials, such as various rocks, minerals, limestone, and water.

Component: *Science Techbook for Texas by Discovery Education: Grade 4 Unit 3 Teacher Edition*

ISBN: 9781616292201

Current Page Number(s): 145

Location: Supporting Science Themes

Original Text: • Climate is the long-term weather patterns in an area.

Updated Text: • Climate describes the long-term weather patterns in an area.

Component: *Science Techbook for Texas by Discovery Education: Grade 4 Unit 3 Teacher Edition*

ISBN: 9781616292201

Current Page Number(s): 143

Location: Investigating Weather and Climate

Original Text: In this lesson, students are introduced to the concept of climate and explore the world's five major climate zones. Students color one part of a world map to figure out the different climates of that region. You will combine the maps, and students will search for global climate patterns. See the full Mystery Science lesson if you would like to include the video as part of the Teacher Demonstration.

Updated Text: In this lesson, students are introduced to the concept of climate and explore the world's five major climate zones. Students color one part of a world map to figure out the different climates of that region. You will combine the maps, and students will search for global climate patterns. Summarize the three steps of the lesson by drawing them out using a sequence diagram. Discuss how scientists use graphic organizers to organize thoughts and to clarify thinking and explain that students will be using a variety of graphic organizers throughout this concept. See the full Mystery Science lesson if you would like to include the video as part of the Teacher Demonstration.

Component: *Science Techbook for Texas by Discovery Education: Grade 4 Unit 3 Teacher Edition*

ISBN: 9781616292201

Current Page Number(s): 168

Location: Setting the Purpose

Original Text: • What kind of activities might you take part in if you lived in a tropical climate? Student responses will vary. Sample response: I might go swimming a lot and do outdoor sports such as tennis or baseball.

• Why do you say that? Student responses will vary. Sample response: Tropical climates are very warm, so I would be doing outdoor activities.

Updated Text: • What kind of activities might you take part in if you lived in a tropical climate? Student responses will vary. Sample response: I might go swimming a lot and do outdoor sports such as tennis or baseball.

• Why do you say that? Student responses will vary. Sample response: Tropical climates are very warm, so I would be doing outdoor activities.

Work together as a class to construct a quick bar graph using sticky notes. The graph should indicate the students' preferred activities if they lived in a tropical climate. For instance, categories of the graph might be: hiking, swimming, boating, or fishing.

Component: *Science Techbook for Texas by Discovery Education: Grade 4 Unit 3 Teacher Edition*

ISBN: 9781616292201

Current Page Number(s): 156

Location: Pencil box

Original Text: Complete the graphic organizer. Describe how each geographic factor relates to climate.

Updated Text: Complete the graphic organizer. Describe the patterns scientists observe in how geographic factors relate to climate.

Component: *Science Techbook for Texas by Discovery Education: Grade 4 Unit 3 Student Edition*

ISBN: 9781616292218

Current Page Number(s): 138

Location: GO directions

Original Text: Complete the graphic organizer. Describe how each geographic factor relates to climate.

Updated Text: Complete the graphic organizer. Describe the patterns scientists observe in how geographic factors relate to climate.

Component: *Science Techbook for Texas by Discovery Education: Grade 4 Unit 3 Teacher Edition*

ISBN: 9781616292201

Current Page Number(s): 167

Location: Beginning

Original Text: Focus on the visuals in the text by asking students to point to pictures by saying, Point to the picture of the globe. Point to a picture of a map. Point to a picture of Earth. Use several words to describe each visual or say the words in each visual and have students repeat them after you.

Updated Text: Focus on the visuals in the text by asking students to point to pictures by saying, Point to the picture of the globe. Point to a picture of a map. Point to a picture of Earth. Use several words to describe each visual or say the words in each visual and have students repeat them after you. Also, label these objects in your classroom and point them out to students.

Component: *Science Techbook for Texas by Discovery Education: Grade 4 Unit 3 Teacher Edition*

ISBN: 9781616292201

Current Page Number(s): 165

Location: During Reading

Original Text: Read through the text as students follow along. Discuss images, key ideas, and details. Have students look for answers to the questions that they wrote. Then, prompt them to complete the graphic organizer as they read.

Updated Text: Read through the text as students follow along. Discuss images, key ideas, and details. Have students look for answers to the questions that they wrote. Students can organize their thinking using the graphic organizer provided, or they can construct one of their own. For instance, some students may choose to construct a Venn diagram to compare different locations.

Component: *Science Techbook for Texas by Discovery Education: Grade 4 Unit 3 Teacher Edition*

ISBN: 9781616292201

Current Page Number(s): 183

Location: First Record It!

Original Text: • Draw a picture or diagram that illustrates the answer.

Updated Text: • Construct a graphic organizer such as a bar graph, line graph, tree map, concept map, Venn diagram, flow chart, or input-output table that illustrates the answer.

Component: *Science Techbook for Texas by Discovery Education: Grade 4 Unit 3 Teacher Edition*

ISBN: 9781616292201

Current Page Number(s): 147

Location: Paragraph above vocabulary check-in callout

Original Text: Review definitions of key terms. Tell students that the term humidity is the amount of moisture in the air. Tell students the terms latitude and elevation are examples of geographic factors and that geographic factors relate to climate. If students are unfamiliar with geographic factors, brainstorm a list of geographic factors as a class and record them on the board. For instance, water found in oceans, rivers, and lakes is a geographic factor.

Updated Text: Review definitions of key terms. Tell students that the term humidity is the amount of moisture in the air. Tell students the terms latitude and elevation are examples of geographic factors and that geographic factors relate to climate. If students are unfamiliar with geographic factors, brainstorm a list of geographic factors as a class and record them on the board. For instance, oceans, rivers, and lakes are geographic factors.

Component: *Science Techbook for Texas by Discovery Education: Grade 4*

ISBN: 9781616291464

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/f6001293-1ba5-47d0-994a-fb1ea97d985b>

Location: Unit 3 > Concept 4 > Lesson 2 > Educator Notes > Slide 3

Original Text: If students are unfamiliar with geographic factors, brainstorm a list of geographic factors as a class and record them on the board. For instance, water found in oceans, rivers, and lakes are geographic factors.

Updated Text: If students are unfamiliar with geographic factors, brainstorm a list of geographic factors as a class and record them on the board. For instance, oceans, rivers, and lakes are geographic factors.

Component: *Science Techbook for Texas by Discovery Education: Grade 4*

ISBN: 9781616291464

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/9c214bc8-8af0-47a8-a83d-e1699b849f80>

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 1072 of 3538

Location: Unit 4 > Concept 1> Lesson 3 > Educator Notes > Slide 7

Original Text: Explain what students will do:

In the first part of the interactive, students will add organisms to the ecosystem.

Students will click on the organism from the food web and press start.

Record what happens or the outcome if one organism is taken away by using the data table.

Updated Text:

Explain what students will do:

In the first part of the interactive, students will add organisms to the ecosystem.

Students will click on the organism from the food web and press start.

Record what happens or the outcome if an organism is added to the food web by using the data table.

Component: *Science Techbook for Texas by Discovery Education: Grade 4 Unit 4 Teacher Edition*

ISBN: 9781616292225

Current Page Number(s): 14

Location: What You Will Do (10 min)

Original Text: Explain what students will do:

In the first part of the interactive, students will add organisms to the ecosystem.

Students will click on the organism from the food web and press start.

Record what happens or the outcome if one organism is taken away by using the data table.

Updated Text:

Explain what students will do:

In the first part of the interactive, students will add organisms to the ecosystem.

Students will click on the organism from the food web and press start.

Record what happens or the outcome if an organism is added to the food web by using the data table.

Component: *Science Techbook for Texas by Discovery Education: Grade 4*

ISBN: 9781616291464

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/9c214bc8-8af0-47a8-a83d-e1699b849f80>

Location: Unit 4 > Concept 1> Lesson 3 > Educator notes > Slide 8

Original Text: In an ecosystem, hares eat plants, and owls eat the hares. How will the owls be affected if the plants in that ecosystem are destroyed? Sample response: The owls will have less food to eat because the number of rabbits that eat the grass will be fewer.

Updated Text: In an ecosystem, mice eat grass, and snakes eat the mice. How will the snakes be affected if the grass in that ecosystem are destroyed? Sample response: The snakes will have less food to eat because the number of mice that eat the grass will be fewer.

Component: *Science Techbook for Texas by Discovery Education: Grade 4 Unit 4 Teacher Edition*

ISBN: 9781616292225

Current Page Number(s): 15

Location: Ask Questions, Bullet 1

Original Text: In an ecosystem, hares eat plants, and owls eat the hares. How will the owls be affected if the plants in that ecosystem are destroyed? Sample response: The owls will have less food to eat because the number of rabbits that eat the grass will be fewer.

Updated Text: In an ecosystem, mice eat grass, and snakes eat the mice. How will the snakes be affected if the grass in that ecosystem are destroyed? Sample response: The snakes will have less food to eat because the number of mice that eat the grass will be fewer.

Component: *Science Techbook for Texas by Discovery Education: Grade 4*

ISBN: 9781616291464

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/9c214bc8-8af0-47a8-a83d-e1699b849f80>

Location: Unit 4 > Concept 1> Lesson 3 > Slide 8

Original Text: In an ecosystem, hares eat plants, and owls eat the hares. How will the owls be affected if the plants in that ecosystem are destroyed?

Updated Text: In an ecosystem, mice eat grass, and snakes eat the mice. How will the snakes be affected if the grass in that ecosystem are destroyed?

Component: *Science Techbook for Texas by Discovery Education: Grade 4*

ISBN: 9781616291464

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/9c214bc8-8af0-47a8-a83d-e1699b849f80>

Location: Unit 4 > Concept 1 > Lesson 3 > Slide 9

Original Text: Record what happens if one organism is taken away. Remove that organism from the food web and read the outcome explanation.

Updated Text: Record what happens if an organism is added to the food web. Add organism from the food web and read the outcome explanation.

Component: *Science Techbook for Texas by Discovery Education: Grade 4*

ISBN: 9781616291464

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/9c214bc8-8af0-47a8-a83d-e1699b849f80>

Location: Unit 4 > Concept 1 > Lesson 3 > Slide 9 > Image > Column 1 head

Original Text: If you take away:

Updated Text: If you add:

Component: *Science Techbook for Texas by Discovery Education: Grade 4 Unit 4 Student Edition*

ISBN: 9781616292232

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 1074 of 3538

Current Page Number(s): 12

Location: First paragraph

Original Text: Record what happens if one organism is taken away. Remove that organism from the food web and read the outcome explanation.

Updated Text: Record what happens if an organism is added to the food web. Add organism from the food web and read the outcome explanation.

Component: *Science Techbook for Texas by Discovery Education: Grade 4 Unit 4 Student Edition*

ISBN: 9781616292232

Current Page Number(s): 12

Location: Graphic Organizer

Original Text: If you take away:

Updated Text: If you add:

Component: *Science Techbook for Texas by Discovery Education: Grade 4*

ISBN: 9781616291464

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/9c214bc8-8af0-47a8-a83d-e1699b849f80>

Location: Unit 4 > Concept 1 > Lesson 3 > Slide 9 > Educator Notes > Sample student Responses

Original Text: Record what happens if one organism is taken away. Remove that organism from the food web and read the outcome explanation. Sample response:

Plants: Mice, snakes, and eagles decrease

Mice: Snakes and eagles decrease; Plants increase

Snakes: Mice increase; Eagles help control population

Eagles: Mice and snakes increase; Plants decrease; Snakes increase if they eat more mice

Updated Text: Record what happens if an organism is added to the food web. Add organism from the food web and read the outcome explanation.

Sample response:

Add Grass: mice increase, snakes increase, eagles increase

Add Mice: grass decreases, snakes increase, eagles increase

Add Snakes: grass increases, eagles increase, mice decrease

Add Eagles: grass increases, snakes decrease, mice increase

Component: *Science Techbook for Texas by Discovery Education: Grade 4 Unit 4 Teacher Edition*

ISBN: 9781616292225

Current Page Number(s): 15

Location: Blue Pencil Box

Original Text: Record what happens if one organism is taken away. Remove that organism from the food web and read the outcome explanation. Sample response:

Plants: Mice, snakes, and eagles decrease

Mice: Snakes and eagles decrease; Plants increase

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 1075 of 3538

Snakes: Mice increase; Eagles help control population

Eagles: Mice and snakes increase; Plants decrease; Snakes increase if they eat more mice

Updated Text: Record what happens if an organism is added to the food web. Add organism from the food web and read the outcome explanation.

Sample response:

Add Grass: mice increase, snakes increase, eagles increase

Add Mice: grass decreases, snakes increase, eagles increase

Add Snakes: grass increases, eagles increase, mice decrease

Add Eagles: grass increases, snakes decrease, mice increase

Component: *Science Techbook for Texas by Discovery Education: Grade 4*

ISBN: 9781616291464

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/08e2a4a5-4e4e-4d0c-82f2-34ce27b6af71>

Location: Unit 3 > Concept 1 > Lesson 5 > Educator Notes > Slide 8

Original Text: When is the moon waxing, or growing? Sample response: between October 24 and November 9

When is the moon waning, or shrinking? Sample response: between November 10 and November 24

Updated Text: When is the moon waxing, or growing? Sample response: between October 1st through the 7th and between October 23rd through the 28th

When is the moon waning, or shrinking? Sample response: between October 8th through 21st

Component: *Science Techbook for Texas by Discovery Education: Grade 4 Unit 3 Teacher Edition*

ISBN: 9781616292201

Current Page Number(s): 23

Location: What You Will Do (10 min)

Original Text: When is the moon waxing, or growing? Sample response: between October 24 and November 9

When is the moon waning, or shrinking? Sample response: between November 10 and November 24

Updated Text: When is the moon waxing, or growing? Sample response: between October 1st through the 7th and between October 23rd through the 28th

When is the moon waning, or shrinking? Sample response: between October 8th through 21st

Component: *Science Techbook for Texas by Discovery Education: Grade 4*

ISBN: 9781616291464

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/08e2a4a5-4e4e-4d0c-82f2-34ce27b6af71>

Location: Unit 3 > Concept 1 > Lesson 5 > Slide 9 > Graphic Organizer

Original Text: 24-Oct

Updated Text: October 7 or 8

Component: *Science Techbook for Texas by Discovery Education: Grade 4*

ISBN: 9781616291464

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 1076 of 3538

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/08e2a4a5-4e4e-4d0c-82f2-34ce27b6af71>

Location: Unit 3 > Concept 1 > Lesson 5 > Slide 9 > Graphic Organizer

Original Text: First Full Moon

Third Quarter Moon

New Moon

First Quarter Moon

Second Full Moon

Updated Text: First Full Moon

Third Quarter Moon

New Moon

First Quarter Moon

Component: *Science Techbook for Texas by Discovery Education: Grade 4 Unit 3 Student Edition*

ISBN: 9781616292218

Current Page Number(s): 22

Location: Graphic Organizer

Original Text: 24-Oct

Updated Text: October 7 or 8

Component: *Science Techbook for Texas by Discovery Education: Grade 4 Unit 3 Student Edition*

ISBN: 9781616292218

Current Page Number(s): 22

Location: Graphic Organizer

Original Text: First Full Moon

Third Quarter Moon

New Moon

First Quarter Moon

Second Full Moon

Updated Text: First Full Moon

Third Quarter Moon

New Moon

First Quarter Moon

Component: *Science Techbook for Texas by Discovery Education: Grade 4 Unit 3 Teacher Edition*

ISBN: 9781616292201

Current Page Number(s): 24

Location: First Blue Pencil box

Original Text: Fill in the dates and draw the moon at each phase. Sample response: October 24, students should draw a full moon; November 1, students should draw a third quarter moon; November 8 or 9, students should not draw a moon (as it is a new moon and cannot be seen); November 14, students should draw a first quarter moon; and on November 21, students should draw a full moon again.

Updated Text: Fill in the dates and draw the moon at each phase. Sample response: October 7 or 8, students should draw a full moon; October 14 or 15, students should draw a third quarter moon; October 21 or 22, students should not draw a moon (as it is a new moon and cannot be seen); November 28 or 29, students should draw a first quarter moon.

Component: *Science Techbook for Texas by Discovery Education: Grade 4*

ISBN: 9781616291464

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/08e2a4a5-4e4e-4d0c-82f2-34ce27b6af71>

Location: Unit 3 > Concept 1 > Lesson 5 > Educator Notes > Slide 9

Original Text: Fill in the dates and draw the moon at each phase. Sample response: October 24, students should draw a full moon; November 1, students should draw a third quarter moon; November 8 or 9, students should not draw a moon (as it is a new moon and cannot be seen); November 14, students should draw a first quarter moon; and on November 21, students should draw a full moon again.

Updated Text: Fill in the dates and draw the moon at each phase. Sample response: October 7 or 8, students should draw a full moon; October 14 or 15, students should draw a third quarter moon; October 21 or 22, students should not draw a moon (as it is a new moon and cannot be seen); November 28 or 29, students should draw a first quarter moon.

Component: *Science Techbook for Texas by Discovery Education: Grade 4 Unit 2 Teacher Edition*

ISBN: 9781616292188

Current Page Number(s): 15

Location: Blue Pencil Box

Original Text: Record your observations in the data table.

Metal: Sample response: Block slides to the end of the track; surface is smooth, no bumps; very little friction

Wood: Sample response: Block slides a little past the middle of the track; surface has some bumps; medium amount of friction

Sandpaper: Sample response: Block moves slightly, about the length of block; surface is very rough, many bumps; high amount of friction

Updated Text: Record your observations in the data table.

Wood: Sample response: 0.510 meters; some friction

Rubber: Sample response: 0.464 meters; the most friction

Metal: Sample response: 0.567 meters; little friction

Plastic: Sample response: 0.628 meters, the least amount of friction

Component: *Science Techbook for Texas by Discovery Education: Grade 4 Unit 2 Student Edition*

ISBN: 9781616292195

Current Page Number(s): 12

Location: Graphic Organizer

Link to Updated Content:

[View Updated Content](#)

Original Text: New content

Updated Text: See updated text in URL_for_Updated_Text

Component: *Science Techbook for Texas by Discovery Education: Grade 4*

ISBN: 9781616291464

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/d64b01ca-7e55-4b87-be41-66e6e1effe77>

Location: Unit 2 > Concept 1 > Lesson 3 > Slide 7

Link to Updated Content:

[View Updated Content](#)

Original Text: New content

Updated Text: See updated text in URL_for_Updated_Text

Component: *Science Techbook for Texas by Discovery Education: Grade 4*

ISBN: 9781616291464

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/d64b01ca-7e55-4b87-be41-66e6e1effe77>

Location: Unit 2 > Concept 1 > Lesson 3 > Educator Notes > Slide 6

Original Text: ASK

How does the surface affect how friction acts on the motion of an object? Student responses will vary. Sample response: On metal and plastic, the block went fast and stopped past the middle of the track. On wood, the block traveled to the middle of the track. On rubber, the block went slow and stopped before it reached the middle of the track. The surface affects how fast the object moves and how far it travels before stopping.

What patterns of friction forces were observed? Sample response: The less smooth the surface, the less distance the block traveled before it stopped.

Updated Text: ASK

How does the surface affect how friction acts on the motion of an object? Student responses will vary. Sample response: On metal, the block went fast and stopped at the end of the track. On wood, the block traveled, and then it stopped just past the middle of the track. On sandpaper, the block went slow and stopped before it reached the middle of the track. The surface affects how fast the object moves and how far it travels before stopping.

What patterns of friction forces were observed? Sample response: The rougher the surface, the less distance the block traveled before it stopped.

Component: *Science Techbook for Texas by Discovery Education: Grade 4 Unit 3 Teacher Edition*

ISBN: 9781616292201

Current Page Number(s): 198

Location: Turn and Talk

Original Text: Have students Turn and Talk to a partner about the questions.

- Where in the water cycle model does water change state? Student responses will vary. Sample responses: Water changes from a liquid to gas when it moves from the ocean to the air. Water changes from a gas to a liquid when it cools and collects on the side of the glass.

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 1079 of 3538

- How would the model be different in polar regions with water as ice? Student responses will vary. Sample response: There would be much less condensation in a model of polar regions.

Updated Text: Have students Turn and Talk to a partner about the questions.

- Where in the water cycle model does water change state? Student responses will vary. Sample responses: Water changes from a liquid to gas when it moves from the ocean to the air. Water changes from a gas to a liquid when it cools and collects on the side of the glass.
- How would the model be different in polar regions with water as ice? Student responses will vary. Sample response: There would be much less condensation in a model of polar regions.
- What safety rules did you follow during the investigation? Sample response: I was careful with the warm water so that I didn't spill or drop the cup.
- If water had spilled on the floor during the investigation, what safe practices and equipment would you have used? Sample response: I would have cleaned up the spill immediately and my closed-toe shoes would have protected my feet.

Component: *Science Techbook for Texas by Discovery Education: Grade 4 Unit 3 Student Edition*

ISBN: 9781616292218

Current Page Number(s): 172

Location: Turn and Talk

Original Text: • Where in the water cycle model does water change states?

- How would the model be different in polar regions with water as ice?

Updated Text: • Where in the water cycle model does water change states?

- How would the model be different in polar regions with water as ice?
- What safety rules did you follow during the investigation?
- If water had spilled on the floor during the investigation, what safe practices and equipment would you have used?

Component: *Science Techbook for Texas by Discovery Education: Grade 4 Unit 3 Student Edition*

ISBN: 9781616292218

Current Page Number(s): 167

Location: Safety Precautions

Original Text: • Follow all lab safety guidelines.

- Use caution when handling the glass jars and warm water.
- Clean up any spills immediately.

Updated Text: • Follow all lab safety guidelines.

- Use caution when handling the glass jars and warm water.
- Clean up any spills immediately.
- Wear closed-toed shoes.

Component: *Science Techbook for Texas by Discovery Education: Grade 4 Unit 3 Teacher Edition*

ISBN: 9781616292201

Current Page Number(s): 221

Location: Turn and Talk

Original Text: Have students Turn and Talk to discuss the following questions.

- What revisions did you make to your model? Student responses will vary. Sample response: We added arrows to show

which direction the water is moving in different parts of the cycle.

- How did these revisions improve the overall model? Student responses will vary. Sample response: The revisions helped to better show the constant movement of water. I was able to better show the different parts of the water cycle.

Updated Text: Have students Turn and Talk to discuss the following questions.

- What revisions did you make to your model? Student responses will vary. Sample response: We added arrows to show which direction the water is moving in different parts of the cycle.
- How did these revisions improve the overall model? Student responses will vary. Sample response: The revisions helped to better show the constant movement of water. I was able to better show the different parts of the water cycle.
- Do you think your model will give someone a complete, partial, or minimal understanding of the water cycle? Explain the pros and cons of your model. Sample response: My model will help someone a complete understanding because I used labels to show each step of the water cycle process. I wish the model could show real clouds.
- How well did your group use safety equipment and follow safety precautions during the investigation? Explain. Sample response: Our group did a good job because we wore closed-toe shoes, did not run with the scissors, and we used the scissors carefully.

Component: *Science Techbook for Texas by Discovery Education: Grade 4 Unit 3 Student Edition*

ISBN: 9781616292218

Current Page Number(s): 190

Location: Turn and Talk

Original Text: • What revisions did you make to your model?

- How did these revisions improve the overall model?

Updated Text: • What revisions did you make to your model?

- How did these revisions improve the overall model?
- Do you think your model will give someone a complete, partial, or minimal understanding of the water cycle? Explain the pros and cons of your model.
- How well did your group use safety equipment and follow safety precautions during the investigation? Explain.

Component: *Science Techbook for Texas by Discovery Education: Grade 4 Unit 3 Student Edition*

ISBN: 9781616292218

Current Page Number(s): 187

Location: Safety

Original Text: • Follow all lab safety guidelines.

Updated Text: • Follow all lab safety guidelines.

- Handle and carry scissors with care.
- Clean up spills immediately.
- Wear closed-toe shoes.

Component: *Science Techbook for Texas by Discovery Education: Grade 4 Unit 3 Student Edition*

ISBN: 9781616292218

Current Page Number(s): 196

Location: Reading Passage > second paragraph

Original Text: Hydrologists help us understand and protect water. They need to understand the water cycle to know how pollution affects Earth's sources of water.

Updated Text: Hydrologists help us understand and protect water. They need to understand the water cycle to know how pollution affects Earth’s sources of water. Maybe you have seen hydrologists in real life or on television, working in groups to collect water samples from a nearby stream. Boots, goggles, gloves, and other protective clothing will help keep them safe if the water is polluted.

Component: *Science Techbook for Texas by Discovery Education: Grade 4 Unit 3 Student Edition*

ISBN: 9781616292218

Current Page Number(s): 197

Location: Reading Passage > first paragraph

Original Text: Hydrology technicians measure water quality and monitor water.

Updated Text: Hydrology technicians measure water quality and monitor water using government standards and criteria.

Component: *Science Techbook for Texas by Discovery Education: Grade 4 Unit 3 Teacher Edition*

ISBN: 9781616292201

Current Page Number(s): 78

Location: After Reading

Original Text: After reading, use the Six-Word Story SOS Strategy to help students summarize the reading passage.

Updated Text: After reading, ask students to draw models of weathering, erosion, and deposition from ice, from water, and from wind. Use the Six-Word Story SOS Strategy to help students summarize the reading passage.

Component: *Science Techbook for Texas by Discovery Education: Grade 4 Unit 3 Student Edition*

ISBN: 9781616292218

Current Page Number(s): 70

Location: Intro paragraph

Original Text: Read about how Earth’s surface changes over time. As you read, complete your Cause-and-Effect graphic organizer.

Updated Text: Read about how Earth’s surface changes over time. As you read, complete your Cause-and-Effect graphic organizer. On a separate sheet of paper, draw models of weathering, erosion, and deposition from ice, from water, and from wind.

Component: *Science Techbook for Texas by Discovery Education: Grade 4 Unit 4 Teacher Edition*

ISBN: 9781616292225

Current Page Number(s): 11

Location: Grade 4 > Unit 4 > Concept 1 > Lesson 2 > Turn and Talk

Original Text: • What are matter and energy? Student responses will vary. Sample response: Matter is anything that occupies space and has mass. Energy is the ability to make change. Energy can be transferred from one object to another. It can also be changed into different forms.

• How do matter and energy in your food web get to the decomposers? Sample response: Matter is available to the decomposers when consumers die. Energy is transferred to the decomposers as they feed on these consumers.

Updated Text: • What are matter and energy? Student responses will vary. Sample response: Matter is anything that occupies space and has mass. Energy is the ability to make change. Energy can be transferred from one object to another. It can also be changed into different forms.

- How do matter and energy in your food web get to the decomposers? Sample response: Matter is available to the decomposers when consumers die. Energy is transferred to the decomposers as they feed on these consumers.
- How did creating the food web help you to understand how energy flows through an ecosystem? Sample response: The food web helped me to see how energy flows from the sun to plants and then to other organisms.

Component: *Science Techbook for Texas by Discovery Education: Grade 4 Unit 4 Student Edition*

ISBN: 9781616292232

Current Page Number(s): 8

Location: Turn and Talk

Original Text: • What are matter and energy?

- How do matter and energy in your food web get to the decomposers?

Updated Text: • What are matter and energy?

- How do matter and energy in your food web get to the decomposers?
- How did creating the food web help you to understand how energy flows through an ecosystem?

Component: *Science Techbook for Texas by Discovery Education: Grade 4 Unit 4 Teacher Edition*

ISBN: 9781616292225

Current Page Number(s): 49

Location: Turn and Talk

Original Text: • How do the leaves of the plant get minerals and water? Sample response: The roots of the plant absorb minerals and water. The stem then transports the minerals and water from the roots, through the stem, and to the leaves.

- How does the plant get food? Sample response: The leaves of the plant make food. The leaves then transport the food to the stem and the roots.

Updated Text: • How do the leaves of the plant get minerals and water? Sample response: The roots of the plant absorb minerals and water. The stem then transports the minerals and water from the roots, through the stem, and to the leaves.

- How does the plant get food? Sample response: The leaves of the plant make food. The leaves then transport the food to the stem and the roots.
- How did the model help you to understand the structures of plants and their functions? Sample response: The model showed how each part of the plant absorbed or transported different things the plants need.

Component: *Science Techbook for Texas by Discovery Education: Grade 4 Unit 4 Student Edition*

ISBN: 9781616292232

Current Page Number(s): 41

Location: Turn and Talk

Original Text: • How do the leaves of the plant get minerals and water?

- How does the plant get food?

Updated Text: • How do the leaves of the plant get minerals and water?

- How does the plant get food?
- How did the model help you to understand the structures of plants and their functions?

Component: *Science Techbook for Texas by Discovery Education: Grade 4 Unit 4 Teacher Edition*

ISBN: 9781616292225

Current Page Number(s): 106

Location: First paragraph

Original Text: Remind students of the real-world phenomenon activity from the Engage lesson.

Updated Text: Replay the real-world phenomenon video from the Engage lesson.

Component: *Science Techbook for Texas by Discovery Education: Grade 4 Unit 4 Teacher Edition*

ISBN: 9781616292225

Current Page Number(s): 74

Location: Turn and Talk

Original Text: Have students turn and talk to a partner about the question: Can farmers rely only on rainfall for irrigation? Why or why not? Sample response: No. Rainfall can be scarce sometimes, so the plants might not get enough water. Farmers use irrigation to supply plants with adequate water.

Updated Text: Have students turn and talk to a partner about the question: How do sprinklers and irrigation work to help farmers? Why is this better than depending only upon rainfall? Sample response: Sprinklers and irrigation help farmers by bringing consistent amounts of water for their crops. This means that farmers can control how much water they are getting and not have to rely only on the chance of rain.

Component: *Science Techbook for Texas by Discovery Education: Grade 4 Unit 4 Student Edition*

ISBN: 9781616292232

Current Page Number(s): 65

Location: Turn and Talk

Original Text: Can farmers rely only on rainfall for irrigation? Why or why not?

Updated Text: How do sprinklers and irrigation work to help farmers? Why is this better than depending only upon rainfall?

Component: *Science Techbook for Texas by Discovery Education: Grade 4 Unit 4 Teacher Edition*

ISBN: 9781616292225

Current Page Number(s): 51

Location: ELPS > Beginning

Original Text: Have students observe the photo of the plant. Then, have them draw a plant and label its parts roots, stem, and leaves. Say the parts aloud, and have students repeat after you.

Updated Text: Have students observe the photo of the plant. Then, have them draw a plant and label its parts roots, stem, and leaves. Say the parts aloud, and have students repeat after you. Allow students to use a signal such as a hand gesture when they do not understand spoken language during classroom instruction or interactions.

Component: *Science Techbook for Texas by Discovery Education: Grade 4 Unit 4 Teacher Edition*

ISBN: 9781616292225

Current Page Number(s): 51

Location: ELPS > Intermediate

Original Text: Have students work in groups of three. Assign each student a plant structure. Have students write or draw pictures of each structure using a word map format. Then, have students assign functions to each structure, such as:

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 1084 of 3538

Stem—transports water; Roots—absorb water; Leaves—make food. Have students share their word maps. Give them an opportunity to edit and revise what they have done.

Updated Text: Have students work in groups of three. Assign each student a plant structure. Have students write or draw pictures of each structure using a word map format. Then, have students assign functions to each structure, such as: Stem—transports water; Roots—absorb water; Leaves—make food. Have students share their word maps. Give them an opportunity to edit and revise what they have done. Allow students to use a signal such as a hand gesture when they do not understand spoken language during classroom instruction or interactions.

Component: *Science Techbook for Texas by Discovery Education: Grade 4 Unit 4 Teacher Edition*

ISBN: 9781616292225

Current Page Number(s): 51

Location: ELPS > Advanced

Original Text: Have students orally complete these sentence frames as they work through the interactive and the graphic organizer with a partner: The roots of the plant _____. The stem of the plant _____. The leaves of the plant _____.

Updated Text: Have students orally complete these sentence frames as they work through the interactive and the graphic organizer with a partner: The roots of the plant _____. The stem of the plant _____. The leaves of the plant _____. Allow students to use a signal such as a hand gesture when they do not understand spoken language during classroom instruction or interactions.

Component: *Science Techbook for Texas by Discovery Education: Grade 4 Unit 4 Teacher Edition*

ISBN: 9781616292225

Current Page Number(s): 51

Location: ELPS > Advanced High

Original Text: Remind students of how they have used concept maps in the past and present it as an alternative to the lesson graphic organizer. First, they are to write the word plant in the center circle. Then, have them draw three circles around the center circle with the words roots, stem, and leaves. As they work through the interactive, have students write functions for each structure. Finally, have students share their concept maps with a partner.

Updated Text: Remind students of how they have used concept maps in the past and present it as an alternative to the lesson graphic organizer. First, they are to write the word plant in the center circle. Then, have them draw three circles around the center circle with the words roots, stem, and leaves. As they work through the interactive, have students write functions for each structure. Finally, have students share their concept maps with a partner. Allow students to use a signal such as a hand gesture when they do not understand spoken language during classroom instruction or interactions.

Component: *Science Techbook for Texas by Discovery Education: Grade 4 Unit 4 Teacher Edition*

ISBN: 9781616292225

Current Page Number(s): 55

Location: Turn and Talk

Original Text: • What structures did you use to classify your plants? Describe them. Student responses will vary. Sample response: We used leaves and stems to classify the plants by size, shape, and color. We also classified them by whether they had flowers that would make seeds or no flowers with spores.

• How do these structures help plants survive? Student responses will vary. Sample response: The stems transport minerals and water from the roots to the leaves. The leaves make food for the plant.

Updated Text: • What structures did you use to classify your plants? Describe them. Student responses will vary. Sample response: We used leaves and stems to classify the plants by size, shape, and color. We also classified them by whether

they had flowers that would make seeds or no flowers with spores.

- How do these structures help plants survive? Student responses will vary. Sample response: The stems transport minerals and water from the roots to the leaves. The leaves make food for the plant.
- What safety rules did you follow during the investigation? Sample response: I made sure not to touch any plants in case they were poisonous.

Component: *Science Techbook for Texas by Discovery Education: Grade 4 Unit 4 Student Edition*

ISBN: 9781616292232

Current Page Number(s): 46

Location: Grade 4 > Unit 4 > Concept 2 > Lesson 2 > Turn and Talk

Original Text: • What structures did you use to classify your plants? Describe them.

- How do these structures help plants survive?

Updated Text: • What structures did you use to classify your plants? Describe them.

- How do these structures help plants survive?
- What safety rules did you follow during the investigation?

Component: *Science Techbook for Texas by Discovery Education: Grade 4 Unit 4 Teacher Edition*

ISBN: 9781616292225

Current Page Number(s): 64

Location: ELPS chart > Beginning

Original Text: Write the phrase life cycle of flowers on the board. Draw a simple image of a seed, a germinating seed underground, a seedling above ground, an adult plant with a flower, and the word Pollination with a picture of a bee. Label each image, and have students repeat as you read. Explain that pollination is what makes new seeds.

Updated Text: Write the phrase life cycle of flowers on the board. Draw a simple image of a seed, a germinating seed underground, a seedling above ground, an adult plant with a flower, and the word Pollination with a picture of a bee. Label each image, and have students repeat as you read. Explain that pollination is what makes new seeds. Consider allowing students to use a signal such as a hand gesture when they do not understand spoken language during classroom instruction or interactions.

Component: *Science Techbook for Texas by Discovery Education: Grade 4 Unit 4 Teacher Edition*

ISBN: 9781616292225

Current Page Number(s): 64

Location: ELPS chart > Intermediate

Original Text: Have students work in pairs. Stop the video at 1:50. Write the word, pollination on the board. Assign each student a part of the pollination process to draw. One student can draw pollen from the male part of the flower sticking to the bee while the other student draws the bee traveling to the next flower and the pollen sticking to the female part of the flower. Have students take turns describing each of the drawings.

Updated Text: Have students work in pairs. Stop the video at 1:50. Write the word pollination on the board. Assign each student a part of the pollination process to draw. One student can draw pollen from the male part of the flower sticking to the bee while the other student draws the bee traveling to the next flower and the pollen sticking to the female part of the flower. Have students take turns describing each of the drawings. Consider allowing students to use a signal such as a hand gesture when they do not understand spoken language during classroom instruction or interactions.

Component: *Science Techbook for Texas by Discovery Education: Grade 4 Unit 4 Teacher Edition*

ISBN: 9781616292225

Current Page Number(s): 64

Location: ELPS chart > Advanced

Original Text: Have students work in pairs. Stop the video at 2:18. Write the words pollen and pollination on the board. Have one student begin by drawing part of a picture to show the steps of pollination. Then, have the second student add to the picture. Have students take turns illustrating their drawing until the model of pollination is complete. Their model should include the label pollen. Replay the video from 1:50 to 2:18, and provide time for students to revise their model.

Updated Text: Have students work in pairs. Stop the video at 2:18. Write the words pollen and pollination on the board. Have one student begin by drawing part of a picture to show the steps of pollination. Then, have the second student add to the picture. Have students take turns illustrating their drawing until the model of pollination is complete. Their model should include the label pollen. Replay the video from 1:50 to 2:18, and provide time for students to revise their model. Consider allowing students to use a signal such as a hand gesture when they do not understand spoken language during classroom instruction or interactions.

Component: *Science Techbook for Texas by Discovery Education: Grade 4 Unit 4 Teacher Edition*

ISBN: 9781616292225

Current Page Number(s): 64

Location: ELPS chart > Advanced High

Original Text: Have pairs of students create a flowchart that shows the life cycle of a flowering plant. It should wrap around from seed to seed and include pollination. Have students explain the role that bees play in the life cycle of a flowering plant.

Updated Text: Have pairs of students create a flowchart that shows the life cycle of a flowering plant. It should wrap around from seed to seed and include pollination. Have students explain the role that bees play in the life cycle of a flowering plant. Consider allowing students to use a signal such as a hand gesture when they do not understand spoken language during classroom instruction or interactions.

Component: *Science Techbook for Texas by Discovery Education: Grade 4*

ISBN: 9781616291464

Current Page Number(s): <https://app.discoveryeducation.com/learn/assessment/4e5bbbd3-3177-4d75-8b79-24fbe497629e/preview>

Location: Unit 4 > Concept 3 > Inherited and Acquired Traits Concept Summative Assessment > Item 1

Original Text: B. Color is an inherited trait and the marks on the mother whale is an acquired trait.
C. The marks on the mother whale is an inherited trait and the position of the fins is an acquired trait.

Updated Text: B. Color is an inherited trait and the cut marks on the mother whale are an acquired trait.
C. The cut marks on the mother whale are an inherited trait and the position of the fins is an acquired trait.

Component: *Science Techbook for Texas by Discovery Education: Grade 4 Unit 2 Student Edition*

ISBN: 9781616292195

Current Page Number(s): 91

Location: Phenomenon Check-In prompt

Original Text: How does electrical energy travel through objects? Write or draw your response.

Updated Text: How does electrical energy flow through objects? Write or draw your response.

Component: *Science Techbook for Texas by Discovery Education: Grade 4 Unit 2 Teacher Edition*

ISBN: 9781616292188

Current Page Number(s): 122

Location: Before Reading

Original Text: Tell students that as they read, they will add information to their KWL Chart to explain how electricity travels in a path to produce light and thermal energy. Explain that they can write or draw pictures to explain their thinking.

Updated Text: Tell students that as they read, they will add information to their KWL Chart to explain how electricity travels in a path to produce light and thermal energy. Explain that they can write or draw pictures to explain their thinking. Have students start by filling in what they know in the K column of their KWL chart.

Component: *Science Techbook for Texas by Discovery Education: Grade 4 Unit 2 Teacher Edition*

ISBN: 9781616292188

Current Page Number(s): 134

Location: Lesson Objective

Original Text: describe how electrical engineers use circuits to transfer electrical energy

Updated Text: explain how electrical engineers use circuits to transfer electrical energy

Component: *Science Techbook for Texas by Discovery Education: Grade 4 Unit 2 Teacher Edition*

ISBN: 9781616292188

Current Page Number(s): 134

Location: Student Objective

Original Text: I can describe how electrical energy is used in a STEM career.

Updated Text: I can explain how electrical energy is used in a STEM career.

Component: *Science Techbook for Texas by Discovery Education: Grade 4 Unit 1 Teacher Edition*

ISBN: 9781616292164

Current Page Number(s): xvi

Location: Materials list for Lesson 2 "All About Matter" > Advance Prep section, fourth sentence

Original Text: It also needs to be large enough to hold the mixture of 240 mL (1 cup) of water, 120 mL (0.5 cup) of soil, and 120 mL (0.5 cup) of oil.

Updated Text: It also needs to be large enough to hold the mixture of 250 mL (1 cup) of water, 118 mL (0.5 cup) of soil, and 118 mL (0.5 cup) of oil.

Component: *Science Techbook for Texas by Discovery Education: Grade 4*

ISBN: 9781616291464

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/e3937317-8f18-4449-bb57-e62b854407d3>

Location: Slide 13, direction line above GO

Original Text: Complete the graphic organizer to compare two ways to solve the problem.

Updated Text: Complete the KWL Chart. Chat with a partner.

Component: *Science Techbook for Texas by Discovery Education: Grade 4 Unit 1 Teacher Edition*

ISBN: 9781616292164

Current Page Number(s): 8

Location: Preparation, sentence 4

Original Text: It also needs to be large enough to hold the mixture of 240 mL (1 cup) of water, 120 mL (0.5 cup) of soil, and 120 mL (0.5 cup) of oil.

Updated Text: It also needs to be large enough to hold the mixture of 250 mL (1 cup) of water, 118 mL (0.5 cup) of soil, and 118 mL (0.5 cup) of oil.

Component: *Science Techbook for Texas by Discovery Education: Grade 4*

ISBN: 9781616291464

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/fceb4b14-0134-4701-8b3e-1152d0341f7a>

Location: Unit 1 > Concept 1 > Lesson 2 > Educator Notes > Slide 8 > Preparation

Original Text: It also needs to be large enough to hold the mixture of 1 cup of water, 0.5 cup of soil, and 0.5 cup of oil.

Updated Text: It also needs to be large enough to hold the mixture of 250 mL (1 cup) of water, 118 mL (0.5 cup) of soil, and 118 mL (0.5 cup) of oil.

Component: *Science Techbook for Texas by Discovery Education: Grade 4 Unit 3 Student Edition*

ISBN: 9781616292218

Current Page Number(s): 45

Location: Materials list

Original Text: • Paper plate
• Container with lid
• Different-colored markers, 2
• Sugar cubes, 5

Updated Text: • Paper plate
• Container with lid
• Different-colored markers, 2
• Sugar cubes, 5
• Sugar Shake data sheet

Component: *Science Techbook for Texas by Discovery Education: Grade 4 Unit 3 Teacher Edition*

ISBN: 9781616292201

Current Page Number(s): xxxi

Location: Weathering and Erosion, Lesson 1, materials list

Original Text: • Paper plate
• Container with lid
• Different-colored markers, 2
• Sugar cubes, 5

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 1089 of 3538

- Updated Text: • Paper plate
- Container with lid
 - Different-colored markers, 2
 - Sugar cubes, 5
 - Sugar Shake data sheet

Component: *Science Techbook for Texas by Discovery Education: Grade 4 Unit 3 Teacher Edition*

ISBN: 9781616292201

Current Page Number(s): 46

Location: Materials list

- Original Text: • Paper plate
- Container with lid
 - Different-colored markers, 2
 - Sugar cubes, 5

- Updated Text: • Paper plate
- Container with lid
 - Different-colored markers, 2
 - Sugar cubes, 5
 - Sugar Shake data sheet

Component: *Science Techbook for Texas by Discovery Education: Grade 4*

ISBN: 9781616291464

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/7a38143a-f2b2-463f-800d-e89e875bb7e6>

Location: Unit 3 > Concept 2 > Lesson 1 > Educator Notes > Slide 7 > Materials > materials list

- Original Text: • Paper plate
- Container with lid
 - Different-colored markers, 2
 - Sugar cubes, 5

- Updated Text: • Paper plate
- Container with lid
 - Different-colored markers, 2
 - Sugar cubes, 5
 - Sugar Shake data sheet

Component: *Science Techbook for Texas by Discovery Education: Grade 4*

ISBN: 9781616291464

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/7a38143a-f2b2-463f-800d-e89e875bb7e6>

Location: Unit 3 > Concept 2 > Lesson 1 > Slide 7 > Materials

- Original Text: • Paper plate
- Container with lid
 - Different-colored markers, 2
 - Sugar cubes, 5

- Updated Text: • Paper plate
- Container with lid

Proclamation 2024: Report of Editorial Changes (11/08/2023)

- Different-colored markers, 2
- Sugar cubes, 5
- Sugar Shake data sheet

Component: *Science Techbook for Texas by Discovery Education: Grade 4 Unit 3 Student Edition*

ISBN: 9781616292218

Current Page Number(s): 187

Location: Materials List

Original Text: [bullet] tinsel

Updated Text: [bullet] tissue paper

Component: *Science Techbook for Texas by Discovery Education: Grade 4 Unit 3 Teacher Edition*

ISBN: 9781616292201

Current Page Number(s): xxxiii

Location: Lesson 6: Create a Water Cycle Model, Materials list

Original Text: [bullet] tinsel

Updated Text: [bullet] tissue paper

Component: *Science Techbook for Texas by Discovery Education: Grade 4 Unit 3 Teacher Edition*

ISBN: 9781616292201

Current Page Number(s): 216

Location: Materials list

Original Text: [bullet] tinsel

Updated Text: [bullet] tissue paper

Component: *Science Techbook for Texas by Discovery Education: Grade 4 Unit 3 Teacher Edition*

ISBN: 9781616292201

Current Page Number(s): 217

Location: Making Predictions, Pencil box, anno text, sample response

Original Text: I can use clay
to represent the land and water, cotton balls or tissue to represent clouds,
and tinsel to represent the water in a model of the water cycle.

Updated Text: I can use clay to represent the land and water, cotton balls or tissue to represent clouds, and tissue paper
to represent the water in a model of the water cycle.

Component: *Science Techbook for Texas by Discovery Education: Grade 4 Unit 3 Teacher Edition*

ISBN: 9781616292201

Current Page Number(s): 218

Location: Investigating Models of the Water Cycle, pencil box, anno text

Original Text: Ocean: tinsel,

Updated Text: Ocean: tissue paper,

Component: *Science Techbook for Texas by Discovery Education: Grade 4 Unit 3 Teacher Edition*

ISBN: 9781616292201

Current Page Number(s): 219

Location: ASK questions, fourth bullet, anno text, last sentence

Original Text: We used tinsel to show how precipitation returned the water to the ocean.

Updated Text: We used tissue paper to show how precipitation returned the water to the ocean.

Component: *Science Techbook for Texas by Discovery Education: Grade 4 Unit 3 Teacher Edition*

ISBN: 9781616292201

Current Page Number(s): 220

Location: Part 2, pencil box, anno text

Original Text: Ocean: tinsel,

Updated Text: Ocean: tissue paper,

Component: *Science Techbook for Texas by Discovery Education: Grade 4*

ISBN: 9781616291464

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/f1b9a6c3-17a8-446e-a86c-faab325e478c>

Location: Unit 3 > Concept 5 > Lesson 6 > Slide 6 > Materials list

Original Text: [bullet] tinsel

Updated Text: [bullet] tissue paper

Component: *Science Techbook for Texas by Discovery Education: Grade 4*

ISBN: 9781616291464

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/f1b9a6c3-17a8-446e-a86c-faab325e478c>

Location: Unit 3 > Concept 5 > Lesson 6 > Educator Notes > Slide 6 > Materials list

Original Text: [bullet] tinsel

Updated Text: [bullet] tissue paper

Component: *Science Techbook for Texas by Discovery Education: Grade 4*

ISBN: 9781616291464

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/f1b9a6c3-17a8-446e-a86c-faab325e478c>

Location: Unit 3 > Concept 5 > Lesson 6 > Educator Notes > Slide 5 > Pencil box > sample response

Original Text: I can use clay to represent the land and water, cotton balls or tissue to represent clouds, and tinsel to represent the water in a model of the water cycle.

Updated Text: I can use clay to represent the land and water, cotton balls or tissue to represent clouds, and tissue paper to represent the water in a model of the water cycle.

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 1092 of 3538

Component: *Science Techbook for Texas by Discovery Education: Grade 4*

ISBN: 9781616291464

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/f1b9a6c3-17a8-446e-a86c-faab325e478c>

Location: Unit 3 > Concept 5 > Lesson 6 > Educator Notes > Slide 10 > Pencil box > anno text

Original Text: Ocean: tinsel,

Updated Text: Ocean: tissue paper,

Component: *Science Techbook for Texas by Discovery Education: Grade 4*

ISBN: 9781616291464

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/f1b9a6c3-17a8-446e-a86c-faab325e478c>

Location: Unit 3 > Concept 5 > Lesson 6 > Educator Notes > Slide 10 > ASK questions, fourth bullet, anno text, last sentence

Original Text: We used tinsel to show how precipitation returned the water to the ocean.

Updated Text: We used tissue paper to show how precipitation returned the water to the ocean.

Component: *Science Techbook for Texas by Discovery Education: Grade 4 Unit 2 Teacher Edition*

ISBN: 9781616292188

Current Page Number(s): 33

Location: Reading Strategies > During Reading

Original Text: Have students use the graphic organizer throughout the reading lesson. For each picture, prompt students to write what they see in the middle column under Event. Then, encourage students to think about how friction is causing what they see in the picture. Next, students need to write what happened when friction acted on the object(s) in the picture. For example, the event is a child moving down a slide. Friction is causing the child to move slowly as she goes down the slide. The effect is that by the time she reaches the bottom of the slide, her motion will be slower than at the top of the slide.

Updated Text: Have students use the Bubble Map graphic organizer throughout the reading lesson. In the center circle, students should write the word Friction. During reading, prompt students to stop after each section and write some details that explain friction in the outer bubbles.

Component: *Science Techbook for Texas by Discovery Education: Grade 4 Unit 2 Teacher Edition*

ISBN: 9781616292188

Current Page Number(s): 34

Location: Paragraph above pencil box

Original Text: Remind students to complete the cause-and-effect graphic organizer after reading each section. Monitor students during the exploration to ensure that they are on the right track.

Updated Text: Remind students to complete the Bubble Map graphic organizer after reading each section. Monitor students during the exploration to ensure that they are on the right track.

Component: *Science Techbook for Texas by Discovery Education: Grade 4*

ISBN: 9781616291464

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 1093 of 3538

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/6a0170c8-1bc2-409d-9641-173ad86cbceb>

Location: Unit 2 > Concept 1 > Lesson 7 > Educator Notes > Slides 6, 7, 9, 10, 12, 13 > During Reading

Original Text: [new content]

Updated Text: Have students use the Bubble Map graphic organizer throughout the reading lesson. In the center circle, students should write the word Friction. During reading, prompt students to stop after each section and write some details that explain friction in the outer bubbles.

Component: *Science Techbook for Texas by Discovery Education: Grade 4*

ISBN: 9781616291464

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/6a0170c8-1bc2-409d-9641-173ad86cbceb>

Location: Unit 2 > Concept 1 > Lesson 7 > Educator Notes > Slide 15 > first paragraph

Original Text: Remind students to complete the cause-and-effect graphic organizer after reading each section. Monitor students during the exploration to ensure that they are on the right track.

Updated Text: Remind students to complete the Bubble Map graphic organizer after reading each section. Monitor students during the exploration to ensure that they are on the right track.

Component: *Science Techbook for Texas by Discovery Education: Grade 4 Unit 1 Teacher Edition*

ISBN: 9781616292164

Current Page Number(s): xvi

Location: Materials list for Lesson 2 "All About Matter" > Advance Prep section, fourth sentence

Original Text: Since students will work with water and oil, spills are possible. Materials for cleaning up spills should be readily available for students. Remind students not to drink any of the materials in the lab.

Updated Text: Since students will work with water and oil, spills are possible. Materials for cleaning up spills should be readily available for students. Remind students not to drink any of the materials in the lab. Students may not be familiar working with a laser thermometer; therefore, it is recommended that you establish one station with one to two laser thermometers and have students rotate through that station to capture their data in Part 1 of the investigation.

Component: *Science Techbook for Texas by Discovery Education: Grade 4 Unit 2 Teacher Edition*

ISBN: 9781616292188

Current Page Number(s): 102

Location: Materials list

Original Text: [bullet] Copper wire, 2 inches to 6 inches pieces

Updated Text: [bullet] Pieces of copper wire, 15 cm (6 in.), 2

Component: *Science Techbook for Texas by Discovery Education: Grade 4 Unit 2 Teacher Edition*

ISBN: 9781616292188

Current Page Number(s): xxiii

Location: Electrical Energy, Make It Light, Hands-On Activity materials

Original Text: [bullet] Copper wire, 5 cm to 15 cm
(2 in. to 6 in. pieces)

Updated Text: [bullet] Pieces of copper wire, 15 cm (6 in.), 2

Component: *Science Techbook for Texas by Discovery Education: Grade 4 Unit 2 Student Edition*

ISBN: 9781616292195

Current Page Number(s): 87

Location: Materials List

Original Text: [bullet] Copper wire, 2 inches to 6 inches pieces

Updated Text: [bullet] Pieces of copper wire, 15 cm (6 in.), 2

Component: *Science Techbook for Texas by Discovery Education: Grade 4*

ISBN: 9781616291464

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/73fa7768-9d6a-49b9-8fe1-a93ae2625a56>

Location: Unit 2 > Concept 3 > lesson 2 > Slide 6 > Materials List

Original Text: [bullet] Copper wire, 2 inches to 6 inches pieces

Updated Text: [bullet] Pieces of copper wire, 15 cm (6 in.), 2

Component: *Science Techbook for Texas by Discovery Education: Grade 4*

ISBN: 9781616291464

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/73fa7768-9d6a-49b9-8fe1-a93ae2625a56>

Location: Unit 2 > Concept 3 > lesson 2 > Educator Notes > Slide 6 > Materials List

Original Text: [bullet] Copper wire, 2 inches to 6 inches pieces

Updated Text: [bullet] Pieces of copper wire, 15 cm (6 in.), 2

Component: *Science Techbook for Texas by Discovery Education: Grade 4 Unit 3 Teacher Edition*

ISBN: 9781616292201

Current Page Number(s): 219

Location: Ask questions, second bullet, anno text, first sentence

Original Text: Sample response: I attached yellow pipe cleaners from the sun to the ocean and rivers to show the connection between the sun's heat energy and bodies of water.

Updated Text: Sample response: I attached yellow chenille stems from the sun to the ocean and rivers to show the connection between the sun's heat energy and bodies of water.

Component: *Science Techbook for Texas by Discovery Education: Grade 4 Unit 3 Teacher Edition*

ISBN: 9781616292201

Current Page Number(s): 219

Location: Ask questions, fourth bullet, anno text, second sentence

Original Text: We used pipe cleaners to show water evaporating from the ocean and cotton balls to show the water condensing in the air.

Updated Text: We used chenille stems to show water evaporating from the ocean and cotton balls to show the water condensing in the air.

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 1095 of 3538

Component: *Science Techbook for Texas by Discovery Education: Grade 4*

ISBN: 9781616291464

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/f1b9a6c3-17a8-446e-a86c-faab325e478c>

Location: Unit 3 > Concept 5 > Lesson 6 > Educator Notes > Hands-On Activity > Slide 10

Original Text: Sample response: I attached yellow pipe cleaners from the sun to the ocean and rivers to show the connection between the sun's heat energy and bodies of water.

Updated Text: Sample response: I attached yellow chenille stems from the sun to the ocean and rivers to show the connection between the sun's heat energy and bodies of water.

Component: *Science Techbook for Texas by Discovery Education: Grade 4*

ISBN: 9781616291464

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/f1b9a6c3-17a8-446e-a86c-faab325e478c>

Location: Unit 3 > Concept 5 > Lesson 6 > Educator Notes > Hands-On Activity > Slide 10

Original Text: We used pipe cleaners to show water evaporating from the ocean and cotton balls to show the water condensing in the air.

Updated Text: We used chenille stems to show water evaporating from the ocean and cotton balls to show the water condensing in the air.

Component: *Science Techbook for Texas by Discovery Education: Grade 4 Unit 2 Teacher Edition*

ISBN: 9781616292188

Current Page Number(s): 122

Location: Texas Essential Knowledge and Skills

Original Text: new content

Updated Text: 4.8.B Identify conductors and insulators of thermal and electrical energy.

Component: *Science Techbook for Texas by Discovery Education: Grade 4*

ISBN: 9781616291464

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/E3937317-8F18-4449-BB57-E62B854407D3>

Location: Unit 2 > Concept 3 > Lesson 6 > Educator Notes > Texas Essential Knowledge and Skills

Original Text: new content

Updated Text: 4.8.B Identify conductors and insulators of thermal and electrical energy.

Component: *Science Techbook for Texas by Discovery Education: Grade 4 Unit 1 Teacher Edition*

ISBN: 9781616292164

Current Page Number(s): x

Location: Unit Standards

Link to Updated Content:

[View Updated Content](#)

Original Text: new content

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 1096 of 3538

Updated Text: See updated content in URL_for_Updated_Text

Component: *Science Techbook for Texas by Discovery Education: Grade 4 Unit 1 Teacher Edition*

ISBN: 9781616292164

Current Page Number(s): xviii

Location: Standards Alignment

Link to Updated Content:

[View Updated Content](#)

Original Text: new content

Updated Text: See updated content in URL_for_Updated_Text

Component: *Science Techbook for Texas by Discovery Education: Grade 4 Unit 2 Teacher Edition*

ISBN: 9781616292188

Current Page Number(s): xii

Location: Unit Standards

Link to Updated Content:

[View Updated Content](#)

Original Text: new content

Updated Text: See updated content in URL_for_Updated_Text

Component: *Science Techbook for Texas by Discovery Education: Grade 4 Unit 2 Teacher Edition*

ISBN: 9781616292188

Current Page Number(s): xxiv

Location: Standards Alignment

Link to Updated Content:

[View Updated Content](#)

Original Text: new content

Updated Text: See updated content in URL_for_Updated_Text

Component: *Science Techbook for Texas by Discovery Education: Grade 4 Unit 3 Teacher Edition*

ISBN: 9781616292201

Current Page Number(s): xvi

Location: Unit Standards

Link to Updated Content:

[View Updated Content](#)

Original Text: new content

Updated Text: See updated content in URL_for_Updated_Text

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 1097 of 3538

Component: *Science Techbook for Texas by Discovery Education: Grade 4 Unit 3 Teacher Edition*

ISBN: 9781616292201

Current Page Number(s): xxxiv

Location: Standards Alignment

Link to Updated Content:

[View Updated Content](#)

Original Text: new content

Updated Text: See updated content in URL_for_Updated_Text

Component: *Science Techbook for Texas by Discovery Education: Grade 4 Unit 4 Teacher Edition*

ISBN: 9781616292225

Current Page Number(s): xx

Location: Unit Standards

Link to Updated Content:

[View Updated Content](#)

Original Text: new content

Updated Text: See updated content in URL_for_Updated_Text

Component: *Science Techbook for Texas by Discovery Education: Grade 4 Unit 4 Teacher Edition*

ISBN: 9781616292225

Current Page Number(s): xxvi

Location: Standards Alignment

Link to Updated Content:

[View Updated Content](#)

Original Text: new content

Updated Text: See updated content in URL_for_Updated_Text

Publisher: EduSmart

Science, Grade 4

Program: *2024 EduSmart Science Grade 4: TEKS*

Component: *2024 EduSmart Science Grade 4*

ISBN: 9781939511171

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 1

Location: introduction

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 1098 of 3538

Link to Updated Content:

[View Updated Content](#)

Original Text: You are going to be design engineers working on the problem of creating the best parachute to return astronauts back to Earth from space. In this activity, you will be engineers that use what you know about forces and gravity to make sure your parachute can deliver astronauts safely

Updated Text: In this activity, you will be engineers! Engineers use their knowledge and skills to come up with solutions to problems by building and designing materials. You are going to be design engineers working designing a solution to the problem of creating the best parachute to safely return astronauts back to Earth from space.

You will use what you know about forces and gravity by building a model to make sure your parachute can deliver astronauts safely. Engineers make models to help them visualize, test, and refine their ideas before creating the final product. For this exercise, you must test and revise before using a parachute design with actual people. Can you find the best solution to the problem of safely returning astronauts to Earth?

Component: 2024 EduSmart Science Grade 4

ISBN: 9781939511171

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 1

Location: introduction

Link to Updated Content:

[View Updated Content](#)

Original Text: You will use this knowledge to create a design that uses earthworms to help speed up the decomposition of various types of dead plant materials

Updated Text: You will use this knowledge to create a design and model that uses earthworms to help speed up the decomposition of various types of dead plant materials

Component: 2024 EduSmart Science Grade 4

ISBN: 9781939511171

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 2

Location: performance task

Link to Updated Content:

[View Updated Content](#)

Original Text: Performance Task

- Goal: Your team's task is to design a plan and build an earthworm recycling bin for classroom or home use.
- Role: You are an Earthworm Wrangler, and your team will oversee the designing and building of a home for earthworms, plus feeding and caring for the earthworms.

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 1099 of 3538

- Audience: Your target audience is anyone who would like to speed up the decomposition process of plant scraps in the home.
- Situation: Your team’s challenge is to demonstrate to your class and teacher that you understand what it takes to keep earthworms alive for use in recycling and composting plant waste in the classroom or at home.
- Product: Your team will develop a design for and create an earthworm composting bin that can be used in the classroom or at home for recycling.
- Success Criteria: A successful result will be when your team’s earthworm recycling bin is built and properly maintained, and earthworms stay alive and thrive in their new home.

Updated Text: Performance Task

Goal: Waste is a major problem for our Earth and composting can be a solution! Your team’s task is to design a written and illustrated plan and build an earthworm recycling bin model for classroom, home, or business use.

Role: You are an Earthworm Wrangler, and your team will oversee the designing and building of a home for earthworms, plus feeding and caring for the earthworms.

Audience: Your target audience is anyone who would like to speed up the decomposition process of plant scraps in the home.

Situation: Your team’s challenge is to demonstrate to your class and teacher that you understand what it takes to keep earthworms alive and have found a solution for waste by recycling and composting plant waste in the classroom or at home using your designed model.

Product: Your team will develop a design for and create an earthworm composting bin that can be used in the classroom or at home for recycling.

Success Criteria: A successful result will be when your team’s earthworm recycling bin is built and properly maintained, and earthworms stay alive and thrive in their new home. This bin should work at home, a school, or business.

Component: 2024 EduSmart Science Grade 4

ISBN: 9781939511171-G4

Link to Current Content:
[View Current Content](#)

Current Page Number(s): 1

Location: introduction

Link to Updated Content:
[View Updated Content](#)

Original Text: You are going to be design engineers working on the problem of creating the best parachute to return astronauts back to Earth from space. In this activity, you will be engineers that use what you know about forces and gravity to make sure your parachute can deliver astronauts safely

Updated Text: In this activity, you will be engineers! Engineers use their knowledge and skills to come up with solutions to problems by building and designing materials. You are going to be design engineers working designing a solution to the problem of creating the best parachute to safely return astronauts back to Earth from space.

You will use what you know about forces and gravity by building a model to make sure your parachute can deliver

astronauts safely. Engineers make models to help them visualize, test, and refine their ideas before creating the final product. For this exercise, you must test and revise before using a parachute design with actual people. Can you find the best solution to the problem of safely returning astronauts to Earth?

Component: 2024 EduSmart Science Grade 4

ISBN: 9781939511171-G4

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 1

Location: background information

Link to Updated Content:

[View Updated Content](#)

Original Text: none

Updated Text: Condensation happens when water vapor in the air turns back into tiny water droplets when it touches something cold. It's like when your breath fogs up a mirror – the warm air from your breath turns into little water droplets when it meets the cold mirror.

So, when warm air meets a cold surface, it changes into those little water droplets we can see. That's why you might see condensation on windows, mirrors, and even the grass in the morning when it's colder.

Component: 2024 EduSmart Science Grade 4

ISBN: 9781939511171-G4

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 1

Location: background information

Link to Updated Content:

[View Updated Content](#)

Original Text: none

Updated Text: Once you have collected data, you can use the data to identify and explain how energy is transferred in water.

Data must be analyzed before you can develop an explanation. Can you find similarities or trends in the data, such as numbers that increase or decrease in a regular manner? Analyzing collected data can also involve making a graph that helps make patterns in data more visible.

Component: 2024 EduSmart Science Grade 4

ISBN: 9781939511171-G4

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 1

Location: introduction

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 1101 of 3538

Link to Updated Content:

[View Updated Content](#)

Original Text: none

Updated Text: By seeing and interacting with models, you can visualize how wind can be used to lift things. Your model can be used to make connections to real-world applications. Have you seen moving wind purposefully used to do something?

Models also promote problem-solving skills. You can use models to analyze, predict, and experiment with different scenarios. Models help you apply knowledge to real-world situations. By using models to simulate and represent concepts, you can see how theoretical knowledge connects to practical applications.

After using your model to see and understand how wind can be used to do work, you will be given a challenge to change the design to allow your windmill to pick up more objects.

The problem: After viewing how your model windmill works, can you create a different design that is better at harnessing the wind? The first model can pick up a small mass, can you pick up larger masses with a different model?

Component: 2024 EduSmart Science Grade 4

ISBN: 9781939511171-G4

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 1

Location: introduction

Link to Updated Content:

[View Updated Content](#)

Original Text: none

Updated Text: New first sentence: Your family has a problem. Before they can finish a loaf of yummy bread from the bakery, it gets moldy! This is costing your family a lot of money. Can you find a solution? New last

sentence: Can you find the best solution to prevent bread from getting moldy?

Component: 2024 EduSmart Science Grade 4

ISBN: 9781939511171-G4

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 1

Location: introduction

Link to Updated Content:

[View Updated Content](#)

Original Text: You will use this knowledge to create a design that uses earthworms to help speed up the decomposition of various types of dead plant materials

Updated Text: You will use this knowledge to create a design and model that uses earthworms to help speed up the decomposition of various types of dead plant materials

Component: 2024 EduSmart Science Grade 4

ISBN: 9781939511171-G4

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 1102 of 3538

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 2

Location: performance task

Link to Updated Content:

[View Updated Content](#)

Original Text: Performance Task

- Goal: Your team’s task is to design a plan and build an earthworm recycling bin for classroom or home use.
- Role: You are an Earthworm Wrangler, and your team will oversee the designing and building of a home for earthworms, plus feeding and caring for the earthworms.
- Audience: Your target audience is anyone who would like to speed up the decomposition process of plant scraps in the home.
- Situation: Your team’s challenge is to demonstrate to your class and teacher that you understand what it takes to keep earthworms alive for use in recycling and composting plant waste in the classroom or at home.
- Product: Your team will develop a design for and create an earthworm composting bin that can be used in the classroom or at home for recycling.
- Success Criteria: A successful result will be when your team’s earthworm recycling bin is built and properly maintained, and earthworms stay alive and thrive in their new home.

Updated Text: Performance Task

Goal: Waste is a major problem for our Earth and composting can be a solution! Your team’s task is to design a written and illustrated plan and build an earthworm recycling bin model for classroom, home, or business use.

Role: You are an Earthworm Wrangler, and your team will oversee the designing and building of a home for earthworms, plus feeding and caring for the earthworms.

Audience: Your target audience is anyone who would like to speed up the decomposition process of plant scraps in the home.

Situation: Your team’s challenge is to demonstrate to your class and teacher that you understand what it takes to keep earthworms alive and have found a solution for waste by recycling and composting plant waste in the classroom or at home using your designed model.

Product: Your team will develop a design for and create an earthworm composting bin that can be used in the classroom or at home for recycling.

Success Criteria: A successful result will be when your team’s earthworm recycling bin is built and properly maintained, and earthworms stay alive and thrive in their new home. This bin should work at home, a school, or business.

Component: 2024 EduSmart Science Grade 4

ISBN: 9781939511171-G4

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 3

Location: design analysis

Link to Updated Content:

[View Updated Content](#)

Original Text: none

Updated Text: 5. How will you make sure your bin will work in different settings (a school, home, or business)?

Component: 2024 EduSmart Science Grade 4

ISBN: 9781939511171-G4

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 1

Location: background information

Link to Updated Content:

[View Updated Content](#)

Original Text: none

Updated Text: Analyzing data helps you recognize patterns or repeated sequences of information. It can also identify significant features that plants who survive in your chosen environment have in common. In science, analyzing data is crucial for drawing conclusions and making sense of observations or experiments.

After comparing data with other groups, you will be evaluating your own data. Were there sources of error? What questions can you answer about plants you may have outdoors at your school?

Component: 2024 EduSmart Science Grade 4

ISBN: 9781939511171-G4

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 1

Location: introduction

Link to Updated Content:

[View Updated Content](#)

Original Text: You are going to be design engineers working on the problem of creating the best parachute to return astronauts back to Earth from space. In this activity, you will be engineers that use what you know about forces and gravity to make sure your parachute can deliver astronauts safely

Updated Text: In this activity, you will be engineers! Engineers use their knowledge and skills to come up with solutions to problems by building and designing materials. You are going to be design engineers working designing a solution to the problem of creating the best parachute to safely return astronauts back to Earth from space.

You will use what you know about forces and gravity by building a model to make sure your parachute can deliver astronauts safely. Engineers make models to help them visualize, test, and refine their ideas before creating the final product. For this exercise, you must test and revise before using a parachute design with actual people. Can you find the

best solution to the problem
of safely returning astronauts to Earth?

Component: 2024 EduSmart Science Grade 4

ISBN: 9781939511171-G4

Link to Current Content:
[View Current Content](#)

Current Page Number(s): 1

Location: background information

Link to Updated Content:
[View Updated Content](#)

Original Text: none

Updated Text: Condensation happens when water vapor in the air turns back into tiny water droplets when it touches something cold. It's like when your breath fogs up a mirror – the warm air from your breath turns into little water droplets when it meets the cold mirror.

So, when warm air meets a cold surface, it changes into those little water droplets we can see. That's why you might see condensation on windows, mirrors, and even the grass in the morning when it's colder.

Component: 2024 EduSmart Science Grade 4

ISBN: 9781939511171-G4

Link to Current Content:
[View Current Content](#)

Current Page Number(s): 1

Location: background information

Link to Updated Content:
[View Updated Content](#)

Original Text: none

Updated Text: Once you have collected data, you can use the data to identify and explain how energy is transferred in water.

Data must be analyzed before you can develop an explanation. Can you find similarities or trends in the data, such as numbers that increase or decrease in a regular manner? Analyzing collected data can also involve making a graph that helps make patterns in data more visible.

Component: 2024 EduSmart Science Grade 4

ISBN: 9781939511171-G4

Link to Current Content:
[View Current Content](#)

Current Page Number(s): 1

Location: introduction

Link to Updated Content:

[View Updated Content](#)

Original Text: none

Updated Text: By seeing and interacting with models, you can visualize how wind can be used to lift things. Your model can be used to make connections to real-world applications. Have you seen moving wind purposefully used to do something?

Models also promote problem-solving skills. You can use models to analyze, predict, and experiment with different scenarios. Models help you apply knowledge to real-world situations. By using models to simulate and represent concepts, you can see how theoretical knowledge connects to practical applications.

After using your model to see and understand how wind can be used to do work, you will be given a challenge to change the design to allow your windmill to pick up more objects.

The problem: After viewing how your model windmill works, can you create a different design that is better at harnessing the wind? The first model can pick up a small mass, can you pick up larger masses with a different model?

Component: 2024 EduSmart Science Grade 4

ISBN: 9781939511171-G4

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 1

Location: introduction

Link to Updated Content:

[View Updated Content](#)

Original Text: none

Updated Text: New first sentence: Your family has a problem. Before they can finish a loaf of yummy bread from the bakery, it gets moldy! This is costing your family a lot of money. Can you find a solution? New last

sentence: Can you find the best solution to prevent bread from getting moldy?

Component: 2024 EduSmart Science Grade 4

ISBN: 9781939511171-G4

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 1

Location: introduction

Link to Updated Content:

[View Updated Content](#)

Original Text: You will use this knowledge to create a design that uses earthworms to help speed up the decomposition of various types of dead plant materials

Updated Text: You will use this knowledge to create a design and model that uses earthworms to help speed up the decomposition of various types of dead plant materials

Component: 2024 EduSmart Science Grade 4

ISBN: 9781939511171-G4

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 2

Location: performance task

Link to Updated Content:

[View Updated Content](#)

Original Text: Performance Task

- Goal: Your team’s task is to design a plan and build an earthworm recycling bin for classroom or home use.
- Role: You are an Earthworm Wrangler, and your team will oversee the designing and building of a home for earthworms, plus feeding and caring for the earthworms.
- Audience: Your target audience is anyone who would like to speed up the decomposition process of plant scraps in the home.
- Situation: Your team’s challenge is to demonstrate to your class and teacher that you understand what it takes to keep earthworms alive for use in recycling and composting plant waste in the classroom or at home.
- Product: Your team will develop a design for and create an earthworm composting bin that can be used in the classroom or at home for recycling.
- Success Criteria: A successful result will be when your team’s earthworm recycling bin is built and properly maintained, and earthworms stay alive and thrive in their new home.

Updated Text: Performance Task

Goal: Waste is a major problem for our Earth and composting can be a solution! Your team’s task is to design a written and illustrated plan and build an earthworm recycling bin model for classroom, home, or business use.

Role: You are an Earthworm Wrangler, and your team will oversee the designing and building of a home for earthworms, plus feeding and caring for the earthworms.

Audience: Your target audience is anyone who would like to speed up the decomposition process of plant scraps in the home.

Situation: Your team’s challenge is to demonstrate to your class and teacher that you understand what it takes to keep earthworms alive and have found a solution for waste by recycling and composting plant waste in the classroom or at home using your designed model.

Product: Your team will develop a design for and create an earthworm composting bin that can be used in the classroom or at home for recycling.

Success Criteria: A successful result will be when your team’s earthworm recycling bin is built and properly maintained, and earthworms stay alive and thrive in their new home. This bin should work at home, a school, or business.

Component: 2024 EduSmart Science Grade 4

ISBN: 9781939511171-G4

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 3

Location: design analysis

Link to Updated Content:

[View Updated Content](#)

Original Text: none

Updated Text: 5. How will you make sure your bin will work in different settings (a school, home, or business)?

Component: 2024 EduSmart Science Grade 4

ISBN: 9781939511171-G4

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 1

Location: background information

Link to Updated Content:

[View Updated Content](#)

Original Text: none

Updated Text: Analyzing data helps you recognize patterns or repeated sequences of information. It can also identify significant features that plants who survive in your chosen environment have in common. In science, analyzing data is crucial for drawing conclusions and making sense of observations or experiments.

After comparing data with other groups, you will be evaluating your own data. Were there sources of error? What questions can you answer about plants you may have outdoors at your school?

Publisher: Great Minds

Science, Grade 4

Program: *PhD Science Texas Level 4 Texas Program Bundle (Modules 1-3): TEKS*

Component: *Earth Features with Spotlight Lessons on Mixtures and Solutions Teacher Edition*

ISBN: 9798885885270

Current Page Number(s): 30

Location: Lesson 2, Build a Driving Question Board

Original Text: image should include additional text related to Concept 3 and Related Phenomena.

Updated Text: Updated image includes:

1. a third box with title: How do humans interact with Earth's features and processes?
 - a. Inside this box, insert two sticky notes with the following questions:
 - i. Is anyone still exploring the Grand Canyon?
 - ii. Do people dig for fossils there?
 2. in the Related Phenomena section, insert these questions:
 - a. A pond gets bigger when it rains a lot.
 - b. The sidewalk can crack when plants grow in it.

Component: *Earth Features with Spotlight Lessons on Mixtures and Solutions Teacher Edition*

ISBN: 9798885885270

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 1108 of 3538

Current Page Number(s): 140

Location: First sentence under Create a Solution

Original Text: "Tell groups to begin building their prototypes."

Updated Text: "Have groups set up their stream tables, and tell them to begin building their prototype solutions to prevent erosion damage."

Component: *Earth Features with Spotlight Lessons on Mixtures and Solutions Teacher Edition*

ISBN: 9798885885270

Current Page Number(s): 175

Location: Materials section; Teacher Preparation table; second row

Original Text: Delete Epic! account information: "Obtain texts or open free educator account to access Epic! digital texts (<http://phdsci.link/1007>) for Jigsaw reading. (See Lesson 22 Resource A.)"

Updated Text: "Obtain texts for Jigsaw reading. (See Lesson 22 Resource A.)"

Component: *Earth Features with Spotlight Lessons on Mixtures and Solutions Teacher Edition*

ISBN: 9798885885270

Current Page Number(s): 406

Location: Appendix A, Storyline, Lessons 1-2

Original Text: image should include additional text related to Concept 3 and Related Phenomena.

Updated Text: Updated image includes the following text:

1. a third box with title: How do humans interact with Earth's features and processes?
 - a. Inside this box, insert two sticky notes with the following questions:
 - i. Is anyone still exploring the Grand Canyon?
 - ii. Do people dig for fossils there?
 2. in the Related Phenomena section, insert these questions:
 - a. A pond gets bigger when it rains a lot.
 - b. The sidewalk can crack when plants grow in it.

Component: *Earth Features with Spotlight Lessons on Mixtures and Solutions Teacher Edition*

ISBN: 9798885885270

Current Page Number(s): 503

Location: Learn: Analyze Data; first sample student response to the first teacher question

Original Text: Delete one sample student response

Updated Text: Delete: "Many of the materials sink to the bottom."

Component: *Earth Features with Spotlight Lessons on Mixtures and Solutions Teacher Edition*

ISBN: 9798885885270

Current Page Number(s): 508

Location: Land; first teacher question; first sample student response

Original Text: Delete one sample student response

Updated Text: Delete: "Materials that have higher density than water sink to the bottom and stay there unless they are moved."

Component: *Earth Features with Spotlight Lessons on Mixtures and Solutions Teacher Edition*

ISBN: 9798885885270

Current Page Number(s): 508

Location: Land; first teacher question; third sample student response

Original Text: Delete one sample student response

Updated Text: Delete: "Harmful materials such as glass, pesticides, and metals might be at the bottom of the Charles River."

Component: *Earth Features with Spotlight Lessons on Mixtures and Solutions Teacher Edition*

ISBN: 9798885885270

Current Page Number(s): 508

Location: Land; second teacher question; first sample student response

Original Text: Delete one sample student response

Updated Text: Delete: "They can predict where different materials are in water. For example, plastic bottles float on top of the water and metals sink, so scientists know where to find them."

Component: *Earth Features with Spotlight Lessons on Mixtures and Solutions Teacher Edition*

ISBN: 9798885885270

Current Page Number(s): 509

Location: Land, sample student responses to the Essential Question, first sample student response

Original Text: Delete one sample student response

Updated Text: Delete: "If pollution materials float, it is easier to clean up the water. It is hard to clean up pollution on the bottom of a body of water."

Component: *Energy with Spotlight Lessons on Earth and Space Teacher Edition*

ISBN: 9798885885287

Current Page Number(s): 120

Location: Last answer choice before the inline Conceptual Checkpoint box

Original Text: Change "shape" to "color" in text: "Investigate how the shape..."

Updated Text: "Investigate how the color..."

Component: *Energy with Spotlight Lessons on Earth and Space Teacher Edition*

ISBN: 9798885885287

Current Page Number(s): 263

Location: End-of-Module Assessment, Item 4a, 3rd column, table head

Original Text: Add "Easily" before "Transfers Thermal Energy" for clarity

Updated Text: "Easily Transfers Thermal Energy"

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 1110 of 3538

Component: *Energy with Spotlight Lessons on Earth and Space Teacher Edition*

ISBN: 9798885885287

Current Page Number(s): 267

Location: End-of-Module Assessment Sample, Item 4a, 3rd column, table head

Original Text: Add "Easily" before "Transfers Thermal Energy" for clarity

Updated Text: "Easily Transfers Thermal Energy"

Component: *Energy with Spotlight Lessons on Earth and Space Teacher Edition*

ISBN: 9798885885287

Current Page Number(s): 285

Location: Lesson 11 Resource B, Conceptual Checkpoint, Item 2, third answer choice.

Original Text: Change "shape" to "color" in text: "Investigate how the shape..."

Updated Text: "Investigate how the color..."

Component: *Plants in the Environment Teacher Edition*

ISBN: 9798885885294

Current Page Number(s): 110

Location: Learn, Observe and Record Initial Data, first paragraph (above the Safety Note)

Original Text: add "or in darkness (Group 3)" between "grow light" and "unless students": ". . .and that the plants should remain under the grow light unless students water or observe them."

Updated Text: ". . .and that the plants should remain under the grow light or in darkness (Group 3) unless students water or observe them."

Publisher: Houghton Mifflin Harcourt

Science, Grade 4

Program: *HMH Into Science Texas Hybrid Classroom Package Grade 4: TEKS*

Component: *HMH Into Science Texas Teacher License Digital Grade 4*

ISBN: 9780358860228

Link to Current Content:

[View Current Content](#)

Current Page Number(s): TEKS 4.1-4.5 Skills & Themes Bank, p. 10

Location: G4 Skills & Themes Bank (TEKS 4.1-4.5), Item 23, Question and Table Art

Original Text: "A student is testing how long water stays cool in two types of water bottles. The student fills each bottle with water at 42°F. The student measures the temperature every 30 minutes and records the data for each water bottle."

Table 1 44 °F; 46 °F ;48 °F t; 50 °F

Table 2 43 °F ; 44 °F t; 45 °F t; 46 °F

Updated Text: "A student is testing how long water stays cool in two types of water bottles. The student fills each bottle with water at 4 °C. The student measures the temperature every 30 minutes and records the data for each water bottle."

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 1111 of 3538

Table 1 6 °C, 8 °C, 10 °C, 12 °C

Table 2 5 °C, 6 °C, 7 °C, 8 °C.

Component: *HMH Into Science Texas Teacher License Digital Grade 4*

ISBN: 9780358860228

Link to Current Content:

[View Current Content](#)

Current Page Number(s): G4 Skills & Themes Bank (TEKS 4.1-4.5), p. 8

Location: Item 17, image

Original Text: Image of a pyramid with 4 levels and labels, from bottom to top, primary producer, primary consumer, secondary consumer, tertiary consumer

Updated Text: Remove the pyramid leaving the labels and the drag-to boxes.

Component: *HMH Into Science Texas Teacher License Digital Grade 4*

ISBN: 9780358860228

Link to Current Content:

[View Current Content](#)

Current Page Number(s): Matter (TEKS 4.6) Test A, p.4

Location: Item 7, Question Table, Second column of table

Original Text: "Temperature Fahrenheit, Sample 1 : 74, Sample 2: 30, Sample 3: 212, Sample 4: 100"

Updated Text: "Temperature Celsius, Sample 1 : 23°, Sample 2:-1°, Sample 3: 100°, Sample 4: 38°

Component: *HMH Into Science Texas Teacher License Digital Grade 4*

ISBN: 9780358860228

Link to Current Content:

[View Current Content](#)

Current Page Number(s): Matter (TEKS 4.6) Test A, p.5

Location: Matter (TEKS 4.6) Test A, Item 9, Question and Answer Choices E and F

Original Text: "Kelsey and Mickey wondered what would happen to different metals if they were put out in the rain. They chose two pieces of metal: one was shiny and one was dull and black. Each piece weighed 10 ounces. Every three days the girls would pour one ounce of water over each piece of metal. After five weeks, they noticed that the black metal was covered in orange-colored powder. The shiny silver piece was not. They weighed both pieces of metal at the end of five weeks. After they scraped the orange powder off, the black piece of metal weighed only 8.5 ounces."

"E. 10 ounces"

"F. 1.5 ounces"

Updated Text: "Kelsey and Mickey wondered what would happen to different metals if they were put out in the rain. They chose two pieces of metal: one was shiny and one was dull and black. Each piece weighed 283 grams. Every three days the girls would pour 28 grams of water over each piece of metal. After five weeks, they noticed that the black metal was covered in orange-colored powder. The shiny silver piece was not. They weighed both pieces of metal at the end of five weeks. After they scraped the orange powder off, the black piece of metal weighed only 241 grams.

"E. 283 grams"

"F. 42 grams."

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Component: *HMH Into Science Texas Teacher Guide Grade 4*

ISBN: 9780358841579

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 5

Location: Column 1, Do the Math, Day 2

Original Text: "Students will determine the approximate weight of different objects. If students struggle with this concept, have them order the objects from lightest to heaviest before selecting the weight of each object."

Updated Text: "Students will determine the approximate mass of different objects. If students struggle with this concept, have them order the objects based on how much matter is in each object."

Component: *HMH Into Science Texas Teacher Guide Grade 4*

ISBN: 9780358841579

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 5

Location: Column 1, Connection to Community, Food Properties

Original Text: "Food Properties: Students explore how the physical properties of food, such as temperature and mass, impact the way they shop for and store food. Have students compose a shopping list and determine how they would pack the foods into separate bags. Cold items should be in a separate bag, and the heavier foods should be on the bottom of each bag."

Updated Text: N/A

Component: *HMH Into Science Texas Teacher Guide Grade 4*

ISBN: 9780358841579

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 9

Location: Column 2, Do the Math, after paragraph 1

Original Text: N/A

Updated Text: "Help students understand the relative size of each unit of measurement in the problem."

Component: *HMH Into Science Texas Teacher Guide Grade 4*

ISBN: 9780358841579

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 10

Location: column 2, top image of students and bottom image of thermometer

Original Text: Image of students with container of water and image of thermometer and blended ice beverage

Updated Text: Art of robot

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 1113 of 3538

Component: *HMH Into Science Texas Teacher Guide Grade 4*

ISBN: 9780358841579

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 15

Location: Column 2, Do the Math, after paragraph 1

Original Text: N/A

Updated Text: "Guide students to notice that the temperature on the thermometer is above the halfway point, closer to the top than to the bottom."

Component: *HMH Into Science Texas Teacher Guide Grade 4*

ISBN: 9780358841579

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 19

Location: Column 1, Support for Student Answers, Claims, Evidence, and Reasoning, Sample Answer, sentences 3–4

Original Text: "Objects that float in water have less density than water. Objects that sink have more density than water."

Updated Text: "Objects that float in water have lower relative density than water. Objects that sink have higher relative density than water."

Component: *HMH Into Science Texas Teacher Guide Grade 4*

ISBN: 9780358841579

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 19

Location: Column 2, Differentiation: Challenge

Original Text: "Challenge students to predict and test whether different objects sink or float."

Updated Text: "Challenge students to conduct research to explain how very large objects like boats float in water."

Component: *HMH Into Science Texas Teacher Guide Grade 4*

ISBN: 9780358841579

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 24

Location: TEKS Quiz, TEKS Item Analysis table, column 7

Original Text: Table includes empty column labeled "7"

Updated Text: Delete column labeled "7"

Component: *HMH Into Science Texas Teacher License Digital Grade 4*

ISBN: 9780358860228

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 1114 of 3538

Link to Current Content:

[View Current Content](#)

Current Page Number(s): Classify Matter by Physical Properties (TEKS 4.6.A) Quiz A, p.

Location: Item 5, prompt table, row 4

Original Text: "D. water inside bottle measures 75 degrees Fahrenheit"

Updated Text: "D. water inside bottle measures 24 degrees Celsius"

Component: *HMH Into Science Texas Student Edition Print Consumable Grade 4*

ISBN: 9780358861676

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 28

Location: Step 3, bullets 2–4

Original Text: "Break 1 or 2 seltzer antacid tablets into pieces small enough to fit through the bottle opening.

Add the seltzer antacid tablets to the water in the bottle.

Quickly stretch the mouth of the balloon to cover the opening of the bottle. Make sure the balloon fits tightly around the top of bottle."

Updated Text: "Break 1 or 2 seltzer antacid tablets into pieces small enough to fit through the balloon opening.

Insert the seltzer antacid tablets into the balloon.

Stretch the mouth of the balloon to cover the opening of the bottle. Make sure the balloon fits tightly around the top of bottle.

Tip the balloon so that the tablets fall into the water in the bottle."

Component: *HMH Into Science Texas Student License Digital Grade 4*

ISBN: 9780358859741

Link to Current Content:

[View Current Content](#)

Current Page Number(s): TEKS Lesson 4.6.A, Day 6, Screen 3

Location: Step 3, bullets 2–4

Original Text: "Break 1 or 2 seltzer antacid tablets into pieces small enough to fit through the bottle opening.

Add the seltzer antacid tablets to the water in the bottle.

Quickly stretch the mouth of the balloon to cover the opening of the bottle. Make sure the balloon fits tightly around the top of bottle."

Updated Text: "Break 1 or 2 seltzer antacid tablets into pieces small enough to fit through the balloon opening.

Insert the seltzer antacid tablets into the balloon.

Stretch the mouth of the balloon to cover the opening of the bottle. Make sure the balloon fits tightly around the top of bottle.

Tip the balloon so that the tablets fall into the water in the bottle."

Component: *HMH Into Science Texas Teacher Guide Grade 4*

ISBN: 9780358841579

Link to Current Content:

[View Current Content](#)

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 1115 of 3538

Current Page Number(s): p. 15

Location: Column 1, Steps 1–4, sentence 1

Original Text: "Assist students with adding the heated water to Cup 2."

Updated Text: "Safety: Wear heat-resistant gloves to pick up the beaker from the hot plate and carefully pour the heated water into Cup 2."

Component: *HMH Into Science Texas Teacher Guide Grade 4*

ISBN: 9780358841579

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 18

Location: Column 2, Preparation Tips, after paragraph 1

Original Text: N/A

Updated Text: "Student groups can share digital scales."

Component: *HMH Into Science Texas Student License Digital Grade 4*

ISBN: 9780358859741

Link to Current Content:

[View Current Content](#)

Current Page Number(s): TEKS Lesson 4.6.A, Day 1, Screen 3

Location: Flip Card interactivity, temperature card, image of thermometer

Original Text: Image of thermometer and blended iced beverage

Updated Text: Image of thermometer

Component: *HMH Into Science Texas Student Edition Print Consumable Grade 4*

ISBN: 9780358861676

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 3

Location: Column 1, image 2, temperature image with thermometer

Original Text: Image of thermometer and blended iced beverage

Updated Text: Image of thermometer

Component: *HMH Into Science Texas Student License Digital Grade 4*

ISBN: 9780358859741

Link to Current Content:

[View Current Content](#)

Current Page Number(s): TEKS Lesson 4.6.A, Day 2, Screen 5

Location: Do the Math, sentences 1–3

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 1116 of 3538

Original Text: "Most Americans measure weight in pounds. Ounces or pounds are customary units of weight. The metric (SI) system uses units called grams to measure mass."

Updated Text: "The metric (SI) system uses units called grams to measure mass. Grams (g) are much smaller than kilograms (kg). Milligrams (mg) are even smaller than grams. Most Americans measure weight in pounds. Ounces or pounds are customary units of weight."

Component: *HMH Into Science Texas Student Edition Print Consumable Grade 4*

ISBN: 9780358861676

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 8

Location: Do the Math, sentences 1–3

Original Text: "Most Americans measure weight in pounds. Ounces or pounds are customary units of weight. The metric (SI) system uses units called grams to measure mass."

Updated Text: "The metric (SI) system uses units called grams to measure mass. Grams (g) are much smaller than kilograms (kg). Milligrams (mg) are even smaller than grams. Most Americans measure weight in pounds. Ounces or pounds are customary units of weight."

Component: *HMH Into Science Texas Student License Digital Grade 4*

ISBN: 9780358859741

Link to Current Content:

[View Current Content](#)

Current Page Number(s): TEKS Lesson 4.6.A, Day 2, Screen 6

Location: Short Answer interactivity, Sample Answer

Original Text: "Some objects weigh more or less than other objects."

Updated Text: "Some objects have more or less mass than other objects."

Component: *HMH Into Science Texas Teacher Guide Grade 4*

ISBN: 9780358841579

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 10

Location: Column 1, Support for Student Answers, Claims, Evidence, and Reasoning, Sample Answer, sentence 2

Original Text: "Some objects weigh more or less than other objects."

Updated Text: "Some objects have more or less mass than other objects."

Component: *HMH Into Science Texas Student License Digital Grade 4*

ISBN: 9780358859741

Link to Current Content:

[View Current Content](#)

Current Page Number(s): TEKS Lesson 4.6.A, Day 4, Screen 5

Location: Analyze Results, sentence 3, and Short Answer interactivity, Sample Answer

Original Text: "Do this by observing the temperatures you recorded in degrees Celsius (°C) and degrees Fahrenheit (°F)."

Sample Answer: "The cup with the highest temperature is the warmest, and the cup with the lowest temperature is the coolest."

Updated Text: "Do this by observing the temperatures you recorded in degrees Celsius (°C)."

Sample Answer: "Cup 2 was the warmest with the highest temperature. Cup 3 would be next with a middle temperature. Cup 1 was the coolest with the lowest temperature."

Component: *HMH Into Science Texas Student Edition Print Consumable Grade 4*

ISBN: 9780358861676

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 19

Location: Analyze Results

Original Text: "Do this by observing the temperatures you recorded in degrees Celsius (°C) and degrees Fahrenheit (°F)."

Updated Text: "Do this by observing the temperatures you recorded in degrees Celsius (°C)."

Component: *HMH Into Science Texas Student License Digital Grade 4*

ISBN: 9780358859741

Link to Current Content:

[View Current Content](#)

Current Page Number(s): TEKS Lesson 4.6.A, Day 7, Screen 3

Location: Short Answer interactivity, sentence 3, and Sample Answer, all sentences

Original Text: "Identify the type of metal and describe its physical properties."

Sample Answer: "I observe a bracelet and it is made from copper. It is shiny and hard with an orange color. I observe a fork and it is made of stainless steel. It is shiny and hard. I observe a paper clip and it is made of steel. It is shiny and hard and magnetic."

Updated Text: "Describe their physical properties."

Sample answer: "I observe a bracelet. It is shiny and hard with an orange color. I observe a fork. It is shiny and hard. I observe a paper clip. It is shiny and hard and magnetic."

Component: *HMH Into Science Texas Student Edition Print Consumable Grade 4*

ISBN: 9780358861676

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 33

Location: Short answer prompt

Original Text: "Identify the type of metal and describe its physical properties."

Updated Text: "Describe their physical properties."

Component: *HMH Into Science Texas Student Edition Print Consumable Grade 4*

ISBN: 9780358861676

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 1118 of 3538

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 8

Location: Do the Math, matching item, option bank

Original Text: "About 3–4 pounds"

Updated Text: "About 1–2 kg"

Component: *HMH Into Science Texas Student License Digital Grade 4*

ISBN: 9780358859741

Link to Current Content:

[View Current Content](#)

Current Page Number(s): TEKS Lesson 4.6.A, Day 2, Screen 5

Location: Do the Math, Drag and Drop interactivity, draggable option

Original Text: "About 3–4 pounds"

Updated Text: "About 1–2 kg"

Component: *HMH Into Science Texas Teacher Guide Grade 4*

ISBN: 9780358841579

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 9

Location: Column 2, Support for Student Answers, Do the Math, Sample Answer, Sentence 3

Original Text: "about 3–4 pounds."

Updated Text: "about 1–2 kg."

Component: *HMH Into Science Texas Teacher Guide Grade 4*

ISBN: 9780358841579

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 27

Location: Column 2, Day 3: What Color is Blank Ink?, Preparation Tips, after last bullet

Original Text: N/A

Updated Text: "Washable markers must be used for this activity."

Component: *HMH Into Science Texas Teacher Guide Grade 4*

ISBN: 9780358841579

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 36

Location: Column 2, Preparation Tips, after last bullet

Original Text: N/A

Updated Text: "Washable markers must be used for this activity."

Component: *HMH Into Science Texas Student Edition Print Consumable Grade 4*

ISBN: 9780358861676

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 45

Location: Step 3, sentence 4

Original Text: "Stand each strip up inside the cup so that the paper just touches the water."

Updated Text: "Tape the end of each strip of paper to the side of the pencil. Set the pencil across the top of the cup so that the paper just touches the water."

Component: *HMH Into Science Texas Student License Digital Grade 4*

ISBN: 9780358859741

Link to Current Content:

[View Current Content](#)

Current Page Number(s): TEKS Lesson 4.6.B, Day 3, Screen 3

Location: Step 3, sentence 4

Original Text: "Stand each strip up inside the cup so that the paper just touches the water."

Updated Text: "Tape the end of each strip of paper to the side of the pencil. Set the pencil across the top of the cup so that the paper just touches the water."

Component: *HMH Into Science Texas Teacher Guide Grade 4*

ISBN: 9780358841579

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 101

Location: Column 2, Claims Evidence, and Reasoning, Model and Explain Content, paragraph 2 and bullets 1–3

Original Text: "Provide the following sentence stems to students who need extra support.

- My claim is _____. (I think that _____.) (I noticed that _____.)
- My evidence is _____. (I know this because _____.)
- My evidence shows that _____ because _____."

Updated Text: N/A

Component: *HMH Into Science Texas Teacher Guide Grade 4*

ISBN: 9780358841579

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 115

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 1120 of 3538

Location: Column 1, Steps 1–5, after paragraph 2

Original Text: N/A

Updated Text: "SAFETY NOTE: Ensure that the beaker is stable with the knife inside. Remind students to avoid any sudden movements that may cause the knife to tip or fall."

Component: *HMH Into Science Texas Teacher Guide Grade 4*

ISBN: 9780358841579

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 114

Location: Column 2, Preparation Tips, after sentence 4

Original Text: N/A

Updated Text: "Steam from the hot water can sometimes interfere with the results by melting the pat of butter closest to the water. You may choose to conduct the activity with only one pat of butter at the top of each knife."

Component: *HMH Into Science Texas Teacher Guide Grade 4*

ISBN: 9780358841579

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 127

Location: Column 1, Day 2: Light the Bulb, Part 1, Preparation Tips, after sentence 3

Original Text: N/A

Updated Text: "Have wire strippers available, and help students remove the insulation from the ends of their wires."

Component: *HMH Into Science Texas Teacher Guide Grade 4*

ISBN: 9780358841579

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 132

Location: Column 2, Preparation Tips, after sentence 3

Original Text: N/A

Updated Text: "Have wire strippers available, and help students remove the insulation from the ends of their wires."

Component: *HMH Into Science Texas Teacher Guide Grade 4*

ISBN: 9780358841579

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 137

Location: Column 1, Preparation Tips, after sentence 1

Original Text: N/A

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 1121 of 3538

Updated Text: "Have wire strippers available, and help students remove the insulation from the ends of their wires."

Component: *HMH Into Science Texas Teacher License Digital Grade 4*

ISBN: 9780358860228

Link to Current Content:

[View Current Content](#)

Current Page Number(s): Earth Processes (TEKS 4.10) Test A, p. 2

Location: Item 4, prompt, table titles, table data

Original Text: "The table shows climate data for four cities. The temperature is given in degrees Fahrenheit, °F."

Average precipitation (inches)

Average low temperature (°F)

Average high temperature (°F)

City 1 43.8, 44, 59

City 2 14.8, 56, 71

City 3 62.7, 61, 78

City 4 16.1, 46, 63

Updated Text: "The table shows climate data for four cities. The temperature is given in degrees Celsius, °C."

Average precipitation (cm),

Average low temperature (°C)

Average high temperature (°C)

City 1 111.3, 7, 15

City 2 37.6, 13, 22

City 3 159.3, 16, 26

City 4 to 40.9, 8, 17

Component: *HMH Into Science Texas Teacher License Digital Grade 4*

ISBN: 9780358860228

Link to Current Content:

[View Current Content](#)

Current Page Number(s): Earth Processes (TEKS 4.10) Test A, p.3

Location: Item 5, Answer choices

Original Text: "A. The city has an average high temperature of 59 °F, the average rainfall is 43.8 inches, and the climate is wet with warm summers and cold, snowy winters.

B. The city has an average high temperature of 63 °F, the average rainfall is 16.1 inches, and the climate has cold, snowy winters and hot, dry summers.

C. The city has an average high temperature of 71 °F, the average rainfall is 14.8 inches, and the climate has year-round moderate-to-warm weather with a dry summer and a short winter rainy season.

D. The city has an average high temperature of 78 °F, the average rainfall is 62.7 inches, and the climate is wet with very humid summers and mild, short winters."

Updated Text: "A. The city has an average high temperature of 15 °C, the average rainfall is 111.3 cm, and the climate is wet with warm summers and cold, snowy winters.

B. The city has an average high temperature of 17 °C, the average rainfall is 40.9 cm, and the climate has cold, snowy winters and hot, dry summers.

C. The city has an average high temperature of 22 °C, the average rainfall is 37.6 cm, and the climate has year-round moderate-to-warm weather with a dry summer and a short winter rainy season.

D. The city has an average high temperature of 26 °C, the average rainfall is 159.3 cm, and the climate is wet with very humid summers and mild, short winters."

Component: *HMH Into Science Texas Student Edition Print Consumable Grade 4*

ISBN: 9780358861676

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 276

Location: Exit Ticket, Paragraph 2

Original Text: "In the space below, draw your model. Label where the following occurs on your model to illustrate the sequence of how the water moved above Earth's surface in your model."

Updated Text: "In the space below, construct a flowchart that illustrates the sequence of how the water moved above Earth's surface in your model. Label where the following occurs on your model:"

Component: *HMH Into Science Texas Student Edition Print Consumable Grade 4*

ISBN: 9780358861676

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 290

Location: Image of water cycle diagram

Original Text: Image of water cycle diagram includes arrows for transpiration and groundwater and text labels

Updated Text: Image of water cycle diagram without arrows for transpiration and groundwater, without text labels, with A, B, C, D icons

Component: *HMH Into Science Texas Teacher Guide Grade 4*

ISBN: 9780358841579

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 199

Location: Column 1, Phenomenon Teacher Background, sentence 4

Original Text: "The water cycle consists of different steps that always follow the same order: precipitation, runoff, evaporation, and condensation."

Updated Text: "The water cycle consists of different processes, including precipitation, runoff, evaporation, and condensation."

Component: *HMH Into Science Texas Teacher Guide Grade 4*

ISBN: 9780358841579

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 199

Location: Column 1, paragraph 1 below Guiding Question, sentence 1

Original Text: "Introduce the phenomenon that our environment relies on mountains to supply much of the world's natural water."

Updated Text: "Introduce the phenomenon that our environment relies on mountains to supply much of the world's fresh water."

Component: *HMH Into Science Texas Teacher Guide Grade 4*

ISBN: 9780358841579

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 200

Location: Column 2, Preparation Tips, after sentence 1

Original Text: N/A

Updated Text: "You will need one thermometer for each location. If materials are limited, groups can share thermometers. For stability, use large 16 oz cups."

Component: *HMH Into Science Texas Teacher Guide Grade 4*

ISBN: 9780358841579

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 201

Location: Column 1, Steps 1–2, paragraphs 1–2

Original Text: "Students may be unsure of how to measure the mass of the water for each bag; model using the digital scale. ...

Have students construct a chart to collect data when they measure the temperature of each location. If students are unsure of what type of chart to use, ask them what type of data they think they may collect."

Updated Text: "Have students label the bags with sun open, sun closed, shade open, and shade closed. Students may be unsure of how to measure the mass of the water for each bag; model using the digital scale. ...

Have students construct two data tables for this activity. They will need one data table to record the mass of the water before and after the investigation and a second data table to record their temperature measurements."

Component: *HMH Into Science Texas Teacher Guide Grade 4*

ISBN: 9780358841579

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 201

Location: Column 2, Do the Math, Support for Student Answers, Do the Math

Original Text: "Graph the temperature data you collected for two days. Sample answer: The student draws a bar graph to display the different location's temperatures. The x-axis will be labeled with the location, and the y-axis will be labeled with the temperature measured in Celsius. There will be a key that includes a bar color for Day 1 and a bar color for Day 2."

Updated Text: "Make a bar graph of the temperature data you collected for two days. Student bar graphs should show that the temperatures in the sunny areas are higher than the temperatures in the shaded areas. The temperature in each location may change throughout the day."

Component: *HMH Into Science Texas Teacher Guide Grade 4*

ISBN: 9780358841579

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 205

Location: Column 2, Steps 4–5, paragraph 2

Original Text: "If students are unsure what type of graphic organizer to use, ask them what type of data they will be collecting. Remind students that they are using a model of a system to make observations and draw conclusions."

Updated Text: N/A

Component: *HMH Into Science Texas Teacher Guide Grade 4*

ISBN: 9780358841579

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 207

Location: Column 1, Exit Ticket/Formative Assessment, Support for Student Answers, sentence 3

Original Text: "Students may draw a model that shows water from the bowl evaporating, because of energy from the sun, onto the plastic wrap and forming water droplets."

Updated Text: "Students may draw a model that shows water from the cup evaporating, because of energy from the sun. Student models may also include water condensing onto the plastic wrap and forming water droplets."

Component: *HMH Into Science Texas Teacher Guide Grade 4*

ISBN: 9780358841579

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 211

Location: Column 1, Exit Ticket/Formative Assessment, Provide Feedback

Original Text: "Remind students that the steps do not change and will always happen in the same order."

Updated Text: N/A

Component: *HMH Into Science Texas Teacher Guide Grade 4*

ISBN: 9780358841579

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 213

Location: Column 2, Steps 2–3

Original Text: "If students have trouble coming up with a solution to prevent the evaporation from reservoirs, have students brainstorm ways to increase evaporation and ways to slow down evaporation.

Support for Student Answers"

Updated Text: N/A

Component: *HMH Into Science Texas Teacher Guide Grade 4*

ISBN: 9780358841579

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 218

Location: Column 2, Differentiation: Extra Support

Original Text: "Show two cups, one that is large and deep and one that is small and short. ... Discuss with students that the deeper cup would take longer to evaporate because the water at the bottom of the cup would take longer to evaporate because it is cooler."

Updated Text: "Show two cups, one that is narrow and deep and one that is wide and short. ... Discuss with students that the water in the deeper cup would take longer to evaporate because water evaporates at the surface of a body of water. The water in the cup with the smaller top surface would take longer to evaporate."

Component: *HMH Into Science Texas Teacher Guide Grade 4*

ISBN: 9780358841579

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 222

Location: Differentiation: Extra Support

Original Text: "Consider setting up student "Help Stations" for peers to assist one another when creating a scale model and building. Students who are early finishers or have more knowledge of the content can serve as student helpers at the Help Station."

Updated Text: "Individual reservoirs in Texas can store millions or even billions of cubic meters of water. To help students think about scaling their solution up to a full-size reservoir, ask questions in incremental steps: How would your solution need to be different if you made it five times bigger? 10 times bigger? 100 times bigger?"

Component: *HMH Into Science Texas Teacher Guide Grade 4*

ISBN: 9780358841579

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 224

Location: Column 2, Do the Math, paragraph 1 and Support for Student Answers, Do the Math

Original Text: "A raindrop is many times bigger than a water droplet and a dust particle. For example, a dust particle is very small compared to a raindrop. Use the table to put the items in order and identify how much smaller a dust particle is than a raindrop.

Support for Student Answers

Do the Math: The fractions show the sizes of dust particles and droplets in relation to the size of raindrops. In the middle

column, place the fractions in order from least to greatest. Then place the items that correspond to that fraction of a raindrop's size. Answer: raindrop 1/1, large droplet 1/20, average droplet 1/100, dust particle 1/5000"

Updated Text: "Support students in ordering the fractions by size. Help students understand that larger denominators with equal numerators indicate smaller parts of a whole. Then, students can use the information from the images to match the items to their relative size.

Support for Student Answers

Do the Math: Use the table to put the items in order and identify how much smaller a dust particle is than a raindrop. The fractions show the sizes of dust particles and droplets in relation to the size of raindrops. In the middle column, place the fractions in order from least to greatest. Then place the items that correspond to that fraction of a raindrop's size.

Answer: 1/5000 dust particle, 1/100 average droplet, 1/20 large droplet, 1/1 raindrop"

Component: *HMH Into Science Texas Teacher Guide Grade 4*

ISBN: 9780358841579

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 225

Location: Column 2, Exit Ticket/Formative Assessment, Support for Student Answers, Sample Answer

Original Text: "Sample answer: Water evaporates as water vapor into the atmosphere, where it condenses and forms clouds. Then water falls back to Earth as precipitation, moves across Earth's surface as runoff, and evaporates again as the cycle repeats itself."

Updated Text: "Answer: A. condensation; B. precipitation; C. evaporation; D. runoff"

Component: *HMH Into Science Texas Student License Digital Grade 4*

ISBN: 9780358859741

Link to Current Content:

[View Current Content](#)

Current Page Number(s): TEKS Lesson 4.10.A, Day 1, Screen 3

Location: Flip Card interactivity, Evaporation card, image of steam over body of water

Original Text: Image of steam over body of water

Updated Text: Image of pot of boiling water

Component: *HMH Into Science Texas Student Edition Print Consumable Grade 4*

ISBN: 9780358861676

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 261

Location: Column 1, Row 1, Evaporation image

Original Text: Image of steam over body of water

Updated Text: Image of pot of boiling water

Component: *HMH Into Science Texas Student License Digital Grade 4*

ISBN: 9780358859741

Link to Current Content:
[View Current Content](#)

Current Page Number(s): TEKS Lesson 4.10.A, Day 2, Screen 3

Location: Step 1, sentences 1–5

Original Text: "Form small groups. Each group gets four bags and cups. Fill each bag with equal amounts of water. Use the scale to measure the amount of water in each bag, in grams. Place each bag inside a cup."

Updated Text: "Place each bag inside a cup. Fill each bag with equal amounts of water. Use the scale to measure the amount of water in each bag, in grams. Seal the bags."

Component: *HMH Into Science Texas Student Edition Print Consumable Grade 4*

ISBN: 9780358861676

Link to Current Content:
[View Current Content](#)

Current Page Number(s): p. 264

Location: Step 1, sentences 1–5

Original Text: "Form small groups. Each group gets four bags and cups. Fill each bag with equal amounts of water. Use the scale to measure the amount of water in each bag, in grams. Place each bag inside a cup."

Updated Text: "Place each bag inside a cup. Fill each bag with equal amounts of water. Use the scale to measure the amount of water in each bag, in grams. Seal the bags."

Component: *HMH Into Science Texas Student License Digital Grade 4*

ISBN: 9780358859741

Link to Current Content:
[View Current Content](#)

Current Page Number(s): TEKS Lesson 4.10.A, Day 2, Screen 6

Location: Analyze Results, Short Answer interactivity, Sample Answer, sentence 3

Original Text: "The water in the closed bags did not have anywhere to go and could not evaporate out of the bags."

Updated Text: "The water in the closed bags did not have anywhere to go."

Component: *HMH Into Science Texas Teacher Guide Grade 4*

ISBN: 9780358841579

Link to Current Content:
[View Current Content](#)

Current Page Number(s): p. 202

Location: Column 1, Support for Student Answers, Analyze Results, Sample answer, sentence 3

Original Text: "The water in the closed bags did not have anywhere to go and could not evaporate out of the bags."

Updated Text: "The water in the closed bags did not have anywhere to go."

Component: *HMH Into Science Texas Student License Digital Grade 4*

ISBN: 9780358859741

Link to Current Content:
[View Current Content](#)

Current Page Number(s): TEKS Lesson 4.10.A, Day 6, Screen 5

Location: Exit Ticket, Short Answer interactivity, Sample Answer, sentences 1–2

Original Text: "A limitation is that some of the materials available to me might sink, so water above the material could evaporate. I would have liked to have used is a material that would float on the surface of the water."

Updated Text: "A limitation is that the cups available to me had wide openings. I would have liked to use a cup with a vary narrow opening."

Component: *HMH Into Science Texas Teacher Guide Grade 4*

ISBN: 9780358841579

Link to Current Content:
[View Current Content](#)

Current Page Number(s): p. 219

Location: Column 1, Exit Ticket/Formative Assessment, Support for Student Answers, Sample Answer, sentences 1–2

Original Text: "A limitation is that some of the materials available to me might sink, so water above the material could evaporate. I would have liked to have used is a material that would float on the surface of the water."

Updated Text: "A limitation is that the cups available to me had wide openings. I would have liked to use a cup with a vary narrow opening."

Component: *HMH Into Science Texas Student License Digital Grade 4*

ISBN: 9780358859741

Link to Current Content:
[View Current Content](#)

Current Page Number(s): TEKS Lesson 4.10.A, Day 7, Screen 5

Location: Analyze Results, Short Answer interactivity, Sample Answer, sentence 3

Original Text: "The clear wrap might be able to form a complete seal over a cookie sheet, but I do not think it would work over thousands of square acres."

Updated Text: "The clear wrap might be able to form a complete seal over a cup, but I do not think it would work over a huge area."

Component: *HMH Into Science Texas Teacher Guide Grade 4*

ISBN: 9780358841579

Link to Current Content:
[View Current Content](#)

Current Page Number(s): p. 222

Location: Column 1, Support for Student Answers, Analyze Results, Sample Answer, Sentence 3

Original Text: "The clear wrap might be able to form a complete seal over a cookie sheet, but I do not think it would work over thousands of square acres."

Updated Text: "The clear wrap might be able to form a complete seal over a cup, but I do not think it would work over a huge area."

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 1129 of 3538

Component: *HMH Into Science Texas Student License Digital Grade 4*

ISBN: 9780358859741

Link to Current Content:

[View Current Content](#)

Current Page Number(s): TEKS Lesson 4.10.A, Day 8, Screen 3

Location: Drawing Interactivity, image of water cycle diagram

Original Text: Image of water cycle over mountainous area

Updated Text: Image of water cycle over ocean area

Component: *HMH Into Science Texas Student Edition Print Consumable Grade 4*

ISBN: 9780358861676

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 291

Location: Drawing item, image of water cycle diagram

Original Text: Image of water cycle over mountainous area

Updated Text: Image of water cycle over ocean area

Component: *HMH Into Science Texas Student License Digital Grade 4*

ISBN: 9780358859741

Link to Current Content:

[View Current Content](#)

Current Page Number(s): TEKS Lesson 4.10.A, Day 8, Screen 3

Location: Drawing Interactivity, prompt

Original Text: "Show where evaporation, condensation, precipitation, and runoff occur. Use arrows to connect the flow of water in the cycle."

Updated Text: "Use arrows to show how water flows in the cycle by evaporation, condensation, and precipitation. Label the arrows as E for evaporation, C for condensation, and P for precipitation."

Component: *HMH Into Science Texas Student Edition Print Consumable Grade 4*

ISBN: 9780358861676

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 291

Location: Paragraph 3

Original Text: "Show where evaporation, condensation, precipitation, and runoff occur. Use arrows to connect the flow of water in the cycle."

Updated Text: "Use arrows to show how water flows in the cycle by evaporation, condensation, and precipitation. Label the arrows as E for evaporation, C for condensation, and P for precipitation."

Component: *HMH Into Science Texas Teacher Guide Grade 4*

ISBN: 9780358841579

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 224

Location: Column 2, The Water Cycle, Support for Student Answers, top half of page

Original Text: "Show where evaporation, condensation, precipitation, and runoff occur. Use arrows to connect the flow of water in the cycle. Sample answer: Student draws an arrow from the water to the sun to represent evaporation. Student draws an arrow from evaporation the clouds to represent condensation. Student draws an arrow from the water to the sun to represent evaporation. Student draws an arrow from the mountain to the stream to represent runoff."

Updated Text: "Use arrows to show how water flows in the cycle by evaporation, condensation, and precipitation. Label the arrows as evaporation, condensation, and precipitation.

Student arrows should show evaporation from the water to the clear sky, condensation from clear sky to the clouds, and precipitation from the clouds to the water."

Component: *HMH Into Science Texas Teacher Guide Grade 4*

ISBN: 9780358841579

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 204

Location: Column 2, Preparation Tips, Paragraph 1, after sentence 1

Original Text: N/A

Updated Text: "A plastic bin can be used in place of a shoebox."

Component: *HMH Into Science Texas Teacher Guide Grade 4*

ISBN: 9780358841579

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 195

Location: Column 1, Day 3: Modeling the Water Cycle, Part 1, Preparation Tips, after sentence 1

Original Text: N/A

Updated Text: "A plastic bin can be used in place of a shoebox."

Component: *HMH Into Science Texas Teacher Guide Grade 4*

ISBN: 9780358841579

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 195

Location: Column 1, Day 2: Where Does the Water Go?, Preparation Tips, after sentence 1

Original Text: N/A

Updated Text: "For stability, use large 16 oz cups."

Component: *HMH Into Science Texas Student Edition Print Consumable Grade 4*

ISBN: 9780358861676

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 308

Location: Image of rock arch in ocean

Original Text: Image of rock arch in ocean

Updated Text: Image of water flowing over smooth rocks

Component: *HMH Into Science Texas Student Edition Print Consumable Grade 4*

ISBN: 9780358861676

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 318

Location: Top image of glacier and bottom image of glacier, caption for bottom image

Original Text: Top image: glacier

Bottom image: close-up of glacier

Bottom image caption: "Changes in Erasmo Glacier, Chile from 1987 to 2021."

Updated Text: Top image: rock arch in ocean area

Bottom image: glacier

Bottom image caption: N/A

Component: *HMH Into Science Texas Student Edition Print Consumable Grade 4*

ISBN: 9780358861676

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 320

Location: Left image of canyon and right image of river through canyon

Original Text: Left image: canyon

Right image: river through canyon

Updated Text: Left image: satellite image of Harlequin Lake in 2000

Right image: satellite image of Harlequin Lake in 2020

Component: *HMH Into Science Texas Teacher Guide Grade 4*

ISBN: 9780358841579

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 233

Location: Column 1, Do the Math, Day 3

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 1132 of 3538

Original Text: "Students will order sediment types by size in millimeters, from decimals to the ten thousandths place to whole numbers."

Updated Text: "Students will order sediment types by size in millimeters, from decimals to the hundredths place to whole numbers."

Component: *HMH Into Science Texas Teacher Guide Grade 4*

ISBN: 9780358841579

Link to Current Content:
[View Current Content](#)

Current Page Number(s): p. 234

Location: Column 1, What Do You Already Know?, Activate Prior Knowledge, sentences 1–4

Original Text: "Activate Prior Knowledge by having students student view the images that begin each day in this lesson. Ask them to identify changes in Earth's surface shown in each image. In Grade 3, students learned about rapid changes to Earth's surface caused by volcanic eruptions, earthquakes, and landslides. Have students review the effects of these three events on land, soil, and rocks."

Updated Text: "Activate Prior Knowledge by having students explore the image of the water cycle. In previous lessons, students learned about the water cycle, how water moves on and above the surface of Earth. Water causes some of the changes to Earth's surface that students will explore in this lesson. Have students review the processes in the water cycle, including evaporation, condensation, and precipitation."

Component: *HMH Into Science Texas Teacher Guide Grade 4*

ISBN: 9780358841579

Link to Current Content:
[View Current Content](#)

Current Page Number(s): p. 235

Location: Column 2, I Note/I Wonder, Students as Scientists

Original Text: "Students as Scientists

Students are scientists when they use observations for evidence. Ask students what evidence they would use to support the claim that the rocks that make up the peak are different from the rocks down below it."

Updated Text: N/A

Component: *HMH Into Science Texas Teacher Guide Grade 4*

ISBN: 9780358841579

Link to Current Content:
[View Current Content](#)

Current Page Number(s): p. 241

Location: Column 1, Do the Math, Model and Explain Strategies, paragraph 1, sentence 3

Original Text: "Then explain how to compare the decimals to four place values by writing the decimals in a place-value chart that goes to ten thousandths, lining up the decimal points and placing zeros to the right of some numbers."

Updated Text: "Then explain how to compare the decimals to two place values by writing the decimals in a place-value chart that goes to hundredths, lining up the decimal points and placing zeros to the right of some numbers."

Component: *HMH Into Science Texas Teacher Guide Grade 4*

ISBN: 9780358841579

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 246

Location: Column 1, Carving Earth's Surface, paragraph 1, sentence 3

Original Text: "a C-shaped lake."

Updated Text: "an oxbow lake."

Component: *HMH Into Science Texas Teacher Guide Grade 4*

ISBN: 9780358841579

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 250

Location: Column 1, Key Learning Activity, Elicit Student Thinking, sentence 1

Original Text: "Refer students to day opener photo of the rock formations."

Updated Text: "Refer students to the photo of the rock formations on the first screen of Day 7 in the Interactive Student Lesson."

Component: *HMH Into Science Texas Student License Digital Grade 4*

ISBN: 9780358859741

Link to Current Content:

[View Current Content](#)

Current Page Number(s): TEKS Lesson 4.10.B, Day 3, Screen 5

Location: Do the Math, Drag and Drop interactivity, draggable options

Component: *HMH Into Science Texas Student Edition Print Consumable Grade 4*

ISBN: 9780358861676

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 310

Location: Do the Math, Paragraph 3

Component: *HMH Into Science Texas Student License Digital Grade 4*

ISBN: 9780358859741

Link to Current Content:

[View Current Content](#)

Current Page Number(s): TEKS Lesson 4.10.B, Day 3, Screen 5

Location: Short Answer interactivity, prompt and Sample Answer

Original Text: "Some sieves can only catch particles that are greater than 5 mm in size. Which of the six types of sediments will pass through a 5 mm sieve? Which sediments do you think would be deposited in a river and which would travel to the ocean?"

Sample Answer: "Clay, silt, and sand will not be caught by the sieve. These would travel to the ocean and the rest would be deposited on the river floor."

Updated Text: "Some sieves can only catch particles that are greater than 5 mm in size. Which of the six types of sediments will pass through a 5 mm sieve?"

Sample Answer: "Clay, silt, and sand will not be caught by the sieve."

Component: *HMH Into Science Texas Teacher Guide Grade 4*

ISBN: 9780358841579

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 241

Location: Top of Column 2, Support for Student Answers

Original Text: "Which sediments do you think would be deposited in a river and which would travel to the ocean? Sample Answer: Clay, silt, and sand will not be caught by the sieve. These would travel to the ocean and the rest would be deposited on the river floor."

Updated Text: "Sample Answer: Clay, silt, and sand will not be caught by the sieve."

Component: *HMH Into Science Texas Student License Digital Grade 4*

ISBN: 9780358859741

Link to Current Content:

[View Current Content](#)

Current Page Number(s): TEKS Lesson 4.10.B, Day 8, Screen 6

Location: Can You Explain It?, Short Answer interactivity, prompt above image of rock slope

Original Text: N/A

Updated Text: "Make a claim about the Guiding Question. Use evidence from the lesson, and give reasoning to connect the evidence to your claim."

Component: *HMH Into Science Texas Teacher Guide Grade 4*

ISBN: 9780358841579

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 253

Location: Column 1, Can You Explain It?, Support for Student Answers, after sentence 2

Original Text: N/A

Updated Text: "Make a claim about the Guiding Question. Use evidence from the lesson, and give reasoning to connect the evidence to your claim."

Component: *HMH Into Science Texas Teacher Guide Grade 4*

ISBN: 9780358841579

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 231

Location: Column 1, Day 2: Shake Things Up!, Preparation Tips, before sentence 1

Original Text: N/A

Updated Text: "A plastic bin can be used in place of the baking pan."

Component: *HMH Into Science Texas Teacher Guide Grade 4*

ISBN: 9780358841579

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 236

Location: Column 2, Preparation Tips, before sentence 1

Original Text: N/A

Updated Text: "A plastic bin can be used in place of the baking pan."

Component: *HMH Into Science Texas Teacher Guide Grade 4*

ISBN: 9780358841579

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 231

Location: Column 2, Day 6: Blowing in the Wind, Preparation Tips, after sentence 1

Original Text: N/A

Updated Text: "A plastic bin can be used in place of the pan. The higher sides can help contain the rice."

Component: *HMH Into Science Texas Teacher Guide Grade 4*

ISBN: 9780358841579

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 248

Location: Column 2, Preparation Tips, after sentence 1

Original Text: N/A

Updated Text: "A plastic bin can be used in place of the pan. The higher sides can help contain the rice."

Component: *HMH Into Science Texas Teacher Guide Grade 4*

ISBN: 9780358841579

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 231

Location: Column 1, Day 4: Glacial Moves!, Preparation Tips, before sentence 1

Original Text: N/A

Updated Text: "A plastic bin can be used in place of the tray with sides."

Component: *HMH Into Science Texas Teacher Guide Grade 4*

ISBN: 9780358841579

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 242

Location: Column 2, Preparation Tips, before sentence 1

Original Text: N/A

Updated Text: "A plastic bin can be used in place of the tray with sides."

Component: *HMH Into Science Texas Teacher License Digital Grade 4*

ISBN: 9780358860228

Link to Current Content:

[View Current Content](#)

Current Page Number(s): Weather and Climate (TEKS 4.10.C) Quiz A, p.2

Location: Weather and Climate (TEKS 4.10.C) Quiz A, Item 4, Question art

Original Text: Row A: 82°F, 85°F, 87°F, 87°F, 87°F

Row B: 51°F, 43°F, 28°F, 22°F, 22°F

Row C: 43°F, 52°F, 44°F, 43°F, 53°F

Updated Text: Row A: 28°C, 29°C, 31°C, , 31°C, , 31°C

Row B: 11°C, 6°C, -2°C, -6°C, -6°C

Row C: 6°C, 11°C, 7°C, 6°C, 12°C

Component: *HMH Into Science Texas Teacher License Digital Grade 4*

ISBN: 9780358860228

Link to Current Content:

[View Current Content](#)

Current Page Number(s): Weather and Climate (TEKS 4.10.C) Quiz A, p.4

Location: Weather and Climate (TEKS 4.10.C) Quiz A, Item 6, Question art and answer choice graphs

Original Text: Table "48 °F, 52 °F, 44 °F ,56 °F, 58 °F"

Images (Answer choice) showing weather data in Fahrenheit

Updated Text: Table "9 °C, 11 °C, 7 °C, 13 °C, 14 °C"

Images (Answer choice) showing weather data in Celsius

Component: *HMH Into Science Texas Teacher License Digital Grade 4*

ISBN: 9780358860228

Link to Current Content:

[View Current Content](#)

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 1137 of 3538

Current Page Number(s): Weather and Climate (TEKS 4.10.C) Quiz A, p.2

Location: Weather and Climate (TEKS 4.10.C) Quiz A, Item 3, Answer choices A and B

Original Text: "A. The temperature at 3 p.m. is 35 °F."

"B. The high temperature today was 85 °F."

Updated Text: "A. The temperature at 3 p.m. is 2 °C."

"B. The high temperature today was 29 °C."

Component: *HMH Into Science Texas Teacher License Digital Grade 4*

ISBN: 9780358860228

Link to Current Content:

[View Current Content](#)

Current Page Number(s): Weather and Climate (TEKS 4.10.C) Quiz A, p.3

Location: Weather and Climate (TEKS 4.10.C) Quiz A, Item 5, Question art and answer choices

Original Text: Image showing weather data in Fahrenheit and inches

"A. sunny and 80 °F on May 29,

B. rainy and 50 °F on April 15,

C. sunny and 95 °F on August 8,

D. rainy and 60 °F on September 5,

E. cloudy and 25 °F on December 24"

Updated Text: Image showing weather data in Celsius and meters

"A. sunny and 27 °C on May 29,

B. rainy and 10 °C on April 15,

C. sunny and 35 °C on August 8

D. rainy and 16 °C on September 5

E. cloudy and -4 °C on December 24"

Component: *HMH Into Science Texas Teacher Guide Grade 4*

ISBN: 9780358841579

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 257

Location: Column 1, Day 2: Blowing Hot and Cold, Preparation Tips, sentence 1

Original Text: "You will need access to hot tap water and, for safety, should fill the pans yourself."

Updated Text: "Other sizes of pans would also work for this activity. You will need access to hot tap water. For safety, use a pitcher to fill the pans with hot water yourself."

Component: *HMH Into Science Texas Teacher Guide Grade 4*

ISBN: 9780358841579

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 263

Location: Column 1, Preparation Tips, sentence 1

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 1138 of 3538

Original Text: "You will need access to hot tap water and, for safety, should fill the pans yourself."

Updated Text: "Other sizes of pans would also work for this activity. You will need access to hot tap water. For safety, use a pitcher to fill the pans with hot water yourself."

Component: *HMH Into Science Texas Teacher Guide Grade 4*

ISBN: 9780358841579

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 286

Location: Column 2, Key Learning Activity, Model and Explain, sentence 1

Original Text: "Model and Explain that common items are made from various materials, such as plastics, nylon, and waxes."

Updated Text: "Model and Explain that common materials are made from petroleum, such as plastics, nylon, and waxes."

Component: *HMH Into Science Texas Student Edition Print Consumable Grade 4*

ISBN: 9780358861676

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 372

Location: Step 4, sentence 2

Original Text: "Bring corners 1, 3, 5, and 7 to the center, and stick the pushpin through them."

Updated Text: "Bring corners 1, 3, 5, and 7 to the center. Tape them down, and stick the pushpin through them."

Component: *HMH Into Science Texas Student License Digital Grade 4*

ISBN: 9780358859741

Link to Current Content:

[View Current Content](#)

Current Page Number(s): TEKS Lesson 4.11.A, Day 2, Screen 3

Location: Step 4, sentence 2

Original Text: "Bring corners 1, 3, 5, and 7 to the center, and stick the pushpin through them."

Updated Text: "Bring corners 1, 3, 5, and 7 to the center. Tape them down, and stick the pushpin through them."

Component: *HMH Into Science Texas Teacher Guide Grade 4*

ISBN: 9780358841579

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 343

Location: Column 1, above Steps 3–4

Original Text: N/A

Updated Text: "Steps 1–2

Have half of the groups place their leaves right side up and half place their leaves upside down so students can observe both sides. Have students gently brush any bubbles off the rock and leaf with their finger after placing it in the water."

Component: *HMH Into Science Texas Teacher Guide Grade 4*

ISBN: 9780358841579

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 327

Location: Column 1, Day 2: Producers and Sunlight, Preparation Tips, after sentence 2

Original Text: N/A

Updated Text: "Small-leafed plants work best for this activity. Plan 3–7 days for Step 9."

Component: *HMH Into Science Texas Teacher Guide Grade 4*

ISBN: 9780358841579

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 332

Location: Column 2, Preparation Tips, after sentence 2

Original Text: N/A

Updated Text: "Small-leafed plants work best for this activity. Plan 3–7 days for Step 9."

Component: *HMH Into Science Texas Teacher Guide Grade 4*

ISBN: 9780358841579

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 367

Location: Column 2, Performance Indicators, row 2

Original Text: "use the model to explain the interdependence between organisms in the ecosystem"

Updated Text: "design a model of a food web"

Component: *HMH Into Science Texas Teacher Guide Grade 4*

ISBN: 9780358841579

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 367

Location: Column 2, Performance Indicators, row 1

Original Text: "construct a flowchart model of an ecosystem, including the flow of energy"

Updated Text: "conduct research to understand the interdependence of organisms in a specific ecosystem"

Component: *HMH Into Science Texas Teacher Guide Grade 4*

ISBN: 9780358841579

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 367

Location: Column 2, Performance Indicators, row 3

Original Text: "use the model to explain the interdependence between organisms in the ecosystem"

Updated Text: "construct a flowchart model of an ecosystem, including the flow of energy"

Component: *HMH Into Science Texas Student License Digital Grade 4*

ISBN: 9780358859741

Link to Current Content:

[View Current Content](#)

Current Page Number(s): TEKS Lesson 4.12.B, Day 3, Screen 5

Location: Short Answer interactivity, Sample Answer, sentence 3

Original Text: "This is when the flow of energy stops."

Updated Text: N/A

Component: *HMH Into Science Texas Teacher Guide Grade 4*

ISBN: 9780358841579

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 363

Location: Column 2, Analyze Results, Support for Student Answers, Sample Answer, sentence 3

Original Text: "This is when the flow of energy stops."

Updated Text: N/A

Component: *HMH Into Science Texas Teacher Guide Grade 4*

ISBN: 9780358841579

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 383

Location: Column 2, Support for Student Answers, Sample Answer, sentences 2–4

Original Text: "Fossils like animals and plants that live on land today probably lived on land. Those like animals and plants that live in water probably were aquatic. Some types of organisms are and were both terrestrial and aquatic."

Updated Text: N/A

Component: *HMH Into Science Texas Teacher Guide Grade 4*

ISBN: 9780358841579

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 386

Location: Column 2, Students as Scientists, sentences 3–4

Original Text: "Have students share an example of when they needed to know about what the world was like in the past. Then generate a class list of other jobs and"

Updated Text: "Have students generate a class list of other jobs and"

Component: *HMH Into Science Texas Teacher License Digital Grade 4*

ISBN: 9780358860228

Link to Current Content:

[View Current Content](#)

Current Page Number(s): Assessment Guide Answer Key, TEKS 4.13 tab

Location: Structures and Functions of Plants (TEKS 4.13.A) Quiz A, Question 2, Multiple choice key, Rationale for Answer Choice A and Rationale for Answer Choice B columns

Original Text: Multiple choice key "B"

"A. This is incorrect because the structure is intended to help the plants survive in a windy environment, not help it make food for itself."

"B. CORRECT ANSWER"

Updated Text: Multiple choice key "A"

"A. CORRECT ANSWER"

"B. This is incorrect because the structure is intended to help the plants survive in a windy environment, not help it make food for itself."

Component: *HMH Into Science Texas Teacher Guide Grade 4*

ISBN: 9780358841579

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 421

Location: Column 2, Day 4: Parents and Offspring, Part 2, Preparation Tips, sentences 1–4

Original Text: "Print pictures of a purple and a red parent flower. Try to choose flowers that have some different traits, for example the shape of the flower petals, or the height of the stem. Prepare the envelopes with cut-out slips of paper with an individual trait written on each slip. The traits should match the physical traits of the parent flowers you selected."

Updated Text: "Display the images of the parent flowers for students to reference. Prepare, print, and cut out slips of paper with an individual trait on each slip. Prepare envelopes containing traits from both parent flowers: petal colors, leaf colors, leaf shapes, and stem heights. Each envelope should contain one type of trait."

Component: *HMH Into Science Texas Teacher Guide Grade 4*

ISBN: 9780358841579

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 423

Location: Column 1, Connection to Community, Healthcare Workers

Original Text: "Ask students whether any of their parents or relatives work as scientists or in the medical field. If possible, invite the family member in to discuss how they use science in their jobs."

Updated Text: "Invite someone who works in the medical field to visit the class and discuss how they use science in their job."

Component: *HMH Into Science Texas Teacher Guide Grade 4*

ISBN: 9780358841579

Link to Current Content:
[View Current Content](#)

Current Page Number(s): p. 423

Location: Column 1, Connection to Community, Observe Traits

Original Text: "Observe Traits: Have students observe the face of a member of their family or another family and list the traits they observe. Students should tell whether the traits are inherited or acquired. Then they should compare the traits they listed in this activity to the classroom chart from the Day 2 investigation."

Updated Text: N/A

Component: *HMH Into Science Texas Teacher Guide Grade 4*

ISBN: 9780358841579

Link to Current Content:
[View Current Content](#)

Current Page Number(s): p. 427

Location: Column 1, Step 1 and Steps 2–3

Original Text: "Step 1

...

Steps 2–3

... Have chart paper ready for students to create a classroom chart and bar graph."

Updated Text: "Step 1

... Students with visual impairment can use their hands to feel their physical traits.

Steps 2–3

Avoid asking students to compare their traits to those of family members when predicting inherited and acquired traits as some students may not be genetically related to their family members.

... Have chart paper ready for students to create a classroom chart and bar graph."

Component: *HMH Into Science Texas Teacher Guide Grade 4*

ISBN: 9780358841579

Link to Current Content:
[View Current Content](#)

Current Page Number(s): p. 427

Location: Column 1, Steps 4–8

Original Text: "Steps 4–8

If students are unsure about what physical traits to list, tell them to notice details in their eyes, nose, mouth, eyebrows, hair, and so on."

Updated Text: "Steps 5–8

Dimples, curled tongue, attached earlobes, cleft chin, and hair texture are all physical traits which students can observe by looking in a mirror or by feeling with their hands.

Provide a class chart where students can enter their data anonymously."

Component: *HMH Into Science Texas Teacher Guide Grade 4*

ISBN: 9780358841579

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 427

Location: Column 1, Do the Math, Support for Student Answers, Do the Math

Original Text: "Support for Student Answers

Do the Math: Students should use the data from the classroom chart to construct a bar graph. Students should write their response in the interactive. Sample answer: A number of students had curly hair and dimples, but not as many students had freckles, and no one had an attached earlobe."

Updated Text: N/A

Component: *HMH Into Science Texas Teacher Guide Grade 4*

ISBN: 9780358841579

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 427

Location: Column 2, Differentiation: Challenge, sentences 1–4

Original Text: "Differentiation: Challenge

Challenge students to expand their observations at home. Have them bring the Inherited Traits chart home and observe and record data on which other family members, either living with them or elsewhere, possess the same traits. Ask them to look for patterns in their data. If desired, have students present their findings to the class."

Updated Text: N/A

Component: *HMH Into Science Texas Teacher Guide Grade 4*

ISBN: 9780358841579

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 430

Location: Column 1, Key Learning Activity, Lead a Group Discussion

Original Text: "Lead a Group Discussion about what similarities and differences students see in the ways that humans and animals inherit and acquire traits."

Updated Text: "Lead a Group Discussion about inherited and acquired traits in animals."

Component: *HMH Into Science Texas Teacher Guide Grade 4*

ISBN: 9780358841579

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 430

Location: Column 2, Support for Student Answers

Original Text: "Match each set of parents to their offspring. Students should select the following answers: longhorn—calf 1; moose—middle picture on bottom row; nyala—third picture in the bottom row; elk—first picture in the bottom row; You can look at the inherited physical traits such as body structure, to see which offspring belong to which set of parents."

Updated Text: "Read about each group of animals to match the parents with their offspring. Answer: moose - top left parents, bottom middle offspring; nyala - top middle parents, bottom right offspring; elk - top right parents, bottom left offspring"

Component: *HMH Into Science Texas Teacher Guide Grade 4*

ISBN: 9780358841579

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 430

Location: Column 2, Preparation Tips

Original Text: "Print out pictures ahead of time. The images of the Texas longhorns for step 1 as well as the three sets of parent and offspring images for step 3."

Updated Text: "Print out the Picture Cards ahead of time."

Component: *HMH Into Science Texas Teacher Guide Grade 4*

ISBN: 9780358841579

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 431

Location: Column 1, Differentiation: Extra Support

Original Text: "You may also consider pairing these students with a peer mentor."

Updated Text: N/A

Component: *HMH Into Science Texas Teacher Guide Grade 4*

ISBN: 9780358841579

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 432

Location: Column 2, Preparation Tips, sentence 1

Original Text: "Prepare the envelopes containing slips of paper with traits that the flower offspring may inherit: petal color, leaf color, leaf shape, and stem height."

Updated Text: "Display the images of the parent flowers for students to reference. Prepare, print, and cut out slips of paper with an individual trait on each slip. Prepare envelopes containing traits from both parent flowers: petal colors, leaf colors, leaf shapes, and stem heights."

Component: *HMH Into Science Texas Teacher Guide Grade 4*

ISBN: 9780358841579

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 435

Location: Column 2, Performance Indicators, row 3

Original Text: "identify cause-and-effect relationships between parent plants or flowers and their offspring"

Updated Text: "identify cause-and-effect relationships between environmental factors and acquired traits in plants"

Component: *HMH Into Science Texas Teacher Guide Grade 4*

ISBN: 9780358841579

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 438

Location: Column 1, Paragraph 1, sentence 4

Original Text: "Students should understand that science helps us live healthier lives."

Updated Text: "Students should understand that many scientists work to help people live healthier lives."

Component: *HMH Into Science Texas Student License Digital Grade 4*

ISBN: 9780358859741

Link to Current Content:

[View Current Content](#)

Current Page Number(s): TEKS Lesson 4.13.B, Day 3, Screen 5

Location: Paragraph 2, below Line Matching interactivity, sentence 1

Original Text: "Choose one of the offspring pictured."

Updated Text: "Choose one of the parents pictured."

Component: *HMH Into Science Texas Student License Digital Grade 4*

ISBN: 9780358859741

Link to Current Content:

[View Current Content](#)

Current Page Number(s): TEKS Lesson 4.13.B, Day 5, Screen 2

Location: Top of screen, above Language SmArts

Original Text: N/A

Updated Text: "Write a Story"

Component: *HMH Into Science Texas Student Edition Print Consumable Grade 4*

ISBN: 9780358861676

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 567

Location: Top of page, above Language SmArts

Original Text: N/A

Updated Text: "Write a Story"

Component: *HMH Into Science Texas Student Edition Print Consumable Grade 4*

ISBN: 9780358861676

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 553

Location: Left image of man with long hair, caption, sentences 3–4

Original Text: "Sun can tan or burn our skin. Diet and exercise can affect our weight."

Updated Text: "Sun can change our skin's appearance."

Component: *HMH Into Science Texas Teacher Guide Grade 4*

ISBN: 9780358841579

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 420

Location: Column 2, Vocabulary, bullet 4

Original Text: "acquired:"

Updated Text: "acquired trait:"

Component: *HMH Into Science Texas Teacher Guide Grade 4*

ISBN: 9780358841579

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 424

Location: Column 2, Vocabulary, bullet 4

Original Text: "acquired:"

Updated Text: "acquired trait:"

Component: *HMH Into Science Texas Teacher Guide Grade 4*

ISBN: 9780358841579

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 1147 of 3538

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 421

Location: Column 1, Day 2: Me in the Mirror, Preparation Tips, before sentence 1

Original Text: N/A

Updated Text: "Print out the Picture Cards ahead of time."

Component: *HMH Into Science Texas Teacher Guide Grade 4*

ISBN: 9780358841579

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 426

Location: Column 2, Preparation Tips, before sentence 1

Original Text: N/A

Updated Text: "Print out the Picture Cards ahead of time."

Publisher: McGraw Hill

Science, Grade 4

Program: *McGraw Hill Texas Science, Grade 4 : TEKS*

Component: *McGraw Hill Texas Science, Grade 4 Student Edition*

ISBN: 9781265559618

Current Page Number(s): 63

Location: Read the Table: Question below the table

Original Text: What physical property do all the magnetic objects have in common?

Updated Text: What other physical property do all the magnetic objects have in common?

Component: *McGraw Hill Texas Science, Grade 4 Student Edition*

ISBN: 9781265559618

Current Page Number(s): 63

Location: Magnet video screenshot

Original Text: Photo of magnet with paperclips

Updated Text: Photo of a hand holding a magnet

Component: *McGraw Hill Texas Science, Grade 4 Student Edition*

ISBN: 9781265559618

Current Page Number(s): 82

Location: Item 3: answer

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 1148 of 3538

Original Text: Sample answer: Each one is a mixture of a solid and liquid. The glittery hand sanitizer is a mixture of rubbing alcohol and glitter. The chocolate milk is a mixture of milk and chocolate syrup.

Updated Text: Sample answer: Both are mixtures. The glittery hand sanitizer is a mixture of rubbing alcohol and glitter (a liquid and a solid). The chocolate milk is a mixture of milk and chocolate syrup (a liquid and a liquid).

Component: McGraw Hill Texas Science, Grade 4 Student Edition

ISBN: 9781265559618

Current Page Number(s): 87

Location: first paragraph, third sentence

Original Text: The solid does not disappear.

Updated Text: The solids do not disappear.

Component: McGraw Hill Texas Science, Grade 4 Student Edition

ISBN: 9781265559618

Current Page Number(s): 87

Location: first paragraph, sixth sentence

Original Text: some kinds of hand sanitizer

Updated Text: some kinds of hand sanitizers

Component: McGraw Hill Texas Science, Grade 4 Student Edition

ISBN: 9781265559618

Current Page Number(s): 87

Location: Investigation Connection

Original Text: would you revise any of your decisions about which mixtures are solutions?

Updated Text: compare the three mixtures and classify them as a mixture or a solution.

Component: McGraw Hill Texas Science, Grade 4 Student Edition

ISBN: 9781265559618

Current Page Number(s): 207

Location: Table: Advantages: second row

Original Text: Sunlight is free

Updated Text: uses the Sun

Component: McGraw Hill Texas Science, Grade 4 Student Edition

ISBN: 9781265559618

Current Page Number(s): 207

Location: Table: Advantages: third row

Original Text: Wind is free

Updated Text: uses wind

Component: McGraw Hill Texas Science, Grade 4 Student Edition

ISBN: 9781265559618

Current Page Number(s): 207

Location: Table: Disadvantages

Original Text: There are not many new sites for dams.

Updated Text: not many new sites for dams

Component: McGraw Hill Texas Science, Grade 4 Student Edition

ISBN: 9781265559618

Current Page Number(s): 227

Location: Map of Texas

Original Text: map of Texas

Updated Text: New accessible map of Texas with key

Component: McGraw Hill Texas Science, Grade 4 Student Edition

ISBN: 9781265559618

Current Page Number(s): 227

Location: Talk About It under the art

Original Text: Which colors represent the largest aquifers?

Updated Text: Which areas represent the largest aquifers?

Component: McGraw Hill Texas Science, Grade 4 Student Edition

ISBN: 9781265559618

Current Page Number(s): 296

Location: STEM Connection: Prompt 1, bullet 1

Original Text: Why do only certain plants thrive in the vertical grow poles?

Updated Text: Research fruits and vegetables that grow where you live. Could they use vertical grow poles?

Component: McGraw Hill Texas Science, Grade 4 Student Edition

ISBN: 9781265559618

Current Page Number(s): 296

Location: STEM Connection: Prompt 1

Original Text: • What zone do you live in? What fruits and vegetables could you grow?

Updated Text: N/A

Component: McGraw Hill Texas Science, Grade 4 Student Edition

ISBN: 9781265559618

Current Page Number(s): 342

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 1150 of 3538

Location: STEM Connection: Prompt 2

Original Text: Flow Chart

Updated Text: Opinion Writing

Component: McGraw Hill Texas Science, Grade 4 Student Edition

ISBN: 9781265559618

Current Page Number(s): 342

Location: STEM Connection: Prompt 2

Original Text: Flow Chart Graphic Organizer

Updated Text: Opinion Writing Graphic Organizer

Component: McGraw Hill Texas Science, Grade 4 Teacher Edition

ISBN: 9781265518486

Current Page Number(s): 31

Location: Day 2: Assess: Below Quick Check Section

Original Text: N/A

Updated Text: Review the cognitive verbs and Scientific and Engineering Practices and post the word cards on the Interactive Word Wall. [3 min]

Component: McGraw Hill Texas Science, Grade 4 Teacher Edition

ISBN: 9781265518486

Current Page Number(s): 31

Location: Day 3: Teach: Laser Light Time

Original Text: 25 min

Updated Text: 35 min

Component: McGraw Hill Texas Science, Grade 4 Teacher Edition

ISBN: 9781265518486

Current Page Number(s): 31

Location: Day 3: Teach

Original Text: Review the cognitive verbs and Scientific and Engineering Practices and post the word cards on the Interactive Word Wall. [10 min]

Updated Text: N/A

Component: McGraw Hill Texas Science, Grade 4 Teacher Edition

ISBN: 9781265518486

Current Page Number(s): 31

Location: Day 4: Assess

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 1151 of 3538

Original Text: Students complete the Frayer Model graphic organizer to practice vocabulary.

Updated Text: Students complete the Frayer Model vocabulary resource.

Component: McGraw Hill Texas Science, Grade 4 Teacher Edition

ISBN: 9781265518486

Current Page Number(s): 3J

Location: Day 5: Assess

Original Text: Quick Check Students use the Word Sort graphic organizer to practice vocabulary.
[5 min]

Updated Text: N/A

Component: McGraw Hill Texas Science, Grade 4 Teacher Edition

ISBN: 9781265518486

Current Page Number(s): 3J

Location: Day 5: Assess: Time

Original Text: 5 min

Updated Text: 10 min

Component: McGraw Hill Texas Science, Grade 4 Teacher Edition

ISBN: 9781265518486

Current Page Number(s): 9

Location: Talk About It Text

Original Text: When they see this icon, they should take a moment to talk with a partner or small group. Explain that this helps them build upon their understanding of scientific concepts. Explain that scientists talk and communicate with each other often. Science is a social activity.

Updated Text: When they see this icon, they should take a moment to talk with a partner or small group. Science is a social activity.

Component: McGraw Hill Texas Science, Grade 4 Teacher Edition

ISBN: 9781265518486

Current Page Number(s): 9

Location: ASSESS: Below Check for Understanding

Original Text: N/A

Updated Text: Students will revisit the chapter question throughout the chapter and lessons.

Component: McGraw Hill Texas Science, Grade 4 Teacher Edition

ISBN: 9781265518486

Current Page Number(s): 14A

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 1152 of 3538

Location: Red heading on the page

Original Text: Structured Inquiry

Updated Text: Guided Inquiry

Component: McGraw Hill Texas Science, Grade 4 Teacher Edition

ISBN: 9781265518486

Current Page Number(s): 14A

Location: NOTE: section

Original Text: NOTE: Download the student page for structured inquiry.

Updated Text: NOTE: Download the student page for guided inquiry.

Component: McGraw Hill Texas Science, Grade 4 Teacher Edition

ISBN: 9781265518486

Current Page Number(s): 14A

Location: Identify a Problem/Brainstorm a Solution heading

Original Text: Students should use the given question to identify the criteria for the solution. Ask: How can you use paper to prevent an egg from breaking when dropped? Sample answer: The criteria are that we must use paper and the solution must prevent the egg from breaking.

Updated Text: Ask: How can you use paper to prevent an egg from breaking when dropped? Students should discuss and record potential solutions to the problem. They will choose one solution to develop in the following steps.

Component: McGraw Hill Texas Science, Grade 4 Teacher Edition

ISBN: 9781265518486

Current Page Number(s): 14B

Location: Guided and Open Options

Original Text: Guided and Open Options

For guided and open inquiry, students are expected to develop materials lists, write procedure steps, and determine how they will share their results. Revisions are likely during their investigation.

Updated Text: Structured and Open Options

For structured inquiry, students are given a procedure. For open inquiry, students are expected to develop materials lists, write procedure steps, and determine how they will share their results. Revisions are likely during their investigation.

Component: McGraw Hill Texas Science, Grade 4 Teacher Edition

ISBN: 9781265518486

Current Page Number(s): 14B

Location: Guided Inquiry

Original Text: Guided Inquiry

Provide the explorable question. Ask: How can you use paper to prevent an egg from breaking when dropped?

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 1153 of 3538

Example Students might design a device to catch the egg rather than designing a carrier. Investigations must answer the explorable question.

TEKS 4.1B

Updated Text: Structured Inquiry

Provide step-by-step instructions to help students investigate the explorable question. Ask: How can you use paper to prevent an egg from breaking when dropped?

Example

Step 1. Observe the materials for building a device to keep the egg from breaking when dropped from two meters. Step 2. Brainstorm what device can be made with the available materials. Step 3. Build the device. Step 4. Find an area and test the device. Step 5. Compare the design with others and think of ways to improve the design. Step 6. Repeat brainstorming and improving the design to help make the egg drop successful.

Component: McGraw Hill Texas Science, Grade 4 Teacher Edition

ISBN: 9781265518486

Current Page Number(s): 14B

Location: Left column, Under Open Inquiry

Original Text: Students write their own explorable question.

Ask: What are some other engineering design problems you could solve in this way? TEKS 4.1A

Make a Plan Make sure students choose an engineering design problem. Ask: Can your problem be solved using the engineering design process?

Updated Text: Students identify their own problem. Ask: What problem could you solve using the Engineering Design Process? TEKS 4.1A

Make a Plan

Make sure students choose a problem they can solve using the resources available.

Component: McGraw Hill Texas Science, Grade 4 Teacher Edition

ISBN: 9781265518486

Current Page Number(s): 14B

Location: Right column, Assess heading

Original Text: For this investigation, revisit the “Make a Prediction” question from the start of the investigation.

Updated Text: For this investigation, revisit the “Identify a Problem” question from the start of the investigation.

Component: McGraw Hill Texas Science, Grade 4 Teacher Edition

ISBN: 9781265518486

Current Page Number(s): 28C

Location: Below the blue Explore bar in pink section in upper right corner of the page.

Original Text: N/A

Updated Text: [screen icon] Student recording sheets are available in flexible formats.

Component: McGraw Hill Texas Science, Grade 4 Teacher Edition

ISBN: 9781265518486

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 1154 of 3538

Current Page Number(s): 28C

Location: Conduct an Investigation

Original Text: 3-7.

Updated Text: 3, 7.

Component: McGraw Hill Texas Science, Grade 4 Teacher Edition

ISBN: 9781265518486

Current Page Number(s): 28C

Location: Communicate Information: Item 10

Original Text: hot cup of water

Updated Text: cup of hot water

Component: McGraw Hill Texas Science, Grade 4 Teacher Edition

ISBN: 9781265518486

Current Page Number(s): 28C

Location: Make a Claim: Item 13

Original Text: I claim that matter can be classified as a solid, liquid, or gas. It can also be classified as hot or cold.

Updated Text: I claim that matter can be classified and described as a solid, liquid, or gas. It can also be classified and described as hot or cold.

Component: McGraw Hill Texas Science, Grade 4 Teacher Edition

ISBN: 9781265518486

Current Page Number(s): 40B

Location: 1st column: Guided Inquiry

Original Text: Ask: How can you classify matter based on its mass?

Updated Text: Ask: How can you classify different objects?

Component: McGraw Hill Texas Science, Grade 4 Teacher Edition

ISBN: 9781265518486

Current Page Number(s): 40B

Location: 1st column: Guided Inquiry: Example

Original Text: mass

Updated Text: masses

Component: McGraw Hill Texas Science, Grade 4 Teacher Edition

ISBN: 9781265518486

Current Page Number(s): 40B

Location: ASSESS: CER: sample claim

Original Text: I claim that matter can be classified by the mass, measured, and placed into different groups such as heavy and light.

Updated Text: I claim that matter can be classified and described by measuring its mass and placing it into groups such as heavy and light.

Component: McGraw Hill Texas Science, Grade 4 Teacher Edition

ISBN: 9781265518486

Current Page Number(s): 40B

Location: Interactive Word Wall

Original Text: When did you use tools to classify?

Updated Text: When did you use tools to measure?

Component: McGraw Hill Texas Science, Grade 4 Teacher Edition

ISBN: 9781265518486

Current Page Number(s): 40B

Location: EB/EL Leveled Support: Intermediate

Original Text: Delete:

Part 2: First, we will _____. Then, we will _____. Next, we will _____. Finally, we will _____.

Updated Text: N/A

Component: McGraw Hill Texas Science, Grade 4 Teacher Edition

ISBN: 9781265518486

Current Page Number(s): 40B

Location: EB/EL Leveled Support: Intermediate

Original Text: Finally, we will _____.

Updated Text: Finally, we will _____.

Component: McGraw Hill Texas Science, Grade 4 Teacher Edition

ISBN: 9781265518486

Current Page Number(s): 40B

Location: EB/EL Leveled Support: Advanced

Original Text: One student describes the steps in Part 1, and the other student describes the steps in Part 2.

Updated Text: One student describes Steps 1-3, and the other student describes Steps 4-5.

Component: McGraw Hill Texas Science, Grade 4 Teacher Edition

ISBN: 9781265518486

Current Page Number(s): 40C

Location: Conduct an Investigation

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 1156 of 3538

Original Text: Steps 1-5

Updated Text: Steps 1, 3, 5

Component: McGraw Hill Texas Science, Grade 4 Teacher Edition

ISBN: 9781265518486

Current Page Number(s): 40C

Location: Communicate Information: Item 7

Original Text: of the objects

Updated Text: of each object

Component: McGraw Hill Texas Science, Grade 4 Teacher Edition

ISBN: 9781265518486

Current Page Number(s): 40C

Location: Communicate Information: Item 9

Original Text: Sample answer: I can describe the mass of objects by holding them in my hands to describe them as heavy or light.

Updated Text: Sample answer: I can describe the mass of an object by holding it in my hands to describe it as heavy or light.

Component: McGraw Hill Texas Science, Grade 4 Teacher Edition

ISBN: 9781265518486

Current Page Number(s): 40C

Location: Communicate Information: Item 10

Original Text: predicted

Updated Text: measured and found

Component: McGraw Hill Texas Science, Grade 4 Teacher Edition

ISBN: 9781265518486

Current Page Number(s): 40C

Location: Make a Claim Item 11

Original Text: I claim that matter can be classified by its mass, measured, and placed into different groups such as heavy and light.

Updated Text: I claim that matter can be classified and described by measuring its mass and placing it into groups such as heavy and light.

Component: McGraw Hill Texas Science, Grade 4 Teacher Edition

ISBN: 9781265518486

Current Page Number(s): 50C

Location: Conduct an Investigation

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 1157 of 3538

Original Text: 3-10

Updated Text: 3, 5, 7-10

Component: McGraw Hill Texas Science, Grade 4 Teacher Edition

ISBN: 9781265518486

Current Page Number(s): 50C

Location: Conduct an Investigation: Table

Original Text: N/A

Updated Text: Add two rows to bottom of table.

1st added row: eraser float sink

2nd added row: pencil sharpener sink sink

Component: McGraw Hill Texas Science, Grade 4 Teacher Edition

ISBN: 9781265518486

Current Page Number(s): 50C

Location: Make a Claim: Item 14

Original Text: I claim that matter can be classified by whether it can sink or float.

Updated Text: I claim that matter can be classified and described by whether it can sink or float.

Component: McGraw Hill Texas Science, Grade 4 Teacher Edition

ISBN: 9781265518486

Current Page Number(s): 55

Location: Digital Spotlight, Assessment

Original Text: Assessment

Updated Text: Lesson Review

Component: McGraw Hill Texas Science, Grade 4 Teacher Edition

ISBN: 9781265518486

Current Page Number(s): 62

Location: Interactive Word Wall section, 1st two sentences

Original Text: [THEME] Patterns Continue to add words, realia, and drawings to the wall as students make more connections.

Use sentence stems and frames to help students identify and use patterns to explain what types of matter are magnetic:

Updated Text: Continue to add words, realia, and drawings to the wall as students make more connections.

[THEME] Patterns Use sentence stems and frames to help students identify and use patterns to explain what types of matter are magnetic:

Component: McGraw Hill Texas Science, Grade 4 Teacher Edition

ISBN: 9781265518486

Current Page Number(s): 62

Location: Bottom of page, below Differentiation Tip

Original Text: N/A

Updated Text: Take Note! Encourage students to include illustrations in their notes. Some examples are compasses, audio speakers, electric motors, jewelry, cabinet latch, and money clips.

Component: McGraw Hill Texas Science, Grade 4 Teacher Edition

ISBN: 9781265518486

Current Page Number(s): 74A

Location: Red heading on the page

Original Text: Structured Inquiry

Updated Text: Guided Inquiry

Component: McGraw Hill Texas Science, Grade 4 Teacher Edition

ISBN: 9781265518486

Current Page Number(s): 74A

Location: Note:

Original Text: NOTE: Download the student page for structured inquiry.

Updated Text: NOTE: Download the student page for guided inquiry.

Component: McGraw Hill Texas Science, Grade 4 Teacher Edition

ISBN: 9781265518486

Current Page Number(s): 74A

Location: second column

Original Text: Identify/Brainstorm

Updated Text: Identify a Problem/Brainstorm a Solution

Component: McGraw Hill Texas Science, Grade 4 Teacher Edition

ISBN: 9781265518486

Current Page Number(s): 74A

Location: second column

Original Text: Plan/Develop

Updated Text: Make a Plan/Develop the Design

Component: McGraw Hill Texas Science, Grade 4 Teacher Edition

ISBN: 9781265518486

Current Page Number(s): 74A

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 1159 of 3538

Location: second column

Original Text: Test/Improve

Updated Text: Test and Improve the Design

Component: McGraw Hill Texas Science, Grade 4 Teacher Edition

ISBN: 9781265518486

Current Page Number(s): 74B

Location: left column. Guided and Open Options

Original Text: Guided and Open Options

For guided and open inquiry, students are expected to develop materials lists, write procedure steps, and determine how they will share their results. Revisions are likely during their investigation.

Updated Text: Structured and Open Options

For structured inquiry, students are given a procedure. For open inquiry, students are expected to develop materials lists, write procedure steps, and determine how they will share their results. Revisions are likely during their investigation.

Component: McGraw Hill Texas Science, Grade 4 Teacher Edition

ISBN: 9781265518486

Current Page Number(s): 74B

Location: left column, Guided Inquiry

Original Text: Guided Inquiry

Provide the explorable question. Ask: How can you separate matter that has been mixed together?

Example Students might use additional tools to help separate the mixture such as cheese cloth and water to dissolve the salt. They might use a heat lamp to help evaporate the water. Investigations must answer the explorable question.

Updated Text: Structured Inquiry

Provide step-by-step instructions to help students investigate the explorable question.

Ask: How can you separate matter that is mixed together?

Step 1. Observe the mixture in the bowl and think about the physical properties of each individual substance. Step 2. Determine what tools to use to separate the mixture into individual parts. Step 3. Use tools to begin separating the mixture until all substances are separated. Step 4. Observe other groups and think about how you can improve on your design.

Component: McGraw Hill Texas Science, Grade 4 Teacher Edition

ISBN: 9781265518486

Current Page Number(s): 74B

Location: Open Inquiry

Original Text: Students write their own explorable question.

Ask: What questions did you have when you observed the photo of beach?

Plan the Investigation Make sure students choose a testable question. Ask: Can your question be investigated through research, observation, modeling, and/or experimentation?

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 1160 of 3538

Updated Text: Students identify their own problem. Ask: What problem could you solve using the Engineering Design Process?

Plan the Investigation

Make sure students choose an engineering design problem they can solve using the resources available.

Component: McGraw Hill Texas Science, Grade 4 Teacher Edition

ISBN: 9781265518486

Current Page Number(s): 74C

Location: first column: below Brainstorm a Solution

Original Text: N/A

Updated Text: Insert:

Make a Plan

Answers will vary.

Component: McGraw Hill Texas Science, Grade 4 Teacher Edition

ISBN: 9781265518486

Current Page Number(s): 74C

Location: second column: Above Test the Design

Original Text: N/A

Updated Text: Insert:

Improve the Design

Answers will vary.

Component: McGraw Hill Texas Science, Grade 4 Teacher Edition

ISBN: 9781265518486

Current Page Number(s): 74C

Location: Test the Design, Step 8

Original Text: Table is in black font, no first column heading

Updated Text: Change table to anno pink font. Add first column heading: Design

Component: McGraw Hill Texas Science, Grade 4 Teacher Edition

ISBN: 9781265518486

Current Page Number(s): 86A

Location: first column: Structured Inquiry

Original Text: Delete safety googles icon

Updated Text: N/A

Component: McGraw Hill Texas Science, Grade 4 Teacher Edition

ISBN: 9781265518486

Current Page Number(s): 105B

Location: Chapter Overview, chapter question

Original Text: barber shop

Updated Text: barbershop

Component: McGraw Hill Texas Science, Grade 4 Teacher Edition

ISBN: 9781265518486

Current Page Number(s): 116

Location: Light blue bar under lesson title

Original Text: EVALUATE Day 5

Updated Text: ELABORATE Day 4

Component: McGraw Hill Texas Science, Grade 4 Teacher Edition

ISBN: 9781265518486

Current Page Number(s): 122A

Location: Red heading on the top of the page

Original Text: Structured Inquiry

Updated Text: Guided Inquiry

Component: McGraw Hill Texas Science, Grade 4 Teacher Edition

ISBN: 9781265518486

Current Page Number(s): 122A

Location: Note:

Original Text: NOTE: Download the student page for structured inquiry. Be sure students handle the mini light bulb with caution to avoid crushing it.

You may wish to place sets of materials in plastic bags for students. Do not use rechargeable cells for this activity as they develop more current than a regular cell and may become warm. Wires should be insulated. Use the wire strippers to trim about $\frac{1}{4}$ inch of insulation off both ends of the wire.

Updated Text: NOTE: Download the student page for guided inquiry. Be sure students handle the mini light bulb with caution to avoid crushing it. You may wish to place sets of materials in plastic bags for students. Do not use rechargeable cells for this activity as they develop more current than a regular cell and may become warm. Wires should be insulated. Use the wire strippers to trim about $\frac{1}{4}$ inch of insulation off both ends of each piece of wire.

Component: McGraw Hill Texas Science, Grade 4 Teacher Edition

ISBN: 9781265518486

Current Page Number(s): 122A

Location: Identify a Problem/Brainstorm a Solution heading

Original Text: Identify/Brainstorm

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 1162 of 3538

Updated Text: Identify a Problem/Brainstorm a Solution

Component: McGraw Hill Texas Science, Grade 4 Teacher Edition

ISBN: 9781265518486

Current Page Number(s): 122A

Location: Make a Plan/Develop the Design heading

Original Text: Plan/Develop

Updated Text: Make a Plan/Develop the Design

Component: McGraw Hill Texas Science, Grade 4 Teacher Edition

ISBN: 9781265518486

Current Page Number(s): 122A

Location: Test and Improve the Design heading

Original Text: Test/Improve

Observe students as they work. Encourage discussion with partners about their observations.

Updated Text: Test and Improve the Design

Observe students as they work. Encourage discussion with group members about their observations.

Component: McGraw Hill Texas Science, Grade 4 Teacher Edition

ISBN: 9781265518486

Current Page Number(s): 122B

Location: Guided and Open Options heading

Original Text: Guided and Open Options

For guided and open inquiry, students are expected to develop materials lists, write procedure steps, and determine how they will share their results. Revisions are likely during their investigation.

Updated Text: Structured and Open Options

For structured inquiry, students are given a procedure. For open inquiry, students are expected to develop materials lists, write procedure steps, and determine how they will share their results. Revisions are likely during their investigation.

Component: McGraw Hill Texas Science, Grade 4 Teacher Edition

ISBN: 9781265518486

Current Page Number(s): 122B

Location: Guided Inquiry heading

Original Text: Guided Inquiry

Provide the explorable question: Ask: How can you arrange the materials to make the light bulb light? Example Students might experiment with using other materials in the circuit. Investigations must answer the explorable question.

Updated Text: Structured Inquiry

Provide step-by-step instructions to help students investigate the explorable question. Ask: How can you arrange the materials to make the light bulb light?

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 1163 of 3538

Example Step 1. Observe the materials and sketch four possible arrangements you would like to use to make a light bulb light. Step 2. Build one of the circuits you designed. Step 3. Test your circuit to see if it works. Step 4. Exploring other arrangements to see which ones work. Step 5. Observe other groups and try to identify patterns that are successful in making the light bulb light.

Component: McGraw Hill Texas Science, Grade 4 Teacher Edition

ISBN: 9781265518486

Current Page Number(s): 122B

Location: Open Inquiry heading

Original Text: Open Inquiry

Students write their own explorable question.

Ask: What questions did you have when you observed the photo of car dashboard controls?

Plan the Investigation Make sure students choose a testable question. Ask: Can your question be investigated through research, observation, modeling, and/or experimentation?

Updated Text: Open Inquiry

Students identify their own problem. Ask: What problem could you solve using the Engineering Design Process?

Plan the Investigation

Make sure students choose a problem they can solve using the resources available.

Component: McGraw Hill Texas Science, Grade 4 Teacher Edition

ISBN: 9781265518486

Current Page Number(s): 122B

Location: EB/EL heading, first sentence

Original Text: Support students with following the directions for the Science Investigation.

Updated Text: Support students with following the directions for the investigation.

Component: McGraw Hill Texas Science, Grade 4 Teacher Edition

ISBN: 9781265518486

Current Page Number(s): 140

Location: Item 6, first sentence

Original Text: 6. Have students

Updated Text: 6. Dual Coded Have students

Component: McGraw Hill Texas Science, Grade 4 Teacher Edition

ISBN: 9781265518486

Current Page Number(s): 140

Location: Item 6, first sentence

Original Text: chapter opener

Updated Text: Chapter Launch

Component: McGraw Hill Texas Science, Grade 4 Teacher Edition

ISBN: 9781265518486

Current Page Number(s): 140

Location: Item 6, second sentence

Original Text: Students identify electrical, sound, and light energy in the photo

Updated Text: Students identify electrical, thermal, sound, and light energy in the photo

Component: McGraw Hill Texas Science, Grade 4 Teacher Edition

ISBN: 9781265518486

Current Page Number(s): 149

Location: ASESS: Claim, Evidence, Reasoning, sample answer

Original Text: Sample answer: friction is a force that acts in a pattern on motion. Different surfaces and masses of objects create more or less friction.

Updated Text: friction is a force that acts in a pattern on motion. Different surfaces and masses of objects create more or less friction. In the text, the mass of a wooden block affected the amount of friction it had on the floor. Rougher surfaces have more friction than smoother surfaces.

Component: McGraw Hill Texas Science, Grade 4 Teacher Edition

ISBN: 9781265518486

Current Page Number(s): 159

Location: ASESS: Claim, Evidence, Reasoning, sample answer

Original Text: Sample answer: magnetic force always follows the same patterns. Opposite poles attract and like poles repel. Magnetic fields get weaker with distance.

Updated Text: Sample answer: magnetic force always follows the same patterns. Opposite poles attract and like poles repel. Magnetic fields get weaker or stronger depending on the distance. At a distance of 60 cm, the magnet does not pull the paper clip, but at 10 cm, the paper clip jumps up to the magnet.

Component: McGraw Hill Texas Science, Grade 4 Teacher Edition

ISBN: 9781265518486

Current Page Number(s): 185

Location: ASESS: Claim, Evidence, Reasoning

Original Text: water, wind, and ice cause weathering. They each have different ways of breaking down rocks into smaller pieces.

Updated Text: water, wind, and ice cause weathering and changes the Earth's surface. Each has different ways of breaking down rocks into smaller pieces. During the investigation, blowing wind wore the sand mound, scraping ice wore the sand mound, and water poured made divots in the sand.

Component: McGraw Hill Texas Science, Grade 4 Teacher Edition

ISBN: 9781265518486

Current Page Number(s): 214A

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Location: Hands-On Investigations, to the right of the handwashing icon near Structured Inquiry

Original Text: N/A

Updated Text: [safety glove icon]

Component: McGraw Hill Texas Science, Grade 4 Teacher Edition

ISBN: 9781265518486

Current Page Number(s): 214A

Location: HOI: Summary

Original Text: Students observe how some natural resources break down faster than others in order to explain the importance of proper disposal and recycling.

Updated Text: For Station 1, students observe and explain the importance of proper disposal and recycling. For Station 2, students explore the critical role of natural resources.

Component: McGraw Hill Texas Science, Grade 4 Teacher Edition

ISBN: 9781265518486

Current Page Number(s): 214A

Location: HOI: Expected Outcome

Original Text: Answers will vary depending on materials used. Typically, students will observe that natural materials decompose more quickly than synthetic materials such as plastic. They should observe that turning the water off while washing their hands conserves water.

Updated Text: Answers will vary depending on materials used. For Station 1, students will typically observe that natural materials decompose more quickly than synthetic materials such as plastic. For Station 2, students explain how energy resources have impacted modern life.

Component: McGraw Hill Texas Science, Grade 4 Teacher Edition

ISBN: 9781265518486

Current Page Number(s): 214A

Location: HOI: Materials: Station 2

Original Text: • glue stick

Updated Text: N/A

Component: McGraw Hill Texas Science, Grade 4 Teacher Edition

ISBN: 9781265518486

Current Page Number(s): 214A

Location: Conduct an Investigation: Step 6

Original Text: Have students place their boxes in a place it will not be disturbed for the duration of the week. Check to be sure that the lid is tightly sealed.

Updated Text: Have students place their cups in a place where it will not be disturbed for the duration of the week. Check to be sure that each lid is tightly sealed.

Component: McGraw Hill Texas Science, Grade 4 Teacher Edition

ISBN: 9781265518486

Current Page Number(s): 214A

Location: Conduct an Investigation: Step 8

Original Text: Step 8

Updated Text: Step 9

Component: McGraw Hill Texas Science, Grade 4 Teacher Edition

ISBN: 9781265518486

Current Page Number(s): 224A

Location: first column: Materials

Original Text: measuring cup

Updated Text: measuring cup (teacher use only)

Component: McGraw Hill Texas Science, Grade 4 Teacher Edition

ISBN: 9781265518486

Current Page Number(s): 224A

Location: first column: below materials: Note: last sentence

Original Text: N/A

Updated Text: Use the measuring cup to measure out 100 mL of water into a cup for each group.

Component: McGraw Hill Texas Science, Grade 4 Teacher Edition

ISBN: 9781265518486

Current Page Number(s): 224A

Location: second column: Math Replay Video

Original Text: Measure Liquid Volume

Updated Text: Use Tools to Measure Liquid Volume

Component: McGraw Hill Texas Science, Grade 4 Teacher Edition

ISBN: 9781265518486

Current Page Number(s): 274A

Location: HOI: Expected Outcome

Original Text: grows

Updated Text: get larger

Component: McGraw Hill Texas Science, Grade 4 Teacher Edition

ISBN: 9781265518486

Current Page Number(s): 274A

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 1167 of 3538

Location: HOI: Conduct an Investigation: Step 2

Original Text: students holding flashlight

Updated Text: lamp

Component: McGraw Hill Texas Science, Grade 4 Teacher Edition

ISBN: 9781265518486

Current Page Number(s): 274A

Location: HOI: Conduct an Investigation: Step 3

Original Text: Step 3

Updated Text: Step 6

Component: McGraw Hill Texas Science, Grade 4 Teacher Edition

ISBN: 9781265518486

Current Page Number(s): 274A

Location: HOI: Conduct an Investigation

Original Text: Steps 4-5

Updated Text: Step 9

Component: McGraw Hill Texas Science, Grade 4 Teacher Edition

ISBN: 9781265518486

Current Page Number(s): 274A

Location: HOI: Communicate Information

Original Text: Moon phase calendar

Updated Text: Moon-phase calendar

Component: McGraw Hill Texas Science, Grade 4 Teacher Edition

ISBN: 9781265518486

Current Page Number(s): 274D

Location: Communicate Information: Item 12

Original Text: The Moon grows then shrinks in a continuous cycle.

Updated Text: The Moon appears to grow and shrink in a continuous cycle.

Component: McGraw Hill Texas Science, Grade 4 Teacher Edition

ISBN: 9781265518486

Current Page Number(s): 274D

Location: Communicate Information: Item 13

Original Text: N/A

Updated Text: The Moon will follow the sequence and it will appear to grow again.

Component: McGraw Hill Texas Science, Grade 4 Teacher Edition

ISBN: 9781265518486

Current Page Number(s): 274D

Location: Communicate Information: Item 14

Original Text: The Moon

Updated Text: The model showed that the Moon

Component: McGraw Hill Texas Science, Grade 4 Teacher Edition

ISBN: 9781265518486

Current Page Number(s): 274D

Location: Item 15

Original Text: I claim that the appearance of the Moon changes over a month as it completes its orbit around Earth. The cycle begins with a Moon that is not visible, then moves to a Moon that appears larger each night until it is full. The Moon then appears smaller each night until it is not visible again.

Updated Text: I claim that the appearance of the Moon changes over a month as it completes its orbit around Earth.

Component: McGraw Hill Texas Science, Grade 4 Teacher Edition

ISBN: 9781265518486

Current Page Number(s): 290C

Location: Conduct an Investigation: Table: 3rd column

Original Text: tissue paper

Updated Text: paper towel

Component: McGraw Hill Texas Science, Grade 4 Teacher Edition

ISBN: 9781265518486

Current Page Number(s): 290C

Location: Conduct an Investigation

Original Text: 3

Updated Text: 3, 7.

Component: McGraw Hill Texas Science, Grade 4 Teacher Edition

ISBN: 9781265518486

Current Page Number(s): 290C

Location: Conduct an Investigation: Table

Original Text: answer in second column

Updated Text: answer in third column

Component: McGraw Hill Texas Science, Grade 4 Teacher Edition

ISBN: 9781265518486

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 1169 of 3538

Current Page Number(s): 290C

Location: Conduct an Investigation: Table: 2nd column2nd row: 3rd row: 4th row:

Original Text: N/A

Updated Text: damp

Component: McGraw Hill Texas Science, Grade 4 Teacher Edition

ISBN: 9781265518486

Current Page Number(s): 290D

Location: Communicate Information: Item 10: Sample answer

Original Text: Cotton is different from leaves because it is manmade while leaves are found in nature

Updated Text: Cotton fabric is different than a real leaf. They are not made of the same material. Using cotton fabric to model a leaf was challenging because a real leaf may have held the water longer, even if it was unwrapped in wax paper or a paper towel.

Component: McGraw Hill Texas Science, Grade 4 Teacher Edition

ISBN: 9781265518486

Current Page Number(s): 290D

Location: Communicate Information: Item 11

Original Text: Answers will vary.

Updated Text: Sample answer: Yes, the leaves help the plant take in and keep water in allowing the plant to live and grow.

Component: McGraw Hill Texas Science, Grade 4 Teacher Edition

ISBN: 9781265518486

Current Page Number(s): 316A

Location: Top tab

Original Text: 35 min

Updated Text: 25 min

Component: McGraw Hill Texas Science, Grade 4 Teacher Edition

ISBN: 9781265518486

Current Page Number(s): 316A

Location: Expected Outcomes

Original Text: students'

Updated Text: N/A

Component: McGraw Hill Texas Science, Grade 4 Teacher Edition

ISBN: 9781265518486

Current Page Number(s): 316A

Location: Teacher Note

Original Text: Prepare 4 seed-starting cups per group 7–10 days prior to the activity.

Updated Text: Prepare 4 seed-starting cups 7–10 days prior to the activity.

Component: McGraw Hill Texas Science, Grade 4 Teacher Edition

ISBN: 9781265518486

Current Page Number(s): 316A

Location: Materials

Original Text: • 4 cups; 9 oz with lids

Updated Text: • 4 cups; 9 oz

Component: McGraw Hill Texas Science, Grade 4 Teacher Edition

ISBN: 9781265518486

Current Page Number(s): 316A

Location: Materials: Below "• 4 cups; 9 oz"

Original Text: N/A

Updated Text: • 1 plastic lid

Component: McGraw Hill Texas Science, Grade 4 Teacher Edition

ISBN: 9781265518486

Current Page Number(s): 316A

Location: Materials: next to "measuring cup"

Original Text: N/A

Updated Text: (teacher use only)

Component: McGraw Hill Texas Science, Grade 4 Teacher Edition

ISBN: 9781265518486

Current Page Number(s): 316A

Location: NOTE and Teacher Tips

Original Text: NOTE: Download the student page for structured inquiry. Plant seeds about two weeks before the activity.
Teacher Tips

Claim, Evidence, Reasoning Download the Claim, Evidence, Reasoning Routine. Sprout the seeds prior to the activity (see Teacher Note). Cut a small notch on the lip of each opaque plastic cup to allow air to flow

Updated Text: NOTE: Download the student page for structured inquiry. Plant seeds about two weeks before the activity. Sprout the seeds prior to the activity (see Teacher Note). Cut a small notch on the lip of each opaque plastic cup to allow air to flow.

Teacher Tips

Claim, Evidence, Reasoning Download the Claim, Evidence, Reasoning Routine.

Component: McGraw Hill Texas Science, Grade 4 Teacher Edition

ISBN: 9781265518486

Current Page Number(s): 316A

Location: HOI: Conduct an Investigation: Step 5

Original Text: It is important to remove as much air as possible from the resealable plastic bag. Ensure that the bags are completely sealed. Instruct students not to open the bags, if possible. If water collects in the bag, try to get the water back into the cup without opening the bag.

Updated Text: It is important to remove as much air as possible from the cup when placing the lid. Ensure that the cup is completely sealed. Instruct students not to open the cup, if possible.

Component: McGraw Hill Texas Science, Grade 4 Teacher Edition

ISBN: 9781265518486

Current Page Number(s): 316A

Location: HOI: Conduct an Investigation

Original Text: • Step 6 You may wish to print the photos and have students add them to the data table. Alternatively, students could create a presentation using the photos they have taken.

TEKS 4.1D, 4.1E

Updated Text: N/A

Component: McGraw Hill Texas Science, Grade 4 Teacher Edition

ISBN: 9781265518486

Current Page Number(s): 316A

Location: Communicate Information: anno

Original Text: Sample answer:

Updated Text: N/A

Component: McGraw Hill Texas Science, Grade 4 Teacher Edition

ISBN: 9781265518486

Current Page Number(s): 316C

Location: Conduct an Investigation

Original Text: 8

Updated Text: 6, 8.

Component: McGraw Hill Texas Science, Grade 4 Teacher Edition

ISBN: 9781265518486

Current Page Number(s): 316C

Location: Conduct an Investigation

Original Text: N/A

Updated Text: Add two more rows to the bottom of the data table

Component: McGraw Hill Texas Science, Grade 4 Teacher Edition

ISBN: 9781265518486

Current Page Number(s): 316C

Location: Conduct an Investigation: third row:[2nd column] [3rd column] [4th column] [5th column]

Original Text: [2nd column] N/A

[3rd column] N/A

[4th column] N/A

[5th column] N/A

Updated Text: [2nd column] healthy sprouts

[3rd column] sprouts begin to wilt

[4th column] sprouts begin to droop

[5th column] sprouts begin to turn brown

Component: McGraw Hill Texas Science, Grade 4 Teacher Edition

ISBN: 9781265518486

Current Page Number(s): 336A

Location: Below Materials: After Note

Original Text: [Online Icon]

Updated Text: N/A

Component: McGraw Hill Texas Science, Grade 4 Teacher Edition

ISBN: 9781265518486

Current Page Number(s): 336A

Location: Caption under video image

Original Text: Preview step-by-step support in the Anytime Investigation video, Around the Big Bend.

Updated Text: To see the different steps students may use when conducting research, preview the Anytime Investigation Video, Research Support.

Component: McGraw Hill Texas Science, Grade 4 Teacher Edition

ISBN: 9781265518486

Current Page Number(s): 336A

Location: Top tab

Original Text: 35 min

Updated Text: 25 min

Component: McGraw Hill Texas Science, Grade 4 Teacher Edition

ISBN: 9781265518486

Current Page Number(s): 336A

Location: Purpose

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 1173 of 3538

Original Text: they lived

Updated Text: the dinosaurs lived

Component: McGraw Hill Texas Science, Grade 4 Teacher Edition

ISBN: 9781265518486

Current Page Number(s): 336A

Location: Short on time?

Original Text: Assign student groups one dinosaur to research.

Updated Text: Assign each student group a different dinosaur to research.

Component: McGraw Hill Texas Science, Grade 4 Teacher Edition

ISBN: 9781265518486

Current Page Number(s): 336A

Location: Make a Prediction blue question

Original Text: Ask: How can fossils teach us what Earth was like millions of years ago?

Updated Text: Ask: How can people learn about what Earth was like millions of years ago?

Component: McGraw Hill Texas Science, Grade 4 Teacher Edition

ISBN: 9781265518486

Current Page Number(s): 336A

Location: Conduct an Investigation

Original Text: • Step 2

Differentiation Tip Have students choose a way to present their research. Students may choose to make a poster, present a slide show, or any number of creative presentation ideas that allows them to communicate their findings.
Communicate Information

• Step 3 Encourage students to focus on structures that allow them to move around in their environment. Ask: What modern-day organisms do the fossils remind you of? In what type of environment do those organisms live?

Updated Text: • Step 3 Encourage students to focus on structures that allow them to move around in their environment.

Ask: What modern-day organisms do the fossils remind you of? In what type of environment do those organisms live?

Communicate Information

Differentiation Tip Have students choose a way to present their research. Students may choose to make a poster, present a slide show, or any number of creative presentation ideas that allows them to communicate their findings.

Publisher: Savvas Learning

Science, Grade 4

Program: Texas Experience Science Grade 4 (Print with digital): TEKS

Component: Grade 4 Teacher Guide

ISBN: 9781323223352

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 1174 of 3538

Current Page Number(s): Topic Overview

Location: minor column

Original Text: N/A

Updated Text: Topic Readiness Test and Remediation

Component: *Grade 4 Teacher Guide*

ISBN: 9781323223352

Current Page Number(s): Topic Overview

Location: Connect to Literacy Box

Original Text: Recommended Trade Books

Updated Text: Optional Trade Books

Component: *Grade 4 Teacher Guide*

ISBN: 9781323223352

Current Page Number(s): Topic Planner

Location: Assessment box

Component: *Grade 4 Teacher Guide*

ISBN: 9781323223352

Current Page Number(s): Topic Wrap-Up

Location: major column

Original Text: N/A

Component: *Grade 4 Teacher Guide*

ISBN: 9781323223352

Current Page Number(s): Topic Wrap-Up

Location: minor column

Original Text: N/A

Component: *Grade 4 Teacher Guide*

ISBN: 9781323223352

Current Page Number(s): 6

Location: Preview the Topic

Original Text: Preview the Topic

In this topic, students learn about matter. First, in Experience 1, students classify and describe objects by properties, such as whether they sink or float in water.

Next, in Experience 2, students compare and contrast the properties of solids, liquids, and gases. Finally, in Experience 3, students demonstrate that mass is conserved when substances are mixed.

PREVIEW ANCHORING PHENOMENON

Students watch and respond to a short Anchoring Phenomenon Video of a person shaping hot, molten glass. As students

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 1175 of 3538

progress through the Experiences, they will use sense-making activities to help them answer the Anchoring Phenomenon question, How did the glass get this shape?

Teacher Background

Watch the Teacher Background Video Matter to refresh your knowledge of topic content. Key concepts to support instruction of this topic:

- A mixture is a combination of two or more materials that are easy to identify and separate.
- A solution is a type of mixture in which one material is dissolved evenly into another material, and the materials are no longer easy to identify or separate.
- Conservation of matter means that when materials are combined, the amount of each material remains the same even if the state of matter changes.

Teacher Prep

In addition to the Teacher Background Video, there are Teacher Prep Videos to help you prepare for every Experience. These include a preview of the Experience as well as classroom management strategies to make every Science Experience a success!

Common Misconceptions

As students explore the content, be attentive to common misconceptions that may arise, and address as needed.

Common misconceptions are listed in bold type.

The subsequent text explains the misconceptions.

- **Melting** is the same as dissolving. Explain to students that melting occurs when matter changes from a solid to a liquid state as a result of heating, but dissolving occurs when one substance spreads out throughout another substance to form a solution.
- **Condensation** is water that has seeped through something. Explain that the water droplets they observe as condensation have come from water vapor in the air that has become liquid water because of a reduction in temperature.

Component: *Grade 4 Teacher Guide*

ISBN: 9781323223352

Current Page Number(s): 7

Location: minor column

Original Text: Home Connection

Describe Matter at Home As students learn about the properties of matter, encourage them to work with family members to identify examples of matter in and around their home and list them in their Science Notebooks. Ask students to describe the properties of each example and add information to their descriptions as they learn more about matter. Give students opportunities to share their observations with the class.

Updated Text: Home Connection Describe Matter at Home

As students learn about the properties of matter, encourage them to work with family members to identify examples of matter in and around their home and list them in their Science Notebooks. Ask students to describe the properties of each example and add information to their descriptions as they learn more about matter. Give students opportunities to share their observations with the class. Share the Topic School-to-Home letter with parents and caregivers to provide information that supports student learning. Use the Home Communication Guide for additional ideas to bring home learning into the classroom.

Component: *Grade 4 Teacher Guide*

ISBN: 9781323223352

Current Page Number(s): 12

Location: blue box

Original Text: Objective Students will describe physical properties of matter and classify and describe matter according to its temperature, mass, magnetism, and relative density (the ability to sink or float in water).

Updated Text: Objective Students will observe physical properties of matter and use patterns as they classify and describe matter according to its temperature, mass, magnetism, and relative density (the ability to sink or float in water).

Component: *Grade 4 Teacher Guide*

ISBN: 9781323223352

Current Page Number(s): 15

Location: Address Prior Knowledge

Original Text: Review the exit tickets collected from the Engage activity. Identify prior knowledge about the properties of matter.

Updated Text: Review the exit tickets collected from the Engage activity. If the exit tickets reveal gaps in understanding or misconceptions, use this scaffolding and guidance for just-in-time learning acceleration.

Component: *Grade 4 Teacher Guide*

ISBN: 9781323223352

Current Page Number(s): 16

Location: major column, starting at Guide Student Planning

Component: *Grade 4 Teacher Guide*

ISBN: 9781323223352

Current Page Number(s): 20

Location: blue box

Original Text: Objective

Students will classify and describe matter using observable physical properties, including temperature, mass, magnetism, relative density (the ability to sink or float in water), and physical state (solid, liquid, gas).

Updated Text: Objective

Students will construct graphic organizers to classify, describe and identify patterns of matter using observable physical properties, including temperature, mass, magnetism, relative density (the ability to sink or float in water), and physical state (solid, liquid, gas).

Component: *Grade 4 Teacher Guide*

ISBN: 9781323223352

Current Page Number(s): 23

Location: Address Prior Knowledge

Original Text: Review the exit tickets collected from the Engage activity. Identify prior knowledge about solids, liquids, and gases.

Updated Text: Review the exit tickets collected from the Engage activity. If the exit tickets reveal gaps in understanding or misconceptions, use this scaffolding and guidance for just-in-time learning acceleration.

Component: *Grade 4 Teacher Guide*

ISBN: 9781323223352

Current Page Number(s): 28

Location: blue box

Original Text: Objectives Students will explain what mixtures and solutions are. Students will investigate and compare three types of mixtures, including solutions that are composed of liquids in liquids and solids in liquids. Students will demonstrate that matter is conserved when mixtures are formed.

Updated Text: Objectives Students will investigate and compare three types of mixtures, including solutions that are composed of liquids in liquids and solids in liquids. Students will use tools to observe, measure, test, and analyze information to identify patterns and demonstrate that matter is conserved when mixtures are formed.

Component: *Grade 4 Teacher Guide*

ISBN: 9781323223352

Current Page Number(s): 31

Location: Address Prior Knowledge

Original Text: Review the exit tickets collected from the Engage activity. Identify prior knowledge about matter.

Updated Text: Review the exit tickets collected from the Engage activity. If the exit tickets reveal gaps in understanding or misconceptions, use this scaffolding and guidance for just-in-time learning acceleration.

Component: *Grade 4 Teacher Guide*

ISBN: 9781323223352

Current Page Number(s): 38

Location: Preview the Topic

Original Text: Preview the Topic

In this topic, students learn that forces are pushes or pulls that can make things move, change direction, or change shape. First, in Experience 1, students investigate forces that act on objects through direct contact. Then in Experience 2, they explore forces that act on an object at a distance.

PREVIEW ANCHORING PHENOMENON

Students watch and respond to the Anchoring Phenomenon Video of a skateboarder moving across different surfaces. As students progress through the Experiences, they will revisit the Anchoring Phenomenon question, What happens when skateboards roll across different surfaces?

Teacher Background

Watch the Teacher Background Video Force and Motion to refresh your knowledge of topic content. Key concepts to support instruction of the topic:

- Pushes, pulls, and friction are contact forces that change the position of an object through direct contact.
- Friction pushes against an object to slow it or change its direction.
- Gravity and magnetism are noncontact forces that can change the position of an object at a distance, without direct contact.
- Stronger forces have a greater effect on the motion of objects than weaker forces do.

Component: *Grade 4 Teacher Guide*

ISBN: 9781323223352

Current Page Number(s): 39

Location: minor column

Original Text: Home Connection

Contact Forces at Home Have students make a list of all contact forces that they observe at home. Students should record this information in their Science Notebooks. Provide students with opportunities to share their observations with the class.

Updated Text: Home Connection

Contact Forces at Home Have students make a list of all contact forces that they observe at home. Students should record this information in their Science Notebooks. Provide students with opportunities to share their observations with the class. Share the Topic School-to-Home letter with parents and caregivers to provide information that supports student learning. Use the Home Communication Guide for additional ideas to bring home learning into the classroom.

Component: *Grade 4 Teacher Guide*

ISBN: 9781323223352

Current Page Number(s): 44

Location: blue box

Original Text: Objective Students will plan and conduct an investigation to explore and demonstrate patterns caused by friction in contact with an object such as motion decreasing as friction increases.

Updated Text: Objective Students will use scientific practices to plan and conduct an investigation to explore and demonstrate patterns caused by friction in contact with an object, such as motion decreasing as friction increases. Students will analyze data by identifying any significant features, patterns, or sources of error.

Component: *Grade 4 Teacher Guide*

ISBN: 9781323223352

Current Page Number(s): 47

Location: Address Prior Knowledge

Original Text: Review the exit tickets collected from the Engage activity to see how much students understand about contact forces. Identify prior knowledge about contact forces.

Updated Text: Review the exit tickets collected from the Engage activity. If the exit tickets reveal gaps in understanding or misconceptions, use this scaffolding and guidance for just-in-time learning acceleration.

Component: *Grade 4 Teacher Guide*

ISBN: 9781323223352

Current Page Number(s): 52

Location: blue box

Original Text: Objective Students will plan and conduct an investigation to demonstrate the patterns of magnetism and gravity on objects.

Updated Text: Objective Students will plan and conduct an investigation to demonstrate the patterns of magnetism and gravity on objects. Students will use tools (including meter sticks) to observe, measure, test, and analyze their information. They will identify and investigate cause-and-effect relationships to develop explanations and propose solutions.

Component: *Grade 4 Teacher Guide*

ISBN: 9781323223352

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 1179 of 3538

Current Page Number(s): 55

Location: Address Prior Knowledge

Original Text: Review the exit tickets collected from the Engage activity to see how much students understand about noncontact forces. Identify prior knowledge about magnetism.

Updated Text: Review the exit tickets collected from the Engage activity. If the exit tickets reveal gaps in understanding or misconceptions, use this scaffolding and guidance for just-in-time learning acceleration.

Component: *Grade 4 Teacher Guide*

ISBN: 9781323223352

Current Page Number(s): 56

Location: major column, starting at Guide Student Planning

Original Text: GUIDE STUDENT PLANNING Explain to students that it is useful to record their observations with detailed descriptions and drawings. This will help them analyze their results and share them with other students. Ask:

- How does your drawing help you to construct your car?
- What variable can you change?
- What do you predict will happen?

GUIDED INQUIRY PROCEDURE To support students who are having difficulty preparing their materials for investigation, prepare the base for each model car that students will decorate, and then model these steps for student groups.

1. Insert a small dowel in both the front and back of a cardboard tube, halfway between the center point and bottom of the tube when lying horizontal.
2. Using the glue gun, attach a bottle cap to each end of the dowels.
3. Glue a magnet to the inside of the lower part of the front of the cardboard tube.
4. On the end of the large dowel, use the glue gun to attach a magnet so that the end of the dowel lies on the back of the magnet.

DIFFERENTIATED INSTRUCTION

Challenge For students ready for a challenge, have them apply their observations from the STEAM Station to real-world situations. Invite students to draw diagrams showing how magnets could be used to control the movement of a monorail or rollercoaster car.

Component: *Grade 4 Teacher Guide*

ISBN: 9781323223352

Current Page Number(s): 57

Location: Literacy Station

Original Text: Vocabulary Activity Cards, Literacy Station Activity

WHAT TO EXPECT Students will explore the Read About It Noncontact Forces and connect what they read about noncontact forces to their own experiences. They will also respond to questions and summarize the text. GUIDE STUDENT THINKING Tell students that active readers make connections to their own lives. Say As you read, ask yourself whether the text reminds you of something you have experienced before. Encourage students to use the vocabulary words magnetism and gravity in their discussions. Have students glue the Vocabulary Activity Cards into their Science Notebooks and write a connection to their lives or to the text under each card. As you circulate during stations, support students' exploration of text by asking guiding questions.

Updated Text: What are the effects of forces? STATION SETUP Literary Station Card, Read About It Noncontact Forces, Vocabulary Activity Cards, Literacy Station Activity WHAT TO EXPECT Students will explore the Read About It Noncontact Forces and connect what they read about noncontact forces to their own experiences. They will also respond to questions and summarize the text. GUIDE STUDENT THINKING Tell students that active readers make connections to their

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 1180 of 3538

own lives. Say As you read, ask yourself whether the text reminds you of something you have experienced before. Encourage students to use the vocabulary words magnetism and gravity in their discussions. Have students glue the Vocabulary Activity Cards into their Science Notebooks and write a connection to their lives or to the text under each card. As you circulate during stations, support students' exploration of text by asking guiding questions. If students need additional support, use this scaffolding and guidance for just-in-time learning acceleration.

Component: *Grade 4 Teacher Guide*

ISBN: 9781323223352

Current Page Number(s): Topic Overview

Location: Standards List

Component: *Grade 4 Teacher Guide*

ISBN: 9781323223352

Current Page Number(s): Topic Planner

Location: ELAR Row

Original Text: ELAR

Component: *Grade 4 Teacher Guide*

ISBN: 9781323223352

Current Page Number(s): Experience-At-A-Glance

Location: The TEKS box on the right page of the Experience at a Glance pages.

Original Text: TEKS

Component: *Grade 4 Teacher Guide*

ISBN: 9781323223352

Current Page Number(s): Throughout Topic and Experience pages

Location: Differentiated Instruction boxes

Component: *Grade 4 Teacher Guide*

ISBN: 9781323223352

Current Page Number(s): Throughout Experience pages

Location: Side column

Component: *Grade 4 Teacher Guide*

ISBN: 9781323223352

Current Page Number(s): N/A

Location: Side column of most pages, Topic Overview right page, Topic Planners, and Experience At-a-Glance

Original Text: Initial list of TEKS standards

Updated Text: Added appropriate TEKS standards to many places to include a more comprehensive list.

Component: *Grade 4 Teacher Guide*

ISBN: 9781323223352

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 1181 of 3538

Current Page Number(s): Topic Overview

Location: Topic Overview right page, Home Connections minor column box

Original Text: (only one paragraph)

Updated Text: (insert new paragraph) Share the Topic School-to-Home letter with parents and caregivers to provide information that supports student learning. Use the Home Communication Guide for additional ideas to bring home learning into the classroom.

Component: *Grade 4 Teacher Guide*

ISBN: 9781323223352

Current Page Number(s): 62

Location: Preview the Topic

Original Text: Preview the Topic

In this topic, students learn that energy is everywhere and can be observed in cycles, patterns, and systems. First, in Experience 1, students investigate the transfer of energy by moving objects, waves in water, and sound. Next, in Experience 2, students identify conductors and insulators of heat and electrical energy. Finally, in Experience 3, students demonstrate and identify that electrical energy can produce light and thermal energy and travels in a closed path.

PREVIEW ANCHORING PHENOMENON

Students watch and respond to a short Anchoring Phenomenon Video about a pinball machine and then explore different conductors and insulators to explain how energy transfers in a pinball machine. As students progress through the Experiences, they will answer the Anchoring Phenomenon question, How does energy move in pinball?

Teacher Background

Watch the Teacher Background Video Energy to refresh your knowledge of topic content. Key concepts to support instruction of this topic:

- Mechanical energy can be transferred from moving objects to other objects through collisions or waves.
- A conductor is a material through which electrical energy or thermal energy can move easily. An insulator is a material through which electrical energy or thermal energy cannot move easily.
- The transfer of electrical energy in a closed path, or circuit, from a source to a device can produce light energy and thermal energy.

Teacher Prep

In addition to the Teacher Background Video, there are Teacher Prep Videos to help you prepare for every Experience. These include a preview of the Experience as well as classroom management strategies to make every Science Experience a success!

Common Misconceptions

As students explore the content, be attentive to common misconceptions that may arise, and address as needed. Common misconceptions are listed in bold type. The subsequent text explains the misconceptions.

- **Sound can only travel through air.** Explain that sound waves actually travel faster through liquids and solids than through air because the particles in solids and liquids are closer together and can transmit the vibrations from sound waves more quickly.
- **Water cannot conduct electrical energy.** Explain that while pure, fresh water

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 1182 of 3538

does not conduct electrical energy, salt water and most tap water and bottled water contain minerals that act as conductors.

- Objects such as blankets are sources of heat. Guide students to understand that temperature is not a property of objects. For example, a blanket and a metal pan have the same temperature under the same conditions. A blanket can keep things warm because it is an insulator that reduces the flow of thermal energy.

Updated Text: Preview the Topic

In this topic, students learn that energy is everywhere and can be observed in cycles, patterns, and systems. First, in Experience 1, students investigate the transfer of energy by moving objects, waves in water, and sound. Next, in Experience 2, students identify conductors and insulators of heat and electrical energy. Finally, in Experience 3, students demonstrate and identify that electrical energy can produce light and thermal energy and travels in a closed path.

(new second paragraph in Preview the Topic here)As you progress through the topic, connect the activities back to Topic 2, Force and Motion. Students can apply what they learned about forces (TEKS 4.7) to what they learn in Topic 3 about investigating the transfer of energy (TEKS 4.8A).

PREVIEW ANCHORING PHENOMENON

Students watch and respond to a short Anchoring Phenomenon Video of a person shaping hot, molten glass. As students progress through the Experiences, they will use sense-making activities to help them answer the Anchoring Phenomenon question, How did the glass get this shape?

(head)Topic Readiness Test and Remediation

Students answer questions to show what they already know about Energy by completing a printed or online Topic Readiness Test. For students who have difficulty on the test, assign the corresponding remediation items on Realize.

Teacher Background

Watch the Teacher Background Video Energy to refresh your knowledge of topic content. Key concepts to support instruction of this topic:

- A conductor is a material through which electrical energy or thermal energy can move easily. An insulator is a material through which electrical energy or thermal energy cannot move easily.
- The transfer of electrical energy in a closed path, or circuit, from a source to a device can produce light energy and thermal energy.

Teacher Prep

In addition to the Teacher Background Video, there are Teacher Prep Videos to help you prepare for every Experience. These include a preview of the Experience as well as classroom management strategies to make every Science Experience a success!

Common Misconceptions

As students explore the content, be attentive to common misconceptions that may arise, and address as needed. Common misconceptions are listed in bold type. The subsequent text explains the misconceptions.

- **Sound can only travel through air.** Explain that sound waves actually travel faster through liquids and solids than through air because the particles in solids and liquids are closer together and can transmit the vibrations from sound waves more quickly.

Proclamation 2024: Report of Editorial Changes (11/08/2023)

- Water cannot conduct electrical energy. Explain that while pure, fresh water does not conduct electrical energy, salt water and most tap water and bottled water contain minerals that act as conductors.

Component: *Grade 4 Teacher Guide*

ISBN: 9781323223352

Current Page Number(s): 68

Location: blue box

Original Text: Objective

Students will investigate the transfer of energy by moving objects, waves in water, and sound.

Updated Text: Objective

Students will ask questions, investigate, and identify patterns to explain the transfer of energy by moving objects, waves in water, and sound.

Component: *Grade 4 Teacher Guide*

ISBN: 9781323223352

Current Page Number(s): 71

Location: Address Prior Knowledge

Original Text: Review the exit tickets collected from the Engage activity. Identify prior knowledge about the transfer of energy.

Updated Text: Review the exit tickets collected from the Engage activity. If the exit tickets reveal gaps in understanding or misconceptions, use this scaffolding and guidance for just-in-time learning acceleration.

Component: *Grade 4 Teacher Guide*

ISBN: 9781323223352

Current Page Number(s): 72

Location: major column, starting at Guide Student Planning

Original Text: GUIDE STUDENT PLANNING Ask students to compare the sizes of the medium rock, the pebble, and the marble. This will help them better analyze their results.

(1 Differentiated Instruction Notes)

Updated Text: GUIDE STUDENT PLANNING Ask students to compare the sizes of the medium rock, the pebble, and the marble. This will help them better analyze their results.

If students need additional support, use this scaffolding and guidance for just-in-time learning acceleration.

(new second Differentiated Instruction note)

SPECIAL NEEDS For students who have difficulty working in groups, pair them with another student who is patient, a good listener, and who is able to help explain procedures clearly.

Component: *Grade 4 Teacher Guide*

ISBN: 9781323223352

Current Page Number(s): 76

Location: blue box

Original Text: Objective
Students will identify
conductors and insulators
of thermal energy and
electrical energy.

Updated Text: Objective
Students will use tools to identify cause-and-effect relationships about conductors and insulators of thermal energy and electrical energy.

Component: *Grade 4 Teacher Guide*

ISBN: 9781323223352

Current Page Number(s): 79

Location: Address Prior Knowledge

Original Text: Review the exit tickets collected from the Engage activity. Identify prior knowledge about conductors and insulators.

Updated Text: Review the exit tickets collected from the Engage activity. If the exit tickets reveal gaps in understanding or misconceptions, use this scaffolding and guidance for just-in-time learning acceleration.

Component: *Grade 4 Teacher Guide*

ISBN: 9781323223352

Current Page Number(s): 80

Location: major column, starting at Guide Student Planning

Original Text: GUIDE STUDENT PLANNING Remind students that a variable is a factor that can change. Explain to students that they will be controlling some variables and observing changes in one variable.

(1 Differentiated Instruction Notes)

Updated Text: GUIDE STUDENT PLANNING Remind students that a variable is a factor that can change. Explain to students that they will be controlling some variables and observing changes in one variable. If students need additional support, use this scaffolding and guidance for just-in-time learning acceleration.

(new second Differentiated Instruction note)

SPECIAL NEEDS Visually impaired students might have difficulty using tools that can be hard to read, such as a stopwatch. Pair the student with a sighted student so that student can read the measurement to the visually impaired student.

Component: *Grade 4 Teacher Guide*

ISBN: 9781323223352

Current Page Number(s): 84

Location: blue box

Original Text: Objective
Students will demonstrate

and identify that electrical energy travels in a closed path and can produce light and thermal energy.

Updated Text: Objective

Students will develop and use models to demonstrate and identify that electrical energy travels in a closed path and can produce light and thermal energy.

Students will investigate how energy flows and matter cycles through systems and how matter is conserved.

Component: *Grade 4 Teacher Guide*

ISBN: 9781323223352

Current Page Number(s): 87

Location: Address Prior Knowledge

Original Text: Review the exit tickets collected from the Engage activity.

Updated Text: Review the exit tickets collected from the Engage activity. If the exit tickets reveal gaps in understanding or misconceptions, use this scaffolding and guidance for just-in-time learning acceleration.

Component: *Grade 4 Teacher Guide*

ISBN: 9781323223352

Current Page Number(s): 88

Location: major column, starting at Guide Student Planning

Original Text: GUIDE STUDENT PLANNING Ensure that students are familiar with the materials provided. Guide students to understand which materials are which, so they can follow the procedure accurately. Introduce them to a battery and ensure that they know that it has a positive and a negative connector. Ask:

- Which materials are you familiar with?
- Why is it necessary to complete all steps in the procedure?
- How will you know when you have created a circuit?
- What do you predict will happen to the light when your circuit is complete?

GUIDED INQUIRY PROCEDURE If students have difficulty building their model of a circuit, lay out the materials for them in the order in which they will be used.

Then model the steps.

1. Place the light bulb in the light bulb holder.
2. Place the battery in the battery holder.
3. Connect one wire to one side of the light bulb holder.
4. Connect the other wire to the other side of the light bulb holder.
5. Connect one wire from the light bulb holder to the positive connector of the battery holder and the other wire to the negative connector.

(1 Differentiated Instruction Notes)

Updated Text: GUIDE STUDENT PLANNING Ensure that students are familiar with the materials provided. Guide students to understand which materials are which, so they can follow the procedure accurately. Introduce them to a battery and ensure that they know that it has a positive and a negative connector. If students need additional support, use this scaffolding and guidance for just-in-time learning acceleration. Ask:

- Which materials are you familiar with?
- Why is it necessary to complete all steps in the procedure?
- How will you know when you have created a circuit?
- What do you predict will happen to the light when your circuit is complete?

GUIDED INQUIRY PROCEDURE If students have difficulty building their model of a circuit, lay out the materials for them in the order in which they will be used. Then model the steps.

1. Place the light bulb in the light bulb holder and the battery in the battery holder.
2. Connect one wire to one side and the other wire to the other side of the light bulb holder.
3. Connect one wire from the light bulb holder to the positive connector of the battery holder and the other wire to the negative connector.

(new second Differentiated Instruction note)

CHALLENGE For students who need an additional challenge, consider asking them to draw their own open and closed circuits. Have students draw the arrows to show the flow of energy through each circuit. Ask students to determine when energy stops flowing in the open circuit.

Component: *Grade 4 Teacher Guide*

ISBN: 9781323223352

Current Page Number(s): 94

Location: Preview the Topic

Original Text: Preview the Topic

In this topic, students learn about Earth's patterns. First, in Experience 1, they investigate the seasons, explore how the tilt of Earth's axis affects the seasons, and identify seasonal patterns such changes in temperature and the amount of daylight. Then, in Experience 2, students observe and analyze the phases of the moon to recognize patterns.

PREVIEW ANCHORING PHENOMENON

Students watch and respond to a short Anchoring Phenomenon Video showing phases of the moon. As students progress through the Experiences, they will use sense-making activities to help them answer the Anchoring Phenomenon question, How can you predict moon patterns?

Teacher Background

Watch the Teacher Background Video Earth and Space to refresh your knowledge of topic content. Key concepts to support instruction of this topic:

- A season is a time of year with a distinct pattern of temperature and daily sunlight.
- Earth's axis is an imaginary line from the North Pole to the South Pole through the center of Earth.
- The seasons show up differently in different parts of the world, but there are still seasonal distinctions. Places closest to the equator will experience a less drastic shift in seasons.
- Moon phases are how the moon appears to change shape based on how much of its lit surface we can observe from Earth.
- New moon, quarter moon, full moon, and third quarter moon are some wellknown moon phases.

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Teacher Prep

In addition to the Teacher Background Video, there are Teacher Prep Videos to help you prepare for every Experience. These include a preview of the Experience as well as classroom management strategies to make every Science Experience a success!

Common Misconceptions

As students explore the content, be attentive to common misconceptions that may arise and as needed. Common misconceptions are listed in bold type. The subsequent text explains the misconceptions.

- Seasons result from Earth's distance from the sun. Explain to students that the seasons change because of the angle of Earth's tilt on its axis. When the North Pole is tilted toward the sun, the Northern Hemisphere gets more direct sunlight than when the North Pole is tilted away from the sun.
- Earth revolves around the sun daily. Advise students that a complete revolution around the sun takes Earth one year with many days of light and nights of dark.

Updated Text: Preview the Topic

In this topic, students learn about Earth's patterns. First, in Experience 1, they investigate the seasons, explore how the tilt of Earth's axis affects the seasons, and identify seasonal patterns such changes in temperature and the amount of daylight. Then, in Experience 2, students observe and analyze the phases of the moon to recognize patterns.

(new second paragraph in Preview the Topic here)As you progress through the topic, connect the activities back to Topic 2, Forces and Motion. Students can apply what they learned about forces (TEKS 4.7) to what they learn in Topic 4 about identifying sequences and patterns in seasons (TEKS 4.9A).

PREVIEW ANCHORING PHENOMENON

Students watch and respond to a short Anchoring Phenomenon Video of a person shaping hot, molten glass. As students progress through the Experiences, they will use sense-making activities to help them answer the Anchoring Phenomenon question, How did the glass get this shape?

(head)Topic Readiness Test and Remediation

Students answer questions to show what they already know about Patterns on Earth by completing a printed or online Topic Readiness Test. For students who have difficulty on the test, assign the corresponding remediation items on Realize.

Teacher Background

Watch the Teacher Background Video Earth and Space to refresh your knowledge of topic content. Key concepts to support instruction of this topic:

- The seasons show up differently in different parts of the world, but there are still seasonal distinctions. Places closest to the equator will experience a less drastic shift in seasons.
- Moon phases are how the moon appears to change shape based on how much of its lit surface we can observe from Earth.

Teacher Prep

In addition to the Teacher Background Video, there are Teacher Prep Videos to help you prepare for every Experience. These include a preview of the Experience as well as classroom management strategies to make every Science Experience a

success!

Common Misconceptions

As students explore the content, be attentive to common misconceptions that may arise and as needed. Common misconceptions are listed in bold type. The subsequent text explains the misconceptions.

- Seasons result from Earth's distance from the sun. Explain to students that the seasons change because of the angle of Earth's tilt on its axis. When the North Pole is tilted toward the sun, the Northern Hemisphere gets more direct sunlight than when the North Pole is tilted away from the sun.
- Earth revolves around the sun daily. Advise students that a complete revolution around the sun takes Earth one year with many days of light and nights of dark.

Component: *Grade 4 Teacher Guide*

ISBN: 9781323223352

Current Page Number(s): 100

Location: blue box

Original Text: Objective

Students will collect and analyze data to identify sequences of change in seasons, predict patterns of change in seasons, and connect Earth's movement in space to seasons.

Updated Text: Objective

Students will collect and analyze data to identify and develop explanations about sequences of change in seasons, predict patterns of change in seasons, and connect Earth's movement in space to seasons.

Component: *Grade 4 Teacher Guide*

ISBN: 9781323223352

Current Page Number(s): 103

Location: Address Prior Knowledge

Original Text: Review the exit tickets collected from the Engage activity. Identify prior knowledge about seasons.

Updated Text: Review the exit tickets collected from the Engage activity. If the exit tickets reveal gaps in understanding or misconceptions, use this scaffolding and guidance for just-in-time learning acceleration.

Component: *Grade 4 Teacher Guide*

ISBN: 9781323223352

Current Page Number(s): 104

Location: major column, starting at Guide Student Planning

Original Text: GUIDE STUDENT PLANNING Remind students to follow the directions closely and to carefully record or draw their observations for each part of the activity

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 1189 of 3538

so they can form conclusions based on their observations. Encourage students to notice patterns in the way Earth’s tilt affects the amount of sunlight in each hemisphere.

(2 Differentiated Instruction Notes)

Updated Text: GUIDE STUDENT PLANNING Remind students to follow the directions closely and to carefully record or draw their observations for each part of the activity so they can form conclusions based on their observations. Encourage students to notice patterns in the way Earth’s tilt affects the amount of sunlight in each hemisphere.

If students need additional support, use this scaffolding and guidance for just-in-time learning acceleration.

(new third Differentiated Instruction note)

SPECIAL NEEDS SPECIAL NEEDS This activity is well suited for students who would benefit from tactile experiences. The students will be using a flashlight and a globe to model how Earth rotates around the sun.

Component: *Grade 4 Teacher Guide*

ISBN: 9781323223352

Current Page Number(s): 108

Location: blue box

Original Text: Objective
Students will collect and analyze data to identify sequences and predict patterns of change in moon phases. Students will connect patterns in the sun–Earth–moon system to moon phases.

Updated Text: Objective

Students will develop and use models to collect and analyze data to identify sequences and predict patterns of change in moon phases.

Students will connect patterns in the sun–Earth–moon system to moon phases.

Component: *Grade 4 Teacher Guide*

ISBN: 9781323223352

Current Page Number(s): 111

Location: Address Prior Knowledge

Original Text: Review the exit tickets collected from the Engage activity. Identify prior knowledge about moon phases.

Updated Text: Review the exit tickets collected from the Engage activity. If the exit tickets reveal gaps in understanding or misconceptions, use this scaffolding and guidance for just-in-time learning acceleration.

Component: *Grade 4 Teacher Guide*

ISBN: 9781323223352

Current Page Number(s): 112

Location: major column, starting at What to Expect

Original Text: WHAT TO EXPECT Students will collect data to draw the moon in different phases. They may observe the moon to identify the current phase. Students will then create a physical model to demonstrate the pattern of moon phases. They will analyze their data to look for patterns and to determine dates for upcoming moon phases.

GUIDE STUDENT PLANNING Explain to students that they will construct a model to help them better analyze the data they collect. Make sure that students understand what each part of the model represents.

Updated Text: WHAT TO EXPECT Students will collect data to draw the moon in different phases. They may observe the moon to identify the current phase. Students will make physical models to demonstrate moon phase patterns. They will analyze data to look for patterns and determine dates for upcoming moon phases.

GUIDE STUDENT PLANNING Explain to students that they will construct a model to help them better analyze the data they collect. Make sure that students understand what each part of the model represents. If students need additional support, use this scaffolding and guidance for just-in-time learning acceleration.

Component: *Grade 4 Student Activity Companion Volume 2*

ISBN: 9781428513853

Current Page Number(s): 39

Location: Hands-On Station Activity

Original Text: 2. Hold the wood dowel with the foam ball out in front of you with your back to the lamp.

3. Slowly walk counterclockwise around the lamp and notice how the light changes on your model.

Updated Text: 2. Hold the wood dowel with the foam ball out in front of you with your back to the lamp. Make sure the foam ball is a little above your head so that the light from the lamp is shining on the ball.

3. Slowly rotate counterclockwise in place and notice how the light changes on your model.

Component: *Grade 4 Teacher Guide*

ISBN: 9781323223352

Current Page Number(s): 118

Location: Preview the Topic

Original Text: Preview the Topic

In this topic, students learn about patterns on Earth. First, in Experience 1, they learn about Earth's water cycle and differentiate between weather and climate. Then, in Experience 2, they identify the processes of weathering, erosion, and deposition. Finally, in Experience 3, they explore renewable and nonrenewable natural resources.

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 1191 of 3538

PREVIEW ANCHORING PHENOMENON

Students watch and respond the Anchoring Phenomenon Video of a solarpowered device and differentiate between the parts that collect energy and the parts that use energy. As students progress through the Experiences, they will answer the Anchoring Phenomenon question, How can sunlight power devices?

Teacher Background

Watch the Teacher Background Video Patterns on Earth to refresh your knowledge of topic content. Key concepts to support instruction of this topic:

- Erosion is the process by which particles are broken away and removed by water, wind, or ice.
- Deposition is the laying down of eroded particles.
- The water cycle is the way that water moves around Earth in different forms.
- Renewable resources are natural resources that cannot be used up or that can be replaced.
- Nonrenewable resources are natural resources that can be used up or that cannot be easily replaced.

Updated Text: Preview the Topic

In this topic, students learn about patterns on Earth. First, in Experience 1, they learn about Earth's water cycle and differentiate between weather and climate. Then, in Experience 2, they identify the processes of weathering, erosion, and deposition. Finally, in Experience 3, they explore renewable and nonrenewable natural resources.

(new second paragraph in Preview the Topic here)As you progress through the topic, connect the activities back to Topic 3, Energy, and to Topic 1, Matter. Students can apply what they learned in Topic 1 about the physical states of matter (TEKS 4.6A) and what they learned in Topic 3 about the transfer of energy through waves (TEKS 4.8A) to what they are learning in Topic 5 about how erosion and weathering cause slow changes to Earth's surface (TEKS 4.10B).

PREVIEW ANCHORING PHENOMENON

Students watch and respond the Anchoring Phenomenon Video of a solarpowered device and differentiate between the parts that collect energy and the parts that use energy. As students progress through the Experiences, they will answer the Anchoring Phenomenon question, How can sunlight power devices?

(head)Topic Readiness Test and Remediation

Students answer questions to show what they already know about Patterns on Earth by completing a printed or online Topic Readiness Test. For students who have difficulty on the test, assign the corresponding remediation items on Realize.

Teacher Background

Watch the Teacher Background Video Patterns on Earth to refresh your knowledge of topic content. Key concepts to support instruction of this topic:

- Erosion is the process by which particles are broken away and removed by water, wind, or ice. Deposition is the laying down of eroded particles.
- The water cycle is the way that water moves around Earth in different forms.
- Renewable resources are natural resources that cannot be used up or that can be replaced.
- Nonrenewable resources are natural resources that can be used up or that

cannot be easily replaced.

Component: *Grade 4 Teacher Guide*

ISBN: 9781323223352

Current Page Number(s): 124

Location: blue box

Original Text: Objective

Students will describe and illustrate the continuous movement of water

above and on the surface of Earth through the

water cycle. Students will

explain the role of the

sun as a major source of energy in the water cycle.

Students will differentiate

Updated Text: Objective

Students will describe and illustrate the continuous movement of water above and on the surface of Earth through the water cycle, using a model to support their ideas.

Students will identify the patterns in the water cycle and explain the role of the sun as a major source of energy in the water cycle. Students will differentiate between weather and climate.

Component: *Grade 4 Teacher Guide*

ISBN: 9781323223352

Current Page Number(s): 127

Location: Address Prior Knowledge

Original Text: Review the exit tickets collected from the Engage activity. Identify prior knowledge about the water cycle and weather.

Updated Text: Review the exit tickets collected from the Engage activity. If the exit tickets reveal gaps in understanding or misconceptions, use this scaffolding and guidance for just-in-time learning acceleration.

Component: *Grade 4 Teacher Guide*

ISBN: 9781323223352

Current Page Number(s): 128

Location: major column, starting at Guide Student Planning

Original Text: GUIDE STUDENT PLANNING Remind students that it is important that they follow the procedure closely to achieve the desired results. Encourage students to use their Science Notebooks when making observations about their model. Have students communicate what they think will happen with their model.

(2 Differentiated Instruction Notes)

Updated Text: GUIDE STUDENT PLANNING Remind students that it is important that they follow the procedure closely to achieve the desired results. Encourage students to use their Science Notebooks when making observations about their model. Have students communicate what they think will happen with their model. If students need additional support, use this scaffolding and guidance for just-in-time learning acceleration.

(new second Differentiated Instruction note)

SPECIAL NEEDS For students who need assistance with organizing their observations, have them record their observations in a circular sequence graphic organizer.

Component: *Grade 4 Teacher Guide*

ISBN: 9781323223352

Current Page Number(s): 132

Location: blue box

Original Text: Objective
Students will identify the processes of weathering, erosion, and deposition, and define erosion and deposition. Students will model and describe slow changes to Earth's surface caused by weathering, erosion, and deposition from water, wind, and ice.

Updated Text: Objective
Students will define renewable and nonrenewable resources and identify their advantages and disadvantages.

Students will also explain the role of energy resources in modern life and the cause-and-effect relationships of conservation, disposal, and recycling on the environment.

Component: *Grade 4 Teacher Guide*

ISBN: 9781323223352

Current Page Number(s): 135

Location: Address Prior Knowledge

Original Text: Review the exit tickets collected from the Engage activity. Identify prior knowledge about natural resources.

Updated Text: Review the exit tickets collected from the Engage activity. If the exit tickets reveal gaps in understanding or misconceptions, use this scaffolding and guidance for just-in-time learning acceleration.

Component: *Grade 4 Teacher Guide*

ISBN: 9781323223352

Current Page Number(s): 136

Location: Guide Student Planning

Original Text: GUIDE STUDENT PLANNING Remind students that it is important that they follow the procedure closely and use materials as intended. Encourage them to ask for assistance if they need help setting up the investigation. Encourage students to draw what they think will happen to the objects before beginning the experiment.

Updated Text: GUIDE STUDENT PLANNING Remind students that it is important that they follow the procedure closely and use materials as intended. Encourage them to ask for assistance if they need help setting up the investigation. Encourage students to draw what they think will happen to the objects before beginning the experiment. If students need additional support, use this scaffolding and guidance for just-in-time learning acceleration.

Component: *Grade 4 Teacher Guide*

ISBN: 9781323223352

Current Page Number(s): 143

Location: Address Prior Knowledge

Original Text: Review the exit tickets collected from the Engage activity. Identify prior knowledge about natural resources.

Updated Text: Review the exit tickets collected from the Engage activity. If the exit tickets reveal gaps in understanding or misconceptions, use this scaffolding and guidance for just-in-time learning acceleration.

Component: *Grade 4 Teacher Guide*

ISBN: 9781323223352

Current Page Number(s): 144

Location: major column, starting at Guide Student Planning

Original Text: GUIDE STUDENT PLANNING Remind students that they need to use reliable sources when conducting research about a topic. Tell students that not every source of information they find will be reliable.

(1 Differentiated Instruction Note)

Updated Text: GUIDE STUDENT PLANNING Remind students that they need to use reliable sources when conducting research about a topic. Tell students that not every source of information they find will be reliable. If students need additional support, use this scaffolding and guidance for just-in-time learning acceleration.

(Addition second Differentiated Instruction Note)

CHALLENGE Have interested students find out what practices their community has in place for decreasing environmental impact. They can present the information they gather as a written report or as a visual such as a poster or digital slide show.

Component: Grade 4 Teacher Guide

ISBN: 9781323223352

Current Page Number(s): 150

Location: Preview the Topic

Original Text: Preview the Topic

In this topic, students learn about ecosystems. First, in Experience 1, students identify producers, consumers, and decomposers and explain how plants can use energy and matter to create their own food. Next, in Experience 2, students describe the cycling of matter and the flow of energy through food webs. Finally, in Experience 3, students use fossil evidence to identify and describe past environments.

PREVIEW ANCHORING PHENOMENON

Students watch and respond to a short Anchoring Phenomenon Video of a panda eating bamboo. As students progress through the Experiences, they will use sense-making activities to help them answer the Anchoring Phenomenon question, How does a bamboo plant make food that pandas can eat?

Teacher Background

Watch the Teacher Background Video Ecosystems to refresh your knowledge of topic content. Key concepts to support instruction of this topic:

- Animals and plants play important roles in maintaining an ecosystem.
- Certain animals and plants have developed the ability to adapt and thrive in changing ecosystems. Others perish or migrate to new locations.
- Carbon dioxide is a gas in the atmosphere that plants and other producers use to make their own food.
- Food webs are systems of interconnected food chains.
- Decomposers are organisms that break down dead plant and animal matter. They use matter and energy from waste and dead organism bodies.

Teacher Prep

In addition to the Teacher Background Video, there are Teacher Prep Videos to help you prepare for every Experience. These include a preview of the Experience as well as classroom management strategies to make every Science Experience a success!

As students explore the content, be attentive to common misconceptions that may arise, and address as needed. Common misconceptions are listed in bold type. The subsequent text explains the misconceptions.

- Ecosystems do not change over time. Explain that there are several factors that cause ecosystems to change. These factors include environmental changes, such as drought or flooding, and human activity, such as clearing land for building.
- Producers are unable to defend themselves against consumers. Point out that many plants have natural defense structures, such as thorns and spikes or internal poisons intended to sicken, that protect them from consumers.
- Fossils are always the remains of an organism's body. Explain that fossils include imprints such as footprints or shapes left by the body of a plant or animal, and that all fossils provide evidence of life in the past.

Updated Text: Preview the Topic

In this topic, students learn about ecosystems. First, in Experience 1, students identify producers, consumers, and decomposers and explain how plants can use energy and matter to create their own food. In Experience 2, students describe the cycling of matter and the flow of energy through food webs. In Experience 3, students use fossil evidence to identify and describe past environments.

(new second paragraph in Preview the Topic here)As you progress through the topic, connect the activities back to Topic 5, Patterns on Earth. Students can apply what they learned in Topic 5 about the water cycle (TEKS 4.10A) to what they are learning in Topic 6 about cycling matter and producers (TEKS 4.12A). They can also apply what they learn about slow changes to Earth (TEKS 4.10B) in Topic 5 to what they learn in Topic 6 about past environments and fossils (TEKS 4.12C).

PREVIEW ANCHORING PHENOMENON

Students watch and respond to a short Anchoring Phenomenon Video of a panda eating bamboo. As students progress through the Experiences, they will use sense-making activities to help them answer the Anchoring Phenomenon question, How does a bamboo plant make food that pandas can eat?

(head)Topic Readiness Test and Remediation

Students answer questions to show what they already know about Interactions in Ecosystems by completing a printed or online Topic Readiness Test. For students who have difficulty on the test, assign the corresponding remediation items on Realize.

Teacher Background

Watch the Teacher Background Video Ecosystems to refresh your knowledge of topic content. Key concepts to support instruction of this topic:

- Certain animals and plants have developed the ability to adapt and thrive in changing ecosystems. Others perish or migrate to new locations.
- Carbon dioxide is a gas in the atmosphere that plants and other producers use to make their own food.
- Decomposers are organisms that break down dead plant and animal matter. They use matter and energy from waste and dead organism bodies.

Teacher Prep

In addition to the Teacher Background Video, there are Teacher Prep Videos to help you prepare for every Experience. These include a preview of the Experience as well as classroom management strategies to make every Science Experience a success!

As students explore the content, be attentive to common misconceptions that may arise, and address as needed. Common misconceptions are listed in bold type.

The subsequent text explains the misconceptions.

- Ecosystems do not change over time. Explain that there are several factors that cause ecosystems to change. They include natural changes, such as drought or flooding, and human activity, such as clearing land to build.
- Fossils are always the remains of an organism's body. Explain that fossils include imprints such as footprints or shapes left by plant or animal parts, and that all fossils provide evidence of life in the past.

Component: *Grade 4 Teacher Guide*

ISBN: 9781323223352

Current Page Number(s): 156

Location: blue box

Original Text: Objective
Students will identify
producers and consumers
and explain how most
producers make their own
food using sunlight, water,
and carbon dioxide.

Updated Text: Objective
Students will identify producers and consumers and explain how most producers make their own food using sunlight, water, and carbon dioxide. They make observations in an investigation and use it as evidence for their explanations.

Component: *Grade 4 Teacher Guide*

ISBN: 9781323223352

Current Page Number(s): 159

Location: Address Prior Knowledge

Original Text: Review the exit tickets collected from the Engage activity. Identify prior knowledge about organisms in ecosystems.

Updated Text: Review the exit tickets collected from the Engage activity. If the exit tickets reveal gaps in understanding or misconceptions, use this scaffolding and guidance for just-in-time learning acceleration.

Component: *Grade 4 Teacher Guide*

ISBN: 9781323223352

Current Page Number(s): 160

Location: major column, starting at Guide Student Planning

Original Text: GUIDE STUDENT PLANNING Remind students that it is important to follow the directions closely and to carefully record their observations for each part of the activity so they can draw conclusions at the end. Before students complete each part, encourage them to make predictions about how they think the growth of the plants will compare.

(1 Differentiated Instruction Note)

Updated Text: GUIDE STUDENT PLANNING Remind students that it is important to follow the directions closely and to carefully record their observations for each part of the activity so they can draw conclusions at the end. Before students complete each part, encourage them to make predictions about how they think the growth of the plants will compare. If students need additional support, use this scaffolding and guidance for just-in-time learning acceleration.

(new second Differentiated Instruction note)

SPECIAL NEEDS Have students with language disorders work with a partner rather than in a larger group. The pair can

communicate using words or drawings. Suggest that each student restate in their own words what the other says to clarify meaning, such as: I think what you said is that _____.

Component: *Grade 4 Teacher Guide*

ISBN: 9781323223352

Current Page Number(s): 161

Location: Guide Student Thinking

Original Text: GUIDE STUDENT THINKING Guide students to establish a purpose for reading this informational text by pointing out headings and captions. Have students look for important details in the text that help them understand key ideas.

EXIT TICKETS

Have students answer the question, How does matter cycle from producers to consumers? Collect exit tickets and refer back to them throughout the Experiences.

Updated Text: GUIDE STUDENT THINKING Guide students to establish a purpose for reading this informational text by pointing out headings, captions, important details, and key ideas. If students need additional support, use this scaffolding and guidance for just-in-time learning acceleration.

EXIT TICKETS

Have students answer the question, How does matter cycle from producers to consumers? Collect and refer to exit tickets throughout the Experiences.

Component: *Grade 4 Teacher Guide*

ISBN: 9781323223352

Current Page Number(s): 164

Location: blue box

Original Text: Objective
Students will describe the cycling of matter and flow of energy through food webs, including the roles of the sun, producers, consumers, and decomposers.

Updated Text: Objectives
Students will describe the cycling of matter and flow of energy through food webs, including the roles of the sun, producers, consumers, and decomposers.

Students will engage respectfully in scientific discussion as they talk about the flow of energy in an urban ecosystem.

Component: *Grade 4 Teacher Guide*

ISBN: 9781323223352

Current Page Number(s): 167

Location: Address Prior Knowledge

Original Text: Review the exit tickets collected from the Engage activity. Identify prior knowledge about energy and matter in ecosystems.

Updated Text: Review the exit tickets collected from the Engage activity. If the exit tickets reveal gaps in understanding or misconceptions, use this scaffolding and guidance for just-in-time learning acceleration.

Component: *Grade 4 Teacher Guide*

ISBN: 9781323223352

Current Page Number(s): 169

Location: Guide Student Thinking

Original Text: GUIDE STUDENT THINKING Before students read Energy and Ecosystems, have them make predictions about the types of living and nonliving things they might find in a wetlands ecosystem. Tell students that as they read the text, they should look for information that confirms their predictions. Point out that if the information does not confirm their predictions, they should correct their predictions for accuracy.

Updated Text: GUIDE STUDENT THINKING Before students read Energy and Ecosystems, have them make predictions about the types of living and nonliving things they might find in a wetlands ecosystem. Tell students that as they read the text, they should look for information that confirms or corrects their predictions. If students need additional support, use this scaffolding and guidance for just-in-time learning acceleration. Ask:

Component: *Grade 4 Teacher Guide*

ISBN: 9781323223352

Current Page Number(s): 172

Location: blue box

Original Text: Objective
Students will identify and describe past environments based on fossil evidence.

Updated Text: Objectives
Students will identify and describe past environments based on fossil evidence.

Students will identify and use patterns to identify what past environments looked like.

Component: *Grade 4 Teacher Guide*

ISBN: 9781323223352

Current Page Number(s): 175

Location: Address Prior Knowledge

Original Text: Review the exit tickets collected from the Engage activity. Identify prior knowledge about fossils.

Updated Text: Review the exit tickets collected from the Engage activity. If the exit tickets reveal gaps in understanding or misconceptions, use this scaffolding and guidance for just-in-time learning acceleration.

Component: *Grade 4 Teacher Guide*

ISBN: 9781323223352

Current Page Number(s): 177

Location: Guide Student Planning

Original Text: GUIDE STUDENT THINKING Before students read Fossils, have them make predictions about how scientists use fossils to learn about life in past environments. Tell students that as they read the text, they should look for information that confirms their predictions. Point out that if the information does not confirm their predictions, they should correct their predictions for accuracy.

Updated Text: GUIDE STUDENT THINKING Before students read Fossils, have them make predictions about how scientists use fossils to learn about life in past environments. Tell students that as they read the text, they should look for information that confirms or corrects their predictions. If students need additional support, use this scaffolding and guidance for just-in-time learning acceleration.

Component: *Grade 4 Teacher Guide*

ISBN: 9781323223352

Current Page Number(s): 182

Location: Preview the Topic

Original Text: Preview the Topic

In this topic, students learn about organisms. First, in Experience 1, they investigate plant structure and function. Then, in Experience 2, they investigate physical traits of organisms. Students explore how different structures help organisms to survive in their environments.

PREVIEW ANCHORING PHENOMENON

Students watch and respond to a short Anchoring Phenomenon Video of an agave plant. As students progress through the Experiences, they will answer the Anchoring Phenomenon question, Why does a plant have a growth spurt?

Updated Text: Preview the Topic

In this topic, students learn about organisms. First, in Experience 1, they investigate plant structure and function. Then, in Experience 2, they investigate physical traits of organisms. Students explore how different structures help organisms to survive in their environments.

(new second paragraph in Preview the Topic here)As you progress through the topic, connect the activities back to Topic 6, Interactions in Ecosystems. Students can apply what they learned about plant structures and processes (TEKS 4.12A) to what they learn in Topic 7 about how structures and functions of plants help them survive (TEKS 4.13A).

PREVIEW ANCHORING PHENOMENON

Students watch and respond to a short Anchoring Phenomenon Video of an agave plant. As students progress through the Experiences, they will answer the Anchoring Phenomenon question, Why does a plant have a growth spurt?

(head)Topic Readiness Test and Remediation

Students answer questions to show what they already know about Matter by completing a printed or online Topic Readiness Test. For students who have difficulty on the test, assign the corresponding remediation items on Realize.

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 1201 of 3538

Component: *Grade 4 Teacher Guide*

ISBN: 9781323223352

Current Page Number(s): 184

Location: Topic Planner

Original Text: (Virtual Lab was placed in Experience 2)

Updated Text: (Virtual Lab is correctly placed in Experience 1)

Component: *Grade 4 Teacher Guide*

ISBN: 9781323223352

Current Page Number(s): 188

Location: blue box

Original Text: Objective

Students will relate structure to function in organisms, explore structures and functions of plants, and explain how plant structures function to enable them to survive in their environment.

Updated Text: Objectives

Students will relate structure to function in organisms, explore structures and functions of plants.

Students will construct and use models to explain how plant structures function to enable them to survive in their environment.

Component: *Grade 4 Teacher Guide*

ISBN: 9781323223352

Current Page Number(s): 188

Location: Explore column of assets

Original Text: (Virtual Lab was placed in Experience 2)

Updated Text: (Virtual Lab is correctly placed in Experience 1)

Component: *Grade 4 Teacher Guide*

ISBN: 9781323223352

Current Page Number(s): 191

Location: Address Prior Knowledge

Original Text: Review the exit tickets collected from the Engage activity. Identify prior knowledge about plant structures and functions.

Updated Text: Review the exit tickets collected from the Engage activity. If the exit tickets reveal gaps in understanding or misconceptions, use this scaffolding and guidance for just-in-time learning acceleration.

Component: *Grade 4 Teacher Guide*

ISBN: 9781323223352

Current Page Number(s): 192

Location: Differentiated Instruction

Original Text: Make Observations To help students prepare to compare the leaf coatings by touch and sight, spray water on a paper towel. After a few minutes, spray water on a second paper towel. Ask students to describe how wet the paper towels look just by observing them.

Challenge For students who are ready for a challenge, have them wrap a leaf of a living plant in plastic wrap so that a small amount of air is trapped in the plastic wrap. Ask students to observe the plastic for several days to look for and explain any changes. Challenge students to explain the droplets that appear on the underside of the plastic wrap, conducting research to confirm their explanations.

Updated Text: STRIVING: Make Observations To help students prepare to compare the leaf coatings by touch and sight, spray water on a paper towel. After a few minutes, spray water on a second paper towel. Ask students to describe how wet the paper towels look just by observing them.

CHALLENGE For students who are ready for a challenge, have them wrap a leaf of a living plant in plastic wrap so that a small amount of air is trapped in the plastic wrap. Ask students to observe the plastic for several days to look for and explain any changes. Challenge students to explain the droplets that appear on the underside of the plastic wrap, conducting research to confirm their explanations.

SPECIAL NEEDS Help students who would benefit from tactile experiences by having them compare leaf wetness by touch. Spray water on a paper towel. After a few minutes, spray water on a second paper towel. Ask students to describe how each paper towel feels.

Component: *Grade 4 Teacher Guide*

ISBN: 9781323223352

Current Page Number(s): 192

Location: bottom of major column

Original Text: (Virtual Lab was placed in Experience 2)

Updated Text: (Virtual Lab is correctly placed in Experience 1)

Component: *Grade 4 Teacher Guide*

ISBN: 9781323223352

Current Page Number(s): 196

Location: blue box

Original Text: Objectives
Students will identify
and compare inherited
and acquired physical
traits and explain
how these traits help
organisms survive in their
environment.

Updated Text: Objectives
Students will identify and compare inherited and acquired physical traits of organisms.

Students will explore and communicate explanations of how different structures help organisms to survive in their environments.

Component: *Grade 4 Teacher Guide*

ISBN: 9781323223352

Current Page Number(s): 196

Location: Explore column of assets

Original Text: (Virtual Lab was placed in Experience 2)

Updated Text: (Virtual Lab is correctly placed in Experience 1)

Component: *Grade 4 Teacher Guide*

ISBN: 9781323223352

Current Page Number(s): 199

Location: Address Prior Knowledge

Original Text: Review the exit tickets collected from the Engage activity. Identify prior knowledge about the physical traits of organisms.

Updated Text: Review the exit tickets collected from the Engage activity. If the exit tickets reveal gaps in understanding or misconceptions, use this scaffolding and guidance for just-in-time learning acceleration.

Component: *Grade 4 Teacher Guide*

ISBN: 9781323223352

Current Page Number(s): 200

Location: Differentiated Instruction

Original Text: Conduct Research To reinforce understanding of the research process, guide students to conduct an Internet search of an animal. Help students identify credible sources, such as government and university sites. Then model evaluating details on each site and recording them as notes.

Updated Text: STRIVING: Conduct Research To reinforce understanding of the research process, guide students to conduct an Internet search of an animal. Help students identify credible sources, such as government and university sites. Then model evaluating details on each site and recording them as notes.

CHALLENGE Have interested students research the kinds of plants that grow in your local area. Then have them make a garden plan for a specific kind of local environment, such as a wet or dry one, a shady or sunny one, or a steep bank.

Component: *Grade 4 Teacher Guide*

ISBN: 9781323223352

Current Page Number(s): 200

Location: bottom of major column

Original Text: (Virtual Lab was placed in Experience 2)

Updated Text: (Virtual Lab is correctly placed in Experience 1)

Component: *Grade 4 Teacher Guide*

ISBN: 9781323223352

Current Page Number(s): xvi

Location: It's So Flexible page

Original Text: (outdated example page)

Updated Text: (updated example page)

Publisher: Studies Weekly

Science, Grade 4

Program: *Texas Science Studies Weekly: Fourth Grade: TEKS*

Component: *Texas Science Studies Weekly: 4 Grade Teacher Edition with Online Access*

ISBN: 9781649783820TE

Current Page Number(s): 22.1, 22.9

Location: Teacher Edition, Unit 22, Week 33, Activity 4, title (pdf pg. 1, 9)

Original Text: Classifying Matter Tree Map

Updated Text: Classifying Matter Tree Maps

Component: *Texas Science Studies Weekly: 4 Grade Teacher Edition with Online Access*

ISBN: 9781649783820TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 22.11

Location: Teacher Edition, Unit 22, Week 33, Activity 5, "Collaborative Learning," Step 2 (pdf pg. 11)

Original Text: [ELPS 3.D]

Updated Text: [ELPS 3D]

Component: *Texas Science Studies Weekly: 4 Grade Teacher Edition with Online Access*

ISBN: 9781649783820TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 22.5, 22.7, 22.11

Location: Teacher Edition, Unit 22, Week 33, Activities 1, 2, 5, Left Hand Column (pdf pg. 5, 7, 11)

Original Text: n/a

Updated Text: (Added printable thumbnails to left hand column)

Component: *Texas Science Studies Weekly: 4 Grade Student Edition with Online Access*

ISBN: 9781649783837SE8

Current Page Number(s): 2

Location: Student Edition, Unit 22, Week 33, Activity 3, Article, third paragraph (pdf pg. 2)

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 1205 of 3538

Original Text: When a solution is created, one type of matter dissolves, or completely spreads out, into another type of matter. You cannot tell them apart from one another. A new substance is created.

Updated Text: When a solution is created, one type of matter dissolves, or completely spreads out, into another type of matter. You cannot tell them apart from one another.

Component: *Texas Science Studies Weekly: 4 Grade Teacher Edition with Online Access*

ISBN: 9781649783820TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 22.13

Location: Teacher Edition, Unit 22, Week 34, Standards Coverage Chart (pdf pg. 2)

Original Text: (Review Vocabulary missing Energy transfer)

Updated Text: (Added Energy transfer to Review Vocabulary)

Component: *Texas Science Studies Weekly: 4 Grade Teacher Edition with Online Access*

ISBN: 9781649783820TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 22.16, 22.20

Location: Teacher Edition, Unit 22, Week 34, Activities 1 and 5, Left Hand Column (pdf pg. 5, 9)

Original Text: n/a

Updated Text: (Added printable thumbnails to left hand column)

Component: *Texas Science Studies Weekly: 4 Grade Student Edition with Online Access*

ISBN: 9781649783837SE8

Link to Current Content:

[View Current Content](#)

Current Page Number(s): n/a

Location: Student Edition Online, Unit 22, Week 35, Activity 3, Deposition Article

Original Text: (Image captions missing from 4 images in the Deposition Article)

Updated Text: (image of weathering, erosion, and deposition)Water, wind, and ice can deposit small pieces of Earth(image of the beach)Honokalani Black Sand beach, Wainapanapa, Maui, Hawaii(image of the sand dune)Sahara Gobi Desert(image of the mountains and lake)Moraine Lake in Alberta, Canada

Component: *Texas Science Studies Weekly: 4 Grade Student Edition with Online Access*

ISBN: 9781649783837SE8

Link to Current Content:

[View Current Content](#)

Current Page Number(s): n/a

Location: Student Edition Online, Unit 22, Week 35, Activity 3

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 1206 of 3538

Original Text: - evaporation
- condensation
- precipitation
- collection

Updated Text: - Evaporation
- Condensation
- Precipitation
- Collection

Component: *Texas Science Studies Weekly: 4 Grade Student Edition with Online Access*

ISBN: 9781649783837SE8

Link to Current Content:
[View Current Content](#)

Current Page Number(s): 4

Location: Student Edition, Unit 22, Week 35, Activity 5, Title (pdf pg. 3)

Original Text: Activity 5 Force, Motion, and Energy Task Card Marathon

Updated Text: Activity 5 Earth and Space Task Card Marathon

Component: *Texas Science Studies Weekly: 4 Grade Teacher Edition with Online Access*

ISBN: 9781649783820TE

Link to Current Content:
[View Current Content](#)

Current Page Number(s): 22.25, 22.30, 22.32

Location: Teacher Edition, Unit 22, Week 35, Activities 1, 4, and 5, Left Hand Column (pdf pg. 5, 10, 12)

Original Text: n/a

Updated Text: (Added printable thumbnails to left hand column)

Component: *Texas Science Studies Weekly: 4 Grade Teacher Edition with Online Access*

ISBN: 9781649783820TE

Link to Current Content:
[View Current Content](#)

Current Page Number(s): 22.34

Location: Teacher Edition, Unit 22, Week 36, Standards Coverage Chart (pdf pg. 2)

Original Text: (Missing ELAR in Standards Coverage Chart)

Updated Text: (Added ELAR from Lesson Guides to standards coverage chart, see below)

4.4: Developing and Sustaining Foundational Language Skills

- The student reads grade-level text with fluency and comprehension. The student is expected to use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text. (Activity 2)

4.7: Response Skills

- F: Respond using newly acquired vocabulary as appropriate. (Activity 1)

Component: *Texas Science Studies Weekly: 4 Grade Student Edition with Online Access*

ISBN: 9781649783837SE8

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 2

Location: Student Edition, Unit 22, Week 36, Activity 2, Standards Coverage Box (pdf pg. 2)

Original Text: ELAR

Updated Text: (Aligned Activity 2 standards coverage box to Teacher Edition)

SEP Develop and Use Models

ELAR

Component: *Texas Science Studies Weekly: 4 Grade Student Edition with Online Access*

ISBN: 9781649783837SE8

Link to Current Content:

[View Current Content](#)

Current Page Number(s): n/a

Location: Student Edition Online, Unit 22, Week 36, Activity 4, article title

Original Text: Strange Plant Structures

Updated Text: (Removed article title)

Component: *Texas Science Studies Weekly: 4 Grade Student Edition with Online Access*

ISBN: 9781649783837SE8

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 2

Location: Student Edition, Unit 21, Activity 2, Simulation Icon (pdf pg. 2)

Original Text: (Simulation Icon)

Updated Text: (Printable Icon)

Component: *Texas Science Studies Weekly: 4 Grade Teacher Edition with Online Access*

ISBN: 9781649783820TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 21.7

Location: Teacher Edition, Unit 21, Success Criteria Chart, Activity 4 Formative Assessment Evidence (pdf pg. 7)

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 1208 of 3538

Original Text: Student Edition Response Exit Ticket

Updated Text: Student Edition Response

Component: *Texas Science Studies Weekly: 4 Grade Teacher Edition with Online Access*

ISBN: 9781649783820TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 21.11, 21.17, 21.19

Location: Teacher Edition, Unit 21, Activities 2, 4, and 5, Left Hand Column (pdf pg. 11, 17, 19)

Original Text: (Activity 2)

SEP Collect and Organize Data

Ask Questions

Develop Explanations

Communicate Explanations

(Activity 4)

ELPS 1E, 2D, 2I, 2D, 3H, 4G

...

Optional:

Texas Animals and Information

(Activity 5)

Horse Auction Information

Updated Text: (Aligned Activity 2 and 4 left hand column to standards coverage chart and edited printable names in Activity 4 and 5)

(Activity 2)

SEP Collect and Organize Data

(Added) Collect Evidence

Ask Questions

Develop Explanations

Communicate Explanations

(Activity 4)

ELPS 1E, 2D, 3D, 3H, 4G

...

Optional:

Texas Organisms and Information

(Activity 5)

Horse Auction

Component: *Texas Science Studies Weekly: 4 Grade Student Edition with Online Access*

ISBN: 9781649783837SE8

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 1, 4

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 1209 of 3538

Location: Unit 21, Activity 1 and 4, Standards Coverage Boxes (pdf pg. 1, 3)

Original Text: (Activity 1)
SEP Ask Questions and Define Problems
RTC Stability and Change

(Activity 4)
SEP Ask Questions

Updated Text: (Aligned Activity 1 and 4 standards coverage boxes to Teacher Edition standards coverage chart, see below)

(Activity 1)
SEP Ask Questions
RTC Stability and Change
ELAR

(Activity 4)
SEP Collect and Organize Data

Component: *Texas Science Studies Weekly: 4 Grade Student Edition with Online Access*

ISBN: 9781649783837SE8

Link to Current Content:
[View Current Content](#)

Current Page Number(s): n/a

Location: Video: Studies Weekly Online, Unit 21, "Physical Characteristics of Organisms: Phenomenon Video," Title card

Original Text: Inherited and Acquired Traits: Phenomenon Video

Updated Text: Physical Characteristics of Organisms: Phenomenon Video

Component: *Texas Science Studies Weekly: 4 Grade Teacher Edition with Online Access*

ISBN: 9781649783820TE

Link to Current Content:
[View Current Content](#)

Current Page Number(s): 21.9

Location: Teacher Edition, Unit 21, Activity 1, Teacher Note (pdf pg. 9)

Original Text: The students' initial ideas and understanding may include some misconceptions. However, at this point, do not correct any false assumptions. Rather, let students discuss, and encourage them to revise their initial ideas throughout the unit as new evidence builds on their prior knowledge.

Updated Text: The students' initial ideas and understanding may include some misconceptions. However, at this point, do not correct any false assumptions. Rather, let students discuss, and encourage them to revise their initial ideas throughout the unit as new evidence builds on their prior knowledge. You may consider explaining to students that horse hooves are similar to human nails or hair. Putting shoes on horses is not harmful or painful, just like cutting your hair or nails is not painful.

Component: *Texas Science Studies Weekly: 4 Grade Teacher Edition with Online Access*

ISBN: 9781649783820TE

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 1210 of 3538

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 1

Location: Printable: Studies Weekly Online, Unit 21, "Physical Characteristics of Organisms: Unit Assessment," Question 1 Tree Map (pdf pg. 1) *Same change made to answer key printable located at: Studies Weekly Online, Unit 21, "Physical Characteristic of Organisms: Unit Assessment Answer Key" URL:

https://cdn.studiesweekly.com/online/resources/printables/9694/TX-04-SN%20Unit%2021%20Unit%20Assessment_a11y%20AKS.pdf

Original Text: (Question 1 Tree Map)

Parent 1's Traits

brown fur

three legs

Parent 2's Traits

brown fur

three legs

Offspring 1's Traits

brown fur

four legs

Offspring 2's Traits

brown fur

four legs

Offspring 3's Traits

brown fur

four legs

Updated Text: (Question 1 Tree Map)

Parent 1's Traits

brown fur

three legs

Parent 2's Traits

black fur

four legs

Offspring 1's Traits

brown fur

four legs

Offspring 2's Traits

brown fur

four legs

Offspring 3's Traits

black fur

four legs

Component: *Texas Science Studies Weekly: 4 Grade Student Edition with Online Access*

ISBN: 9781649783837SE8

Link to Current Content:

[View Current Content](#)

Current Page Number(s): n/a

Location: Student Edition Online, Unit 21, Activity 4, directions

Original Text: (Directions are repeated twice - first as a text box then the same directions are repeated as part of the question below.)

Updated Text: (Removed one of the directions)

Component: *Texas Science Studies Weekly: 4 Grade Teacher Edition with Online Access*

ISBN: 9781649783820TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 21.9 - 21.19

Location: Teacher Edition, Unit 21, Activities 1-4, Left Hand Column (pdf pgs. 9 - 19)

Original Text: n/a

Updated Text: (Added printable and image thumbnails to left hand column)

Component: *Texas Science Studies Weekly: 4 Grade Student Edition with Online Access*

ISBN: 9781649783837SE8

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 3

Location: Student Edition, Unit 20, Activity 4, title (pdf pg. 2)

Original Text: Outdoor Plant Investigation and Collage

Updated Text: Outdoor Plant Investigation

Component: *Texas Science Studies Weekly: 4 Grade Teacher Edition with Online Access*

ISBN: 9781649783820TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 20.18, 20.20

Location: Teacher Edition, Unit 20, Activity 5 and 6, Header (pdf pgs. 18, 20)

Original Text: 45 minutes

Updated Text: (Activity 5)
30 minutes

(Activity 6)
15 minutes

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 1212 of 3538

Component: Texas Science Studies Weekly: 4 Grade Teacher Edition with Online Access

ISBN: 9781649783820TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 20.20

Location: Teacher Edition, Unit 20, Activity 6, "Student-Driven Inquiry," Step 7 (pdf pg. 20)

Original Text: How do the structures of the copiapoa cactus function to help it survive in the desert?

Updated Text: How do the structures and functions of the copiapoa cactus function to help it survive in the desert?

Component: Texas Science Studies Weekly: 4 Grade Teacher Edition with Online Access

ISBN: 9781649783820TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 20.9

Location: Teacher Edition, Unit 20, Activity 1, Left Hand Column (pdf pg. 9)

Original Text: ELPS 1A, 1B

Updated Text: (Removed ELPS to align with Standards Coverage Chart)

Component: Texas Science Studies Weekly: 4 Grade Teacher Edition with Online Access

ISBN: 9781649783820TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 1

Location: Printable: Studies Weekly Online, Unit 20, "Flower Dissection (Extension Activity)" (pdf pg. 1)

Original Text: (missing teacher instruction page)

Updated Text: (added teacher instruction page, see below)

(Header) Texas Science Extension Activities

Fourth Grade: Plant Structures and Functions | Flower Dissection

(information table) Flower Dissection | Lesson Time: 45 minutes | 5E: Explain

Materials:

- flowers (one per pair of students)
 - Tip: Tulips provide external structures and internal structures for investigation. A rose could also be used.
- one piece of white paper per pair of students (for students to lay the flower on while dissecting)

- **Dissection Directions** (one per pair of students)

Lesson Guide

In this activity, students will investigate the internal and external structures of a plant through a dissection.

- Tip: The plant dissection is designed for pairs. However, it can also be done in small groups. You may also choose to do a demonstration and have the class observe the different structures. You will need to adjust the materials if you choose to use small groups or a class dissection instead.
- Allergy note: If any students are allergic to pollen, you may want to show a video of a plant dissection instead.

Component: *Texas Science Studies Weekly: 4 Grade Teacher Edition with Online Access*

ISBN: 9781649783820TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 1

Location: Printable: Studies Weekly Online, Unit 20, "Saltwater and Freshwater Plants (Extension Activity)" (pdf pg. 1)

Original Text: (missing teacher instruction page)

Updated Text: (added teacher instruction page, see below)

(Header) Texas Science Extension Activities

Fourth Grade: Plant Structures and Functions | Saltwater and Freshwater Plants

(information table) Saltwater and Freshwater Plants | Lesson Time: 15 minutes | 5E: Elaborate

Materials:

- **Saltwater Plants** Printable

- **Freshwater Plants** Printable

Lesson Guide:

1. Have students read the articles "Saltwater Plants" and "Freshwater Plants."
2. **Discuss:** What structures and functions do saltwater and freshwater plants have that allow them to survive in their environment?

Component: *Texas Science Studies Weekly: 4 Grade Teacher Edition with Online Access*

ISBN: 9781649783820TE

Link to Current Content:

[View Current Content](#)

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 1214 of 3538

Current Page Number(s): 1, 3

Location: Printable: Studies Weekly Online, Unit 20, "Wellness: Mistakes Can Help You," Headers (pdf pg. 1, 3)

Original Text: (pdf pg. 1 Header)

Activity 05: Science Activity Title

(pdf pg. 3 Header missing)

Updated Text: (pdf pg. 1 Header)

Activity 05: Gallery Walk and Reflection

(Added student-facing header)

Wellness

Studies Weekly: A Changing Texas Environment Activity 5

Component: *Texas Science Studies Weekly: 4 Grade Teacher Edition with Online Access*

ISBN: 9781649783820TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 20.3

Location: Teacher Edition, Unit 20, Standards Coverage Chart (pdf pg. 3)

Original Text: Strand Name

Updated Text: Organisms and Environments

Component: *Texas Science Studies Weekly: 4 Grade Teacher Edition with Online Access*

ISBN: 9781649783820TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 19.17

Location: Teacher Edition, Unit 19, Activity 5, Left Hand Column (pdf pg. 17)

Original Text: SEP Communicate Explanations

Use Models

Listen Actively and Discuss

Updated Text: (Aligned SEPs to Standards coverage chart)

SEP Communicate Explanations

Develop and Use Models

Develop Explanations

Component: *Texas Science Studies Weekly: 4 Grade Teacher Edition with Online Access*

ISBN: 9781649783820TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 19.3-19.4

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 1215 of 3538

Location: Teacher Edition, Unit 19, Standards Coverage Chart (pdf pgs. 3 -4)

Original Text: SEP

4.1 Ask Questions and Define Problems

- A: Ask questions and define problems based on observations or information from text, phenomena, models, or investigations; (Activities 1, 2)

...

4.2 Analyze Data

- B: Analyze data by identifying significant features and patterns or sources of error. (Activities 2, 3, 4, 5)

4.3: Develop Explanations and Propose Solutions

- A: Develop explanations and propose solutions supported by data and models. (Activity 5)

...

4.4B: Explore Scientists, Engineers, and Resources:

- B: Research and explore resources such as museums, libraries, professional organizations, private companies, online platforms, and mentors employed in a science, technology, engineering, and mathematics (STEM) field to investigate STEM careers. (Activities 2, 3, 4)

ELPS

2: Listening

- D: Monitor understanding of spoken language during classroom instruction and interactions and seek clarification as needed. (Activities 2, 3)

...

4: Reading

- C: Develop basic sight vocabulary, derive meaning of environmental print, and comprehend English vocabulary and language structures used routinely in written classroom materials. (Activity 4)

Updated Text: **(Added colons after SEP numbers, removed extra "B" after 4.4, and aligned activity numbers to left hand columns, see below)**

SEP

4.1: Ask Questions and Define Problems

- A: Ask questions and define problems based on observations or information from text, phenomena, models, or investigations. (Activities 1, 2)

...

4.2: Analyze Data

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 1216 of 3538

- B: Analyze data by identifying significant features and patterns or sources of error. (Activities 2, 3, 4)
4.3: Develop Explanations and Propose Solutions
- A: Develop explanations and propose solutions supported by data and models. (Activities 4, 5)
...
4.4: Explore Scientists, Engineers, and Resources:
- B: Research and explore resources such as museums, libraries, professional organizations, private companies, online platforms, and mentors employed in a science, technology, engineering, and mathematics (STEM) field to investigate STEM careers. (Activities 2, 3, 4)

ELPS
2: Listening
- D: Monitor understanding of spoken language during classroom instruction and interactions and seek clarification as needed. (Activities 2, 3, 4)

...
4: Reading
- C: Develop basic sight vocabulary, derive meaning of environmental print, and comprehend English vocabulary and language structures used routinely in written classroom materials. (Activity 4, 5)

Component: *Texas Science Studies Weekly: 4 Grade Teacher Edition with Online Access*

ISBN: 9781649783820TE

Link to Current Content:
[View Current Content](#)

Current Page Number(s): 2, 10-11, 13-14

Location: Printable: Studies Weekly Online, Unit 19, "Fossils Tell a Story Extension Activity," Optional sections (pdf pg. 2) and Fossils in Rock Layers section (pdf pgs. 10-14)

Original Text: Optional

Printable Fossils in Rock Layers

Students will observe two posters and identify scientific names of fossils and habitats that fossils once lived in

Updated Text: (deleted all references to Fossils in Rock Layers activity on pages 2, 10-11, 13-14)

Component: *Texas Science Studies Weekly: 4 Grade Teacher Edition with Online Access*

ISBN: 9781649783820TE

Link to Current Content:
[View Current Content](#)

Current Page Number(s): 4, 7

Location: Printable: Studies Weekly Online, Unit 19, "A Changing Texas Environment: Answer Keys," Activity 3, Student Edition Answers (pdf pg. 4) and Activity 5, Formative Assessment (pdf pg. 7)

Original Text: Activity 3 Student Edition Answers
(Missing directions between Question 3 and Question 1 of new section)

Activity 5 Formative Assessment

Use the Changing Texas Environment Flipbook to check for proficiency of the success criteria.

Updated Text: (Activity 3 Student Edition Answers were aligned with Student Edition Text and Activity 5 Formative Assessment description was aligned with Teacher Edition text, see below)

Activity 3 Student Edition Answers

(Added directions after question 3)

Directions: Read the article. Then use the text as evidence to answer the questions.

Activity 5 Formative Assessment

Use the students' responses in the student edition to check for proficiency of the success criteria.

Component: *Texas Science Studies Weekly: 4 Grade Student Edition with Online Access*

ISBN: 9781649783837SE8

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 1

Location: Printable: Studies Weekly Online, Unit 19, Activity 3, "Online Resources: Smithsonian Museum of Natural History," title and 1st bullet (pdf pg. 1)

Original Text: (Title)

Online Resources: Smithsonian Museum of Natural History

(1st Bullet)

Explore the Deep Time exhibit.

Updated Text: (Title)

Online Resources: Smithsonian National Museum of Natural History

(1st Bullet)

Explore the David H. Koch Hall of Fossils - Deep Time exhibit.

Component: *Texas Science Studies Weekly: 4 Grade Student Edition with Online Access*

ISBN: 9781649783837SE8

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 2

Location: Printable: Studies Weekly Online, Unit 19, Activity 4, "Online Resources: Dinosaur Valley State Park and Waco Mammoth National Monument," Online Resources: Waco Mammoth National Monument (PDF pg. 2")

Original Text: Visit the Waco Mammoth National Monument website

- Read about the history of the Waco Mammoth National Monument

- Go on a Virtual Tour of the Dig Site

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 1218 of 3538

Updated Text: Visit the Waco Mammoth National Monument website from the National Park Service
- Read about the history of the Waco Mammoth National Monument
- Go on a Virtual Tour of the Dig Shelter

Component: *Texas Science Studies Weekly: 4 Grade Teacher Edition with Online Access*

ISBN: 9781649783820TE

Link to Current Content:
[View Current Content](#)

Current Page Number(s): n/a

Location: Related Media Image and Explore More Media Image: Studies Weekly Online, Unit 19, Activity 3, "2008-05-31T13:27:37.0000000=06:00 - Fossils of Dicroidium leaves."

Original Text: (Title)
2008-05-31T13:27:37.0000000=06:00 - Fossils of Dicroidium leaves.

Updated Text: (Title)
Antarctic Fossils

Component: *Texas Science Studies Weekly: 4 Grade Teacher Edition with Online Access*

ISBN: 9781649783820TE

Link to Current Content:
[View Current Content](#)

Current Page Number(s): n/a

Location: Related Media image and Explore More Media image: Studies Weekly Online, Unit 19, Activity 2, "2023-04-08T10:59:22.0000000-06:00 - Image of a fossil of a Gastropod next to a fork"

Original Text: (Title)
2023-04-08T10:59:22.0000000-06:00 - Image of a fossil of a Gastropod next to a fork

Updated Text: (Title)
Guadalupe Mountain Fossils

Component: *Texas Science Studies Weekly: 4 Grade Teacher Edition with Online Access*

ISBN: 9781649783820TE

Link to Current Content:
[View Current Content](#)

Current Page Number(s): 19.9 - 19.17

Location: Teacher Edition, Unit 19, Activities 1 - 5, Left Hand Column (pdf. pgs. 9 - 17)

Original Text: n/a

Updated Text: (Added printable and image thumbnails to left hand column)

Component: *Texas Science Studies Weekly: 4 Grade Student Edition with Online Access*

ISBN: 9781649783837SE8

Link to Current Content:
[View Current Content](#)

Current Page Number(s): 4

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 1219 of 3538

Location: Student Edition, Unit 19, Activity 4, Directions (pdf pg. 3)

Original Text: (Printable icon) Central Texas Fossils

Updated Text: (Image icon) Central Texas Fossils

Component: *Texas Science Studies Weekly: 4 Grade Student Edition with Online Access*

ISBN: 9781649783837SE8

Link to Current Content:

[View Current Content](#)

Current Page Number(s): n/a

Location: Student Edition Online, Unit 19, Activity 1, 1st open response

Original Text: Write the question you find most interesting.

Updated Text: Write the guiding question.

Component: *Texas Science Studies Weekly: 4 Grade Teacher Edition with Online Access*

ISBN: 9781649783820TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 3

Location: Printable: Studies Weekly Online, Unit 18, "Matter and Energy in Ecosystems: Answer Keys," Activity 3, Student Edition Answers, Question 3 (pdf pg. 3)

Original Text: Which organisms use the energy they receive to break down other organisms?

Updated Text: Which organisms receive energy by breaking down other organisms?

Component: *Texas Science Studies Weekly: 4 Grade Teacher Edition with Online Access*

ISBN: 9781649783820TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 18.9 - 18.18

Location: Teacher Edition, Unit 18, Activities 1-4, Left Hand Column (pdf pgs. 9-18)

Original Text: n/a

Updated Text: (Added printable thumbnail to left hand column)

Component: *Texas Science Studies Weekly: 4 Grade Student Edition with Online Access*

ISBN: 9781649783837SE8

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 1

Location: Printable: Studies Weekly Online, Unit 18, Activity 4, "Ecosystem Rolls and Roles," 1st page (pdf pg. 1)

Original Text: (Directions are repeated from Ecosystem Rolls and Roles:Teacher Instruction Page)

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 1220 of 3538

Updated Text: (Deleted 1st page)

Component: *Texas Science Studies Weekly: 4 Grade Teacher Edition with Online Access*

ISBN: 9781649783820TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): n/a

Location: Podcast: Studies Weekly Online, Unit 17, "Engineering Design: Producers Make Food: Topic Background Information Podcast," 1:13 - 2:53

Original Text: (Audio script)

Let's study the flow of energy through a food chain in a pond ecosystem. A common food chain includes the sun, grass, grasshoppers, frogs, and hawks. The sun provides energy to the grass. Grasshoppers eat the grass, so energy transfers from the grass to the grasshoppers. Next, frogs eat the grasshoppers, transferring energy from the grasshoppers to the frogs. Finally, hawks eat the frogs, transferring energy from the frogs to the hawks. If a food chain changes, there can be negative effects on the ecosystem. For instance, if frogs are removed from this pond's food chain, there will be no food for the hawks. The hawks will have to move to another place that has frogs. Also, there won't be frogs to eat the grasshoppers. That means the population of grasshoppers will increase, which causes more grass to get eaten.

In fourth grade, students dive deeper into organisms in environments and learn how producers make their own food. Often, producers are plants. Plants make their own food using sunlight, water, and carbon dioxide. Let's identify the important parts of a plant that allow it to make its own food. The parts include the leaves, roots, and stem. The leaves contain a chemical that absorbs sunlight. They also have tiny pores that carbon dioxide passes through. A plant's roots soak up water, and the stem transports the water to other parts of the plant. Now that you know the purpose of a plant's different structures, let's explore the process of a plant making its own food.

Updated Text: (Audio script)

Let's study the flow of energy through a food chain in a pond ecosystem. A common food chain includes the sun, grass, grasshoppers, frogs, and hawks. The sun provides energy to the grass. Grasshoppers eat the grass, so energy transfers from the grass to the grasshoppers. Next, frogs eat the grasshoppers, transferring energy from the grasshoppers to the frogs. Finally, hawks eat the frogs, transferring energy from the frogs to the hawks. If a food chain changes, there can be negative effects on the ecosystem. For instance, if frogs are removed from this pond's food chain, there will be no food for the hawks. The hawks will have to move to another place that has frogs. Also, there won't be frogs to eat the grasshoppers. That means the population of grasshoppers will increase, which causes more grass to get eaten.

In fourth grade, students dive deeper into organisms in environments and learn how producers make their own food. Often, producers are plants. Plants make their own food using sunlight, water, and carbon dioxide. Let's identify the important parts of a plant that allow it to make its own food. The parts include the leaves, roots, and stem. The leaves contain a chemical that absorbs sunlight. They also have tiny pores that carbon dioxide passes through. A plant's roots soak up water, and the stem transports the water to other parts of the plant. Now that you know the purpose of a plant's different structures, let's explore the process of a plant making its own food.

Component: *Texas Science Studies Weekly: 4 Grade Teacher Edition with Online Access*

ISBN: 9781649783820TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 4, 7, 12

Location: Printable: Studies Weekly Online, Unit 17, "Producers Make Food Answer Key," Activity 3 Formative Assessment (pdf pg. 4); Activity 5 Formative Assessment (pdf pg. 7); and Rubric for Phenomenon Explanation, "Skills" column, "Explanation" row (pdf pg. 12)

Original Text: Activity 3 Formative Assessment

Use the "Make a Model" and "Claim" sections of the student edition to check for proficiency of the success criteria.

Activity 5 Formative Assessment

Use students' responses in the student edition to check for proficiency of the success criteria.

Rubric for Phenomenon Explanation, "Skills" Column, "Explanation" row

If students struggled to complete the formative assessment at the proficiency level, circle incorrect ideas and/or areas for improvement on their responses and ask them to problem-solve how to correct their errors.

Updated Text: Activity 3 Formative Assessment

Use the "Make a Model and Claim" section of the student edition to check for proficiency of the success criteria.

Activity 5 Formative Assessment

Use the "Make a Model and Claim" section of the student edition to check for proficiency of the success criteria.

Rubric for Phenomenon Explanation, "Skills" Column, "Explanation" row

Producers need water, sunlight, and carbon dioxide in order to make their own food for growth and survival.

Component: *Texas Science Studies Weekly: 4 Grade Teacher Edition with Online Access*

ISBN: 9781649783820TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 17.3 - 17.4

Location: Teacher Edition, Unit 17, Standards Coverage Chart (pdf pg. 3-4)

Original Text: SEP

4.1: Plan and Conduct Investigations and Design Solutions

- B: Use scientific practices to plan and conduct descriptive investigations and use engineering practices to design solutions to problems. (Activities 6, 7, 8, 9, 10)

4.3: Communicate Explanations and Solutions

- B: Communicate explanations and solutions individually and collaboratively in a variety of settings and formats. (Activities 5, 10)

ELPS

1: Learning Strategies

- E: Internalize new and basic academic language by using and reusing it in meaningful ways in speaking and writing activities that build conceptual language attainment. (Activities 4, 5, 9)

Common Misconceptions

- Plants obtain their energy from the soil through roots.

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 1222 of 3538

Updated Text: (Aligned standards coverage chart to lesson guides, see below)

SEP

4.1: Plan and Conduct Investigations and Design Solutions

- B: Use scientific practices to plan and conduct descriptive investigations and use engineering practices to design solutions to problems. (Activities 7, 8, 9, 10)

4.3: Communicate Explanations and Solutions

- B: Communicate explanations and solutions individually and collaboratively in a variety of settings and formats. (Activities 10)

ELPS

1: Learning Strategies

- E: Internalize new and basic academic language by using and reusing it in meaningful ways in speaking and writing activities that build conceptual language attainment. (Activities 4, 5, 8, 9)

Common Misconceptions

- Producers take in all matter they need to grow through their roots.

Component: *Texas Science Studies Weekly: 4 Grade Teacher Edition with Online Access*

ISBN: 9781649783820TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 17.5

Location: Teacher Edition, Unit 17, Materials List (pdf pg. 5)

Original Text: (prepared plants is listed twice, missing activities 3 and 4 in rulers row, missing "masking" before tape, and missing activity 6 in anchor chart paper row)

Updated Text: (Removed second prepared plant row, added "3,4" to activities for rulers, added "masking" before tape and reordered alphabetically, and added "6" to activities for anchor chart paper)

Component: *Texas Science Studies Weekly: 4 Grade Teacher Edition with Online Access*

ISBN: 9781649783820TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 17.10-17.15

Location: Teacher Edition, Unit 17, Activities 1, 2, and 3 Left Hand Column, materials list, pdf pg. 10-16

Original Text: Activity 1

prepared plant (1)

Activity 2

(missing ruler)

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 1223 of 3538

Activity 3
(missing ruler)

Updated Text: Activity 1
prepared plant (see Plant Investigation: Teacher Instruction Page)

Activity 2
ruler

Activity 3
ruler

Component: *Texas Science Studies Weekly: 4 Grade Student Edition with Online Access*

ISBN: 9781649783837SE8

Link to Current Content:
[View Current Content](#)

Current Page Number(s): 2

Location: Student Edition, Unit 17, Activity 3, Standards Coverage box (pdf pg. 2)

Original Text: Activity 3 Sunlight
SEP Develop Explanations
RTC Energy and Matter
ELAR

Updated Text: (Aligned student edition standards coverage box with Teacher Edition)

Activity 3 Sunlight
SEP Develop Explanations
RTC Energy and Matter
ELAR
MATH

Component: *Texas Science Studies Weekly: 4 Grade Teacher Edition with Online Access*

ISBN: 9781649783820TE

Link to Current Content:
[View Current Content](#)

Current Page Number(s): 17.18

Location: Teacher Edition, Unit 17, Activity 3, Formative Assessment box (pdf pg. 18)

Original Text: Use the "Make a Model" and "Claim" sections

Updated Text: Use the "Make a Model and Claim" section

Component: *Texas Science Studies Weekly: 4 Grade Teacher Edition with Online Access*

ISBN: 9781649783820TE

Link to Current Content:
[View Current Content](#)

Current Page Number(s): 17.13, 17.26, 17.35

Location: Teacher Edition, Unit 17, Activities 3, 6, and 9, Left Hand Column (pdf pg. 13, 26, 35)

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 1224 of 3538

Original Text: Activity 3
SEP Develop Explanations
Ask Questions
Analyze Data
Collect Evidence
Develop and Use Models
Use Mathematics

Activity 6

ELAR 4.6B: Generate questions about text before, during, and after reading to deepen understanding and gain information.

Activity 9

ELPS 3E

Updated Text: (Aligned left hand columns to Standards Coverage chart, see below)

Activity 3
SEP Develop Explanations
Ask Questions
(deleted Analyze Data)
Collect Evidence
Develop and Use Models
Use Mathematics

Activity 6

ELAR 4.6E: Make connections to personal experiences, ideas in other texts, and society.

Activity 9

ELPS 3E, 4C

Component: *Texas Science Studies Weekly: 4 Grade Teacher Edition with Online Access*

ISBN: 9781649783820TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 17.10 - 17.37

Location: Teacher Edition, Unit 17, Activities 1 - 10, Left Hand Column (pdf pg. 10 - 37)

Original Text: n/a

Updated Text: (Added printable thumbnail to left hand column)

Component: *Texas Science Studies Weekly: 4 Grade Teacher Edition with Online Access*

ISBN: 9781649783820TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): n/a

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 1225 of 3538

Location: Podcast: Studies Weekly Online, Unit 16, "Natural Resources and Properties of Rocks: Topic Background Information Podcast," 2:21 - 2:24

Original Text: They prevent natural resources from escaping.

Updated Text: (Removed sentence: They prevent natural resources from escaping.)

Component: *Texas Science Studies Weekly: 4 Grade Teacher Edition with Online Access*

ISBN: 9781649783820TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 1

Location: Printable: Studies Weekly Online, Unit 16, "Natural Resources and Properties of Rocks: Unit Assessment Answer Key," Question 4 (pdf pg. 1) *Same change made to Question 4 in the printable located at: Studies Weekly Online, Unit 16, "Natural Resources and Properties of Rocks: Unit Assessment" url:

https://cdn.studiesweekly.com/online/resources/printables/9465/TX-04%20U16%20Unit%20Assessment_a11yS.pdf

Original Text: 4. Study the image of obsidian. Obsidian is a type of glass with a hardness of five. Why would obsidian not be a good rock cap?

...

B. It can fracture easily. (Glass easily fractures and would allow resources to escape.)

Updated Text: 4. Study the image of obsidian. Obsidian is a type of rock with a hardness of five. Why would obsidian not be a good rock cap?

...

B. It can fracture easily. (Obsidian easily fractures and would allow resources to escape.)

Component: *Texas Science Studies Weekly: 4 Grade Student Edition with Online Access*

ISBN: 9781649783837SE8

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 3

Location: Student Edition, Unit 16, Activity 3, question 1 (pdf pg. 2)

Original Text: (MOHs scale missing line)

Updated Text: (Added line to MOHs scale)

Component: *Texas Science Studies Weekly: 4 Grade Teacher Edition with Online Access*

ISBN: 9781649783820TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 16.9-16.20

Location: Teacher Edition, Unit 16, Activities 1, 2, 4, and 5, Left Hand Columns (pdf pgs. 9 - 20)

Original Text: Activity 1

ELPS 3C, 4F

Activity 2

SEP Develop and Use Model

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 1226 of 3538

Activity 4
SEP Develop and Use Models
Develop Explanations
Explain Discoveries and Innovations
Explore Scientists, Engineers, and Resources

Activity 5
SEP Develop and Use Models
Develop Explanations
Explain Discoveries and Innovations
Explore Scientists, Engineers, and Resources

ELPS 3D, 4F

ELAR 4.6B: Generate questions about text before, during, and after reading to deepen understanding and gain information.

4.7C: Use text evidence to support an appropriate response.

Updated Text: (Aligned left hand columns to standards coverage chart, see below)

Activity 1
(Removed ELPS)

Activity 2
(Added printable thumbnails)
SEP Develop and Use Models

Activity 4 (Added printable thumbnails)
SEP Develop and Use Models
Develop Explanations
Explain Discoveries and Innovations
Explore Scientists, Engineers, and Resources
Ask Questions

Activity 5
SEP Develop and Use Models
Identify Advantages and Limitations of Models
Develop Explanations
Listen Actively and Discuss
Communicate Explanations
Explain Discoveries and Innovations

ELPS 1D, 2I

ELAR 4.7D: Retell, paraphrase, or summarize text in ways that maintain meaning and logical order.

Component: *Texas Science Studies Weekly: 4 Grade Teacher Edition with Online Access*

ISBN: 9781649783820TE

Link to Current Content:
[View Current Content](#)

Current Page Number(s): 2

Location: Printable: Studies Weekly Online, Unit 16, "Natural Resources and Properties of Rocks: Answer Keys," Activity 2, Student Edition Answers (pdf pg. 2)

Original Text: (Missing D, E, and F from the first column)

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 1227 of 3538

Updated Text: (Added D, E, and F to the first column)

Component: *Texas Science Studies Weekly: 4 Grade Student Edition with Online Access*

ISBN: 9781649783837SE8

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 4

Location: Student Edition, Unit 16, Activity 4, Vocabulary box (pdf pg. 3)

Original Text: fracking: the _____ in which _____ is _____ from under the _____

Updated Text: (Added more space after "is")

fracking: the _____ in which _____ is _____ from under the _____

Component: *Texas Science Studies Weekly: 4 Grade Student Edition with Online Access*

ISBN: 9781649783837SE8

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 3

Location: Student Edition, Unit 15, Activity 4 article, 4th paragraph (pdf pg. 2)

Original Text: Why is oil so important? When oil was first discovered in Texas, coal was the main energy resource used by people. However, when oil in Texas became available, it made oil much cheaper to use than coal. Oil can be refined into many useful fuels, such as gasoline. As farming and manufacturing began to rely on heavy machines, gasoline became the fuel of choice.

Updated Text: Why is oil so important? When oil was first discovered in Texas, coal was the main energy resource used by people. However, when oil in Texas became available, it made oil much cheaper to use than coal. Oil can be refined into many useful fuels, such as gasoline. Coal-powered trains and steam ships switched to using oil products. As farming and manufacturing began to rely on heavy machines, oil products became the fuel of choice.

Component: *Texas Science Studies Weekly: 4 Grade Teacher Edition with Online Access*

ISBN: 9781649783820TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 15.15

Location: Teacher Edition, Unit 15, Activity 3, "Whole group," Step 9, second bullet (pdf pg. 15)

Original Text: Touch the LED light bulb. Ask students if they'd want to touch the incandescent.

Updated Text: Optional: If the LED light bulb has not been on for very long, touch the light bulb. Ask students if they think you would be able to touch the incandescent bulb.

Component: *Texas Science Studies Weekly: 4 Grade Teacher Edition with Online Access*

ISBN: 9781649783820TE

Link to Current Content:
[View Current Content](#)

Current Page Number(s): 1,3,6

Location: Printable: Studies Weekly Online, Unit 15, "Energy Use and Conversion: Answer Keys," Activity 2 title (pdf pg. 1), Activity 4, Student Edition Answers (pdf pg. 3) and Rubric for Phenomenon Explanation (pdf pg. 6)

Original Text: Activity 2 Energy Use Investigation

Activity 4

Student Edition Answers (2nd Question, 2nd Bullet)

- It also caused Texas to change from agriculture to manufacturing.

Activity 5 Rubric for Phenomenon Explanation

Updated Text: Activity 2 Electricity Use Investigation

(Aligned Activity 4 to Student Edition text and Activity 5 to Teacher Edition text, see below)

Activity 4 Student Edition Answers (2nd Question, 2nd Bullet)

- It also caused Texas to change from mainly agriculture to manufacturing.

Activity 5 (Removed Rubric for Phenomenon Explanation)

Component: *Texas Science Studies Weekly: 4 Grade Student Edition with Online Access*

ISBN: 9781649783837SE8

Current Page Number(s): 1

Location: Printable: Studies Weekly Online Unit 15, "Energy Use and Conservation: Home Letter" (pdf pg. 1)

Original Text: Dear families,

During science instruction at school, your child will explain the critical role of energy resources to modern life and how conservation, disposal, and recycling of natural resources impact the environment.

By the end of this unit, students should be able to meet the following learning objectives:

- I can observe graphs about energy production and use in Texas, and ask questions about what I observe and notice.
- I can explain the importance of energy resources such as natural gas to modern life by investigating the flow of energy from natural resources to household appliances.
- I can explain how the conservation of natural resources used for energy impacts the environment by investigating the flow of energy from natural resources to everyday appliances

The vocabulary terms that students need to know are:

Updated Text: (Updated salutation, added period to third bullet and changed vocabulary terms to review terms, see below)

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 1229 of 3538

Dear Families,

During science instruction at school, your child will explain the critical role of energy resources to modern life and how conservation, disposal, and recycling of natural resources impact the environment. By the end of this unit, students should be able to meet the following learning objectives:

- I can observe graphs about energy production and use in Texas, and ask questions about what I observe and notice.
- I can explain the importance of energy resources such as natural gas to modern life by investigating the flow of energy from natural resources to household appliances.
- I can explain how the conservation of natural resources used for energy impacts the environment by investigating the flow of energy from natural resources to everyday appliances.

Review the following terms:

Component: *Texas Science Studies Weekly: 4 Grade Teacher Edition with Online Access*

ISBN: 9781649783820TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 15.2, 15.11

Location: Teacher Edition, Unit 15, Activity Summary and Activity 2, Title (pdf pg. 2, 11)

Original Text: Energy Use Investigation

Updated Text: Electricity Use Investigation

Component: *Texas Science Studies Weekly: 4 Grade Teacher Edition with Online Access*

ISBN: 9781649783820TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 15.11, 15.20

Location: Teacher Edition, Unit 15, Activities 2 and 5, Left Hand Column (pdf pgs. 11, 20)

Original Text: Activity 2

ELPS 3H, 4F

Activity 5

RTC Energy and Matter

Updated Text: (Aligned left hand columns to standards coverage charts, see below)

Activity 2

ELPS 2E, 3G

MATH 4.4A: Add and subtract whole numbers and decimals to the hundredths place using the standard algorithm.

Activity 5

RTC Energy and Matter

Cause and Effect

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 1230 of 3538

Component: *Texas Science Studies Weekly: 4 Grade Teacher Edition with Online Access*

ISBN: 9781649783820TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 1, 3

Location: Student Edition, Unit 15, Activity 1 and Activity 3, Standards Coverage Box (pdf pg. 1 and 2)

Original Text: Activity 1

SEP Ask Questions

RTC Cause and Effect

Activity 3

Listen Actively and Discuss

RTC Energy and Matter

MATH

Updated Text: (Aligned student edition standards coverage boxes with Teacher Edition standards coverage charts, see below)

Activity 1

SEP Ask Questions

RTC Cause and Effect

ELAR

MATH

Activity 3

Listen Actively and Discuss

RTC Energy and Matter

ELAR

MATH

Component: *Texas Science Studies Weekly: 4 Grade Student Edition with Online Access*

ISBN: 9781649783837SE8

Link to Current Content:

[View Current Content](#)

Current Page Number(s): n/a

Location: Related Media Image: Studies Weekly Online, Unit 15, Activity 3, "Texas Electricity Production by Resource, 2011 - 2021"

Original Text: Texas Electricity Production by Source, 2011-2021

Updated Text: Texas Electricity Production by Resource, 2011 - 2021

(Added source to graph)

Source: ERCOT

Component: *Texas Science Studies Weekly: 4 Grade Student Edition with Online Access*

ISBN: 9781649783837SE8

Link to Current Content:

[View Current Content](#)

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 1231 of 3538

Current Page Number(s): n/a

Location: Related Media Image: Studies Weekly Online, Unit 15, Activity 2, "Texas Electricity Usage

Original Text: n/a

Updated Text: (added source to graph)

Source: ERCOT

Component: *Texas Science Studies Weekly: 4 Grade Student Edition with Online Access*

ISBN: 9781649783837SE8

Link to Current Content:

[View Current Content](#)

Current Page Number(s): n/a

Location: Related Media Image: Studies Weekly Online, Unit 15, Activity 1, "Texas Energy Graphs"

Original Text: n/a

Updated Text: (added source to graphs)

Source: Energy Information Administration, State Energy Data System

Component: *Texas Science Studies Weekly: 4 Grade Teacher Edition with Online Access*

ISBN: 9781649783820TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 2

Location: Printable: Studies Weekly Online, Unit 15, "Energy Use and Conservation: Reading Comprehension Questions," Activity 4, question 1 (pg 2) *Also changed in answer key printable located at: Unit 15, "Energy Use and Conservation: Reading Comprehension Questions Answer Key (pdf pg. 1) url:

https://cdn.studiesweekly.com/online/resources/pod_media/panel_41121_TX-04%20U15%20Reading%20Comprehension%20Assessment%20AKS.pdf

Original Text: When was oil discovered in Texas?

Updated Text: When was oil discovered in Spindletop, Texas?

Component: *Texas Science Studies Weekly: 4 Grade Student Edition with Online Access*

ISBN: 9781649783837SE8

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 1

Location: Printable: Unit 15, Activity 4, "Energy Use Game Instructions" (PDF pg. 1)

Original Text: n/a

Updated Text: (Added step 10)

10. Answer these questions in your science notebook:- How does throwing an object away affect the environment?- Which disposal methods have the smallest effect on the environment? How do you know?- How would buying fewer new objects affect the environment?

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 1232 of 3538

Component: Texas Science Studies Weekly: 4 Grade Student Edition with Online Access

ISBN: 9781649783837SE8

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 3-4

Location: Printable: Studies Weekly Online, Unit 15, Activity 4, "Energy Use Game," Transportation Card #6 (pdf pg. 3), All #7 cards (pdf pg. 4)

Original Text: (Transportation card 6 is a repeat of Transportation card 4; All of the 7 cards are a repeat of the 5 cards)

Updated Text: (Transportation Card 6 was changed to the following:)

(pdf pg. 3)

Transportation

Regional (by truck)

Your object was made in another state in your region, it had to travel 600 miles by truck to reach your local store, so it used 5 gallons of gasoline per ton of cargo.

6

(Changed all 8 cards to 7 cards and added the following to the 8 cards:)

(pdf pg. 4)

Natural Resource

Metal

Pots, pans, and soda cans are made of metal, but metals such as steel, aluminum, copper, and zinc are important building blocks of our world in much bigger ways. Buildings, computers, appliances, and phones all have metals inside them!

Some metals such as copper require a lot of energy to reach it beneath the Earth's surface.

8

Manufacturing

Smelting*

Before a metal can be used in an appliance or technology, it must first be heated up to a high temperature in a process called smelting.

Due to how aluminum is found in nature, it requires more energy than copper to smelt and process before it can be used.

Object: Car part or fridge or soda can.

*CAN ONLY BE PLAYED IF YOUR NATURAL RESOURCE IS METAL

8

Transportation

International (by ship)

Your item is shipped from China to Texas in a large container ship. It has to travel over 15,000 miles, using 26 gallons of

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 1233 of 3538

gas per ton of cargo. It is then transported to your local store by truck for a total of 27 gallons of gas per ton.

8

Disposal

Biomass

Your city burns trash to produce electricity. You throw your object away and energy is used to transport it to your city limits, but once it's burned, it is used to produce electricity.

*Cannot use this card if you have Oil as a Natural Resource

8

Component: *Texas Science Studies Weekly: 4 Grade Teacher Edition with Online Access*

ISBN: 9781649783820TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 15.3-15.4

Location: Teacher Edition, Unit 15, Standards Coverage Chart (pdf pgs. 3-4)

Original Text: SEP

4.1 Ask Questions and Define Problems

...

4.2 Use Mathematics

...

4.3 Develop Explanations and Solutions

...

4.3 Communicate Explanations and Solutions

...

4.3 Listen Actively and Discuss

...

4.4 Explain Discoveries and Innovations

...

RTC

4.5: Cause and Effect

- B: Identify and investigate cause-and-effect relationships to explain scientific phenomena or analyze problems;

...

ELPS

1: Learning Strategies

- D: Speak using learning strategies such as requesting assistance, employing non-verbal cues, and using synonyms and circumlocution (conveying ideas by defining or describing when exact English words are not known.)

Updated Text: (Added colons to SEP titles, changed semi-colon in RTC description to a period; removed parenthetical definition of circumlocution from ELPS description, see below)

SEP4.1: Ask Questions and Define Problems...4.2: Use Mathematics...4.3: Develop Explanations and Solutions...4.3: Communicate Explanations and Solutions...4.3: Listen Actively and Discuss...4.4: Explain Discoveries and Innovations...RTC4.5: Cause and Effect- B: Identify and investigate cause-and-effect relationships to explain scientific phenomena or analyze problems....ELPS1: Learning Strategies- D: Speak using learning strategies such as requesting assistance, employing non-verbal cues, and using synonyms and circumlocution.

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 1234 of 3538

Component: *Texas Science Studies Weekly: 4 Grade Teacher Edition with Online Access*

ISBN: 9781649783820TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 15.11

Location: Teacher Edition, Unit 15, Activity 2, Left Hand Column (pdf pg. 11)

Original Text: n/a

Updated Text: (Added printable thumbnail to left hand column)

Component: *Texas Science Studies Weekly: 4 Grade Student Edition with Online Access*

ISBN: 9781649783837SE8

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 2

Location: Student Edition, Unit 14, Activity 2, "What Is Coal?" article, 1st paragraph (pdf pg. 2)

Original Text: Mining requires people to go underground to retrieve the coal.

Updated Text: Mining often requires people to go underground to retrieve the coal.

Component: *Texas Science Studies Weekly: 4 Grade Student Edition with Online Access*

ISBN: 9781649783837SE8

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 4

Location: Student Edition, Unit 14, Activity 5, "What is Solar Energy?" article, 1st paragraph, 2nd sentence (pdf pg. 3)

Original Text: Sunlight flows through a solar panel, which turns the sunlight into electric energy.

Updated Text: When sunlight shines on a solar panel, the panel turns the sunlight into electrical energy.

Component: *Texas Science Studies Weekly: 4 Grade Student Edition with Online Access*

ISBN: 9781649783837SE8

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 1

Location: Student Edition, Unit 14, Activity 1, Phenomenon Statement (pdf pg. 1)

Original Text: Electricity is made from natural resources.

Updated Text: Electricity comes from natural resources.

Component: *Texas Science Studies Weekly: 4 Grade Teacher Edition with Online Access*

ISBN: 9781649783820TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 14.23

Location: Teacher Edition, Unit 14, Activity 5, "Misconception" (pdf pg. 23)

Original Text: According to recent data, one solar panel, on average, costs \$16,000.

Updated Text: According to recent data, a solar panel system costs an average of \$16,000.

Component: *Texas Science Studies Weekly: 4 Grade Teacher Edition with Online Access*

ISBN: 9781649783820TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 14.12

Location: Teacher Edition, Unit 14, Activity 2, Left Hand Column (pdf pg. 12)

Original Text: United States Coal Mine Production

Updated Text: Texas Coal Production

Component: *Texas Science Studies Weekly: 4 Grade Teacher Edition with Online Access*

ISBN: 9781649783820TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 14.14

Location: Teacher Edition, Unit 14, Activity 2, "Whole Group," Steps 5-8 (pdf pg. 14)

Original Text: 5. Display the United States Coal Mine Production image.

6. Ask: What does this map show? (How much coal is mined in the United States.)

7. Ask: Where is the most coal mined in the United States, according to this map? (Students should indicate the area in Wyoming and Montana.)

8. Ask: Where in Texas can you find coal? (Students should indicate area along the Gulf Coast.)

Updated Text: 5. Display the Texas Coal Production image.6. Ask: What does this map show? (Where coal is mined in Texas.)7. Ask: Where in Texas can you find coal? (Students should indicate area along the Gulf Coast and west of Fort Worth.)

Component: *Texas Science Studies Weekly: 4 Grade Teacher Edition with Online Access*

ISBN: 9781649783820TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 14.26

Location: Teacher Edition, Unit 14, Activity 6, Left Hand Column (pdf pg. 26)

Original Text: Wind Energy Potential

Updated Text: Texas Wind Energy Potential

Component: Texas Science Studies Weekly: 4 Grade Teacher Edition with Online Access

ISBN: 9781649783820TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 14.27 - 14.28

Location: Teacher Edition, Unit 14, Activity 6, "Whole Group" (pdf pgs. 27 - 28)

Original Text: 4. Have students take out their Texas Map printable5. Display the Wind Energy Potential image.6. Ask: What does this map show? (the amount of wind energy that could potentially be produced in the United States)- if necessary, explain that "potential" means this is the amount of wind energy the U.S. could produce but that it is not currently producing this much wind energy.7. Ask: Where is the most wind energy potential in the United States, according to this map? (Along the coasts and near mountains)8. Ask: Where in Texas can you produce the most wind energy? (along the southern coast and in West/Central Texas)9. Have students color in the areas of Texas where wind energy is found on their Texas maps.- Some areas might overlap with solar energy. Have students use stripes to indicate areas with more than one resource.- Be sure students label the color they used to indicate wind energy on their map key.

Updated Text:

1. Have students take out their Texas Map printable
2. Display the Texas Wind Energy Potential image.
3. Ask: What does this map show? (the amount of wind energy that could potentially be produced in Texas)
- if necessary, explain that "potential" means this is the amount of wind energy Texas could produce but that it is not currently producing this much wind energy.
4. Ask: Where in Texas can you produce the most wind energy? (along the southern coast and in West/Central Texas)
5. Have students color in the areas of Texas where wind energy is found on their Texas maps.
- Some areas might overlap with solar energy. Have students use stripes to indicate areas with more than one resource.
- Be sure students label the color they used to indicate wind energy on their map key.

Component: Texas Science Studies Weekly: 4 Grade Teacher Edition with Online Access

ISBN: 9781649783820TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 3, 6

Location: Printable: Studies Weekly Online, Unit 14, "Energy Resources: Answer Keys," Activities 3 and 5, Student Edition Answers, "Explain" section (pdf pg. 3 and 6)

Original Text:

Activity 3 Student Edition Answers, "Explain"

Do you think electricity companies should use coal to produce electricity?

Activity 5 Student Edition Answers, "Explain"

Do you think electricity companies should use coal to produce electricity?

Updated Text: (Aligned Activity 3 and 5 student edition answers to the Student Edition text, see below)

Activity 3 Student Edition Answers, "Explain"

Do you think electricity companies should use natural gas to produce electricity?

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 1237 of 3538

Activity 5 Student Edition Answers, "Explain

Do you think electricity companies should use solar energy to produce electricity?

Component: *Texas Science Studies Weekly: 4 Grade Student Edition with Online Access*

ISBN: 9781649783837SE8

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 1

Location: Printable: Studies Weekly Online, Unit 14, Activity 8, "Biomass Energy Research," title (pdf pg. 1)

Original Text: Biomass Research

Updated Text: Biomass Energy Research

Component: *Texas Science Studies Weekly: 4 Grade Teacher Edition with Online Access*

ISBN: 9781649783820TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 2-8

Location: Printable: Studies Weekly Online, Unit 14, Activity 2, "Texas Map," Answer Key (pdf pgs. 2-8)

Original Text: (Answer key images show the Texas Resources Maps)

Updated Text: (Answer key images updated to better reflect what students should have on their maps)

Component: *Texas Science Studies Weekly: 4 Grade Student Edition with Online Access*

ISBN: 9781649783837SE8

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 2

Location: Student Edition, Unit 14, Activity 2 title (pdf pg. 2)

Original Text: Nonrenewable Resources and Oil Investigation

Updated Text: Nonrenewable Resources and Coal Investigation

Component: *Texas Science Studies Weekly: 4 Grade Teacher Edition with Online Access*

ISBN: 9781649783820TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 14.33

Location: Teacher Edition, Unit 14, Activity 8, "Collaborative Learning," Step 1 (pdf pg. 33)

Original Text: Biomass Research

Updated Text: Biomass Energy Research

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 1238 of 3538

Component: *Texas Science Studies Weekly: 4 Grade Teacher Edition with Online Access*

ISBN: 9781649783820TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 14.4

Location: Teacher Edition, Unit 14, Standards Coverage Chart, ELPS 1A, Activity list (pdf pg. 4)

Original Text: Activity 2

Updated Text: Activities 2, 3, 4, 5, 6, 7, 8

Component: *Texas Science Studies Weekly: 4 Grade Student Edition with Online Access*

ISBN: 9781649783837SE8

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 1-4

Location: Student Edition, Unit 14, Activities 6 - 10, Standards Coverage Boxes (pdf pgs 1 - 3)

Original Text: RTC Energy and Matter

Updated Text: RTC Cause and Effect

Component: *Texas Science Studies Weekly: 4 Grade Teacher Edition with Online Access*

ISBN: 9781649783820TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 14.10, 14.12, 14.21

Location: Teacher Edition, Unit 14, Activities 1, 2, and 5, Left Hand Column (pdf pg. 10, 12, and 21)

Original Text: Activity 1

SEP

Listen Actively and Discuss

Activity 2 and 5

ELPS 1E, 4E, 4F

Updated Text: (Aligned left hand columns to standards coverage chart, see below)

Activity 1

SEP

(Removed Listen Actively and Discuss)

Activity 2 and 5

ELPS 1A, 4E, 4F

Component: *Texas Science Studies Weekly: 4 Grade Student Edition with Online Access*

ISBN: 9781649783837SE8

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 1239 of 3538

Link to Current Content:

[View Current Content](#)

Current Page Number(s): n/a

Location: Video: Studies Weekly Online, Unit 14, Activity 5, "What are Renewable Resources?", title card

Original Text: Explore Science

Phenomenon:

What are Renewable Resources?

Updated Text: Texas Science

Content Video:

What are Renewable Resources?

Component: *Texas Science Studies Weekly: 4 Grade Student Edition with Online Access*

ISBN: 9781649783837SE8

Link to Current Content:

[View Current Content](#)

Current Page Number(s): n/a

Location: Video: Studies Weekly Online, Unit 14, Activity 7, "Water and Energy," title card

Original Text: Explore Science

Phenomenon:

Water and Energy

Updated Text: Texas Science

Content Video:

Water and Energy

Component: *Texas Science Studies Weekly: 4 Grade Teacher Edition with Online Access*

ISBN: 9781649783820TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 14.33

Location: Unit 14, Activity 8, Left Hand Column (pdf pg. 33)

Original Text: (Printable icon for flashcards and word wall cards is on a different page than the vocabulary)

Updated Text: (Moved Printable icon for flashcards and word wall cards to the same page as vocabulary)

Component: *Texas Science Studies Weekly: 4 Grade Teacher Edition with Online Access*

ISBN: 9781649783820TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 14.10 - 14.32

Location: Unit 14, Activities 1 - 8, Left Hand Column (pdf pgs. 10-32)

Original Text: n/a

Updated Text: (Added printable thumbnails to left hand column)

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 1240 of 3538

Component: *Texas Science Studies Weekly: 4 Grade Teacher Edition with Online Access*

ISBN: 9781649783820TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 13.1

Location: Teacher Edition, Unit 13, Unit Objectives, RTC Box (pdf pg. 1)

Original Text: Patterns identify and use patterns to explain scientific phenomena.

Updated Text: Identify and use patterns to explain scientific phenomena.

Component: *Texas Science Studies Weekly: 4 Grade Student Edition with Online Access*

ISBN: 9781649783837SE8

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 4

Location: Teacher Edition, Unit 13, Activity 5, Standards Coverage box (pdf pg. 3)

Original Text: SEP Use Mathematics

RTC Patterns

ELAR

Updated Text: (Aligned Activity 5 Student Edition Standards coverage box with Teacher Edition, see below)

SEP Use Mathematics

RTC Patterns

MATH

Component: *Texas Science Studies Weekly: 4 Grade Teacher Edition with Online Access*

ISBN: 9781649783820TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 2, 4

Location: Printable: Studies Weekly Online, Unit 13, "Weather Patterns Over Time: Answer Keys," Activity 2, Student Edition Answers, "Weather Exception: Analysis Question" (pdf pg. 2) and Activity 3, Formative Assessment (pdf pg. 4)

Original Text: Activity 2

Student Edition Answers

Why is this actual data not what you expected?

Activity 3

Formative Assessment

Use the "Overall Weather Data" section of the student edition to check for proficiency of the standard.

Updated Text: (Aligned Activity 2 Student Edition Answers section to the Student Edition text and aligned Activity 3 formative assessment section to the Teacher Edition text, see below)

Activity 2 Student Edition Answers Why is this actual data not what you predicted? Activity 3 Formative Assessment Use student calculations for averages and question responses to check for proficiency of the success criteria.

Component: *Texas Science Studies Weekly: 4 Grade Student Edition with Online Access*

ISBN: 9781649783837SE8

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 1

Location: Printable: Studies Weekly Online, Unit 13, "Weather Patterns Over Time: Lower Lexile Measure Articles" (pdf pg. 1)

Original Text: Activity 2: What is Climate?

Updated Text: Activity 3: What is Climate?

Component: *Texas Science Studies Weekly: 4 Grade Teacher Edition with Online Access*

ISBN: 9781649783820TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 13.18

Location: Teacher Edition, Unit 13, Activity 4, Teacher note (pdf pg. 18)

Original Text: Texas Agricultural Map

Updated Text: (Changed font color of Texas Agricultural Map from green to teal)

Component: *Texas Science Studies Weekly: 4 Grade Teacher Edition with Online Access*

ISBN: 9781649783820TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 13.12, 13.15, 13.18

Location: Unit 13, Activities 2-4, Left Hand Column (pdf pg. 12, 15, 18)

Original Text: n/a

Updated Text: (Added printable thumbnails to left hand columns)

Component: *Texas Science Studies Weekly: 4 Grade Teacher Edition with Online Access*

ISBN: 9781649783820TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 12.38

Location: Teacher Edition, Unit 12, Activity 9, Title (PDF pg. 38)

Original Text: Create - Develop

Updated Text: Create - Develop Solutions

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Component: *Texas Science Studies Weekly: 4 Grade Teacher Edition with Online Access*

ISBN: 9781649783820TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 12.9

Location: Teacher Edition, Unit 12, Success Criteria Chart, Activity 3 and Activity 9, Formative Assessment Evidence (PDF pg. 9)

Original Text: Activity 3

Formative Assessment Evidence:

Student Edition Response Erosion Stations

Activity 9

Formative Assessment Evidence:

Student Edition Response

Updated Text: (Aligned Success Criteria Chart to Formative Assessment boxes, see below)

Activity 3

Formative Assessment Evidence:

Student Edition Response and Erosion Stations

Activity 9

Formative Assessment Evidence:

Student Artifact

Component: *Texas Science Studies Weekly: 4 Grade Teacher Edition with Online Access*

ISBN: 9781649783820TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 12.40

Location: Teacher Edition, Unit 12, Activity 10, Left Hand Column, SEP list (pdf pg. 40)

Original Text: SEP Design Solutions

Collect Evidence

Identify Advantages and Limitations of Models

Evaluate Designs

Propose Solutions

Updated Text: (Aligned left hand column with Standards coverage chart, see below)

SEP Design Solutions

Collect Evidence

Develop and Use Models

Identify Advantages and Limitations of Models

Evaluate Designs

Propose Solutions

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 1243 of 3538

Component: *Texas Science Studies Weekly: 4 Grade Teacher Edition with Online Access*

ISBN: 9781649783820TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 12.3-12.4

Location: Teacher Edition, Unit 12, Standards Coverage Chart, SEP row (pdf pgf. 3) and ELPS, 4F Activity list (pdf pg. 4)

Original Text: SEP

4.1: Plan and Conduct Investigations and Design Solutions

- B: Use scientific practices to plan and conduct descriptive investigations and use engineering practices to design solutions to problems. (Activities 7, 8, 9, 10)

ELPS

4: Reading

- F: Use visual and contextual support and support from peers and teachers to read grade-appropriate content area text, enhance and confirm understanding, and develop vocabulary, grasp of language structures, and background knowledge needed to comprehend increasingly challenging language. (Activities 3, 4, 6)

Updated Text: (Aligned SEP and ELPS in Standards Coverage Chart with usage, see below)

SEP

(4.1 repeated - deleted one instance)

ELPS

4: Reading

- F: Use visual and contextual support and support from peers and teachers to read grade-appropriate content area text, enhance and confirm understanding, and develop vocabulary, grasp of language structures, and background knowledge needed to comprehend increasingly challenging language. (Activities 3, 4, 7)

Component: *Texas Science Studies Weekly: 4 Grade Student Edition with Online Access*

ISBN: 9781649783837SE8

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 1

Location: Student Edition, Unit 12, Activity 1, Phenomenon Statement (pdf pg. 1)

Original Text: (Video icon present)

Updated Text: (Removed Video icon)

Component: *Texas Science Studies Weekly: 4 Grade Student Edition with Online Access*

ISBN: 9781649783837SE8

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 2

Location: Student Edition, Unit 12, Activity 3, Standards Coverage Box (pdf pg. 2)

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 1244 of 3538

Original Text: SEP Develop and Use Models

RTC Cause and Effect

MATH

Updated Text: (Aligned Student Edition standards coverage box with Teacher Edition, see below)

SEP Develop and Use Models

RTC Cause and Effect

ELAR

MATH

Component: *Texas Science Studies Weekly: 4 Grade Teacher Edition with Online Access*

ISBN: 9781649783820TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 1

Location: Printable: Studies Weekly Online, Unit 12, Activity 2, "Weathering by Ice Station:Teacher Instruction Page" (pdf pg. 1)

Original Text: n/a

Updated Text: (Added header and information table, see below)

Texas Science: Teacher Instruction

Fourth Grade: Weathering, Erosion, and Deposition

Activity Duration: 45 minutes

Activity Difficulty: Low

Preparation Time: Medium

Preparation Effort: Medium

Component: *Texas Science Studies Weekly: 4 Grade Teacher Edition with Online Access*

ISBN: 9781649783820TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 1

Location: Printables: Studies Weekly Online, Unit 12, Activity 3, "Erosion Station: Teacher Instruction Page" (pdf pg. 1)

Original Text: n/a

Updated Text: (Added header and information table, see below)

Texas Science: Teacher Instruction

Fourth Grade: Weathering, Erosion, and Deposition

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 1245 of 3538

Activity Duration: 45 minutes

Activity Difficulty: Low

Preparation Time: Medium

Preparation Effort: Medium

Component: *Texas Science Studies Weekly: 4 Grade Teacher Edition with Online Access*

ISBN: 9781649783820TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 2

Location: Printable: Studies Weekly Online, Unit 12, "Weathering, Erosion, and Deposition: Answer Keys," Activity 3, Student Edition Answers, Before and After (pdf pg. 2)

Original Text: Before: Models may vary. Example: Add before model here

After: Models may vary but should show a difference in coloration and/or more aeration/holes in the chalk. Example: Add after model here.

(Image of before and after models)

Updated Text: (Removed unnecessary text and moved before model image)

Before: Models may vary. Example: (image of before model)

After: Models may vary but should show a difference in coloration and/or more aeration/holes in the chalk. Example: (Image of after model)

Component: *Texas Science Studies Weekly: 4 Grade Teacher Edition with Online Access*

ISBN: 9781649783820TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 1-4

Location: Printable: Studies Weekly Online, Unit 12, "Plants and Erosion Extension Activity" (pdf pg. 1-4)

Original Text: (Plants and Erosion extension activity)

Updated Text: (Removed Plants and Erosion Extension activity from Studies Weekly Online)

Component: *Texas Science Studies Weekly: 4 Grade Teacher Edition with Online Access*

ISBN: 9781649783820TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 1-5

Location: Printable: Studies Weekly Online, Unit 12, "Deposition Extension Activity" (pdf pgs. 1-5)

Original Text: n/a

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 1246 of 3538

Updated Text: (Added Extension Activity Header, information table, and teacher instructions, see below. Also fixed pdf pg. 2 table and deleted pdf pg. 4-5.)

(added header) Texas Science Extension Activities

Fourth Grade: Weathering, Erosion, and Deposition

(added table:)

Deposition, Lesson Time: 30 minutes, 5E: Explore

Materials:

- Weathering, Erosion, Deposition Sort

Lesson Guide

1. In pairs, ask students to come up with the number of times they have seen deposition this week. Students can count based on pictures from the student edition, drawings from their interactive notebooks, and even instances from investigation labs.

2. Have students read the article.

3. Have students complete the graphic organizer Weathering, Erosion, Deposition in pairs.

- Give students time to cut and sort the cards between “weathering,” “erosion,” and “deposition.”

- Use this time to address misconceptions by asking questions:

1. What action is this card doing or performing? (Answers will vary.)

2. Which action does that match with? (break, take, or drop)

4. Have students create skits to show that they know the difference between weathering, erosion, and deposition. Encourage students to include what landforms are created through each process.

Component: *Texas Science Studies Weekly: 4 Grade Teacher Edition with Online Access*

ISBN: 9781649783820TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 12.20-12.21

Location: Teacher Edition, Unit 12, Activity 3, Differentiation and Formative Assessment Boxes (PDF pgs. 20-21)

Original Text: n/a

Updated Text: (Added printable thumbnails to Differentiation and Formative assessment boxes)

Component: *Texas Science Studies Weekly: 4 Grade Student Edition with Online Access*

ISBN: 9781649783837SE8

Link to Current Content:

[View Current Content](#)

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 1247 of 3538

Current Page Number(s): n/a

Location: Student Edition Online, Unit 12, Activity 7 and 8

Original Text: (Activity 7 and 8 are out of order)

Updated Text: (Switched Activity 7 and 8)

Component: *Texas Science Studies Weekly: 4 Grade Teacher Edition with Online Access*

ISBN: 9781649783820TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 12.42

Location: Teacher Edition, Unit 12, Extension Activities (pdf pg. 42)

Original Text: 1. Gravity and Erosion (45 minutes): Students will play a game that simulates weathering, erosion, and deposition and read an article to further understand the role of gravity in erosion.2. Plants and Erosion (30 minutes): Students will identify the effects of erosion with and without plants through measurements and observations.3. Deposition (30 minutes): Students will complete a sorting activity to identify weathering, erosion, and deposition and create skits to demonstrate the differences between each process.4. Preventing Erosion (60 minutes): Students will read an article and complete an investigative lab to determine the effects that plants have on the rate of erosion.

Updated Text: (removed Plants and Erosion extension activity description and thumbnail)

1. Gravity and Erosion (45 minutes): Students will play a game that simulates weathering, erosion, and deposition and read an article to further understand the role of gravity in erosion.
2. Deposition (30 minutes): Students will complete a sorting activity to identify weathering, erosion, and deposition and create skits to demonstrate the differences between each process.
3. Preventing Erosion (60 minutes): Students will read an article and complete an investigative lab to determine the effects that plants have on the rate of erosion.

Component: *Texas Science Studies Weekly: 4 Grade Student Edition with Online Access*

ISBN: 9781649783837SE8

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 4

Location: Student Edition, Unit 11, Activity 5, article title (pdf pg. 3)

Original Text: Precipitation

Updated Text: Collection

Component: *Texas Science Studies Weekly: 4 Grade Teacher Edition with Online Access*

ISBN: 9781649783820TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 11.6

Location: Teacher Edition, Unit 11, Materials List (pdf pg. 6)

Original Text: plastic cup Activity: 5 QTY: 1

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 1248 of 3538

Updated Text: (updated materials list to align with activity materials listed, see below)

plastic wrap Activity: 5 QTY: as needed

Component: *Texas Science Studies Weekly: 4 Grade Teacher Edition with Online Access*

ISBN: 9781649783820TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 11.18 - 11.25

Location: Teacher Edition, Unit 11, Activities 3-5, Left Hand Column (pdf pgs. 18-25)

Original Text: (pdf pg. 18)Activity 3MATH 4.4A(pdf pg. 22)Activity 4ELPS 2I, 3H, 3D(pdf pg. 25)Activity 5MATH 4.4A

Updated Text: (Aligned Left Hand Columns to Standards Coverage Chart, see below)Activity 3(removed MATH icon)Activity 4ELPS 1E, 2I, 3H, 3DActivity 5(removed MATH icon)

Component: *Texas Science Studies Weekly: 4 Grade Teacher Edition with Online Access*

ISBN: 9781649783820TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 11.29

Location: Teacher Edition, Unit 11, Activity 6, Left Hand Column (pdf pgs. 29)

Original Text:

Activity 6

SEP

Develop and Use Models

Ask Questions

Collect Evidence

Identify Advantages and Limitations of Models

Develop Explanations

ELAR 4.7F: Respond using newly acquired vocabulary as appropriate.

4.6H: Synthesize information to create new understanding.

4.7C: Use text evidence to support an appropriate response.

Updated Text: (Aligned Left Hand Columns to Standards Coverage Chart, see below)

Activity 6

SEP

Develop and Use Models

Ask Questions

(removed Collect Evidence)

Identify Advantages and Limitations of Models

Develop Explanations

ELAR 4.12B: Compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft.

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 1249 of 3538

Component: Texas Science Studies Weekly: 4 Grade Teacher Edition with Online Access

ISBN: 9781649783820TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 11.32, 11.38

Location: Teacher Edition, Unit 11, Activities 7 and 10, Left Hand Column (pdf pgs. 32, 38)

Original Text: (pdf pg. 32)

Activity 7

ELAR 4.13:

(pdf pg. 38)

Activity 10

SEP Develop and Use Models

Listen Actively and Discuss

RTC Communicate Explanations and Solutions

Systems and System Models

Energy and Matter

Updated Text: (Aligned Left Hand Columns to Standards Coverage Chart, see below)

(pdf pg. 32)

Activity 7

ELAR 4.13C:

(pdf pg. 38)

Activity 10

SEP Develop and Use Models

Listen Actively and Discuss

Communicate Explanations

RTC Systems and System Models

Energy and Matter

Component: Texas Science Studies Weekly: 4 Grade Teacher Edition with Online Access

ISBN: 9781649783820TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 11.3

Location: Teacher Edition, Unit 11, Standards Coverage Chart, SEPs and RTCs (pdf pg. 3)

Original Text: 4.1: Collect and Organize Data

- F: Construct appropriate graphic organizers used to collect data, including tables, bar graphs, line graphs, tree maps, concept maps, Venn diagrams, flow charts or sequence maps, and input-output tables that show cause and effect. (Activities 6, 8)

...

4.2: Identify Advantages and Limitations of Models

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 1250 of 3538

- A: Identify advantages and limitations of models such as their size, scale, properties, and materials. (Activities 2, 3, 4, 5)

...

4.5: Energy and Matter

- E: Investigate how energy flows and matter cycles through systems and how matter is conserved. (Activities 1, 3, 4, 5, 6, 7, 8, 9, 10)

...

4.5: Stability and Change

- G: Explain how factors or conditions impact stability and change in objects, organisms, and systems. (Activities 2, 3, 4, 5, 7)

Updated Text: (Aligned SEPs and RTCs in Standards Coverage Chart with Left hand columns)

4.1: Collect and Organize Data

- F: Construct appropriate graphic organizers used to collect data, including tables, bar graphs, line graphs, tree maps, concept maps, Venn diagrams, flow charts or sequence maps, and input-output tables that show cause and effect. (Activity 8)

...

4.2: Identify Advantages and Limitations of Models

- A: Identify advantages and limitations of models such as their size, scale, properties, and materials. (Activities 2, 3, 4, 5, 6)

...

4.5: Energy and Matter

- E: Investigate how energy flows and matter cycles through systems and how matter is conserved. (Activities 1, 2, 3, 4, 5, 6, 7, 8, 9, 10)

...

4.5: Stability and Change

- G: Explain how factors or conditions impact stability and change in objects, organisms, and systems. (Activities 2, 3, 4, 5, 6, 7)

Component: *Texas Science Studies Weekly: 4 Grade Student Edition with Online Access*

ISBN: 9781649783837SE8

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 3

Location: Student Edition, Unit 11, Activity 3, Standards Coverage Box, pg. 3 (PDF Pg. 2)

Original Text: Activity 3 Condensation

SEP Develop and Use Models

RTC System and System Models

ELAR

MATH

Updated Text: (Aligned Student Edition standards coverage box to Teacher Edition)

Activity 3 Condensation

SEP Develop and Use Models

RTC System and System Models

ELAR

Component: *Texas Science Studies Weekly: 4 Grade Teacher Edition with Online Access*

ISBN: 9781649783820TE

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 1251 of 3538

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 11.11

Location: Teacher Edition, Unit 11, Activity 1, "Introduce Phenomenon," Step 1a (PDF pg. 11)

Original Text: n/a

Updated Text: a. Provide students with the Asking Phenomenon Questions printable.

Component: *Texas Science Studies Weekly: 4 Grade Teacher Edition with Online Access*

ISBN: 9781649783820TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): n/a

Location: Student Edition Online, Unit 11, Activity 9 title

Original Text: Activity 4: Make a Model

Updated Text: Activity 9: Make a Model

Component: *Texas Science Studies Weekly: 4 Grade Teacher Edition with Online Access*

ISBN: 9781649783820TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 1

Location: Printable: Studies Weekly Online, Unit 11, "Wellness: What is Conflict Resolution?," Lesson Time

Original Text: Lesson Time

45 minutes

Updated Text: Lesson Time

25 minutes

Component: *Texas Science Studies Weekly: 4 Grade Teacher Edition with Online Access*

ISBN: 9781649783820TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 1, 3, 5-6

Location: Printable: Unit 10, "Phases of the Moon: Answer Keys," Activity 1, Student Edition Answers (PDF pg. 1); Activity 4, Student Edition Answers (PDF pg. 3); and Rubric for Phenomenon Explanation (PDF pg. 5-6)

Original Text: Activity 1 Student Edition Answers

My Question: (Answers may vary)

My Hypothesis: (Hypotheses may vary but may include something like: I think the moon looks like it changes shape from Earth because the moon moves around Earth.)

Activity 4 Student Edition Answers

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 1252 of 3538

Moon Journal

Rubric for Phenomenon Explanation

Updated Text: (Aligned activity 1 and 4 student edition answers to Student Edition text and removed Rubric for Phenomenon Explanation, see below)

Activity 1 Student Edition Answers

My Hypothesis: (Hypotheses may vary but may include something like: I think the moon looks like it changes shape from Earth because the moon moves around Earth.)

Activity 4 Student Edition Answers

Moon Phase Calendar

(added image of calendar with moon phases included)

Moon Journal

(Removed Rubric for Phenomenon Explanation)

Component: *Texas Science Studies Weekly: 4 Grade Teacher Edition with Online Access*

ISBN: 9781649783820TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 10.6

Location: Teacher Edition, Unit 10, Teacher Resources Chart, 1st row (pdf pg. 6)

Original Text: n/a

Updated Text: (Added Phases of the Moon: ELD slides to Teacher Resources Chart)

Title: Phases of the Moon: ELD Lesson Media: PDF Description: Differentiated language scaffolds that can be projected to students and taught before or after the core science activities.

Component: *Texas Science Studies Weekly: 4 Grade Teacher Edition with Online Access*

ISBN: 9781649783820TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 10.17

Location: Teacher Edition, Unit 10, Activity 4, Left Hand Column (PDF pg. 17)

Original Text: n/a

Updated Text: (Added printable thumbnails to left hand column)

Component: *Texas Science Studies Weekly: 4 Grade Student Edition with Online Access*

ISBN: 9781649783837SE8

Link to Current Content:

[View Current Content](#)

Current Page Number(s): n/a

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 1253 of 3538

Location: Student Edition Online, Unit 10, Activity 4, Moon Phase Calendar

Original Text: (Moon Phase Calendar title and directions are repeated)

Moon Phase Calendar

Directions: Complete the calendar by drawing in the remaining moon phases when they will occur during the month. Write the name of each phase as well.

Moon Phase Calendar

Directions: Complete the calendar by drawing in the remaining moon phases when they will occur during the month. Write the name of each phase as well.

(Blank calendar that can be filled in with words)

Updated Text: Moon Phase Calendar

Directions: Complete the calendar by drawing in the remaining moon phases when they will occur during the month. Write the name of each phase as well.

(Removed blank calendar and added image stating for the activity to be completed on a separate piece of paper)

Component: *Texas Science Studies Weekly: 4 Grade Student Edition with Online Access*

ISBN: 9781649783837SE8

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 1-4

Location: Printable: Studies Weekly Online, Unit 12, Activity 4, "Deposition Article" (pdf pg. 1-4)

Original Text: Weathering, erosion, and deposition slowly change the landscape. After Earth's surface is weathered and eroded, small pieces of rock are left in a new place. This is called deposition. Small pieces of rocks can be deposited a few inches, a few feet, or many miles from where they were weathered.

When water deposits small pieces of rock, it can create a buildup. Beaches are a result of water deposition. In Hawaii, eroded lava is deposited onto the beaches as black sand.

Wind can also deposit small particles of rocks. Sand dunes are examples of wind deposition. The wind deposits sand in certain areas. This buildup creates a sand dune.

Ice also deposits pieces of Earth. This happens when ice moves down a mountainside. Do you see the deposits at the base of these mountains in this image? These deposits were left by a moving glacier. If you look closer, you can even see parts of the glacier.

What is the effect of deposition?

Decide if the following statement is true or false. Provide reasoning. Deposition can only occur after weathering and erosion.

Updated Text: (Edited to include direct instruction and asking students to draw a model of slow changes to Earth's surface caused by deposition from wind and ice, see below)

Weathering, erosion, and deposition slowly change the landscape. After Earth's surface is weathered and eroded, small

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 1254 of 3538

pieces of rock are left in a new place. This is called deposition. Small pieces of rocks can be deposited a few inches, a few feet, or many miles from where they were weathered.

Deposition can occur from water. When moving water slows down, or loses energy, it can deposit small pieces of rock. Deposition can cause slow changes to earth's surface over time. If water deposits small pieces of rock in the same location over and over again it can create a build up of small pieces of rock. This creates a slow change to earth's surface. Beaches are a result of a slow change to earth's surface that is caused by water depositing small rocks in the same area. In Hawaii, eroded lava is deposited onto the beaches as black sand.

Deposition can occur from wind. When wind carrying small pieces of rock slows down or runs into an obstacle, such as a landform, the tiny pieces of rock can be deposited. Deposition can cause slow changes to earth's surface over time. Sand dunes are examples of changes to earth's surface caused by wind deposition. The wind deposits sand in certain areas. This buildup creates a sand dune.

Deposition can occur from ice. When ice carrying small pieces of rock slows down or stops moving, the pieces of rock can be deposited in an area. Deposition can cause slow changes to earth's surface over time. Glaciers can cause slow changes to earth's surface as they move down a mountainside and deposit rock. Do you see the deposits at the base of these mountains in this image? These deposits were left by a moving glacier. If you look closer, you can even see parts of the glacier.

Draw a model to show how deposition by wind can cause slow changes to earth's surface.

Draw a model to show how deposition by ice can cause slow changes to earth's surface.

Component: *Texas Science Studies Weekly: 4 Grade Teacher Edition with Online Access*

ISBN: 9781649783820TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): n/a

Location: Podcast: Studies Weekly Online, Unit 9, "Seasons in the Sun: Topic Background Podcast," 2nd, 4th, and 5th paragraphs

Original Text: (Audio script) Students are fascinated to learn about the connections between the sun, moon, and Earth. Often, we live our lives by this important system. When the sun is in the sky, we wake up and begin our day. When the moon makes its appearance, it's time for our day to end. In this unit, students are eager to discover how this system affects seasons, temperature, and length of daylight. ... In fourth grade, students learn that Earth's change in seasons, temperature, and length of daylight happens simultaneously. Many places on Earth have four seasons: summer, fall, winter, and spring. Temperature and length of daylight change as the seasons change. In the summer, you might notice the sun is out longer. The extra daylight might allow you to enjoy more time outside. However, in the winter, the sun sets early. You might notice it's dark when you wake up and dark again long before you go to sleep. Why does this happen? Throughout the year, parts of Earth get more direct sunlight from the sun as Earth tilt. More direct sunlight increases the amount of daylight people experience. Direct sunlight also causes Earth's surface to heat up. Therefore, more direct sunlight increases the temperature. This is why summer is usually warmer and has longer daylight hours. The temperature and amount of daylight change along with the seasons. When Earth tilts the other way and that same part of Earth receives less direct sunlight, people there experience winter. Winter has cooler temperatures and a shorter amount of daylight. A common misconception students have is that seasonal change occurs at the same time for all parts of Earth. Students may assume that all of Earth experiences the same temperature and length of daylight at the same time. A large takeaway from this unit is that Earth orbits the sun and tilts on its axis, which changes which parts of Earth

receive more or less direct sunlight. One part of Earth receives more direct sunlight while, at the same time, another part of Earth receives less direct sunlight. While one part of Earth experiences summer, warmer temperatures, and longer daylight hours, the other part experiences the opposite.

Updated Text: (Updated audio script to remove information about the sun's tilt) Students are fascinated to learn about the connections between the sun, moon, and Earth. Often, we live our lives by this important system. When the sun is in the sky, we wake up and begin our day. The moon often makes its appearance at night time. In this unit, students are eager to discover how this system affects seasons, temperature, and length of daylight. ... In fourth grade, students learn that Earth's change in seasons, temperature, and length of daylight happens simultaneously. Many places on Earth have four seasons: summer, fall, winter, and spring. Temperature and length of daylight change as the seasons change. In the summer, you might notice the sun is out longer. The extra daylight might allow you to enjoy more time outside. However, in the winter, the sun sets early. You might notice it's dark when you wake up and dark again long before you go to sleep. Why does this happen? Throughout the year, parts of Earth get more direct sunlight from the sun as Earth orbits the sun. More direct sunlight increases the amount of daylight people experience. Direct sunlight also causes Earth's surface to heat up. Therefore, more direct sunlight increases the temperature. This is why summer is usually warmer and has longer daylight hours. The temperature and amount of daylight change along with the seasons. When Earth receives less direct sunlight, people there experience winter. Winter has cooler temperatures and a shorter amount of daylight. The reason for this is due to the tilt of the earth along its axis. Students in 4th grade don't need to understand this but it's helpful for you to know why. A common misconception students have is that seasonal change occurs at the same time for all parts of Earth. Students may assume that all of Earth experiences the same temperature and length of daylight at the same time. An important takeaway from this unit is that as the Earth orbits the sun it changes which parts of Earth receive more or less direct sunlight. One part of Earth receives more direct sunlight while, at the same time, another part of Earth receives less direct sunlight. While one part of Earth experiences summer, warmer temperatures, and longer daylight hours, the other part experiences the opposite.

Component: *Texas Science Studies Weekly: 4 Grade Teacher Edition with Online Access*

ISBN: 9781649783820TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 9.15,9.20,9.23

Location: Unit 9, Activity 3, Left Hand Column (PDF pg. 15); Activity 4, Left Hand Column (PDF pg. 20); and Activity 5, Left Hand Column (PDF pg. 23)

Original Text: SEP

Explore Scientists, Engineers, and Resources

Updated Text: (Removed Explore Scientists, Engineers, and Resources from SEP list)

Component: *Texas Science Studies Weekly: 4 Grade Teacher Edition with Online Access*

ISBN: 9781649783820TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 9.3

Location: Unit 9, Standards Coverage Chart, RTC, Activities list (pdf pg. 3)

Original Text: Activities 2, 3, 4, 5

Updated Text: Activities 1, 2, 3, 4, 5

Component: Texas Science Studies Weekly: 4 Grade Teacher Edition with Online Access

ISBN: 9781649783820TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 1

Location: Printable: Unit 9, "Seasons in the Sun: Answer Keys," Activity 1, Formative Assessment (pdf pg. 1)

Original Text: Activity 1

Formative Assessment: Student Edition Response

Updated Text: Activity 1 Formative Assessment: Self-Assessment

Component: Texas Science Studies Weekly: 4 Grade Teacher Edition with Online Access

ISBN: 9781649783820TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 4

Location: Printable: Unit 9, "Seasons in the Sun: Answer Keys," Activity 4, Student Edition Answers (pdf pg. 4)

Original Text:

Activity 4 Student Edition Answers

Analysis Questions

1. In what season is the length of day the longest? (summer)
2. In what season is the length of day the shortest? (winter)
3. What is the connection between temperature and the length of the day through the seasons? (The change in the temperature goes along with the length of day. As the days get shorter, the temperature gets colder, as the days get longer, the temperatures get warmer.)

Gathering Information

How does the main idea of this article support your data?

(Answers will vary but may include: Claire noticed that....)

Updated Text: (Aligned Activity 4 Student Edition Answers with Student Edition, see below)

Activity 4 Student Edition Answers

Analysis Questions

1. What season has the longest length of day? (summer)
2. What season has the shortest length of day? (winter)
3. What is the connection between temperature and the length of the day through the seasons? (The change in the temperature goes along with the length of day. As the days get shorter, the temperature gets colder, as the days get longer, the temperatures get warmer.)

Gathering Information

How does the main idea of this article support your data?

(Answers will vary but may include: Aleki noticed that....)

Component: Texas Science Studies Weekly: 4 Grade Student Edition with Online Access

ISBN: 9781649783837SE8

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 1257 of 3538

Link to Current Content:

[View Current Content](#)

Location: Student Edition Online, Unit 9, Activity 3

Original Text: (Vocabulary fill-in-the-blank for "sequence" repeated)

Updated Text: (Removed one of the fill-in-the-blank vocabulary boxes for "sequence")

Component: *Texas Science Studies Weekly: 4 Grade Teacher Edition with Online Access*

ISBN: 9781649783820TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 8.18

Location: Teacher Edition, Unit 8, Activity 4, "Whole Group," Steps 7-10 (PDF pg. 18)

Original Text: 7. Ask: What evidence supports the claim that each electrical path produced light? (The light bulb turned on.)

8. Discuss: How did an open or closed path affect the light energy that was produced? (An open path did not produce light energy, while a closed path did produce light energy.)

9. Discuss: What evidence supports the claim that each electrical path produced thermal energy? (We know each electrical path produced thermal energy because we were able to record a temperature reading.)

10. Discuss: What type of path recorded higher temperatures? (closed) Why? (A closed path recorded higher temperatures because more electrical energy was able to travel through the path and produce thermal energy.)

Updated Text:

7. Discuss: How did an open or closed path affect the energy that was produced? (An open path did not produce light or thermal energy, while a closed path did produce light and thermal energy.)

8. Ask: What evidence supports the claim that a closed electrical path produced light energy? (The light bulb turned on.)

9. Discuss: What evidence supports the claim that a closed electrical path produced thermal energy? (We were able to record a higher temperature reading for the electrical path that was closed for the whole 20 minutes.)

10. Discuss: Why does a closed path record higher temperatures?

- Explain to students that a closed path recorded higher temperatures because more electrical energy produces thermal energy. By having the path closed the whole 20 minutes, more electrical energy was able to travel through the path and produce more thermal energy, raising the temperature.

Component: *Texas Science Studies Weekly: 4 Grade Student Edition with Online Access*

ISBN: 9781649783837SE8

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 2, 4

Location: Printable: Studies Weekly Online, Unit 8, Activity 4, "Who Left the Light On?" (pdf pgs. 2, 4)

Original Text: (pdf pg. 2)

Which light reached the highest temperature?

What was the highest temperature recorded?

Explain what this experiment has to do with an open and closed path.

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 1258 of 3538

(pdf pg. 4)

Which light reached the highest temperature? Light B

What was the highest temperature recorded? Answers may vary.

Explain what this experiment has to do with an open and closed path. Light B had a closed path and remained on for the full 20 minutes. The electrical energy was flowing freely all that time. Light A had a closed path for a minute where the electrical energy was flowing and then an open path for a minute where the electrical energy was not flowing. A closed path will produce light and heat.

Updated Text: (Added student-created model to activity)

(pdf pg. 2)

Which light reached the highest temperature?

What was the highest temperature recorded?

Draw and label a model of the light setup that produced the most thermal energy. Be sure to include an arrow to show the flow of electrical energy.

Write a brief description of your model.

Explain what this experiment has to do with an open and closed path

(pdf pg. 4)

Which light reaches the highest temperature? Light B

What was the highest temperature recorded? Answers may vary.

Draw and label a model of the light setup that produced the most thermal energy. Be sure to include an arrow to show the flow of electrical energy. Drawings should include the light source plugged into the outlet and an indication that the light is on and thermal energy is present. There should be an arrow pointing from the outlet to the lightbulb and then an arrow from the light bulb to the outlet to form a continuous loop.

Write a brief description of your model. Descriptions may vary but should include that electrical energy traveling in a closed path produces thermal energy.

Explain what this experiment has to do with an open and closed path. Light B had a closed path and remained on for the full 20 minutes. The electrical energy was flowing freely all that time. Light A had a closed path for a minute where the electrical energy was flowing and then an open path for a minute where the electrical energy was not flowing. A closed path will produce light and heat.

Component: *Texas Science Studies Weekly: 4 Grade Teacher Edition with Online Access*

ISBN: 9781649783820TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 8.5

Location: Teacher Edition, Unit 8, Materials List, pg. 8.5 (PDF pg. 5)

Original Text: thermo-gun Activities: 4 Quantity Needed: 1

wires Activities: 3 Quantity Needed: 24

Updated Text: (Updated material list to align with materials needed for each activity)

thermo-gun Activities: 4 Quantity Needed: 1

thermometers Activities: 4 Quantity Needed: 14

wires Activities: 3 Quantity Needed: 24

Component: *Texas Science Studies Weekly: 4 Grade Teacher Edition with Online Access*

ISBN: 9781649783820TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 8.20

Location: Teacher Edition, Unit 8, Activity 5, Left Hand Column (pdf pg. 20)

Original Text: SEP Collect Evidence

Collect and Organize Data

Develop Explanations

RTC Cause and Effect

ELAR 4.1C

Updated Text: (Aligned left hand column with standards coverage chart)

SEP Collect Evidence

Collect and Organize Data

Develop Explanations

Develop and Use Models

Communicate Explanations

RTC Cause and Effect

ELAR 4.7F

Component: *Texas Science Studies Weekly: 4 Grade Teacher Edition with Online Access*

ISBN: 9781649783820TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 8.3

Location: Teacher Edition, Unit 8, Standards Coverage Chart, ELAR, 4.7C Activity List (PDF pg. 3)

Original Text: Activity 4

Updated Text: Activities 3, 4

Component: *Texas Science Studies Weekly: 4 Grade Teacher Edition with Online Access*

ISBN: 9781649783820TE

Link to Current Content:

[View Current Content](#)

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 1260 of 3538

Current Page Number(s): 8.4

Location: Teacher Edition, Unit 8, Standards Coverage Chart, Common Misconceptions (PDF pg. 4)

Original Text: - Different colored wires affect how an electrical closed path works.

- Electrical energy goes away when the electrical path is open.

Updated Text: - Different colored wires affect how an electrical closed path works.

Component: *Texas Science Studies Weekly: 4 Grade Student Edition with Online Access*

ISBN: 9781649783837SE8

Link to Current Content:

[View Current Content](#)

Current Page Number(s): n/a

Location: Student Edition Online, Unit 8, Activity 4

Original Text: (multiple choice questions are out of order)

Updated Text: (Moved multiple choice questions after open response questions and before reflect and connect)

Component: *Texas Science Studies Weekly: 4 Grade Student Edition with Online Access*

ISBN: 9781649783837SE8

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 1

Location: Printable: Studies Weekly Online, Unit 9, Activity 4, "Length of Day: Sample Data" (pdf pg. 1)

Original Text: Temperature: Sample Data

Winter Temperature Data: December

Updated Text: Length of Day: Sample Data

Winter Length of Day Data: December

Component: *Texas Science Studies Weekly: 4 Grade Teacher Edition with Online Access*

ISBN: 9781649783820TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 7.8

Location: Teacher Edition, Unit 7, Success Criteria Chart, Activity 1 and Activity 6 titles (pdf pg. 8)

Original Text: Engineering Scenario

Updated Text: Engineering Design Problem

Component: *Texas Science Studies Weekly: 4 Grade Teacher Edition with Online Access*

ISBN: 9781649783820TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 7.5-7.6

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 1261 of 3538

Location: Teacher Edition, Unit 7, Materials List (pdf pgs. 5-6)

Original Text: paper cup, 8oz Activities: 2,3 Quantity Needed: 6 Activities: 6

...

thermometer, digital Activities: 2,5 Quantity Needed: 12

thermometer, touchless forehead

Activities: 3,5 Quantity Needed: 1 or 2

timer Activities: 2, 3, 5, 8 Quantity Needed: 8

Updated Text: (Aligned Material list with materials listed at each Activity level)

paper cup, 8oz Activities: 2,3 Quantity Needed: 8 Activities: 6

...

thermometer, digital Activities: 5 Quantity Needed: 12

thermometer, touchless forehead

Activities: 3,5 Quantity Needed: 1 or 2

thermometer, traditional Activities: 2 Quantity Needed: 6

timer Activities: 2, 3, 5, 8 Quantity Needed: 6

Component: *Texas Science Studies Weekly: 4 Grade Student Edition with Online Access*

ISBN: 9781649783837SE8

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 2-3

Location: Student Edition, Unit 7, Activity 7 and Activity 8, Standards Coverage Boxes (pdf pg. 2)

Original Text: Activity 7 Conduct Research: Part One

SEP Design Solutions

RTC Cause and Effect

ELAR

MATH

Activity 8 Conduct Research: Part Two

SEP Design Solutions

RTC Cause and Effect

ELAR

MATH

Updated Text: (Aligned Student Edition standards coverage boxes with Teacher Edition)

Activity 7 Conduct Research: Part One

SEP Design Solutions

RTC Cause and Effect

ELAR

Activity 8 Conduct Research: Part Two

SEP Design Solutions

RTC Cause and Effect

ELAR

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 1262 of 3538

Component: *Texas Science Studies Weekly: 4 Grade Teacher Edition with Online Access*

ISBN: 9781649783820TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 7.20, 7.36

Location: Teacher Edition, Unit 7, Activity 3, Left Hand Column, ELPS (pdf pg. 20) and Activity 7, Left Hand Column, ELPS (pdf pg. 36)

Original Text: Activity 3

ELPS 4E, 4G

Activity 7

ELPS 2C, 3B, 4E

Updated Text: (Aligned left hand column with Standards Coverage chart)

Activity 3

ELPS 4G

Activity 7

ELPS 2C, 3B, 4E, 4G

Component: *Texas Science Studies Weekly: 4 Grade Teacher Edition with Online Access*

ISBN: 9781649783820TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 7.4

Location: Teacher Edition, Unit 7, Standards Coverage Chart, ELPS, 1B Activity list (pdf pg. 4)

Original Text: Activities 2, 6

Updated Text: Activity 6

Component: *Texas Science Studies Weekly: 4 Grade Student Edition with Online Access*

ISBN: 9781649783837SE8

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 1

Location: Printable: Studies Weekly Online, Unit 7, Activity 3, "Conductors and Insulators" 2nd to last paragraph (pdf pg. 1)

Original Text: Glass and metal are conductors, or materials that allow heat to transfer easily. When we cook brownies, we want the metal racks in the oven to get hot, and then we want those hot racks to transfer their energy to the pan. When that happens, the metal or glass pan will then transfer the energy to our brownies, so they can bake

Updated Text: Glass and metal are conductors, or materials that allow heat to transfer easily. When we cook brownies, we want the air in the oven to get hot. This thermal energy will transfer to the pan and batter inside. The metal racks also help to conduct heat and transfer energy into the metal or glass pan.

Component: *Texas Science Studies Weekly: 4 Grade Student Edition with Online Access*

ISBN: 9781649783837SE8

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 2

Location: Student Edition Unit 7, Activity 7, Solid Materials Investigation, Step 1d (pdf pg. 2)

Original Text: Clip the other clamp of the alligator cable to the nose of the battery.

Updated Text: Clip the other clamp of the alligator cable to the other knob of the battery.

Component: *Texas Science Studies Weekly: 4 Grade Student Edition with Online Access*

ISBN: 9781649783837SE8

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 2

Location: Student Edition, Unit 7, Activity 7, Solid Materials Investigation (pg. 2)

Original Text: (Picture in instructions overlaps the bottom of the word "happens" in 2d)

Updated Text: (Moved picture in instructions so it does not overlap the bottom of the word "happens" in 2d)

Component: *Texas Science Studies Weekly: 4 Grade Student Edition with Online Access*

ISBN: 9781649783837SE8

Link to Current Content:

[View Current Content](#)

Current Page Number(s): n/a

Location: Student Edition Online, Unit 7, Week 13 Activity Titles

Original Text:

Article 1: Engineering Scenario

Activity 2: Engineering Design Problem A

Activity 3: Conduct Research: Part One

Activity 4: Conduct Research: Part Two

Activity 5: Ideate, Plan, and Create

Activity 6: Test, Evaluate, Communicate

Updated Text: (Updated activity numbers in Student Edition Online to align with Student Edition)

Activity: Engineering Scenario

Activity 1: Engineering Design Problem A

Activity 2: Conduct Research: Part One

Activity 3: Conduct Research: Part Two

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 1264 of 3538

Activity 4: Ideate, Plan, and Create
Activity 5: Test, Evaluate, Communicate

Component: *Texas Science Studies Weekly: 4 Grade Student Edition with Online Access*

ISBN: 9781649783837SE8

Link to Current Content:
[View Current Content](#)

Current Page Number(s): n/a

Location: Student Edition Online, Unit 7, Activities 3, 4, 9, and 10

Original Text: (Activities 3, 4, 9, and 10 all had extra answer boxes that were not needed)

Updated Text: (Removed extra answer boxes in Activities 3, 4, 9, and 10)

Component: *Texas Science Studies Weekly: 4 Grade Teacher Edition with Online Access*

ISBN: 9781649783820TE

Link to Current Content:
[View Current Content](#)

Current Page Number(s): 7.2

Location: Teacher Edition, Unit 7, Activity Summary Chart, Activity 4 and 5 page numbers (pdf pg. 2)

Original Text: 4. Ideate, Plan, and Create....7.21

5. Test, Evaluate, Communicate....7.25

Updated Text: 4. Ideate, Plan, and Create....7.23

5. Test, Evaluate, Communicate....7.26

Component: *Texas Science Studies Weekly: 4 Grade Teacher Edition with Online Access*

ISBN: 9781649783820TE

Link to Current Content:
[View Current Content](#)

Current Page Number(s): 7.22

Location: Teacher Edition, Unit 7, Activity 3, Differentiation Box (pdf pg. 22)

Original Text: n/a

Updated Text: (Added printable thumbnail to Differentiation box)

Component: *Texas Science Studies Weekly: 4 Grade Teacher Edition with Online Access*

ISBN: 9781649783820TE

Link to Current Content:
[View Current Content](#)

Current Page Number(s): 6.19

Location: Teacher Edition, Unit 6, Activity 5, Title and Left Hand Column SEP List (pdf pg. 19)

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 1265 of 3538

Original Text: Activity 5: Waves in Water and Energy - Explain

SEP Ask Questions

Collect Evidence

Analyze Data

Develop Explanations

Develop and Use Models

Updated Text: (Updated title and SEPs to align with Activity Summary and Standards Coverage Chart)

Activity 5: Waves in Water and Energy - Explore

SEP Collect Evidence

Analyze Data

Develop Explanations

Develop and Use Models

Component: *Texas Science Studies Weekly: 4 Grade Teacher Edition with Online Access*

ISBN: 9781649783820TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 6.11, 6.31

Location: Teacher Edition, Unit 6, Activity 2, Left Hand Column, ELPS (PDF pg. 11) and Activity 9, Left Hand Column, ELPS (PDF pg. 25)

Original Text: Activity 2

ELPS 1A, 1F, 2E

Activity 9

ELPS 4F

Updated Text: (Updated left hand columns to align with standards coverage chart)

Activity 2

ELPS 1A, 1F, 2E, 2I

Activity 9

ELPS 2H, 3H, 4F

Component: *Texas Science Studies Weekly: 4 Grade Teacher Edition with Online Access*

ISBN: 9781649783820TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 4,5,7

Location: Printable: Studies Weekly Online, Unit 6, "Energy Transfer: Answer Keys," Activity 2 Formative Assessment (PDF pg. 4); Activity 3 Formative Assessment (PDF pg. 5); and Activity 6, Student Edition Answers, Vocabulary section (PDF pg. 7)

Original Text: Activity 2 Formative Assessment:

Use student edition responses to check for proficiency of the success criteria.

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 1266 of 3538

Activity 3 Formative Assessment:

Use the Reading to Learn question and Claim, Evidence, Reasoning to check for proficiency of the success criteria.

Activity 6

Vocabulary:

amplitude: the height of a wave

crest: the peak or highest point of a wave

trough: the valley or lowest point of a wave

wavelength: the distance between two waves

Updated Text: (Updated Activity 2 and 3 formative assessment descriptions to align with Teacher Edition. Changed the order of the vocabulary in Activity 6 Student Edition Answers to align with Student Edition)

Activity 2 Formative Assessment:

Use students' responses in the "Support a Claim" section of the student edition to check for proficiency of the success criteria.

Activity 3 Formative Assessment:

Use students' responses in the student edition to check for proficiency of the success criteria.

Activity 6

Vocabulary:

crest: the peak or highest point of wave

trough: the valley or lowest point of a wave

amplitude: the height of a wave

wavelength: the distance between two waves

Component: *Texas Science Studies Weekly: 4 Grade Teacher Edition with Online Access*

ISBN: 9781649783820TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 6.25

Location: Teacher Edition, Unit 6, Activity 6, "Reflect and Connect," Step 3 (pdf pg 25)

Original Text: (When it lightly rain,s

Updated Text: When it lightly rains,

Component: *Texas Science Studies Weekly: 4 Grade Teacher Edition with Online Access*

ISBN: 9781649783820TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 6.9 - 6.34

Location: Teacher Edition, Unit 6, Activities 1-10, Left Hand Column (pdf pg. 9 - 34)

Original Text: n/a

Updated Text: (Added printable and image thumbnails to Left Hand Column)

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 1267 of 3538

Component: *Texas Science Studies Weekly: 4 Grade Teacher Edition with Online Access*

ISBN: 9781649783820TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 6.26 - 6.27

Location: Teacher Edition, Unit 6, Activity 7, Left Hand Column (pdf pg. 26-27)

Original Text: (ELAR icon on pg. 6.26, ELAR standard descriptions on pg. 6.27)

Updated Text: (Moved ELAR icon to pg. 6.27 to be next to ELAR standard descriptions)

Component: *Texas Science Studies Weekly: 4 Grade Teacher Edition with Online Access*

ISBN: 9781649783820TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 1

Location: Printable: Studies Weekly Online, Unit 5, "Wellness: What is Collaboration?," Lesson Time (pdf pg. 1)

Original Text: 45 minutes

Updated Text: 25 minutes

Component: *Texas Science Studies Weekly: 4 Grade Teacher Edition with Online Access*

ISBN: 9781649783820TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 5.5

Location: Teacher Edition, Unit 5, Materials List (PDF pg. 5)

Original Text: - water bottles, identical (18) S

Updated Text: - water bottles, identical (18)

Component: *Texas Science Studies Weekly: 4 Grade Teacher Edition with Online Access*

ISBN: 9781649783820TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 3

Location: Printable: Studies Weekly Online, Unit 5, "Magnetism, Gravity, and Friction: Reading Comprehension Questions," (pdf pg. 3)

Original Text: Activity 6: Conduct: The Force of Gravity

Updated Text: Activity 6: The Force of Gravity

Component: *Texas Science Studies Weekly: 4 Grade Teacher Edition with Online Access*

ISBN: 9781649783820TE

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 1268 of 3538

Link to Current Content:
[View Current Content](#)

Current Page Number(s): 1

Location: Printable: Studies Weekly Online, Unit 5, "Distance and Strength of Force: Extension Activity," Lesson Time (pdf pg. 1)

Original Text: 30 minutes

Updated Text: 20 minutes

Component: *Texas Science Studies Weekly: 4 Grade Teacher Edition with Online Access*

ISBN: 9781649783820TE

Link to Current Content:
[View Current Content](#)

Current Page Number(s): 5.2

Location: Teacher Edition, Unit 5, Activity 4, Formative Assessment Box (pdf pg. 20)

Original Text: n/a

Updated Text: (Added Magnetic Field and Distance printable thumbnail to Formative Assessment Box)

Component: *Texas Science Studies Weekly: 4 Grade Teacher Edition with Online Access*

ISBN: 9781649783820TE

Link to Current Content:
[View Current Content](#)

Current Page Number(s): n/a

Location: Podcast: Studies Weekly Online, Unit 4, "Lava Lamps: Topic Background Podcast", 3rd, 4th, and 6th paragraphs

Original Text: (Audio Script)

In third grade, students learned that materials can be combined. Sometimes, materials are combined because of their physical properties. Their physical properties can create a new object or modify existing objects. For example, adding clay to sand will make a stronger brick. In fourth grade, students learn that matter can be combined. Combinations of two or more substances are called mixtures or solutions. Combinations of matter can contain matter in any of its physical states.

...Weighing the matter is particularly useful when proving that matter is conserved.

...

A common misconception students have is that at least one of the substances in a mixture disappears. This is very common when dissolving solids in liquids. You can use a soil and water mixture to clarify this misconception. Observing and measuring the weight before mixing the soil with water is important because students often think the solid soil matter disappears once combined with water. When the soil and water mixture is weighed together, the weight will be the same as the two separate substances.

Updated Text: (Audio script changed to clarify that mass is measured)

In third grade, students learned that materials can be combined. Sometimes, materials are combined because of their physical properties. Their physical properties can create a new object or modify existing objects. For example, adding

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 1269 of 3538

sand to clay will make a stronger brick. In fourth grade, students learn that matter can be combined. Combinations of two or more substances are called mixtures. A solution is a special kind of mixture in which the components are not easily separated such as dissolving salt in water. Combinations of matter can contain matter in any of its physical states.

... Measuring the mass of the matter is particularly useful when proving that matter is conserved.

...

A common misconception students have is that at least one of the substances in a mixture disappears. This is very common when dissolving solids in liquids. You can use a soil and water mixture to clarify this misconception. Observing and measuring the mass before mixing the soil with water is important because students often think the solid soil matter disappears once combined with water. When the soil and water mixture is measured together, the mass will be the same as the two separate substances.

Component: *Texas Science Studies Weekly: 4 Grade Teacher Edition with Online Access*

ISBN: 9781649783820TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 4.3

Location: Teacher Edition, Unit 4, Standards Coverage Chart, SEP row (pdf pg. 3)

Original Text: 4.4 Explore Scientists, Engineers, and Resources

- B: research and explore resources such as museums, libraries, professional organizations, private companies, online platforms, and mentors employed in a science, technology, engineering, and mathematics (STEM) field to investigate STEM careers. (Activity 4)

Updated Text: (Removed SEP 4.4B and added 4.3B to align with Left Hand Columns)

4.3 Communicate Explanations

- B: Communicate explanations and solutions individually and collaboratively in a variety of settings and formats. (Activities 2, 3, 4, 5)

Component: *Texas Science Studies Weekly: 4 Grade Teacher Edition with Online Access*

ISBN: 9781649783820TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 4.22

Location: Teacher Edition, Unit 4, Activity 5, Left Hand Column (pdf pg. 22)

Original Text: RTC

Scale, Proportion, and Quantity

Cause and Effect

Updated Text: (Updated Left Hand Column to align with Standards Coverage Chart, see below)

RTC

Cause and Effect

Component: *Texas Science Studies Weekly: 4 Grade Student Edition with Online Access*

ISBN: 9781649783837SE8

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 1270 of 3538

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 1-2, 4

Location: Student Edition, Unit 4, Activity 1 Standards Coverage box (pdf pg. 1); Activity 2 Standards Coverage box (pdf pg. 2); and Activity 5 Standards coverage box (pdf pg. 3)

Original Text: Activity 1

Phenomenon Introduction

SEP Ask Questions

RTC Cause and Effect

Activity 2

Matter in Mixtures

SEP Develop Explanations

RTC Scale, Proportion, and Quantity

ELAR

Activity 5

Phenomenon Explanation

SEP Develop Solutions

RTC Scale, Proportion, and Quantity

ELAR

MATH

Updated Text: (Updated Student Edition standards coverage boxes to align with Teacher Edition, see below)

Activity 1

Phenomenon Introduction

SEP Ask Questions

RTC Cause and Effect

ELAR

Activity 2

Matter in Mixtures

SEP Develop Explanations

RTC Scale, Proportion, and Quantity

ELAR

MATH

Activity 5

Phenomenon Explanation

SEP Develop Solutions

RTC Cause and Effect

ELAR

MATH

Component: *Texas Science Studies Weekly: 4 Grade Teacher Edition with Online Access*

ISBN: 9781649783820TE

Link to Current Content:

[View Current Content](#)

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 1271 of 3538

Current Page Number(s): 1-2

Location: Printable: Studies Weekly Online, Unit 4, "Lava Lamp: Unit Answer Keys" Activity 2, Student Edition Answers (pdf pg. 1) and Activity 3, Student Edition Answers (pdf pg. 2)

Original Text: Prediction

Updated Text: Hypothesis

Component: *Texas Science Studies Weekly: 4 Grade Teacher Edition with Online Access*

ISBN: 9781649783820TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 4.5

Location: Teacher Edition, Unit 4, Materials List (pdf pg. 5)

Original Text: (materials list missing dish soap, salt, and Alka-Seltzer(R) effervescent tablets)

Updated Text: (added: dish soap (as needed) and salt (as needed) to the prepared set of ingredients and Alka-Seltzer(R) effervescent tablets Activities: 4 Quantity Need: 6)

Component: *Texas Science Studies Weekly: 4 Grade Student Edition with Online Access*

ISBN: 9781649783837SE8

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 3

Location: Student Edition, Unit 4, Activity 4, "Matter is Conserved" article, third paragraph (pdf pg. 2)

Original Text: When a solution is created, one type of matter dissolves, or completely spreads out, into another type of matter. You cannot tell them apart from one another. A new substance is created.

Updated Text: (deleted last sentence of paragraph, see below)

When a solution is created, one type of matter dissolves, or completely spreads out, into another type of matter. You cannot tell them apart from one another.

Component: *Texas Science Studies Weekly: 4 Grade Teacher Edition with Online Access*

ISBN: 9781649783820TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 4.4, 4.14

Location: Teacher Edition, Unit 4, Standards Coverage Chart, New Vocabulary row (pdf pg. 4); Activity 2, Left Hand Column and "Vocabulary," Step 5 (pdf pg. 14)

Original Text: theory

Updated Text: scientific principle

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 1272 of 3538

Component: Texas Science Studies Weekly: 4 Grade Student Edition with Online Access

ISBN: 9781649783837SE8

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 1

Location: Printable: Studies Weekly Online, Unit 4, "Lava Lamps: Home Letter," Salutation and Vocabulary Section (pdf pg. 1)

Original Text: Dear families,

...

The vocabulary terms that they need to know are:

- physical properties: how an object looks, feels, smells, tastes, or sounds
- conservation of matter: the rule that amount of matter stays the same when mixtures or solutions are formed
- mass: the amount of matter in an object
- matter: anything that has weight and takes up space

Updated Text: (Updated vocabulary section to align with new vocabulary in standards coverage chart)

Dear Families,

...

The new vocabulary terms that students need to know are:

- conservation of matter: the rule that amount of matter stays the same when mixtures and solutions are formed

Component: Texas Science Studies Weekly: 4 Grade Teacher Edition with Online Access

ISBN: 9781649783820TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 4.12

Location: Teacher Edition, Unit 4, Activity 2, Left Hand Column, pg 4.12 pdf pg. 12

Original Text: (Left hand column has the icons in this order:)

ELAR

MATH

SEP

RTC

ELPS

Updated Text: (Changed order of icons in left hand column, see below)

SEP

RTC

ELPS

ELAR

MATH

Component: Texas Science Studies Weekly: 4 Grade Student Edition with Online Access

ISBN: 9781649783837SE8

Link to Current Content:

[View Current Content](#)

Current Page Number(s): n/a

Location: Student Edition Online, Unit 4, Activity 4

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 1273 of 3538

Original Text: n/a

Updated Text: (Added open response question after Matter in Solutions That Changes States article to align with Student Edition, see below)

How can you prove that matter is conserved when solutions are created and matter changes state from a solid or liquid state to a gas state?

(Moved multiple choice questions to end of activity)

Component: *Texas Science Studies Weekly: 4 Grade Student Edition with Online Access*

ISBN: 9781649783837SE8

Link to Current Content:

[View Current Content](#)

Current Page Number(s): n/a

Location: Student Edition Online, Unit 4, Activity 3

Original Text: (Open Response Question before Matter is Conserved Article)

Updated Text: (Moved the open response question beginning with "Natalia measures 10 grams of salt..." to before the "Matter in Conserved" article. Also, moved the multiple choice questions to the end of activity)

Component: *Texas Science Studies Weekly: 4 Grade Student Edition with Online Access*

ISBN: 9781649783837SE8

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 4

Location: Student Edition, Unit 3, Activity 6, Standards coverage box (PDF pg. 3)

Original Text: SEP Ask Questions

Updated Text: SEP Develop and Use Models

Component: *Texas Science Studies Weekly: 4 Grade Student Edition with Online Access*

ISBN: 9781649783837SE8

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 2

Location: Printable: Studies Weekly Online, Unit 3, "Mixtures and Solutions: Prior Knowledge Article"

Original Text: Prior Knowledge Article Title ANSWER KEY

Updated Text: (deleted second page)

Component: *Texas Science Studies Weekly: 4 Grade Teacher Edition with Online Access*

ISBN: 9781649783820TE

Link to Current Content:

[View Current Content](#)

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 1274 of 3538

Current Page Number(s): 2

Location: Printable: Studies Weekly Online, Unit 3, "Mixtures and Solutions: Answer Keys," Activity 3, Student Edition Responses (PDF pg. 2)

Original Text: Investigation 1

Updated Text: (Added question and answer before Investigation chart to align with Student Edition)

What physical properties does water have? (Answers may vary but students should note the water's color, texture, smell, and appearance.)

Investigation 1

Component: *Texas Science Studies Weekly: 4 Grade Teacher Edition with Online Access*

ISBN: 9781649783820TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 1

Location: Printable: Studies Weekly Online, Unit 3, Activity 5, "Wellness: Finding the Right Food," Lesson time (pdf pg. 1)

Original Text: 30 minutes

Updated Text: 20 minutes

Component: *Texas Science Studies Weekly: 4 Grade Student Edition with Online Access*

ISBN: 9781649783837SE8

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 1-2

Location: Printable: Studies Weekly Online, Unit 3, "Mixtures and Solutions: Home Letter," Salutation and Vocabulary section, (pdf pgs. 1-2)

Original Text: Dear families,

...

The vocabulary terms that they need to know are:

- dissolve: when a solid is to become incorporated into a liquid so as to form a solution. The solid appears to disappear.
- ingredient: one part of mixture or solution
- mixture: a substance made by mixing two or more ingredients together that can easily be separated
- physical properties: how an object looks, feels, smells, tastes, or sounds
- solution: a substance made by mixing two or more ingredients together, that cannot be easily separated (e.g., lemonade, saltwater)

Updated Text: (Updated vocabulary section to align with New Vocabulary in Standards Coverage Chart, see below)

Dear Families,

...

The new vocabulary terms that students need to know are:

- dissolve: when a solid is to become incorporated into a liquid so as to form a solution. The solid appears to disappear.
- mixture: a substance made by mixing two or more ingredients together that can easily be separated
- sieve: a tool consisting of wire and mesh held in a frame, which can be used to separate solids from liquids or bigger

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 1275 of 3538

solids from smaller solids

- solution: a substance made by mixing two or more ingredients together, that cannot be easily separated (e.g., lemonade, saltwater)

Component: *Texas Science Studies Weekly: 4 Grade Student Edition with Online Access*

ISBN: 9781649783837SE8

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 1-2

Location: Printable, Unit 2, "The Junk Drawer: Home Letter," Salutation and Vocabulary section (pdf pg. 1-2)

Original Text:

Dear families,

...

The vocabulary terms that students need to know are: • mass: the amount of matter in an object • matter: anything that has weight and takes up space • physical properties: how an object looks, feels, smells, tastes, or sounds • temperature: the measure of how hot or cold something is • volume: the amount of space that an object/substance takes up

Updated Text: (Updated new vocabulary to align with Standards coverage chart, see below)

Dear Families,

...

The new vocabulary terms that students need to know are:

- density: the ability of matter to sink or float in water
- physical state: the form that matter can exist in

Component: *Texas Science Studies Weekly: 4 Grade Teacher Edition with Online Access*

ISBN: 9781649783820TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 2.3-2.4

Location: Teacher Edition, Unit 2, Standards Coverage Chart, SEP and ELAR rows (pdf pg. 3) and ELPS row (pdf pg. 4)

Original Text: SEP

4.2: 4.2: Analyze Data

- B: Analyze data by **identifying any significant features, patterns, or sources of error.** (Activities 2, 3, 4, 5, 6, 7)

ELAR

4.6: Comprehension Skills

- **Make inferences and use evidence to support understanding.** (Activities 4, 6)

ELPS

5: Writing

- G: Narrate, **describe**, and explain **with increasing specificity and detail to fulfill content area writing needs as more English is acquired.** (Activity 8)

Updated Text: (Updated Standards Coverage chart Activity lists to align with Left Hand Columns, see below)

SEP

4.2: Analyze Data

- B: **Analyze data by identifying any significant features, patterns, or sources of error.** (Activities 2, 3, 4, 5, 6, 7, 8)

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 1276 of 3538

ELAR

4.6: Comprehension Skills

- F: **Make inferences and use evidence to support understanding.** (Activities 4, 6)

ELPS

5: Writing

- G: Narrate, **describe**, and explain **with increasing specificity and detail to fulfill content area writing needs as more English is acquired.** (Activity 9)

Component: *Texas Science Studies Weekly: 4 Grade Teacher Edition with Online Access*

ISBN: 9781649783820TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): n/a

Location: Podcast: Studies Weekly Online, Unit 2, "The Junk Drawer: Topic Background Information Podcast," 1 min 30 sec

Original Text: water

Updated Text: matter

Component: *Texas Science Studies Weekly: 4 Grade Teacher Edition with Online Access*

ISBN: 9781649783820TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 1, 6-8, 10, 13

Location: Printable, Unit 2, "The Junk Drawer: Answer Keys," Activity 1 Formative Assessment (pdf pg. 1); Activity 5 Student Edition Answers, "Gather Information" (pdf pg. 6); Activity 6 Student Edition Answers, "Gather Information" (pdf pg. 7-8); Activity 9 Student Edition Answers, Question 2 (pdf pg. 10); and Activity 10 Formative Assessment (pdf pg.13)

Original Text: Activity 1 Formative Assessment

Have students grade themselves using the Questioning Rubric to check for understanding and proficiency.

Activity 5, Student Edition Answers

Gather Information

Why might we classify items based on their temperatures? Answers may vary. Answers might include the idea that items are classified based on temperature when we do not want items to freeze or melt. We might also classify items based on temperature when they are a safety hazard.

What does room temperature mean? Room temperature means the temperature of the air that currently surrounds you.

Look back at your tree map. Choose one item and describe how you classified that item and why. Answers may vary.

Example: The glue had a temperature of 21 degrees Celsius. This was cooler than most items in the junk drawer, so I classified it as a cool item.

When have you seen or classified items based on their temperatures? Answers will vary. Answers may include the idea that items can be classified by their temperature in a grocery store, at home in the kitchen, in the cafeteria, when you are packing to go somewhere, etc.

Activity 6, Student Edition Answers

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 1277 of 3538

Gather Information

How can we observe if items are magnetic? We can observe if items are magnetic by placing a magnet close to them and observing if they are attracted or repelled to the magnet.

Why might we need to classify items based on whether they are magnetic or not? We might need to classify items based on whether they are magnetic or not to keep them separated and easy to use.

Look back at your tree map. Choose one item and describe how you classified that item and why. Answers may vary.

Example: A quarter is not magnetic because it was not attracted or repelled by the magnet.

Based on your tree map, are all shiny silver items magnetic? How do you know? All shiny silver items are not magnetic. Quarters and aluminum foil are shiny and silver but not magnetic.

Activity 9, Student Edition Answers, Question 2

Describe how and why you classified items three items the way you did.

Activity 10, Formative Assessment

Use student participation in the section "Communicate and Present Solutions" to check for proficiency of the success criteria.

Updated Text: (Updated Activity 1 and 10 formative assessments to align with Teacher Edition text; Updated Activity 5, 6, and 9 to align with Student Edition text)

Activity 1 Formative Assessment

Have students grade themselves using the Questioning Rubric (green font) to check for understanding and proficiency.

Activity 5, Student Edition Answers, Gather Information

(Removed Gather Information section)

Activity 6, Student Edition Answers, Gather Information

(Removed Gather Information section)

Activity 9, Student Edition Answers, Question 2

Choose three items and describe how and why you classified those items the way you did.

Activity 10, Formative Assessment

Use students' participation in the "Communicate and Present Solutions" activity to check for proficiency of the success criteria.

Component: *Texas Science Studies Weekly: 4 Grade Teacher Edition with Online Access*

ISBN: 9781649783820TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 2.20, 2.29, 2.34

Location: Teacher Edition, Unit 2, Activity 5, 8, and 10, Left Hand Column (pdf pg. 20, 29, 34)

Original Text: Activity 5

ELPS 3E

Activity 8

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 1278 of 3538

ELPS 2C, 3D, 4F

Activity 10

ELPS 5B, 5G

ELAR 4.1C Express an opinion supported by accurate information, employing eye contact, speaking rate, volume, enunciation, and the conventions of language to communicate ideas effectively.

4.1A: Listen actively, ask relevant questions to clarify information, and make pertinent comments.

Updated Text: (Aligned Left Hand Columns in Activity 5, 8, and 10 with Standards Coverage Chart, see below)

Activity 5

(removed ELPS)

Activity 8

ELPS 2C 4F

Activity 10

(Removed ELPS)

ELAR 4.1A: Listen actively, ask relevant questions to clarify information, and make pertinent comments.

4.1C Express an opinion supported by accurate information, employing eye contact, speaking rate, volume, enunciation, and the conventions of language to communicate ideas effectively.

Component: *Texas Science Studies Weekly: 4 Grade Teacher Edition with Online Access*

ISBN: 9781649783820TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 2.10 - 2.35

Location: Teacher Edition, Unit 2, Activities 1-10, Left Hand Column (pdf pg. 10 - 35)

Original Text: n/a

Updated Text: (Added printable and image thumbnails to Left Hand Column)

Component: *Texas Science Studies Weekly: 4 Grade Teacher Edition with Online Access*

ISBN: 9781649783820TE

Current Page Number(s): n/a

Location: Studies Weekly Online, Teacher Edition, Unit Level "Teacher Resources," ELD Student Edition (All Units)

Original Text: n/a

Updated Text: (Removed all publisher design notes from "Speaker Notes") (Removed all answer keys from student-facing slides) (Removed all leveling indicators from student-facing slides)

Component: *Texas Science Studies Weekly: 4 Grade Teacher Edition with Online Access*

ISBN: 9781649783820TE

Current Page Number(s): n/a

Location: Studies Weekly Online, Teacher Edition, Unit Level "Teacher Resources," ELD Teacher Edition (All Units)

Original Text: n/a

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 1279 of 3538

Updated Text: (Removed all publisher design notes from "Speaker Notes")

Component: *Texas Science Studies Weekly: 4 Grade Teacher Edition with Online Access*

ISBN: 9781649783820TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 1.14

Location: Teacher Edition, Unit 1, Week 1, Activity 3, Formative Assessment Box (pdf pg. 14)

Original Text: mastery

Updated Text: proficiency

Component: *Texas Science Studies Weekly: 4 Grade Teacher Edition with Online Access*

ISBN: 9781649783820TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 1.6

Location: Teacher Edition, Unit 1, Week 1, Success Criteria Chart, Activity 1 Success Criteria (pdf pg. 6)

Original Text: I can identify what science and engineering entail.

Student Edition Response

Updated Text: I can identify the meaning of science and engineering

Student Edition Response and Participation

Component: *Texas Science Studies Weekly: 4 Grade Teacher Edition with Online Access*

ISBN: 9781649783820TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 1.17

Location: Teacher Edition, Unit 1, Week 1, Activity 4, "Reading to Learn," Step 3 (PDF pg. 17)

Original Text: 3. Display the Fixed Mindset vs Growth Mindset Poster

Updated Text: 3. Display the Growth Mindset vs Fixed Mindset Poster

Component: *Texas Science Studies Weekly: 4 Grade Teacher Edition with Online Access*

ISBN: 9781649783820TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 1.8

Location: Teacher Edition, Unit 1, Week 1, Activity 1, Title (PDF pg. 8)

Original Text: Phenomenon Introduction - Engage

Updated Text: Who Are Scientists and Engineers? - Engage

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 1280 of 3538

Component: Texas Science Studies Weekly: 4 Grade Teacher Edition with Online Access

ISBN: 9781649783820TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 2

Location: Printable: Studies Weekly Online, Unit 1, Week 1, "You Can Be a Scientist! You Can Be an Engineer!: Week Assessment Answer Key," Question 6 (pdf pg. 2)

Original Text: What will keep a team safe?

- a. Following directions; following directions will keep a team safe.
- b. Practicing precision; practicing precision does not help keep a team safe.
- c. Compromising politely; compromising politely promotes teamwork, but not safety.
- d. Measuring accurately; measuring accurately is good science practice but will not keep a team safe.

a. (image of ruler)

b. (image of gloves)

c. (image of balance scale)

d. (image of graduated cylinder)

Updated Text: What tool keeps an engineer safe?

- a. Ruler; a ruler is a tool that engineers use to measure length
- b. Gloves; gloves are a tool that engineers use to protect their hands**
- c. Balance; a balance is a tool engineers use to measure mass
- d. Graduated cylinder; a graduated cylinder is a tool that engineers use to measure volume

Component: Texas Science Studies Weekly: 4 Grade Student Edition with Online Access

ISBN: 9781649783837SE8

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 1

Location: Printable: Studies Weekly Online, Unit 1, Week 1, Activity 2, "Problem Solving Devices" (pdf pg. 1)

Original Text: Balance Scale/Graduated Cylinder

Updated Text: Graduated Cylinder/Balance Scale

Component: Texas Science Studies Weekly: 4 Grade Student Edition with Online Access

ISBN: 9781649783837SE8

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 4

Location: Student Edition, Unit 1, Week 1, Activity 5, Title and "Vocabulary section, (PDF pg. 3)

Original Text: (title)

Resources, Discoveries, and Innovations

Vocabulary:

innovative: new _____ that are _____ or _____ in thinking

Updated Text: (title)
Making Discoveries and Innovations

Vocabulary:
innovative: new _____ that are _____ and _____ in thinking

Component: *Texas Science Studies Weekly: 4 Grade Teacher Edition with Online Access*

ISBN: 9781649783820TE

Link to Current Content:
[View Current Content](#)

Current Page Number(s): 1.2

Location: Teacher Edition, Unit 1, Week 1, Standards Coverage Chart (pdf pg. 2)

Original Text: SEP5.1: Ask Questions and Define Problems5.1: Demonstrate Safety5.1: Use Appropriate Tools5.3: Listen Actively5.4: Explain Discoveries and Innovations5.4: Explore Scientists, Engineers, and Resources

ELPS

1. Learning Strategies:

- A: Use prior knowledge and experiences to understand meanings in English. (Activity 1)

4. Reading:

- F: Use visual and contextual support from peers and teachers to read grade-appropriate content area text, enhance and confirm understanding, and develop vocabulary, grasp of language structures, and background knowledge needed to comprehend increasingly challenging language. (Activity 4)

Updated Text: (Updated SEP TEKS number to 4th grade, aligned Activity lists in ELPS with correct activities, see below)

SEP

4.1: Ask Questions and Define Problems

4.1: Demonstrate Safety

4.1: Use Appropriate Tools

4.3: Listen Actively

4.4: Explain Discoveries and Innovations

4.4: Explore Scientists, Engineers, and Resources

ELPS

1. Learning Strategies:

- A: Use prior knowledge and experiences to understand meanings in English. (Activities 1, 4, 5)

4. Reading:

- F: Use visual and contextual support from peers and teachers to read grade-appropriate content area text, enhance and confirm understanding, and develop vocabulary, grasp of language structures, and background knowledge needed to comprehend increasingly challenging language. (Activity 5)

Component: *Texas Science Studies Weekly: 4 Grade Teacher Edition with Online Access*

ISBN: 9781649783820TE

Link to Current Content:
[View Current Content](#)

Current Page Number(s): 1.16

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 1282 of 3538

Location: Teacher Edition, Unit 1, Week 1, Activity 4, Left Hand Column (pdf pg. 16)

Original Text: SEP Ask Questions

Updated Text: SEP Ask Questions

ELPS 1A

Component: *Texas Science Studies Weekly: 4 Grade Teacher Edition with Online Access*

ISBN: 9781649783820TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 1.19

Location: Teacher Edition, Unit 1, Week 1, Activity 5, Left Hand Column (pdf pg. 19)

Original Text: SEP Explain Discoveries and Innovations

Explore Scientists, Engineers, and Resources

Updated Text: (Added ELPS from Standards Coverage Chart to Left Hand Column)

SEP Explain Discoveries and Innovations

Explore Scientists, Engineers, and Resources

ELPS 1A, 4F

Component: *Texas Science Studies Weekly: 4 Grade Student Edition with Online Access*

ISBN: 9781649783837SE8

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 2

Location: Student Edition, Unit 1, Week 1, Activity 3, Title (pdf pg. 2)

Original Text: Team Work

Updated Text: Teamwork

Component: *Texas Science Studies Weekly: 4 Grade Teacher Edition with Online Access*

ISBN: 9781649783820TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 1.36

Location: Teacher Edition, Unit 1, Week 2, Activity 4 Left Hand Column and Activity 4, "Vocabulary," Step 2 (including Multi-Meaning Word) (pdf pg. 15)

Original Text: weight

Updated Text: mass

Component: *Texas Science Studies Weekly: 4 Grade Student Edition with Online Access*

ISBN: 9781649783837SE8

Link to Current Content:
[View Current Content](#)

Current Page Number(s): 4

Location: Student Edition, Unit 1, Week 2, Activity 4, "Stability and Change" article, 2nd sentence (pdf pg. 3)

Original Text: When something works well and is not likely to change, it is called stability.

Updated Text: When something works well and is not likely to change, it has stability.

Component: *Texas Science Studies Weekly: 4 Grade Student Edition with Online Access*

ISBN: 9781649783837SE8

Link to Current Content:
[View Current Content](#)

Current Page Number(s): 6

Location: Printable: Studies Weekly Online, Unit 1, Week 2, "Recurring Themes and Concepts: Flash Cards," Definition 9 (pdf pg. 6)

Original Text: weight

Updated Text: mass

Component: *Texas Science Studies Weekly: 4 Grade Teacher Edition with Online Access*

ISBN: 9781649783820TE

Link to Current Content:
[View Current Content](#)

Current Page Number(s): 1.26

Location: Teacher Edition, Unit 1, Week 2, Success Criteria Chart, Activity 4 Formative Assessment Evidence (pdf pg. 5)

Original Text: Energy and Matter printable Writing Sample

Updated Text: Energy and Matter printable and Writing Sample

Component: *Texas Science Studies Weekly: 4 Grade Student Edition with Online Access*

ISBN: 9781649783837SE8

Link to Current Content:
[View Current Content](#)

Current Page Number(s): 1

Location: Student Edition, Unit 1, Week 2, Activity 1, Standards Coverage Box (pdf pg. 1)

Original Text: SEP Ask Questions
RTC Patterns

Updated Text: RTC Patterns

Component: *Texas Science Studies Weekly: 4 Grade Teacher Edition with Online Access*

ISBN: 9781649783820TE

Link to Current Content:
[View Current Content](#)

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 1284 of 3538

Current Page Number(s): 1.25

Location: Teacher Edition, Unit 1, Week 2, Student Support Resources Chart (pdf pg. 4)

Original Text: (Student Support Resources Chart missing)

Updated Text: (Added Student Support Resources Chart, see below)

First Row: Title: Falling Dominos Media: (video icon) Description: This video shows dominoes falling and invites students to wonder and ask questions about the recurring theme and concept "cause and effect." This video is used in Activity 2.

Second Row: Title: How Does an Ocean Wave Transfer Energy Across the Ocean? Media: (video icon) Description: This video depicting waves on a beach invites students to wonder and ask questions about the recurring themes and concepts of systems and system models, energy and matter, and stability and. This video is used in Activity 4.

Third Row: Title: Recurring Themes and Concepts Home Letter Media: (printable icon) Description: This letter to caregivers is a helpful resource to guide teacher communication. It provides information about the design of the program and how caregivers can reinforce student learning and development.

Component: *Texas Science Studies Weekly: 4 Grade Teacher Edition with Online Access*

ISBN: 9781649783820TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 1.28

Location: Teacher Edition, Unit 1, Week 2, Activity 1, Left Hand Column (pdf pg. 7)

Original Text: SEP Ask Questions

RTC Patterns

ELPS 1E

Updated Text: RTC Patterns

ELPS 1E

Component: *Texas Science Studies Weekly: 4 Grade Student Edition with Online Access*

ISBN: 9781649783837SE8

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 3

Location: Student Edition, Unit 1, Week 2, Activity 4, "Energy and Matter" article, 2nd sentence (pdf pg. 2)

Original Text: Matter is anything that has weight and takes up space.

Updated Text: Matter is anything that has mass and takes up space.

Component: *Texas Science Studies Weekly: 4 Grade Teacher Edition with Online Access*

ISBN: 9781649783820TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 1,4

Location: Printable: Studies Weekly Online, Unit 1, Week 2, "Recurring Themes and Concepts: Answer Keys," Activity 1, title (pdf pg. 1); Activity 1, Student Edition Answers (pdf pg.); and Activity 5, Formative Assessment (pdf pg. 4)

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 1285 of 3538

Original Text: Activity 1: Lense of Recurring Themes and Concepts

Student Edition Answers: Vocabulary: pattern: repeated information that predicts future information

recurring themes and concepts: ideas that repeatedly occur in science and provide connections to other topics

Look at the images of the poison ivy leaves. If humans touch poison ivy, they are likely to get a red, itchy rash. Now, look at the poison ivy leaves through the lens of patterns. Discuss observations with a partner. Describe the similarities and differences you see between the images of the poison ivy leaves and other leaves you may have seen before. (Answers may vary, but some may say that poison ivy has three green leaves, with distinct ridges on their leaves. They may have seen other leaves of different shape and color than the green poison ivy leaf.)

Activity 5:

Formative Assessment: Use the Scale, Proportion, and Quantity printable to check for proficiency of the success criteria.

Updated Text: (Aligned Activity 1 Title and Student Edition Answers to Student Edition and changed Activity 5 Formative assessment description to include the printable title as bolded and in green font, see below)

Activity 1: The Lenses of Recurring Themes and Concepts

Student Edition Answers: Vocabulary: pattern: repeated information that predicts future information

recurring themes and concepts: ideas that repeatedly occur in science and provide connections to other topics

Activity 5:

Formative Assessment: Use the Scale, Proportion, and Quantity printable to check for proficiency of the success criteria.

Component: *Texas Science Studies Weekly: 4 Grade Teacher Edition with Online Access*

ISBN: 9781649783820TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 1.23-1.24

Location: Teacher Edition, Unit 1, Week 2, Standards Coverage Chart, beneath ELPS row (pdf pgs 2-3)

Original Text: New Vocabulary

cause: the first thing that happens in a situation

cause-and-effect relationship: when one thing generally leads to another

component: a part of a system

cycle: when matter or energy is transferred over and over within a system

energy: the ability to do work or create change

effect: what happens because of the cause function: intended purpose

interdependence: the dependence of two or more things in a system

matter: anything that has weight and takes up space

model: a visual or three-dimensional representation, typically on a smaller scale than the original

pattern: repeated information that predicts future information

phenomenon: observable event

proportion: when the size of a part or number is compared to other parts or a whole

quantity: an exact or measured amount

recurring themes and concepts: ideas that repeatedly occur in science and provide connections to other topics

scale: an object's size in relation to other objects

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 1286 of 3538

stability: when something works well and is not likely to change

structure: how something looks, its shape, or how it is built system: a group of parts that work together to achieve something

transfer: when energy or matter moves from one place to another or between objects

Updated Text: (Added Math Connections row, Updated Vocabulary row to indicate vocabulary that has been taught in previous grades, changed definition of matter)

MATH Connection

4.4: Numbers and Operations

- A: Add and **subtract whole numbers and decimals to the hundredths place using the standard algorithm.** (Activity 5)

New Vocabulary

cause*: the first thing that happens in a situation

cause-and-effect relationship*: when one thing generally leads to another

component*: a part of a system

cycle*: when matter or energy is transferred over and over within a system

energy*: the ability to do work or create change

effect*: what happens because of the cause function: intended purpose

interdependence*: the dependence of two or more things in a system

matter*: anything that has weight and takes up space

model*: a visual or three-dimensional representation, typically on a smaller scale than the original

pattern*: repeated information that predicts future information

phenomenon*: observable event

proportion*: when the size of a part or number is compared to other parts or a whole

quantity*: an exact or measured amount

recurring themes and concepts*: ideas that repeatedly occur in science and provide connections to other topics

scale*: an object's size in relation to other objects

stability*: when something works well and is not likely to change

structure*: how something looks, its shape, or how it is built system*: a group of parts that work together to achieve something

transfer*: when energy or matter moves from one place to another or between objects

Component: Texas Science Studies Weekly: 4 Grade Teacher Edition with Online Access

ISBN: 9781649783820TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 3

Location: Printable: Studies Weekly Online, Unit 1, Week 3, "What Do Scientists Do?: Reading Comprehension Questions Answer Key", " Activity 4, Questions 2 and 3 (pdf pg. 3)

Original Text: 2. What is evidence?

a. a logical thought about something

b. an argument that scientists use to plan an investigation

c. information that supports a claim and attempts to prove it is true d. a given statement of fact that is widely believed or accepted by using facts

3. What is evidence?

a. a logical thought about something

b. an argument that scientists use to plan an investigation

c. information that supports a claim and attempts to prove it is true

d. a given statement of fact that is widely believed or accepted by using facts

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 1287 of 3538

Updated Text: 2. What is evidence?

- a. a logical thought about something
- b. an argument that scientists use to plan an investigation
- c. information that supports a claim and attempts to prove it is true**
- d. a given statement of fact that is widely believed or accepted by using facts

3. According to the text, what is the purpose of a scientific argument?

- a. to convince the reader a claim is true**
- b. to convince another scientist to agree with their opinion
- c. to explain the investigation of the phenomenon
- d. to explain the evidence that supports the claim

Component: *Texas Science Studies Weekly: 4 Grade Teacher Edition with Online Access*

ISBN: 9781649783820TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 1.45

Location: Teacher Edition, Unit 1, Week 3, Materials List, 1st row of Activities column (pdf pg. 4)

Original Text: 1

Updated Text: 1, 2

Component: *Texas Science Studies Weekly: 4 Grade Teacher Edition with Online Access*

ISBN: 9781649783820TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 1.44

Location: Teacher Edition, Unit 1, Week 3, Standards Coverage Chart, Common Misconceptions (pdf pg. 3)

Original Text: n/a

Updated Text: (Added Common Misconceptions row to Standards Coverage Chart)

Common Misconceptions

- Students can't find answers to their questions; they have to be told by an adult.
- Objects only have one property

Component: *Texas Science Studies Weekly: 4 Grade Student Edition with Online Access*

ISBN: 9781649783837SE8

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 1

Location: Printable: Studies Weekly Online, Unit 1, Week 3, "What Do Scientists Do?: Lower Lexile Measure Articles," Activity 1 title, subheading, and vocabulary (pdf pg. 1)

Original Text: Science and Engineering Practices

Updated Text: Scientific and Engineering Practices

Component: Texas Science Studies Weekly: 4 Grade Teacher Edition with Online Access

ISBN: 9781649783820TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 1.62

Location: Teacher Edition, Unit 1, Week 3, Activity 5, "Independent Work," Step 2a (pdf pg. 21)

Original Text: Which drink should people drink most often?

Updated Text: Which drink should people drink least often?

Component: Texas Science Studies Weekly: 4 Grade Teacher Edition with Online Access

ISBN: 9781649783820TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 1-3

Location: Printable: Studies Weekly Online, Unit 1, Week 3, "What Do Scientists Do?: Answer Keys," Activity 1 Formative Assessment box (PDF pg. 1); Activity 2 Formative Assessment box (PDF pg. 2); and Activity 4 Student Edition Answers (pdf pg. 3)

Original Text: Activity 1

Formative Assessment: Prior to the activity, use the Ask Questions: Teacher Instruction Page to prepare for the activity. Activity 2

Formative Assessment: Use the Investigation Plan printable to check for proficiency of the success criteria.

Activity 4

Student Edition Answers

1. What observations may have led to this data being collected? Answers may vary, but could include: The teacher noticed that students in different class years showed varied interest in particular fruits at lunch.

2. What measurements were taken as evidence? (student favorite colors)

3. What significant features or patterns do you see in the data? (red, blue and purple had the most student votes)

4. According to the bar graph, how many total students chose the colors red and orange altogether? (12 students)

5. What inferences can you make based on the observations from this bar graph? (Many students like red because it is bright.)

6. How are your observations and inferences different when reviewing this data? (The data shows the exact colors that students preferred, and my inference is the reason why students liked those colors.)

Updated Text: (Aligned Activity 1 and 2 Formative Assessments to Teacher Edition. Aligned Activity 4 Student Edition Answers to the Student Edition, see below)

Activity 1

Formative Assessment: Use students' "Reflect and Connect" writing samples to check for proficiency of the success criteria.

Activity 2

Formative Assessment: Use the Investigation Plan printable to check for proficiency of the criteria.

Activity 4

Student Edition Answers

1. What measurements were taken as evidence? (student favorite colors)
2. What significant features or patterns do you see in the data? (red, blue and purple had the most student votes)
3. According to the bar graph, how many total students chose the colors red and orange altogether? (12 students)
4. What inferences can you make based on the observations from this bar graph? (Many students like red because it is bright.)
5. How are your observations and inferences different when reviewing this data? (The data shows the exact colors that students preferred, and my inference is the reason why students liked those colors.)

Component: *Texas Science Studies Weekly: 4 Grade Teacher Edition with Online Access*

ISBN: 9781649783820TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 4

Location: Printable: Studies Weekly Online, Unit 1, Week 3, "What Do Scientists Do?: Answer Keys," Activity 5 Student Edition Answers, Explanations and Arguments (pdf pg. 4)

Original Text: **Write an explanation of the "teeth" experiment results using facts you learned from the investigation and article. Be sure to provide reasoning for your explanation. Answers may vary, but could include: Soda is more harmful to teeth than many other beverages. The egg in the cup with soda darkened and was damaged. The article also stated that sugar drinks, such as soda, provide food for bacteria and can lead to tooth decay.**

Updated Text: (Changed the question text to not be bolded and red)

Write an explanation of the "teeth" experiment results using facts you learned from the investigation and article. Be sure to provide reasoning for your explanation. **Answers may vary, but could include: Soda is more harmful to teeth than many other beverages. The egg in the cup with soda darkened and was damaged. The article also stated that sugar drinks, such as soda, provide food for bacteria and can lead to tooth decay.**

Component: *Texas Science Studies Weekly: 4 Grade Teacher Edition with Online Access*

ISBN: 9781649783820TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 5

Location: Printable: Studies Weekly Online, Unit 1, Week 3, "What do Scientists Do?: Answer Keys" (pdf pg. 5)

Original Text: Rubric for Phenomenon Explanation

Updated Text: (Removed Rubric for Phenomenon Explanation)

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 1290 of 3538

Component: *Texas Science Studies Weekly: 4 Grade Teacher Edition with Online Access*

ISBN: 9781649783820TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 1

Location: Printable: Studies Weekly Online, Unit 1, Week 3, "What Do Scientists Do?: Reading Comprehension Questions," Activity 1 title (pdf pg. 1) *Same change made to Answer Key printable located at: Studies Weekly Online, Unit 1, Week 3, "What Do Scientists Do?: Reading Comprehension Questions Answer Key" (pdf pg. 1) url:

https://cdn.studiesweekly.com/online/resources/pod_media/panel_41229_TX-04%20U1%20W3%20Reading%20Comprehension%20Assessment%20AKS.pdf

Original Text: Activity 1: Science and Engineering Practices

Updated Text: Activity 1: Scientific and Engineering Practices

Component: *Texas Science Studies Weekly: 4 Grade Student Edition with Online Access*

ISBN: 9781649783837SE8

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 2

Location: Student Edition, Unit 1, Week 3, Activity 2, title (pdf pg. 2)

Original Text: Planning and Conducting Investigations

Updated Text: Plan and Conduct Investigations

Component: *Texas Science Studies Weekly: 4 Grade Teacher Edition with Online Access*

ISBN: 9781649783820TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 1.58-1.59

Location: Teacher Edition, Unit 1, Week 3, Activity 4, Left Hand Column (pdf pg. 17) and "Whole Group," Steps 1 & 5 (pdf pgs. 17-18)

Original Text: All About Graphs

Updated Text: How to Organize Data

Component: *Texas Science Studies Weekly: 4 Grade Teacher Edition with Online Access*

ISBN: 9781649783820TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 1.66

Location: Teacher Edition, Unit 1, Week 4, Standards Coverage Chart, SEP and ELAR (pdf pg. 2)

Original Text: SEP 4.1: Design Solutions

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 1291 of 3538

Updated Text: (Added entire title to 4.1: Design Solutions and added ELAR 4.1D to ELAR row)

SEP 4.1: Plan and Conduct Investigations and Design Solutions

ELAR 4.1: Developing and Sustaining Foundational Language Skills

- D: **Work collaboratively with others to develop a plan of shared responsibilities.** (Activity 5)

Component: *Texas Science Studies Weekly: 4 Grade Student Edition with Online Access*

ISBN: 9781649783837SE8

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 2

Location: Student Edition, Unit 1, Week 4, Activity 2, "Vocabulary" box and "Ideate" article, 1st paragraph, last sentence (pdf pg. 2)

Original Text: Vocabulary: ideate: to form _____

(Ideate article)

In the next step of the engineering design process, you will use information you've gathering to help ideate, or form ideas about possible designs for a solution.

Updated Text: (Vocabulary box and the "Ideate" article aligned with the definition of ideate present in the flash cards, see below)

Vocabulary: to use the _____ of forming _____

(Ideate Article)

In the next step of the engineering design process, you will use information you've gathered. This will help you ideate, or use the process of forming ideas about possible designs for a solution.

Component: *Texas Science Studies Weekly: 4 Grade Student Edition with Online Access*

ISBN: 9781649783837SE8

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 4

Location: Student Edition, Unit 1, Week 4, Activity 4, "Improve" article, third paragraph (pdf pg. 3)

Original Text: To identify improvements, discuss the following questions with your group:

- What results does your data show?
- Was there any effect on the structure of the prototype?
- How did this affect its function?
- In what ways was your solution successful?
- In what ways did your solution fail to meet the criteria and constraints?
- How would you improve your prototype if you had extra time?

Updated Text: (3rd paragraph removed from article and put in separate box)

To identify improvements, discuss the following questions with your group:- What results does your data show?- Was there any effect on the structure of the prototype?- How did this affect its function?- In what ways was your solution

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 1292 of 3538

successful?- In what ways did your solution fail to meet the criteria and constraints?- How would you improve your prototype if you had extra time?

Component: *Texas Science Studies Weekly: 4 Grade Teacher Edition with Online Access*

ISBN: 9781649783820TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 1.8

Location: Teacher Edition, Unit 1, Week 4, Activity 4, "Introduce Activity," Steps 5-7 (pdf pg. 16)

Original Text: 5a: Explain to students that there are many ways to organize data that has been collected from investigation and engineering design tests.6. Display the printable How to Organize Data (Observations and Evidence).7. Assign pairs to a type of graphic organizer and have them briefly discuss it.a. Let students know they will be expected to teach the rest of the class about their graphic organizer.8. Allow pairs to share each type of graphic organizer.

Updated Text: (Renamed How to Organize Data printable and clarified instructions on how to use)

5a. Remind students that there are many ways to organize data that has been collected from investigation and engineering tests.

6. Display the printable How to Organize Data.

7. Discuss: What type of graphic organizer do you think would be best for displaying your data?

Component: *Texas Science Studies Weekly: 4 Grade Student Edition with Online Access*

ISBN: 9781649783837SE8

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 4

Location: Student Edition, Unit 1, Week 4, Activity 5, "Communicate" article (pdf pg. 3)

Original Text: Feedback can be positive suggestions for improvement, or neutral

Updated Text: Feedback can be positive, suggestions for improvement, or neutral.

Component: *Texas Science Studies Weekly: 4 Grade Student Edition with Online Access*

ISBN: 9781649783837SE8

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 1-2

Location: Printable: Studies Weekly Online, Unit 1, Week 4, "How to Organize Data (Observations and Evidence)" (pdf pgs. 1-2)

Original Text: (Title)

How to Organize Data (Observations and Measurements)

Venn Diagram:

Juneteenth: Celebrates all freeing of enslaved people

Borderfest:

Celebrates a different culture each year

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 1293 of 3538

Updated Text: (Updated title and Venn Diagram; added Tree Map, see below)

(Title) How to Organize Data

Venn Diagram:

Hurricane:

Forms over warm, tropical water, can be hundreds of miles wide

Tornado:

Forms over land, usually less than a mile wide

Both:

Very strong winds

(added tree map)

Tree Map

(image of tree map of different rock types)

Groups main ideas that are similar

Component: *Texas Science Studies Weekly: 4 Grade Teacher Edition with Online Access*

ISBN: 9781649783820TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 1.7

Location: Teacher Edition, Unit 1, Week 4, Success Criteria table, Row 1, 4, and 5 of Success Criteria column (pdf pg. 6)

Original Text: Row 1: The Engineering Design Process and Practices

Row 4: I can test the engineering design against criteria and constraints and identify areas for improvement.

Row 5: I can communicate my engineering design solution to the class by describing my design process, proposed solution, and the results of its test.

Updated Text: (Aligned Success criteria in chart to the lesson success criteria, see below)

Row 1: Engineering Design Process and Practices

Row 4: I can test the engineering design solution against criteria and constraints and identify areas for improvements.

Row 5: I can communicate my engineering design solution to the class by describing my design process, prototype, and the results of its test.

Component: *Texas Science Studies Weekly: 4 Grade Teacher Edition with Online Access*

ISBN: 9781649783820TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 1.79, 1.81

Location: Teacher Edition, Unit 1, Week 4, Activity 3, Formative Assessment Evidence (PDF pg. 15) and Activity 4, Formative Assessment Evidence (PDF pg. 17)

Original Text: Student Edition Response

Updated Text: (Updated formative assessment evidence)

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 1294 of 3538

Activity 3
Student Artifact (pdf pg. 15)

Activity 4
Participation (pdf pg. 17)

Component: *Texas Science Studies Weekly: 4 Grade Student Edition with Online Access*

ISBN: 9781649783837SE8

Link to Current Content:
[View Current Content](#)

Current Page Number(s): 2

Location: Printable: Unit 1, Week 4, Activity 1, "What Do Engineers Do?: Criteria and Constraints" (PDF pg. 2)

Original Text: What Do Engineers Do?: Constraints and Criteria

Updated Text: What Do Engineers Do?: Criteria and Constraints

Component: *Texas Science Studies Weekly: 4 Grade Teacher Edition with Online Access*

ISBN: 9781649783820TE

Link to Current Content:
[View Current Content](#)

Current Page Number(s): 1.72, 1.76, 1.78, 1.80

Location: Teacher Edition, Unit 1, Week 4, Activity 1, 2, 3, and 4, Left Hand Columns (pdf pgs. 8, 12, 14 , 16)

Original Text: Activity 1 Left Hand Column

SEP Define Problems

ELPS 4F

Activity 2 Left Hand Column

SEP Design Solutions

Develop and Use Models

Propose Solutions

Communicate Explanations and Solutions

Identify Advantages and Limitations of Models

Activity 3 Left Hand Column

SEP Communicate Explanations and Solutions

Activity 4 Left Hand Column

SEP Evaluate Designs

Collect and Organize Data

Updated Text: (Aligned Left Hand Columns in Activities 1-4 with Standards Coverage Chart, see below)

Activity 1 Left Hand Column

SEP Define Problems

Activity 2 Left Hand Column

SEP Design Solutions

Propose Solutions

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 1295 of 3538

Identify Advantages and Limitations of Models

Activity 3 Left Hand Column
SEP Develop and Use Models

Activity 4 Left Hand Column
SEP Evaluate Designs

Component: *Texas Science Studies Weekly: 4 Grade Student Edition with Online Access*

ISBN: 9781649783837SE8

Link to Current Content:
[View Current Content](#)

Current Page Number(s): 4

Location: Student Edition, Unit 1, Week 4, Activity 5, Standards coverage box (pdf pg. 3)

Original Text: n/a

Updated Text: (Added Standards coverage box to Activity 5, see below)

SEP Communicate Solutions
ELAR

Component: *Texas Science Studies Weekly: 4 Grade Student Edition with Online Access*

ISBN: 9781649783837SE8

Link to Current Content:
[View Current Content](#)

Current Page Number(s): 1

Location: Printable: Studies Weekly Online, Unit 1, Week 4, "What Do Engineers Do?: Lower Lexile Measure Articles," Header and Activity 1 title (pdf pg. 1)

Original Text: Texas Science Studies Weekly: What Do Scientists Do?
The Engineering Design Process and Practices

Updated Text: Texas Science Studies Weekly: What Do Engineers Do?
Activity 1: The Engineering Design Process and Practices

Component: *Texas Science Studies Weekly: 4 Grade Teacher Edition with Online Access*

ISBN: 9781649783820TE

Link to Current Content:
[View Current Content](#)

Current Page Number(s): 1.68

Location: Teacher Edition, Unit 1, Week 4, Materials List, craft sticks Quantity Needed (pdf pg. 4)

Original Text: Craft sticks quantity needed: 6

Updated Text: (Updated Quantity of craft sticks to 14)

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 1296 of 3538

Component: *Texas Science Studies Weekly: 4 Grade Student Edition with Online Access*

ISBN: 9781649783837SE8

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 1-4

Location: Printable: Studies Weekly Online, Unit 1, Week 4, "What Do Engineers Do?: Flash Cards," Header/Footer (pdf pgs. 1-4)

Original Text: What Do Scientists Do?

Updated Text: What Do Engineers Do?

Component: *Texas Science Studies Weekly: 4 Grade Student Edition with Online Access*

ISBN: 9781649783837SE8

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 2

Location: Student Edition, Unit 1, Week 4, Activity 2, "Plan" article, paragraph 3, 7th sentence (pdf pg. 2)

Original Text: The model might not be easy to imagine the actual size, properties, or materials

Updated Text: It might not be easy to imagine the actual size, properties, or materials of the design.

Component: *Texas Science Studies Weekly: 4 Grade Teacher Edition with Online Access*

ISBN: 9781649783820TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 1.8 - 1.19

Location: Teacher Edition, Unit 1, Week 1, Activities 1-5, Left Hand Column (pdf pg. 8 - 19)

Original Text: n/a

Updated Text: (Added printable thumbnails to Left Hand Column)

Component: *Texas Science Studies Weekly: 4 Grade Teacher Edition with Online Access*

ISBN: 9781649783820TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 1.28 - 1.40

Location: Teacher Edition, Unit 1, Week 2, Activities 1-5, Left hand Column (pdf pg. 7 - 19)

Original Text: n/a

Updated Text: (Added printable and image thumbnails to Left Hand Column)

Component: *Texas Science Studies Weekly: 4 Grade Student Edition with Online Access*

ISBN: 9781649783837SE8

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 1297 of 3538

Link to Current Content:

[View Current Content](#)

Current Page Number(s): n/a

Location: Student Edition Online, Unit 1, Week 3, Activity 2 title

Original Text: Planning and Conducting Investigations

Updated Text: Plan and Conduct Investigations

Component: *Texas Science Studies Weekly: 4 Grade Teacher Edition with Online Access*

ISBN: 9781649783820TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 1.49 - 1.64

Location: Teacher Edition, Unit 1, Week 3, Activities 1-5, Left Hand Column (pdf pg. 8 - 20)

Original Text: n/a

Updated Text: (Added printable thumbnails to Left Hand Column)

Component: *Texas Science Studies Weekly: 4 Grade Teacher Edition with Online Access*

ISBN: 9781649783820TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 1

Location: Printable: Studies Weekly Online, Unit 1, Week 3, "Ask Questions: Teacher Instruction Page," Footer (pdf pg. 1)

Original Text: What Do Scientists Do? - Fifth Grade

Updated Text: What Do Scientists Do? - Fourth Grade

Component: *Texas Science Studies Weekly: 4 Grade Student Edition with Online Access*

ISBN: 9781649783837SE8

Link to Current Content:

[View Current Content](#)

Current Page Number(s): n/a

Location: Student Edition Online, Unit 1, Week 4, Activity 4, "Improve" Article

Original Text: - To identify improvements, discuss the following questions with your group:

Updated Text: To identify improvements, discuss the following questions with your group:

Component: *Texas Science Studies Weekly: 4 Grade Student Edition with Online Access*

ISBN: 9781649783837SE8

Link to Current Content:

[View Current Content](#)

Current Page Number(s): n/a

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 1298 of 3538

Location: Student Edition Online, Unit 1, Week 4, Activity 5

Original Text: (Article and Directions repeated)

Updated Text: (Removed the duplicate article and directions)

Component: *Texas Science Studies Weekly: 4 Grade Student Edition with Online Access*

ISBN: 9781649783837SE8

Link to Current Content:

[View Current Content](#)

Current Page Number(s): n/a

Location: Student Edition Online, Unit 1, Week 4, Activity 1 title

Original Text: The Engineering Design Process and Practices

Updated Text: Engineering Design Process and Practices

Component: *Texas Science Studies Weekly: 4 Grade Student Edition with Online Access*

ISBN: 9781649783837SE8

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 1-6

Location: Printable: Studies Weekly Online, Unit 1, Week 2, Activity 5, "Analyze and Describe"(pdf pg. 1-6)

Original Text: (image of train, image of two children listening, and image of airplanes)

Updated Text: (Replaced images with the images from 5th grade version of Analyze and Describe: image of model train, image of two cats with different sized legs, and image of cars)

Component: *Texas Science Studies Weekly: 4 Grade Teacher Edition with Online Access*

ISBN: 9781649783820TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 4.18-4.19

Location: Teacher Edition, Unit 4, Activity Material List (pdf pg. 18) and "Collaborative Learning," Step 6 (pdf pg. 19)

Original Text: (Materials list missing Alka-Seltzer(R) effervescent tablets)

Updated Text: (Added Alka-Seltzer(R) effervescent tablets)

Component: *Texas Science Studies Weekly: 4 Grade Teacher Edition with Online Access*

ISBN: 9781649783820TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 22.41

Location: Teacher Edition, Unit 22, Week 36, Activity 5, Left Hand Column (pdf pg. 9)

Original Text: (missing printable thumbnail)

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 1299 of 3538

Updated Text: (Added printable thumbnail to Left Hand Column)

Component: *Texas Science Studies Weekly: 4 Grade Teacher Edition with Online Access*

ISBN: 9781649783820TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 1.72-1.80

Location: Teacher Edition, Unit 1, Week 4, Activities 1 - 4, Left Hand Column (pdf pg. 8-16)

Original Text: (missing printable and image thumbnails in left hand column)

Updated Text: (added printable and image thumbnails to left hand column)

Component: *Texas Science Studies Weekly: 4 Grade Teacher Edition with Online Access*

ISBN: 9781649783820TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 9.14

Location: Teacher Edition, Unit 9, Activity 2, "Whole Class," Steps 3-5 (PDF pg. 14)

Original Text: 1. Discuss: Do you see any patterns? If so, what patterns do you see?

a. Have students talk with a partner. (Depending on the season and location, answers will vary but may include: fall temperatures decrease; it gets colder; etc.)

2. Say: Based on the temperature data, we can see that the overall temperatures are decreasing in the fall.

a. Draw the trend line over the whole graph in marker.

Updated Text: (Renamed section to Whole Group, added 3 more steps to clarify content)

Whole Group1. Discuss: Do you see any patterns? If so, what patterns do you see?a. Have students talk with a partner. (Depending on the season and location, answers will vary but may include: fall temperatures decrease; it gets colder; etc.)2. Say: Based on the temperature data, we can see that the overall temperatures are decreasing in the fall.a. Draw the trend line over the whole graph in marker.3. Discuss: Based on the data you collected, what do you predict will happen to the temperature in the next season?- Explain to students that based on data collected, they can predict the pattern of the change in seasons. For example, the temperature will decrease even more in the winter.4. Say: From analyzing the data, I see the trend line is decreasing during fall, so we can predict that the temperature decrease will continue into the next season.5. Ask: Do you think the temperature will keep decreasing every season? (No; the temperature will increase because it gets warmer in the spring and summer.)

Component: *Texas Science Studies Weekly: 4 Grade Teacher Edition with Online Access*

ISBN: 9781649783820TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 9.20

Location: Teacher Edition, Unit 9, Activity 4, "Whole Group," Step 16 (PDF pg. 20)

Original Text: n/a

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 1300 of 3538

Updated Text: (Added extra discussion question)

16. Discuss: Based on the temperature patterns you analyzed yesterday, what predictions do you have about the pattern of length of day in each season?

- Collect all student ideas and guesses

Component: *Texas Science Studies Weekly: 4 Grade Teacher Edition with Online Access*

ISBN: 9781649783820TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 9.22

Location: Teacher Edition, Unit 9, Activity 4, “Debrief,” Step 9 (PDF pg. 22)

Original Text: 9. Have students complete the “Analysis Questions” section in their student editions.

Updated Text: (added new step 9, moved original step 9 to step 10)

9. Ask: Based on the data we've collected and analyzed, what do you predict the length of day will be tomorrow? (Depending on the season, answers will vary but may include: the length of day will be shorter tomorrow.)

10. Have students complete the “Analysis Questions” section in their student editions.

Component: *Texas Science Studies Weekly: 4 Grade Teacher Edition with Online Access*

ISBN: 9781649783820TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 11.20

Location: Teacher Edition, Unit 11, Activity 3, “Reading to Learn,” Step 4 (PDF pg. 20)

Original Text: 3. Discuss: How are evaporation and condensation connected? (Evaporation occurs before condensation. Evaporation causes water vapor to rise up in the air; condensation changes the water vapor back to a liquid state.)- This is an opportunity for students to describe with increasing specificity and detail as more English is acquired. [ELPS 3H]4.

Discuss: How do these two steps start to make a cycle? (One step leads to another; evaporation leads to condensation.)

Updated Text: (Added new step after step 3, changed original step 4 to step 5)

3. Discuss: How are evaporation and condensation connected? (Evaporation occurs before condensation. Evaporation causes water vapor to rise up in the air; condensation changes the water vapor back to a liquid state.)- This is an opportunity for students to describe with increasing specificity and detail as more English is acquired. [ELPS 3H]4. Discuss:

What do the arrows in the illustration represent?- Explain to students that the arrows in the illustration represent the continuous movement of water above the surface of the Earth. The purple arrow represents water vapor rising in the air due to heat energy. The blue arrow represents water vapor turning into water droplets.5. Discuss: How do these two

steps start to make a cycle? (One step leads to another; evaporation leads to condensation.)

Component: *Texas Science Studies Weekly: 4 Grade Teacher Edition with Online Access*

ISBN: 9781649783820TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 11.27

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 1301 of 3538

Location: Teacher Edition, Unit 11, Activity 5, "Reading to Learn," Steps 1-2 (PDF pg. 27)

Original Text: 1. Have students follow the directions in their student editions.- This is an opportunity for students to internalize new academic language by using and reusing it in meaningful ways in writing activities that build concept and language attainment. [ELPS 1E]2. Call on students to share their illustrations and descriptions of how evaporation, condensation, precipitation, and collection were involved in the experiment

Updated Text: (inserted new steps 1-2, moved the original steps down)

1. Have students observe the illustration before reading the article.
2. Ask: What do the arrows on the illustration represent? (The arrows illustrate the continuous movement of water on the surface of the Earth.)
3. Have students follow the directions in their student editions.
- This is an opportunity for students to internalize new academic language by using and reusing it in meaningful ways in writing activities that build concept and language attainment. [ELPS 1E]
4. Call on students to share their illustrations and descriptions of how evaporation, condensation, precipitation, and collection were involved in the experiment

Component: *Texas Science Studies Weekly: 4 Grade Teacher Edition with Online Access*

ISBN: 9781649783820TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 15.18

Location: Teacher Edition, Unit 15, Activity 4, "Debrief," Step 2 (PDF pg. 18)

Original Text:

2. Discuss: How do factors such as recycling and disposal cause changes in our environment? (If we recycle objects or properly dispose of objects so that they can be reused, then fewer resources are being used to create a new one. Fewer resources being used means less pollution in our environment.)

Updated Text: (replaced step 2 with 3 new discussion questions)

2. Discuss: How does throwing an object away affect the environment?
a. Explain to students that when an object is thrown away, the natural resources and energy used to create that object are wasted. It takes energy to transport the object to a landfill, where it takes up space as it rots.
3. Discuss: Which disposal methods have the smallest effect on the environment? How do you know?
a. Explain to students that recycling and reusing objects has the smallest effect on the environment. It takes less energy and no new natural resources to turn an already-made object into a new one. Using energy and natural resources can cause pollution, so using less means less pollution.
4. Discuss: How would buying fewer new objects affect the environment?
a. Explain to students that buying fewer new objects would conserve natural resources and energy, which means less pollution.

Publisher: TPS Publishing

Science, Grade 4

Program: *STEAM into Science - Grade 4 Edition: TEKS*

Component: *Learn By Doing STEAM Activity Reader Book - Grade 4 Teacher Edition*

ISBN: 9781788057653

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 1302 of 3538

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 104

Location: Graphic

Original Text: n/a

Updated Text: The arrow between the ladybug and mouse needs moving from the ladybug to the birds on the left. Add a caterpillar next to the arrow from the grass to the mouse.

Component: *Learn By Doing STEAM Activity Reader Book - Grade 4 Student Edition*

ISBN: 9781788057660

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 117

Location: Graphic

Original Text: n/a

Updated Text: The arrow between the ladybug and mouse needs moving from the ladybug to the birds on the left. Add a caterpillar next to the arrow from the grass to the mouse.

Component: *STEAM Activity Guide - Grade 4 Teacher Edition*

ISBN: 9781788057691

Current Page Number(s): 107, 123, 125, 129, 211, 216, 219, 262, 285, 311, 346, 379, 386, 450, 472, 527, 528, 548

Location: Digital Frog

Original Text: n/a

Updated Text: Remove reference to Digital Frog

Component: *Assessment Guide - Grade 4 Teacher Edition*

ISBN: 9781788057714

Current Page Number(s): 255

Location: Digital Frog

Original Text: n/a

Updated Text: Remove reference to Digital Frog

Component: *Teacher Textbook - Grade 4 Science*

ISBN: 9781788057677

Current Page Number(s): ii, xiv, xv, xxxii

Location: Digital Frog

Original Text: n/a

Updated Text: Remove reference to Digital Frog

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 1303 of 3538

Component: *Teacher Textbook - Grade 4 Science*

ISBN: 9781788057677

Link to Current Content:

[View Current Content](#)

Current Page Number(s): Page I

Location: Unit Column

Original Text: 1 – Scientific and Engineering Practices

The student asks questions, identifies problems, and plans and safely conducts classroom, laboratory, and field investigations to answer questions, explain phenomena, or design solutions using appropriate tools and models.

The student develops evidence-based explanations and communicates findings, conclusions, and proposed solutions.

The student knows the contributions of scientists and recognizes the importance of scientific research and innovation for society.

The student understands how natural resources are important and can be managed.

Updated Text: 1 – Scientific and Engineering Practices

The student asks questions, identifies problems, and plans and safely conducts classroom, laboratory, and field investigations to answer questions, explain phenomena, or design solutions using appropriate tools and models.

The student analyzes and interprets data to derive meaning, identify features and patterns, and discover relationships or correlations to develop evidence-based arguments or evaluate designs.

The student develops evidence-based explanations and communicates findings, conclusions, and proposed solutions.

The student knows the contributions of scientists and recognizes the importance of scientific research and innovation for society.

Recurring themes and concepts. The student understands that recurring themes and concepts provide a framework for making connections across disciplines.

Note: Content for TEKS 1 to 5 appears within all other Units. Examples are provided in the Texas Essential Knowledge and Skills section and detailed in correlations.

Component: *Teacher Textbook - Grade 4 Science*

ISBN: 9781788057677

Link to Current Content:

[View Current Content](#)

Current Page Number(s): Page Lv

Location: Text

Original Text: 1 – Scientific and Engineering Practices

The student asks questions, identifies problems, and plans and safely conducts classroom, laboratory, and field investigations to answer questions, explain phenomena, or design solutions using appropriate tools and models.

The student develops evidence-based explanations and communicates findings, conclusions, and proposed solutions.

The student knows the contributions of scientists and recognizes the importance of scientific research and innovation for

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 1304 of 3538

society.

The student understands how natural resources are important and can be managed.

Updated Text: 1 – Scientific and Engineering Practices

The student asks questions, identifies problems, and plans and safely conducts classroom, laboratory, and field investigations to answer questions, explain phenomena, or design solutions using appropriate tools and models.

The student analyzes and interprets data to derive meaning, identify features and patterns, and discover relationships or correlations to develop evidence-based arguments or evaluate designs.

The student develops evidence-based explanations and communicates findings, conclusions, and proposed solutions.

The student knows the contributions of scientists and recognizes the importance of scientific research and innovation for society.

Recurring themes and concepts. The student understands that recurring themes and concepts provide a framework for making connections across disciplines.

Note: Content for TEKS 1 to 5 appears within all other Units.

Component: *Learn By Doing STEAM Activity Reader Book - Grade 4 Teacher Edition*

ISBN: 9781788057653

Link to Current Content:

[View Current Content](#)

Current Page Number(s): Page 3

Location: Add to Idea box guidance

Original Text: N/A

Updated Text: Idea Boxes

Idea boxes placed throughout the chapter text function to provide opportunities for collaborative discussion of content, review of content introduced, and focus on certain content that is harder to grasp. Guidance on how to use the idea boxes can be found in the Comprehension Skills section. However, before reading each chapter prepare for the idea boxes by:

- Reviewing the chapter and idea boxes and planning for the time taken for each box to be implemented (guidance on how long each idea box will take to implement can be found in the Learn by Doing Activity Reader Books Scope and Sequence that can be found in the TPS Online Library Teacher Support).
- Reading the chapter and planning where in the text to stop for the Idea box; this should be an appropriate break from the text that can be used to implement the idea box.
- Planning to have at hand any materials needed to implement the Idea box.
- Reviewing the task information contained within the Idea boxes.

Component: *Assessment Guide - Grade 4 Teacher Edition*

ISBN: 9781788057714

Link to Current Content:

[View Current Content](#)

Current Page Number(s): Page 211

Location: Graphic

Original Text: N/A

Updated Text: Replace with sharper image

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 1305 of 3538

Publisher: Accelerate Learning Inc.

Science, Grade 5

Program: *STEMscopes Science TX - Grade 5 : TEKS*

Component: *STEMscopes Science TX - Grade 5 (online)*

ISBN: 9798888266885

Link to Current Content:

[View Current Content](#)

Current Page Number(s): page 1

Location: Under preparation, bullet 3, sub-bullet 3

Link to Updated Content:

[View Updated Content](#)

Original Text: Ways to conserve nonrenewable resources to reduce emissions and decrease air pollution

Updated Text: Ways to conserve nonrenewable resources

Component: *STEMscopes Science TX - Grade 5 (online)*

ISBN: 9798888266885

Link to Current Content:

[View Current Content](#)

Current Page Number(s): page 2-4

Location: Paragraphs under the headings "Transportation" "Energy usage" "Food" "Manufacturing" and "Taking Action"

Link to Updated Content:

[View Updated Content](#)

Original Text: **Transportation**

Humans need to find solutions for changing how we get around. Our current transportation modes account for one-half of all air pollution, one-third of greenhouse gas emissions, one-quarter of air contamination, and one-fifth of water toxicity. Reducing our use of these current transportation modes and planning to use alternative modes will reduce the amount of pollution in the air. It will also help conserve nonrenewable resources like oil used to power cars and other vehicles.

Energy usage

Humans can select more renewable energy sources (wind, solar, hydroelectric, and geothermal) to conserve our nonrenewable resources. We can also reduce our energy use and use energy-efficient appliances and materials.

Food

Humans can make an effort to choose in-season, locally grown foods. This conserves the oil and gas that is resources needed to transport produce grown in different regions of the world. far away and cuts down on the pollution caused by transporting those goods.

Updated Text: Updated text is highlighted YELLOW in link to updated content.

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 1306 of 3538

Component: *STEMscopes Science TX - Grade 5 (online)*

ISBN: 9798888266885

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 1-3

Location: paragraphs 1,2,3,4,5,7

Link to Updated Content:

[View Updated Content](#)

Original Text: refer to the link for updated content - strike through text shows original content

Updated Text: See the link for updated content and refer to highlighted text

Component: *STEMscopes Science TX - Grade 5 (online)*

ISBN: 9798888266885

Link to Current Content:

[View Current Content](#)

Current Page Number(s): Activity Starter

Location: Step 4, bullet 4

Link to Updated Content:

[View Updated Content](#)

Original Text: What are some resources we should try to conserve, or save? Accept all answers at this time. Possible student responses could include the following: conserving nonrenewable resources like fossil fuels (oil, coal, and natural gas) that we might run out of and that pollute the air or conserving clean drinking water supplies.

Updated Text: What are some resources we should try to conserve, or save? Accept all answers at this time. Possible student responses could include the following: preventing soil erosion so we have more land to grow food and we don't fill up streams with deposited sediment; conserving nonrenewable resources like fossil fuels (oil, coal, and natural gas) that we might run out of and that pollute the air or conserving clean drinking water supplies.

Component: *STEMscopes Science TX - Grade 5 (online)*

ISBN: 9798888266885

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 2, 4

Location: pages 2 and 4

Link to Updated Content:

[View Updated Content](#)

Original Text: Strikethrough text in updated content link

Updated Text: yellow highlighted text in updated content link

Publisher: Argument-Driven Inquiry, LLC

Science, Grade 5

Program: *Texas ADI Learning Hub for Science, 5th Grade: TEKS*

Component: *Texas ADI Learning Hub for Science, 5th Grade*

ISBN: 9798987754825

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Location: Downloaded Document under the heading "Investigation Standards"

Link to Updated Content:

[View Updated Content](#)

Original Text: List of student expectations

Updated Text: Updated section titled "Alignment with Science TEKS. These changes are:

1. Separate single list into 3 separate tables. First table is for science and engineering practice TEKS. Second table is for recurring theme TEKS. Third table is for content TEKS.
2. Inclusion of an explanation of each student expectation in the column titled "Explanation of the TEKS." Click the URL for Updated Text (make sure to sign into ADI Review Site First: Password is ADITEARev2024!). Download PDF file under heading "Investigation Standards PDF." Open the file. New content is under the heading "Alignment with Science TEKS."
3. Added a column titled "Focus" indicating if this is the first time students are learning the student expectation or if it is a re-introduction of the student expectation.
4. Added 2 columns on vertical alignment. One column is for grade 4 TEKS and one column is for middle school TEKS.

Component: *Texas ADI Learning Hub for Science, 5th Grade*

ISBN: 9798987754825

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Location: Downloaded Document under the heading "Investigation Standards"

Link to Updated Content:

[View Updated Content](#)

Original Text: List of all ELAR student expectations. Original content was the list of the entire set of grade level ELAR student expectations

Updated Text: Updated this section in the following ways:

1. Changed title of section to "Cross-Curricular Connections"
2. Provided a more focused list of ELAR student expectations supported during this investigation.
3. Added a list of mathematics student expectations supported during this investigation

Component: *Texas ADI Learning Hub for Science, 5th Grade*

ISBN: 9798987754825

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Location: Downloaded Document under the heading "Investigation Standards"

Link to Updated Content:

[View Updated Content](#)

Original Text: List of student expectations

Updated Text: Updated section titled "Alignment with Science TEKS. These changes are:

1. Separate single list into 3 separate tables. First table is for science and engineering practice TEKS. Second table is for recurring theme TEKS. Third table is for content TEKS.
2. Inclusion of an explanation of each student expectation in the column titled "Explanation of the TEKS." Click the URL for Updated Text (make sure to sign into ADI Review Site First: Password is ADITEARev2024!). Download PDF file under heading "Investigation Standards PDF." Open the file. New content is under the heading "Alignment with Science TEKS."
3. Added a column titled "Focus" indicating if this is the first time students are learning the student expectation or if it is a re-introduction of the student expectation.
4. Added 2 columns on vertical alignment. One column is for grade 4 TEKS and one column is for middle school TEKS.

Component: *Texas ADI Learning Hub for Science, 5th Grade*

ISBN: 9798987754825

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Location: Downloaded Document under the heading "Investigation Standards"

Link to Updated Content:

[View Updated Content](#)

Original Text: List of all ELAR student expectations. Original content was the list of the entire set of grade level ELAR student expectations

Updated Text: Updated this section in the following ways:

1. Changed title of section to "Cross-Curricular Connections"
2. Provided a more focused list of ELAR student expectations supported during this investigation.
3. Added a list of mathematics student expectations supported during this investigation

Component: *Texas ADI Learning Hub for Science, 5th Grade*

ISBN: 9798987754825

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Location: Downloaded Document under the heading "Investigation Standards"

Link to Updated Content:

[View Updated Content](#)

Original Text: List of student expectations

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 1309 of 3538

Updated Text: Updated section titled "Alignment with Science TEKS. These changes are:

1. Separate single list into 3 separate tables. First table is for science and engineering practice TEKS. Second table is for recurring theme TEKS. Third table is for content TEKS.
2. Inclusion of an explanation of each student expectation in the column titled "Explanation of the TEKS." Click the URL for Updated Text (make sure to sign into ADI Review Site First: Password is ADITEARev2024!). Download PDF file under heading "Investigation Standards PDF." Open the file. New content is under the heading "Alignment with Science TEKS."
3. Added a column titled "Focus" indicating if this is the first time students are learning the student expectation or if it is a re-introduction of the student expectation.
4. Added 2 columns on vertical alignment. One column is for grade 4 TEKS and one column is for middle school TEKS.

Component: *Texas ADI Learning Hub for Science, 5th Grade*

ISBN: 9798987754825

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Location: Downloaded Document under the heading "Investigation Standards"

Link to Updated Content:

[View Updated Content](#)

Original Text: List of all ELAR student expectations. Original content was the list of the entire set of grade level ELAR student expectations

Updated Text: Updated this section in the following ways:

1. Changed title of section to "Cross-Curricular Connections"
2. Provided a more focused list of ELAR student expectations supported during this investigation.
3. Added a list of mathematics student expectations supported during this investigation

Component: *Texas ADI Learning Hub for Science, 5th Grade*

ISBN: 9798987754825

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Location: Downloaded Document under the heading "Investigation Standards"

Link to Updated Content:

[View Updated Content](#)

Original Text: List of student expectations

Updated Text: Updated section titled "Alignment with Science TEKS. These changes are:

1. Separate single list into 3 separate tables. First table is for science and engineering practice TEKS. Second table is for recurring theme TEKS. Third table is for content TEKS.
2. Inclusion of an explanation of each student expectation in the column titled "Explanation of the TEKS." Click the URL for Updated Text (make sure to sign into ADI Review Site First: Password is ADITEARev2024!). Download PDF file under heading "Investigation Standards PDF." Open the file. New content is under the heading "Alignment with Science TEKS."
3. Added a column titled "Focus" indicating if this is the first time students are learning the student expectation or if it is a re-introduction of the student expectation.
4. Added 2 columns on vertical alignment. One column is for grade 4 TEKS and one column is for middle school TEKS.

Component: Texas ADI Learning Hub for Science, 5th Grade

ISBN: 9798987754825

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Location: Downloaded Document under the heading "Investigation Standards"

Link to Updated Content:

[View Updated Content](#)

Original Text: List of all ELAR student expectations. Original content was the list of the entire set of grade level ELAR student expectations

Updated Text: Updated this section in the following ways:

1. Changed title of section to "Cross-Curricular Connections"
2. Provided a more focused list of ELAR student expectations supported during this investigation.
3. Added a list of mathematics student expectations supported during this investigation

Component: Texas ADI Learning Hub for Science, 5th Grade

ISBN: 9798987754825

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Location: Downloaded Document under the heading "Investigation Standards"

Link to Updated Content:

[View Updated Content](#)

Original Text: List of student expectations

Updated Text: Updated section titled "Alignment with Science TEKS. These changes are:

1. Separate single list into 3 separate tables. First table is for science and engineering practice TEKS. Second table is for recurring theme TEKS. Third table is for content TEKS.
2. Inclusion of an explanation of each student expectation in the column titled "Explanation of the TEKS." Click the URL for Updated Text (make sure to sign into ADI Review Site First: Password is ADITEARev2024!). Download PDF file under heading "Investigation Standards PDF." Open the file. New content is under the heading "Alignment with Science TEKS."
3. Added a column titled "Focus" indicating if this is the first time students are learning the student expectation or if it is a re-introduction of the student expectation.
4. Added 2 columns on vertical alignment. One column is for grade 4 TEKS and one column is for middle school TEKS.

Component: Texas ADI Learning Hub for Science, 5th Grade

ISBN: 9798987754825

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Location: Downloaded Document under the heading "Investigation Standards"

Link to Updated Content:

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 1311 of 3538

[View Updated Content](#)

Original Text: List of all ELAR student expectations. Original content was the list of the entire set of grade level ELAR student expectations

Updated Text: Updated this section in the following ways:

1. Changed title of section to "Cross-Curricular Connections"
2. Provided a more focused list of ELAR student expectations supported during this investigation.
3. Added a list of mathematics student expectations supported during this investigation

Component: *Texas ADI Learning Hub for Science, 5th Grade*

ISBN: 9798987754825

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Location: Downloaded Document under the heading "Investigation Standards"

Link to Updated Content:

[View Updated Content](#)

Original Text: List of student expectations

Updated Text: Updated section titled "Alignment with Science TEKS. These changes are:

1. Separate single list into 3 separate tables. First table is for science and engineering practice TEKS. Second table is for recurring theme TEKS. Third table is for content TEKS.
2. Inclusion of an explanation of each student expectation in the column titled "Explanation of the TEKS." Click the URL for Updated Text (make sure to sign into ADI Review Site First: Password is ADITEARev2024!). Download PDF file under heading "Investigation Standards PDF." Open the file. New content is under the heading "Alignment with Science TEKS."
3. Added a column titled "Focus" indicating if this is the first time students are learning the student expectation or if it is a re-introduction of the student expectation.
4. Added 2 columns on vertical alignment. One column is for grade 4 TEKS and one column is for middle school TEKS.

Component: *Texas ADI Learning Hub for Science, 5th Grade*

ISBN: 9798987754825

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Location: Downloaded Document under the heading "Investigation Standards"

Link to Updated Content:

[View Updated Content](#)

Original Text: List of all ELAR student expectations. Original content was the list of the entire set of grade level ELAR student expectations

Updated Text: Updated this section in the following ways:

1. Changed title of section to "Cross-Curricular Connections"
2. Provided a more focused list of ELAR student expectations supported during this investigation.
3. Added a list of mathematics student expectations supported during this investigation

Component: Texas ADI Learning Hub for Science, 5th Grade

ISBN: 9798987754825

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Location: Downloaded Document under the heading "Investigation Standards"

Link to Updated Content:

[View Updated Content](#)

Original Text: List of student expectations

Updated Text: Updated section titled "Alignment with Science TEKS. These changes are:

1. Separate single list into 3 separate tables. First table is for science and engineering practice TEKS. Second table is for recurring theme TEKS. Third table is for content TEKS.
2. Inclusion of an explanation of each student expectation in the column titled "Explanation of the TEKS." Click the URL for Updated Text (make sure to sign into ADI Review Site First: Password is ADITEARev2024!). Download PDF file under heading "Investigation Standards PDF." Open the file. New content is under the heading "Alignment with Science TEKS."
3. Added a column titled "Focus" indicating if this is the first time students are learning the student expectation or if it is a re-introduction of the student expectation.
4. Added 2 columns on vertical alignment. One column is for grade 4 TEKS and one column is for middle school TEKS.

Component: Texas ADI Learning Hub for Science, 5th Grade

ISBN: 9798987754825

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Location: Downloaded Document under the heading "Investigation Standards"

Link to Updated Content:

[View Updated Content](#)

Original Text: List of all ELAR student expectations. Original content was the list of the entire set of grade level ELAR student expectations

Updated Text: Updated this section in the following ways:

1. Changed title of section to "Cross-Curricular Connections"
2. Provided a more focused list of ELAR student expectations supported during this investigation.
3. Added a list of mathematics student expectations supported during this investigation

Component: Texas ADI Learning Hub for Science, 5th Grade

ISBN: 9798987754825

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Location: Downloaded Document under the heading "Investigation Standards"

Link to Updated Content:

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 1313 of 3538

[View Updated Content](#)

Original Text: List of student expectations

Updated Text: Updated section titled "Alignment with Science TEKS. These changes are:

1. Separate single list into 3 separate tables. First table is for science and engineering practice TEKS. Second table is for recurring theme TEKS. Third table is for content TEKS.
2. Inclusion of an explanation of each student expectation in the column titled "Explanation of the TEKS." Click the URL for Updated Text (make sure to sign into ADI Review Site First: Password is ADITEARev2024!). Download PDF file under heading "Investigation Standards PDF." Open the file. New content is under the heading "Alignment with Science TEKS."
3. Added a column titled "Focus" indicating if this is the first time students are learning the student expectation or if it is a re-introduction of the student expectation.
4. Added 2 columns on vertical alignment. One column is for grade 4 TEKS and one column is for middle school TEKS.

Component: *Texas ADI Learning Hub for Science, 5th Grade*

ISBN: 9798987754825

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Location: Downloaded Document under the heading "Investigation Standards"

Link to Updated Content:

[View Updated Content](#)

Original Text: List of all ELAR student expectations. Original content was the list of the entire set of grade level ELAR student expectations

Updated Text: Updated this section in the following ways:

1. Changed title of section to "Cross-Curricular Connections"
2. Provided a more focused list of ELAR student expectations supported during this investigation.
3. Added a list of mathematics student expectations supported during this investigation

Component: *Texas ADI Learning Hub for Science, 5th Grade*

ISBN: 9798987754825

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Location: Downloaded Document under the heading "Investigation Standards"

Link to Updated Content:

[View Updated Content](#)

Original Text: List of student expectations

Updated Text: Updated section titled "Alignment with Science TEKS. These changes are:

1. Separate single list into 3 separate tables. First table is for science and engineering practice TEKS. Second table is for recurring theme TEKS. Third table is for content TEKS.
2. Inclusion of an explanation of each student expectation in the column titled "Explanation of the TEKS." Click the URL for Updated Text (make sure to sign into ADI Review Site First: Password is ADITEARev2024!). Download PDF file under heading "Investigation Standards PDF." Open the file. New content is under the heading "Alignment with Science TEKS."

3. Added a column titled "Focus" indicating if this is the first time students are learning the student expectation or if it is a re-introduction of the student expectation.

4. Added 2 columns on vertical alignment. One column is for grade 4 TEKS and one column is for middle school TEKS.

Component: *Texas ADI Learning Hub for Science, 5th Grade*

ISBN: 9798987754825

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Location: Downloaded Document under the heading "Investigation Standards"

Link to Updated Content:

[View Updated Content](#)

Original Text: List of all ELAR student expectations. Original content was the list of the entire set of grade level ELAR student expectations

Updated Text: Updated this section in the following ways:

1. Changed title of section to "Cross-Curricular Connections"
2. Provided a more focused list of ELAR student expectations supported during this investigation.
3. Added a list of mathematics student expectations supported during this investigation

Component: *Texas ADI Learning Hub for Science, 5th Grade*

ISBN: 9798987754825

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Location: Downloaded Document under the heading "Investigation Standards"

Link to Updated Content:

[View Updated Content](#)

Original Text: List of student expectations

Updated Text: Updated section titled "Alignment with Science TEKS. These changes are:

1. Separate single list into 3 separate tables. First table is for science and engineering practice TEKS. Second table is for recurring theme TEKS. Third table is for content TEKS.
2. Inclusion of an explanation of each student expectation in the column titled "Explanation of the TEKS." Click the URL for Updated Text (make sure to sign into ADI Review Site First: Password is ADITEARev2024!). Download PDF file under heading "Investigation Standards PDF." Open the file. New content is under the heading "Alignment with Science TEKS."
3. Added a column titled "Focus" indicating if this is the first time students are learning the student expectation or if it is a re-introduction of the student expectation.
4. Added 2 columns on vertical alignment. One column is for grade 4 TEKS and one column is for middle school TEKS.

Component: *Texas ADI Learning Hub for Science, 5th Grade*

ISBN: 9798987754825

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Location: Downloaded Document under the heading "Investigation Standards"

Link to Updated Content:

[View Updated Content](#)

Original Text: List of all ELAR student expectations. Original content was the list of the entire set of grade level ELAR student expectations

Updated Text: Updated this section in the following ways:

1. Changed title of section to "Cross-Curricular Connections"
2. Provided a more focused list of ELAR student expectations supported during this investigation.
3. Added a list of mathematics student expectations supported during this investigation

Component: *Texas ADI Learning Hub for Science, 5th Grade*

ISBN: 9798987754825

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Location: Downloaded Document under the heading "Investigation Standards"

Link to Updated Content:

[View Updated Content](#)

Original Text: List of student expectations

Updated Text: Updated section titled "Alignment with Science TEKS. These changes are:

1. Separate single list into 3 separate tables. First table is for science and engineering practice TEKS. Second table is for recurring theme TEKS. Third table is for content TEKS.
2. Inclusion of an explanation of each student expectation in the column titled "Explanation of the TEKS." Click the URL for Updated Text (make sure to sign into ADI Review Site First: Password is ADITEARev2024!). Download PDF file under heading "Investigation Standards PDF." Open the file. New content is under the heading "Alignment with Science TEKS."
3. Added a column titled "Focus" indicating if this is the first time students are learning the student expectation or if it is a re-introduction of the student expectation.
4. Added 2 columns on vertical alignment. One column is for grade 4 TEKS and one column is for middle school TEKS.

Component: *Texas ADI Learning Hub for Science, 5th Grade*

ISBN: 9798987754825

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Location: Downloaded Document under the heading "Investigation Standards"

Link to Updated Content:

[View Updated Content](#)

Original Text: List of all ELAR student expectations. Original content was the list of the entire set of grade level ELAR student expectations

Updated Text: Updated this section in the following ways:

1. Changed title of section to "Cross-Curricular Connections"
2. Provided a more focused list of ELAR student expectations supported during this investigation.
3. Added a list of mathematics student expectations supported during this investigation

Component: *Texas ADI Learning Hub for Science, 5th Grade*

ISBN: 9798987754825

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Location: Downloaded Document under the heading "Investigation Standards"

Link to Updated Content:

[View Updated Content](#)

Original Text: List of student expectations

Updated Text: Updated section titled "Alignment with Science TEKS. These changes are:

1. Separate single list into 3 separate tables. First table is for science and engineering practice TEKS. Second table is for recurring theme TEKS. Third table is for content TEKS.
2. Inclusion of an explanation of each student expectation in the column titled "Explanation of the TEKS." Click the URL for Updated Text (make sure to sign into ADI Review Site First: Password is ADITEARev2024!). Download PDF file under heading "Investigation Standards PDF." Open the file. New content is under the heading "Alignment with Science TEKS."
3. Added a column titled "Focus" indicating if this is the first time students are learning the student expectation or if it is a re-introduction of the student expectation.
4. Added 2 columns on vertical alignment. One column is for grade 4 TEKS and one column is for middle school TEKS.

Component: *Texas ADI Learning Hub for Science, 5th Grade*

ISBN: 9798987754825

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Location: Downloaded Document under the heading "Investigation Standards"

Link to Updated Content:

[View Updated Content](#)

Original Text: List of all ELAR student expectations. Original content was the list of the entire set of grade level ELAR student expectations

Updated Text: Updated this section in the following ways:

1. Changed title of section to "Cross-Curricular Connections"
2. Provided a more focused list of ELAR student expectations supported during this investigation.
3. Added a list of mathematics student expectations supported during this investigation

Component: *Texas ADI Learning Hub for Science, 5th Grade*

ISBN: 9798987754825

Link to Current Content:

[View Current Content](#)

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 1317 of 3538

Current Page Number(s): N/A

Location: Downloaded Document under the heading "Investigation Standards"

Link to Updated Content:

[View Updated Content](#)

Original Text: List of student expectations

Updated Text: Updated section titled "Alignment with Science TEKS. These changes are:

1. Separate single list into 3 separate tables. First table is for science and engineering practice TEKS. Second table is for recurring theme TEKS. Third table is for content TEKS.
2. Inclusion of an explanation of each student expectation in the column titled "Explanation of the TEKS." Click the URL for Updated Text (make sure to sign into ADI Review Site First: Password is ADITEARev2024!). Download PDF file under heading "Investigation Standards PDF." Open the file. New content is under the heading "Alignment with Science TEKS."
3. Added a column titled "Focus" indicating if this is the first time students are learning the student expectation or if it is a re-introduction of the student expectation.
4. Added 2 columns on vertical alignment. One column is for grade 4 TEKS and one column is for middle school TEKS.

Component: *Texas ADI Learning Hub for Science, 5th Grade*

ISBN: 9798987754825

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Location: Downloaded Document under the heading "Investigation Standards"

Link to Updated Content:

[View Updated Content](#)

Original Text: List of all ELAR student expectations. Original content was the list of the entire set of grade level ELAR student expectations

Updated Text: Updated this section in the following ways:

1. Changed title of section to "Cross-Curricular Connections"
2. Provided a more focused list of ELAR student expectations supported during this investigation.
3. Added a list of mathematics student expectations supported during this investigation

Component: *Texas ADI Learning Hub for Science, 5th Grade*

ISBN: 9798987754825

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Location: Downloaded Document under the heading "Investigation Standards"

Link to Updated Content:

[View Updated Content](#)

Original Text: List of student expectations

Updated Text: Updated section titled "Alignment with Science TEKS. These changes are:

1. Separate single list into 3 separate tables. First table is for science and engineering practice TEKS. Second table is for

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 1318 of 3538

recurring theme TEKS. Third table is for content TEKS.

2. Inclusion of an explanation of each student expectation in the column titled "Explanation of the TEKS." Click the URL for Updated Text (make sure to sign into ADI Review Site First: Password is ADITEARev2024!). Download PDF file under heading "Investigation Standards PDF." Open the file. New content is under the heading "Alignment with Science TEKS."

3. Added a column titled "Focus" indicating if this is the first time students are learning the student expectation or if it is a re-introduction of the student expectation.

4. Added 2 columns on vertical alignment. One column is for grade 4 TEKS and one column is for middle school TEKS.

Component: *Texas ADI Learning Hub for Science, 5th Grade*

ISBN: 9798987754825

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Location: Downloaded Document under the heading "Investigation Standards"

Link to Updated Content:

[View Updated Content](#)

Original Text: List of all ELAR student expectations. Original content was the list of the entire set of grade level ELAR student expectations

Updated Text: Updated this section in the following ways:

1. Changed title of section to "Cross-Curricular Connections"
2. Provided a more focused list of ELAR student expectations supported during this investigation.
3. Added a list of mathematics student expectations supported during this investigation

Component: *Texas ADI Learning Hub for Science, 5th Grade*

ISBN: 9798987754825

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Location: Downloaded Document under the heading "Investigation Standards"

Link to Updated Content:

[View Updated Content](#)

Original Text: List of student expectations

Updated Text: Updated section titled "Alignment with Science TEKS. These changes are:

1. Separate single list into 3 separate tables. First table is for science and engineering practice TEKS. Second table is for recurring theme TEKS. Third table is for content TEKS.
2. Inclusion of an explanation of each student expectation in the column titled "Explanation of the TEKS." Click the URL for Updated Text (make sure to sign into ADI Review Site First: Password is ADITEARev2024!). Download PDF file under heading "Investigation Standards PDF." Open the file. New content is under the heading "Alignment with Science TEKS."
3. Added a column titled "Focus" indicating if this is the first time students are learning the student expectation or if it is a re-introduction of the student expectation.
4. Added 2 columns on vertical alignment. One column is for grade 4 TEKS and one column is for middle school TEKS.

Component: *Texas ADI Learning Hub for Science, 5th Grade*

ISBN: 9798987754825

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Location: Downloaded Document under the heading "Investigation Standards"

Link to Updated Content:

[View Updated Content](#)

Original Text: List of all ELAR student expectations. Original content was the list of the entire set of grade level ELAR student expectations

Updated Text: Updated this section in the following ways:

1. Changed title of section to "Cross-Curricular Connections"
2. Provided a more focused list of ELAR student expectations supported during this investigation.
3. Added a list of mathematics student expectations supported during this investigation

Component: *Texas ADI Learning Hub for Science, 5th Grade*

ISBN: 9798987754825

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Location: Downloaded Document under the heading "Investigation Standards"

Link to Updated Content:

[View Updated Content](#)

Original Text: List of student expectations

Updated Text: Updated section titled "Alignment with Science TEKS. These changes are:

1. Separate single list into 3 separate tables. First table is for science and engineering practice TEKS. Second table is for recurring theme TEKS. Third table is for content TEKS.
2. Inclusion of an explanation of each student expectation in the column titled "Explanation of the TEKS." Click the URL for Updated Text (make sure to sign into ADI Review Site First: Password is ADITEARev2024!). Download PDF file under heading "Investigation Standards PDF." Open the file. New content is under the heading "Alignment with Science TEKS."
3. Added a column titled "Focus" indicating if this is the first time students are learning the student expectation or if it is a re-introduction of the student expectation.
4. Added 2 columns on vertical alignment. One column is for grade 4 TEKS and one column is for middle school TEKS.

Component: *Texas ADI Learning Hub for Science, 5th Grade*

ISBN: 9798987754825

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Location: Downloaded Document under the heading "Investigation Standards"

Link to Updated Content:

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 1320 of 3538

[View Updated Content](#)

Original Text: List of all ELAR student expectations. Original content was the list of the entire set of grade level ELAR student expectations

Updated Text: Updated this section in the following ways:

1. Changed title of section to "Cross-Curricular Connections"
2. Provided a more focused list of ELAR student expectations supported during this investigation.
3. Added a list of mathematics student expectations supported during this investigation

Component: *Texas ADI Learning Hub for Science, 5th Grade*

ISBN: 9798987754825

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Location: Downloaded Document under the heading "Investigation Standards"

Link to Updated Content:

[View Updated Content](#)

Original Text: List of student expectations

Updated Text: Updated section titled "Alignment with Science TEKS. These changes are:

1. Separate single list into 3 separate tables. First table is for science and engineering practice TEKS. Second table is for recurring theme TEKS. Third table is for content TEKS.
2. Inclusion of an explanation of each student expectation in the column titled "Explanation of the TEKS." Click the URL for Updated Text (make sure to sign into ADI Review Site First: Password is ADITEARev2024!). Download PDF file under heading "Investigation Standards PDF." Open the file. New content is under the heading "Alignment with Science TEKS."
3. Added a column titled "Focus" indicating if this is the first time students are learning the student expectation or if it is a re-introduction of the student expectation.
4. Added 2 columns on vertical alignment. One column is for grade 4 TEKS and one column is for middle school TEKS.

Component: *Texas ADI Learning Hub for Science, 5th Grade*

ISBN: 9798987754825

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Location: Downloaded Document under the heading "Investigation Standards"

Link to Updated Content:

[View Updated Content](#)

Original Text: List of all ELAR student expectations. Original content was the list of the entire set of grade level ELAR student expectations

Updated Text: Updated this section in the following ways:

1. Changed title of section to "Cross-Curricular Connections"
2. Provided a more focused list of ELAR student expectations supported during this investigation.
3. Added a list of mathematics student expectations supported during this investigation

Component: Texas ADI Learning Hub for Science, 5th Grade

ISBN: 9798987754825

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Location: Downloaded Document under the heading "Investigation Standards"

Link to Updated Content:

[View Updated Content](#)

Original Text: List of student expectations

Updated Text: Updated section titled "Alignment with Science TEKS. These changes are:

1. Separate single list into 3 separate tables. First table is for science and engineering practice TEKS. Second table is for recurring theme TEKS. Third table is for content TEKS.
2. Inclusion of an explanation of each student expectation in the column titled "Explanation of the TEKS." Click the URL for Updated Text (make sure to sign into ADI Review Site First: Password is ADITEARev2024!). Download PDF file under heading "Investigation Standards PDF." Open the file. New content is under the heading "Alignment with Science TEKS."
3. Added a column titled "Focus" indicating if this is the first time students are learning the student expectation or if it is a re-introduction of the student expectation.
4. Added 2 columns on vertical alignment. One column is for grade 4 TEKS and one column is for middle school TEKS.

Component: Texas ADI Learning Hub for Science, 5th Grade

ISBN: 9798987754825

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Location: Downloaded Document under the heading "Investigation Standards"

Link to Updated Content:

[View Updated Content](#)

Original Text: List of all ELAR student expectations. Original content was the list of the entire set of grade level ELAR student expectations

Updated Text: Updated this section in the following ways:

1. Changed title of section to "Cross-Curricular Connections"
2. Provided a more focused list of ELAR student expectations supported during this investigation.
3. Added a list of mathematics student expectations supported during this investigation

Component: Texas ADI Learning Hub for Science, 5th Grade

ISBN: 9798987754825

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Location: Downloaded Document under the heading "Investigation Standards"

Link to Updated Content:

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 1322 of 3538

[View Updated Content](#)

Original Text: List of student expectations

Updated Text: Updated section titled "Alignment with Science TEKS. These changes are:

1. Separate single list into 3 separate tables. First table is for science and engineering practice TEKS. Second table is for recurring theme TEKS. Third table is for content TEKS.
2. Inclusion of an explanation of each student expectation in the column titled "Explanation of the TEKS." Click the URL for Updated Text (make sure to sign into ADI Review Site First: Password is ADITEARev2024!). Download PDF file under heading "Investigation Standards PDF." Open the file. New content is under the heading "Alignment with Science TEKS."
3. Added a column titled "Focus" indicating if this is the first time students are learning the student expectation or if it is a re-introduction of the student expectation.
4. Added 2 columns on vertical alignment. One column is for grade 4 TEKS and one column is for middle school TEKS.

Component: *Texas ADI Learning Hub for Science, 5th Grade*

ISBN: 9798987754825

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Location: Downloaded Document under the heading "Investigation Standards"

Link to Updated Content:

[View Updated Content](#)

Original Text: List of all ELAR student expectations. Original content was the list of the entire set of grade level ELAR student expectations

Updated Text: Updated this section in the following ways:

1. Changed title of section to "Cross-Curricular Connections"
2. Provided a more focused list of ELAR student expectations supported during this investigation.
3. Added a list of mathematics student expectations supported during this investigation

Component: *Texas ADI Learning Hub for Science, 5th Grade*

ISBN: 9798987754825

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Location: Downloaded Document under the heading "Investigation Standards"

Link to Updated Content:

[View Updated Content](#)

Original Text: List of student expectations

Updated Text: Updated section titled "Alignment with Science TEKS. These changes are:

1. Separate single list into 3 separate tables. First table is for science and engineering practice TEKS. Second table is for recurring theme TEKS. Third table is for content TEKS.
2. Inclusion of an explanation of each student expectation in the column titled "Explanation of the TEKS." Click the URL for Updated Text (make sure to sign into ADI Review Site First: Password is ADITEARev2024!). Download PDF file under heading "Investigation Standards PDF." Open the file. New content is under the heading "Alignment with Science TEKS."

Proclamation 2024: Report of Editorial Changes (11/08/2023)

3. Added a column titled "Focus" indicating if this is the first time students are learning the student expectation or if it is a re-introduction of the student expectation.

4. Added 2 columns on vertical alignment. One column is for grade 4 TEKS and one column is for middle school TEKS.

Component: *Texas ADI Learning Hub for Science, 5th Grade*

ISBN: 9798987754825

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Location: Downloaded Document under the heading "Investigation Standards"

Link to Updated Content:

[View Updated Content](#)

Original Text: List of all ELAR student expectations. Original content was the list of the entire set of grade level ELAR student expectations

Updated Text: Updated this section in the following ways:

1. Changed title of section to "Cross-Curricular Connections"
2. Provided a more focused list of ELAR student expectations supported during this investigation.
3. Added a list of mathematics student expectations supported during this investigation

Component: *Texas ADI Learning Hub for Science, 5th Grade*

ISBN: 9798987754825

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Location: Downloaded Document under the heading "Investigation Standards"

Link to Updated Content:

[View Updated Content](#)

Original Text: List of student expectations

Updated Text: Updated section titled "Alignment with Science TEKS. These changes are:

1. Separate single list into 3 separate tables. First table is for science and engineering practice TEKS. Second table is for recurring theme TEKS. Third table is for content TEKS.
2. Inclusion of an explanation of each student expectation in the column titled "Explanation of the TEKS." Click the URL for Updated Text (make sure to sign into ADI Review Site First: Password is ADITEARev2024!). Download PDF file under heading "Investigation Standards PDF." Open the file. New content is under the heading "Alignment with Science TEKS."
3. Added a column titled "Focus" indicating if this is the first time students are learning the student expectation or if it is a re-introduction of the student expectation.
4. Added 2 columns on vertical alignment. One column is for grade 4 TEKS and one column is for middle school TEKS.

Component: *Texas ADI Learning Hub for Science, 5th Grade*

ISBN: 9798987754825

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Location: Downloaded Document under the heading "Investigation Standards"

Link to Updated Content:

[View Updated Content](#)

Original Text: List of all ELAR student expectations. Original content was the list of the entire set of grade level ELAR student expectations

Updated Text: Updated this section in the following ways:

1. Changed title of section to "Cross-Curricular Connections"
2. Provided a more focused list of ELAR student expectations supported during this investigation.
3. Added a list of mathematics student expectations supported during this investigation

Component: *Texas ADI Learning Hub for Science, 5th Grade*

ISBN: 9798987754825

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Location: Downloaded Document under the heading "Investigation Standards"

Link to Updated Content:

[View Updated Content](#)

Original Text: List of student expectations

Updated Text: Updated section titled "Alignment with Science TEKS. These changes are:

1. Separate single list into 3 separate tables. First table is for science and engineering practice TEKS. Second table is for recurring theme TEKS. Third table is for content TEKS.
2. Inclusion of an explanation of each student expectation in the column titled "Explanation of the TEKS." Click the URL for Updated Text (make sure to sign into ADI Review Site First: Password is ADITEARev2024!). Download PDF file under heading "Investigation Standards PDF." Open the file. New content is under the heading "Alignment with Science TEKS."
3. Added a column titled "Focus" indicating if this is the first time students are learning the student expectation or if it is a re-introduction of the student expectation.
4. Added 2 columns on vertical alignment. One column is for grade 4 TEKS and one column is for middle school TEKS.

Component: *Texas ADI Learning Hub for Science, 5th Grade*

ISBN: 9798987754825

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Location: Downloaded Document under the heading "Investigation Standards"

Link to Updated Content:

[View Updated Content](#)

Original Text: List of all ELAR student expectations. Original content was the list of the entire set of grade level ELAR student expectations

Updated Text: Updated this section in the following ways:

1. Changed title of section to "Cross-Curricular Connections"
2. Provided a more focused list of ELAR student expectations supported during this investigation.
3. Added a list of mathematics student expectations supported during this investigation

Component: *Texas ADI Learning Hub for Science, 5th Grade*

ISBN: 9798987754825

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Location: Downloaded Document under the heading "Investigation Standards"

Link to Updated Content:

[View Updated Content](#)

Original Text: List of student expectations

Updated Text: Updated section titled "Alignment with Science TEKS. These changes are:

1. Separate single list into 3 separate tables. First table is for science and engineering practice TEKS. Second table is for recurring theme TEKS. Third table is for content TEKS.
2. Inclusion of an explanation of each student expectation in the column titled "Explanation of the TEKS." Click the URL for Updated Text (make sure to sign into ADI Review Site First: Password is ADITEARev2024!). Download PDF file under heading "Investigation Standards PDF." Open the file. New content is under the heading "Alignment with Science TEKS."
3. Added a column titled "Focus" indicating if this is the first time students are learning the student expectation or if it is a re-introduction of the student expectation.
4. Added 2 columns on vertical alignment. One column is for grade 4 TEKS and one column is for middle school TEKS.

Component: *Texas ADI Learning Hub for Science, 5th Grade*

ISBN: 9798987754825

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Location: Downloaded Document under the heading "Investigation Standards"

Link to Updated Content:

[View Updated Content](#)

Original Text: List of all ELAR student expectations. Original content was the list of the entire set of grade level ELAR student expectations

Updated Text: Updated this section in the following ways:

1. Changed title of section to "Cross-Curricular Connections"
2. Provided a more focused list of ELAR student expectations supported during this investigation.
3. Added a list of mathematics student expectations supported during this investigation

Component: *Texas ADI Learning Hub for Science, 5th Grade*

ISBN: 9798987754825

Link to Current Content:

[View Current Content](#)

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 1326 of 3538

Current Page Number(s): N/A

Location: Downloaded Document under the heading "Investigation Standards"

Link to Updated Content:

[View Updated Content](#)

Original Text: List of student expectations

Updated Text: Updated section titled "Alignment with Science TEKS. These changes are:

1. Separate single list into 3 separate tables. First table is for science and engineering practice TEKS. Second table is for recurring theme TEKS. Third table is for content TEKS.
2. Inclusion of an explanation of each student expectation in the column titled "Explanation of the TEKS." Click the URL for Updated Text (make sure to sign into ADI Review Site First: Password is ADITEARev2024!). Download PDF file under heading "Investigation Standards PDF." Open the file. New content is under the heading "Alignment with Science TEKS."
3. Added a column titled "Focus" indicating if this is the first time students are learning the student expectation or if it is a re-introduction of the student expectation.
4. Added 2 columns on vertical alignment. One column is for grade 4 TEKS and one column is for middle school TEKS.

Component: *Texas ADI Learning Hub for Science, 5th Grade*

ISBN: 9798987754825

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Location: Downloaded Document under the heading "Investigation Standards"

Link to Updated Content:

[View Updated Content](#)

Original Text: List of all ELAR student expectations. Original content was the list of the entire set of grade level ELAR student expectations

Updated Text: Updated this section in the following ways:

1. Changed title of section to "Cross-Curricular Connections"
2. Provided a more focused list of ELAR student expectations supported during this investigation.
3. Added a list of mathematics student expectations supported during this investigation

Component: *Texas ADI Learning Hub for Science, 5th Grade*

ISBN: 9798987754825

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Location: Downloaded Document under the heading "Investigation Standards"

Link to Updated Content:

[View Updated Content](#)

Original Text: List of student expectations

Updated Text: Updated section titled "Alignment with Science TEKS. These changes are:

1. Separate single list into 3 separate tables. First table is for science and engineering practice TEKS. Second table is for

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 1327 of 3538

recurring theme TEKS. Third table is for content TEKS.

2. Inclusion of an explanation of each student expectation in the column titled "Explanation of the TEKS." Click the URL for Updated Text (make sure to sign into ADI Review Site First: Password is ADITEARev2024!). Download PDF file under heading "Investigation Standards PDF." Open the file. New content is under the heading "Alignment with Science TEKS."

3. Added a column titled "Focus" indicating if this is the first time students are learning the student expectation or if it is a re-introduction of the student expectation.

4. Added 2 columns on vertical alignment. One column is for grade 4 TEKS and one column is for middle school TEKS.

Component: *Texas ADI Learning Hub for Science, 5th Grade*

ISBN: 9798987754825

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Location: Downloaded Document under the heading "Investigation Standards"

Link to Updated Content:

[View Updated Content](#)

Original Text: List of all ELAR student expectations. Original content was the list of the entire set of grade level ELAR student expectations

Updated Text: Updated this section in the following ways:

1. Changed title of section to "Cross-Curricular Connections"
2. Provided a more focused list of ELAR student expectations supported during this investigation.
3. Added a list of mathematics student expectations supported during this investigation

Component: *Texas ADI Learning Hub for Science, 5th Grade*

ISBN: 9798987754825

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Location: Downloaded Document under the heading "Investigation Standards"

Link to Updated Content:

[View Updated Content](#)

Original Text: List of student expectations

Updated Text: Updated section titled "Alignment with Science TEKS. These changes are:

1. Separate single list into 3 separate tables. First table is for science and engineering practice TEKS. Second table is for recurring theme TEKS. Third table is for content TEKS.
2. Inclusion of an explanation of each student expectation in the column titled "Explanation of the TEKS." Click the URL for Updated Text (make sure to sign into ADI Review Site First: Password is ADITEARev2024!). Download PDF file under heading "Investigation Standards PDF." Open the file. New content is under the heading "Alignment with Science TEKS."
3. Added a column titled "Focus" indicating if this is the first time students are learning the student expectation or if it is a re-introduction of the student expectation.
4. Added 2 columns on vertical alignment. One column is for grade 4 TEKS and one column is for middle school TEKS.

Component: Texas ADI Learning Hub for Science, 5th Grade

ISBN: 9798987754825

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Location: Downloaded Document under the heading "Investigation Standards"

Link to Updated Content:

[View Updated Content](#)

Original Text: List of all ELAR student expectations. Original content was the list of the entire set of grade level ELAR student expectations

Updated Text: Updated this section in the following ways:

1. Changed title of section to "Cross-Curricular Connections"
2. Provided a more focused list of ELAR student expectations supported during this investigation.
3. Added a list of mathematics student expectations supported during this investigation

Component: Texas ADI Learning Hub for Science, 5th Grade

ISBN: 9798987754825

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Location: Downloaded Document under the heading "Investigation Standards"

Link to Updated Content:

[View Updated Content](#)

Original Text: List of student expectations

Updated Text: Updated section titled "Alignment with Science TEKS. These changes are:

1. Separate single list into 3 separate tables. First table is for science and engineering practice TEKS. Second table is for recurring theme TEKS. Third table is for content TEKS.
2. Inclusion of an explanation of each student expectation in the column titled "Explanation of the TEKS." Click the URL for Updated Text (make sure to sign into ADI Review Site First: Password is ADITEARev2024!). Download PDF file under heading "Investigation Standards PDF." Open the file. New content is under the heading "Alignment with Science TEKS."
3. Added a column titled "Focus" indicating if this is the first time students are learning the student expectation or if it is a re-introduction of the student expectation.
4. Added 2 columns on vertical alignment. One column is for grade 4 TEKS and one column is for middle school TEKS.

Component: Texas ADI Learning Hub for Science, 5th Grade

ISBN: 9798987754825

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Location: Downloaded Document under the heading "Investigation Standards"

Link to Updated Content:

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 1329 of 3538

[View Updated Content](#)

Original Text: List of all ELAR student expectations. Original content was the list of the entire set of grade level ELAR student expectations

Updated Text: Updated this section in the following ways:

1. Changed title of section to "Cross-Curricular Connections"
2. Provided a more focused list of ELAR student expectations supported during this investigation.
3. Added a list of mathematics student expectations supported during this investigation

Component: *Texas ADI Learning Hub for Science, 5th Grade*

ISBN: 9798987754825

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Location: Downloaded Document under the heading "Investigation Standards"

Link to Updated Content:

[View Updated Content](#)

Original Text: List of student expectations

Updated Text: Updated section titled "Alignment with Science TEKS. These changes are:

1. Separate single list into 3 separate tables. First table is for science and engineering practice TEKS. Second table is for recurring theme TEKS. Third table is for content TEKS.
2. Inclusion of an explanation of each student expectation in the column titled "Explanation of the TEKS." Click the URL for Updated Text (make sure to sign into ADI Review Site First: Password is ADITEARev2024!). Download PDF file under heading "Investigation Standards PDF." Open the file. New content is under the heading "Alignment with Science TEKS."
3. Added a column titled "Focus" indicating if this is the first time students are learning the student expectation or if it is a re-introduction of the student expectation.
4. Added 2 columns on vertical alignment. One column is for grade 4 TEKS and one column is for middle school TEKS.

Component: *Texas ADI Learning Hub for Science, 5th Grade*

ISBN: 9798987754825

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Location: Downloaded Document under the heading "Investigation Standards"

Link to Updated Content:

[View Updated Content](#)

Original Text: List of all ELAR student expectations. Original content was the list of the entire set of grade level ELAR student expectations

Updated Text: Updated this section in the following ways:

1. Changed title of section to "Cross-Curricular Connections"
2. Provided a more focused list of ELAR student expectations supported during this investigation.
3. Added a list of mathematics student expectations supported during this investigation

Component: Texas ADI Learning Hub for Science, 5th Grade

ISBN: 9798987754825

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Location: Downloaded Document under the heading "Investigation Standards"

Link to Updated Content:

[View Updated Content](#)

Original Text: List of student expectations

Updated Text: Updated section titled "Alignment with Science TEKS. These changes are:

1. Separate single list into 3 separate tables. First table is for science and engineering practice TEKS. Second table is for recurring theme TEKS. Third table is for content TEKS.
2. Inclusion of an explanation of each student expectation in the column titled "Explanation of the TEKS." Click the URL for Updated Text (make sure to sign into ADI Review Site First: Password is ADITEARev2024!). Download PDF file under heading "Investigation Standards PDF." Open the file. New content is under the heading "Alignment with Science TEKS."
3. Added a column titled "Focus" indicating if this is the first time students are learning the student expectation or if it is a re-introduction of the student expectation.
4. Added 2 columns on vertical alignment. One column is for grade 4 TEKS and one column is for middle school TEKS.

Component: Texas ADI Learning Hub for Science, 5th Grade

ISBN: 9798987754825

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Location: Downloaded Document under the heading "Investigation Standards"

Link to Updated Content:

[View Updated Content](#)

Original Text: List of all ELAR student expectations. Original content was the list of the entire set of grade level ELAR student expectations

Updated Text: Updated this section in the following ways:

1. Changed title of section to "Cross-Curricular Connections"
2. Provided a more focused list of ELAR student expectations supported during this investigation.
3. Added a list of mathematics student expectations supported during this investigation

Component: Texas ADI Learning Hub for Science, 5th Grade

ISBN: 9798987754825

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Location: Downloaded Document under the heading "Investigation Standards"

Link to Updated Content:

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 1331 of 3538

[View Updated Content](#)

Original Text: List of student expectations

Updated Text: Updated section titled "Alignment with Science TEKS. These changes are:

1. Separate single list into 3 separate tables. First table is for science and engineering practice TEKS. Second table is for recurring theme TEKS. Third table is for content TEKS.
2. Inclusion of an explanation of each student expectation in the column titled "Explanation of the TEKS." Click the URL for Updated Text (make sure to sign into ADI Review Site First: Password is ADITEARev2024!). Download PDF file under heading "Investigation Standards PDF." Open the file. New content is under the heading "Alignment with Science TEKS."
3. Added a column titled "Focus" indicating if this is the first time students are learning the student expectation or if it is a re-introduction of the student expectation.
4. Added 2 columns on vertical alignment. One column is for grade 4 TEKS and one column is for middle school TEKS.

Component: *Texas ADI Learning Hub for Science, 5th Grade*

ISBN: 9798987754825

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Location: Downloaded Document under the heading "Investigation Standards"

Link to Updated Content:

[View Updated Content](#)

Original Text: List of all ELAR student expectations. Original content was the list of the entire set of grade level ELAR student expectations

Updated Text: Updated this section in the following ways:

1. Changed title of section to "Cross-Curricular Connections"
2. Provided a more focused list of ELAR student expectations supported during this investigation.
3. Added a list of mathematics student expectations supported during this investigation

Component: *Texas ADI Learning Hub for Science, 5th Grade*

ISBN: 9798987754825

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Location: Downloaded Document under the heading "Investigation Standards"

Link to Updated Content:

[View Updated Content](#)

Original Text: List of student expectations

Updated Text: Updated section titled "Alignment with Science TEKS. These changes are:

1. Separate single list into 3 separate tables. First table is for science and engineering practice TEKS. Second table is for recurring theme TEKS. Third table is for content TEKS.
2. Inclusion of an explanation of each student expectation in the column titled "Explanation of the TEKS." Click the URL for Updated Text (make sure to sign into ADI Review Site First: Password is ADITEARev2024!). Download PDF file under heading "Investigation Standards PDF." Open the file. New content is under the heading "Alignment with Science TEKS."

Proclamation 2024: Report of Editorial Changes (11/08/2023)

3. Added a column titled "Focus" indicating if this is the first time students are learning the student expectation or if it is a re-introduction of the student expectation.
4. Added 2 columns on vertical alignment. One column is for grade 4 TEKS and one column is for middle school TEKS.

Component: *Texas ADI Learning Hub for Science, 5th Grade*

ISBN: 9798987754825

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Location: Downloaded Document under the heading "Investigation Standards"

Link to Updated Content:

[View Updated Content](#)

Original Text: List of all ELAR student expectations. Original content was the list of the entire set of grade level ELAR student expectations

Updated Text: Updated this section in the following ways:

1. Changed title of section to "Cross-Curricular Connections"
2. Provided a more focused list of ELAR student expectations supported during this investigation.
3. Added a list of mathematics student expectations supported during this investigation

Component: *Texas ADI Learning Hub for Science, 5th Grade*

ISBN: 9798987754825

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Location: Downloaded Document under the heading "Investigation Standards"

Link to Updated Content:

[View Updated Content](#)

Original Text: List of student expectations

Updated Text: Updated section titled "Alignment with Science TEKS. These changes are:

1. Separate single list into 3 separate tables. First table is for science and engineering practice TEKS. Second table is for recurring theme TEKS. Third table is for content TEKS.
2. Inclusion of an explanation of each student expectation in the column titled "Explanation of the TEKS." Click the URL for Updated Text (make sure to sign into ADI Review Site First: Password is ADITEARev2024!). Download PDF file under heading "Investigation Standards PDF." Open the file. New content is under the heading "Alignment with Science TEKS."
3. Added a column titled "Focus" indicating if this is the first time students are learning the student expectation or if it is a re-introduction of the student expectation.
4. Added 2 columns on vertical alignment. One column is for grade 4 TEKS and one column is for middle school TEKS.

Component: *Texas ADI Learning Hub for Science, 5th Grade*

ISBN: 9798987754825

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Location: Downloaded Document under the heading "Investigation Standards"

Link to Updated Content:

[View Updated Content](#)

Original Text: List of all ELAR student expectations. Original content was the list of the entire set of grade level ELAR student expectations

Updated Text: Updated this section in the following ways:

1. Changed title of section to "Cross-Curricular Connections"
2. Provided a more focused list of ELAR student expectations supported during this investigation.
3. Added a list of mathematics student expectations supported during this investigation

Component: *Texas ADI Learning Hub for Science, 5th Grade*

ISBN: 9798987754825

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Location: Downloaded Document under the heading "Investigation Standards"

Link to Updated Content:

[View Updated Content](#)

Original Text: List of student expectations

Updated Text: Updated section titled "Alignment with Science TEKS. These changes are:

1. Separate single list into 3 separate tables. First table is for science and engineering practice TEKS. Second table is for recurring theme TEKS. Third table is for content TEKS.
2. Inclusion of an explanation of each student expectation in the column titled "Explanation of the TEKS." Click the URL for Updated Text (make sure to sign into ADI Review Site First: Password is ADITEARev2024!). Download PDF file under heading "Investigation Standards PDF." Open the file. New content is under the heading "Alignment with Science TEKS."
3. Added a column titled "Focus" indicating if this is the first time students are learning the student expectation or if it is a re-introduction of the student expectation.
4. Added 2 columns on vertical alignment. One column is for grade 4 TEKS and one column is for middle school TEKS.

Component: *Texas ADI Learning Hub for Science, 5th Grade*

ISBN: 9798987754825

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Location: Downloaded Document under the heading "Investigation Standards"

Link to Updated Content:

[View Updated Content](#)

Original Text: List of all ELAR student expectations. Original content was the list of the entire set of grade level ELAR student expectations

Updated Text: Updated this section in the following ways:

1. Changed title of section to "Cross-Curricular Connections"
2. Provided a more focused list of ELAR student expectations supported during this investigation.
3. Added a list of mathematics student expectations supported during this investigation

Component: *Texas ADI Learning Hub for Science, 5th Grade*

ISBN: 9798987754825

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Location: Batteries and Bulbs in a Closed Circuit, Safety Notes, Carry Out Your Plan (Learning Hub)

Link to Updated Content:

[View Updated Content](#)

Original Text: Follow all class safety rules as you do this activity. In addition, be sure to:

- Wear sanitized safety goggles during setup, while collecting data, and when you clean up.
- Be careful when handling bulbs, batteries, and wires—they can get hot and burn your skin. Also, bulbs are made of glass and can cut you if they break, and wire ends are sharp and can cut or puncture your skin.
- Never put bulbs, batteries, or wires in your mouth or on your tongue.
- Wash your hands with soap and water when you are done cleaning up.

Updated Text: Follow all class safety rules as you carry out your plan. Make sure to look around the room for symbols that indicate how to safely carry out an investigation in science. These symbols might indicate where to dispose of liquid or solid waste. They can also indicate where safety equipment, like goggles, is kept.

In addition, be sure to:

- Wear sanitized safety goggles during setup, data collection, and cleanup.
- Handle glass with care. Always wear gloves and safety goggles when handling glass materials.
- Always wear rubber gloves when handling wires/batteries
- Be careful when handling bulbs, batteries, and wires—they can get hot and burn your skin. Also, bulbs are made of glass and can cut you if they break, and wire ends are sharp and can cut or puncture your skin.
- Never put bulbs, batteries, or wires in your mouth or on your tongue.
- Wash your hands with soap and water when you are done cleaning up.

While cleaning up your materials, be sure to:

- Let your teacher know if any materials got broken during your investigation. Do not touch broken glass.
- Return your safety goggles to the place where they are stored in your classroom.

Component: *Texas ADI Learning Hub for Science, 5th Grade*

ISBN: 9798987754825

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Location: Ways to Complete a Circuit, Safety Notes, Carry Out Your Plan (Learning Hub)

Link to Updated Content:

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 1335 of 3538

[View Updated Content](#)

Original Text: Safety Note

Follow all class safety rules as you carry out your plan. In addition, be sure to:

- Wear sanitized safety goggles during setup, data collection, and cleanup.
- Do not touch the metal ends of the wire when the wires are connected to the battery.
- Handle the bulb carefully to avoid breaking it. If the bulb does break, do not touch any glass. Let your teacher know so they can clean up the broken glass.
- The objects may become hot when connected to the battery. Be careful when touching the objects. If they become too hot, disconnect the battery.
- Wash your hands with soap and water when you are done cleaning up.

Updated Text: Follow all class safety rules as you carry out your plan. Make sure to look around the room for symbols that indicate how to safely carry out an investigation in science. These symbols might indicate where to dispose of liquid or solid waste. They can also indicate where safety equipment, like goggles, is kept.

In addition, be sure to:

- Wear sanitized safety goggles during setup, data collection, and cleanup.
- Always wear rubber gloves when handling wires/batteries
- Handle glass with care. Always wear gloves, a lab coat/apron, and safety goggles when handling glass materials.
- Do not touch the metal ends of the wire when the wires are connected to the battery.
- Handle the bulb carefully to avoid breaking it. If the bulb does break, do not touch any glass. Let your teacher know so they can clean up the broken glass.
- The objects may become hot when connected to the battery. Be careful when touching the objects. If they become too hot, disconnect the battery.
- Only use sharp tools like the wire cutters with your teacher's supervision
- Wash your hands with soap and water when you are done cleaning up.

While cleaning up your materials, be sure to:

- Let your teacher know if any materials got broken during your investigation. Do not touch broken glass.
- Return your supplies to the supply area.
- Return your safety goggles to the place where they are stored in your classroom.

Component: *Texas ADI Learning Hub for Science, 5th Grade*

ISBN: 9798987754825

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Location: Leopard Images in a Mirror, Safety Notes, Carry Out Your Plan (Learning Hub)

Link to Updated Content:

[View Updated Content](#)

Original Text: Follow all class safety rules as you carry out your plan. In addition, be sure to:

- Wear sanitized safety goggles during setup, data collection, and cleanup.
- If the mirror chips or breaks, please tell your teacher. Do not touch the broken glass.
- Wash your hands with soap and water when you are done cleaning up.

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 1336 of 3538

Updated Text: Follow all class safety rules as you carry out your plan. Make sure to look around the room for symbols that indicate how to safely carry out an investigation in science. These symbols might indicate where to dispose of liquid or solid waste. They can also indicate where safety equipment, like goggles, is kept.

In addition, be sure to:

- Let your teacher know if any materials got broken during your investigation.
- Do not touch broken glass.
- Wash your hands with soap and water when you are done cleaning up.

While cleaning up your materials, be sure to:

- Return your supplies to the supply area.
- Return your safety goggles to the place where they are stored in your classroom.

Component: *Texas ADI Learning Hub for Science, 5th Grade*

ISBN: 9798987754825

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Location: Secret Substances, Safety Notes, Carry Out Your Plan (Learning Hub)

Link to Updated Content:

[View Updated Content](#)

Original Text: Follow all class safety rules as you carry out your plan. In addition, be sure to:

- Wear sanitized safety goggles during setup, data collection, and cleanup.
- Wires can get hot when they are part of a circuit. Use the erasers to avoid touching the exposed wire when connecting the lightbulb wires to the battery.
- Keep track of your materials during the lab and pick up dropped items quickly. Stepping on loose lab supplies can cause someone to trip and fall.
- Clean up any water spills or drips after the density portion of this investigation. Water can cause someone to slip and fall.
- If any glass breaks, please notify the teacher immediately.
- Batteries contain battery acid. This is a toxic substance. Do not consume batteries.
- Wash your hands with soap and water when you are done cleaning up.

Updated Text: Follow all class safety rules as you carry out your plan. Make sure to look around the room for symbols that indicate how to safely carry out an investigation in science. These symbols might indicate where to dispose of liquid or solid waste. They can also indicate where safety equipment, like goggles, is kept.

In addition, be sure to:

- Wear sanitized safety goggles during setup, data collection, and cleanup.
- Handle glass with care. Always wear gloves, a lab coat/apron, and safety goggles when handling glass materials.
- Magnets may damage electronic devices, cell phones, and computers. Do not hold/place magnets near electronic devices.
- Wires can get hot when they are part of a circuit. Use the erasers to avoid touching the exposed wire when connecting the lightbulb wires to the battery.
- Keep track of your materials during the lab and pick up dropped items quickly. Stepping on loose lab supplies can cause someone to trip and fall.
- Clean up any water spills or drips after the density portion of this investigation. Water can cause someone to slip

Proclamation 2024: Report of Editorial Changes (11/08/2023)

and fall.

- If any glass breaks, please notify the teacher immediately.
- Batteries contain battery acid. This is a toxic substance. Do not consume batteries.
- Wash your hands with soap and water when you are done cleaning up.

While cleaning up your materials, be sure to:

- Let your teacher know if any materials got broken during your investigation. Do not touch broken glass.
- Return your supplies to the supply area.
- Return your safety goggles to the place where they are stored in your classroom.

Component: *Texas ADI Learning Hub for Science, 5th Grade*

ISBN: 9798987754825

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Location: Hydroponics, Safety Notes, Carry Out Your Plan (Learning Hub)

Link to Updated Content:

[View Updated Content](#)

Original Text: Follow all class safety rules as you carry out your plan. In addition, be sure to:

- Wear sanitized safety goggles during setup, data collection, and cleanup.
- Do not eat any of the materials used in the lab.
- If you spill water, clean it up quickly so no one slips.
- If you use a lamp as a light source, do not touch the lamps. They may be hot.
- Wash your hands with soap and water when you are done cleaning up.

Updated Text: Follow all class safety rules as you carry out your plan. Make sure to look around the room for symbols that indicate how to safely carry out an investigation in science. These symbols might indicate where to dispose of liquid or solid waste. They can also indicate where safety equipment, like goggles, is kept.

In addition, be sure to:

- Wear sanitized safety goggles during setup, data collection, and cleanup.
- Handle liquids with care. Always wear gloves, a lab coat/apron, and safety goggles when handling liquids.
- Do not eat any of the materials used in the lab.
- If you spill water, clean it up quickly so no one slips.
- If you use a lamp as a light source, do not touch the lamps. They may be hot.
- Wash your hands with soap and water when you are done cleaning up.

While cleaning up your materials, be sure to:

- Return your supplies to the supply area.
- Return your safety goggles to the place where they are stored in your classroom.

Component: *Texas ADI Learning Hub for Science, 5th Grade*

ISBN: 9798987754825

Link to Current Content:

[View Current Content](#)

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Current Page Number(s): N/A

Location: Environmental Effects on Plants, Safety Notes, Carry Out Your Plan (Learning Hub)

Link to Updated Content:

[View Updated Content](#)

Original Text: Follow all class safety rules as you carry out your plan. In addition, be sure to:

- Wear sanitized safety goggles during setup, data collection, and cleanup.
- Be careful when using the plastic knife.
- Do not eat or drink any of the investigation materials during the lab.
- If you get vinegar on your hands, wash them with soap and water.
- Wash your hands with soap and water when you are done cleaning up.

Updated Text: Follow all class safety rules as you carry out your plan. Make sure to look around the room for symbols that indicate how to safely carry out an investigation in science. These symbols might indicate where to dispose of liquid or solid waste. They can also indicate where safety equipment, like goggles, is kept.

In addition, be sure to:

- Wear sanitized safety goggles during setup, data collection, and cleanup.
- Handle liquids with care. Always wear gloves, a lab coat/apron, and safety goggles when handling liquids.
- Handle food coloring/dyes with care! Always wear gloves, a lab coat/apron, and safety goggles when handling food coloring or dyes.
- Be careful when using the plastic knife.
- Do not eat or drink any of the investigation materials during the lab.
- If you get vinegar on your hands, wash them with soap and water.
- Wash your hands with soap and water when you are done cleaning up.

While cleaning up your materials, be sure to:

- Return your supplies to the supply area.
- Return your safety goggles to the place where they are stored in your classroom.
- Food Coloring/Dyes: While wearing gloves, wipe down the outsides of the bottles with water and paper towel to clean outside surface prior to storage.

Component: *Texas ADI Learning Hub for Science, 5th Grade*

ISBN: 9798987754825

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Location: Cloudy Fish Tank, Safety Notes, Carry Out Your Plan (Learning Hub)

Link to Updated Content:

[View Updated Content](#)

Original Text: Follow all class safety rules as you carry out your plan. In addition, be sure to:

- Wear sanitized safety goggles during setup, data collection, and cleanup.
- Please follow all suggested safety precautions when working with ammonia.
- Please follow all suggested safety precautions when handling the ammonia test kit solutions.

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 1339 of 3538

- Wash your hands with soap and water when you are done cleaning up.

Updated Text: Follow all class safety rules as you carry out your plan. Make sure to look around the room for symbols that indicate how to safely carry out an investigation in science. These symbols might indicate where to dispose of liquid or solid waste. They can also indicate where safety equipment, like goggles, is kept.

In addition, be sure to:

- Wear sanitized safety goggles during setup, data collection, and cleanup.
- Handle liquids with care. Always wear gloves, a lab coat/apron, and safety goggles when handling liquids.
- Ammonia can be dangerous. Avoid contact with skin. Don't breathe in ammonia fumes and avoid getting any ammonia in your mouth. Alert your teacher in the event of an accident.
- Please follow all suggested safety precautions when working with ammonia.
- Please follow all suggested safety precautions when handling the ammonia test kit solutions.
- Wash your hands with soap and water when you are done cleaning up.

While cleaning up your materials, be sure to:

- Return your supplies to the supply area.
- Return your safety goggles to the place where they are stored in your classroom.
- Turn off the heat source.

Component: *Texas ADI Learning Hub for Science, 5th Grade*

ISBN: 9798987754825

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Location: Balloon Powered Water Fountain, Safety Notes, Carry Out Your Plan (Learning Hub)

Link to Updated Content:

[View Updated Content](#)

Original Text: Follow all class safety rules as you carry out your plan. In addition, be sure to:

- Wear sanitized safety goggles during setup, data collection, and cleanup.
- Make sure to clean up any spills, and let your teacher know water spilled.
- Wash your hands with soap and water when you are done cleaning up.

Updated Text: Follow all class safety rules as you carry out your plan. Make sure to look around the room for symbols that indicate how to safely carry out an investigation in science. These symbols might indicate where to dispose of liquid or solid waste. They can also indicate where safety equipment, like goggles, is kept.

In addition, be sure to:

- Wear sanitized safety goggles during setup, data collection, and cleanup.
- Handle liquids with care. Always wear gloves, a lab coat/apron, and safety goggles when handling liquids.
- Make sure to clean up any spills, and let your teacher know water spilled.
- Wash your hands with soap and water when you are done cleaning up.

While cleaning up your materials, be sure to:

- Return your supplies to the supply area.

Proclamation 2024: Report of Editorial Changes (11/08/2023)

- Return your safety goggles to the place where they are stored in your classroom.

Component: *Texas ADI Learning Hub for Science, 5th Grade*

ISBN: 9798987754825

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Location: Mystery Mixtures, Safety Notes, Carry Out Your Plan (Learning Hub)

Link to Updated Content:

[View Updated Content](#)

Original Text: Follow all class safety rules as you carry out your plan. In addition, be sure to:

- Wear sanitized safety goggles during setup, data collection, and cleanup.
- Use all equipment in the appropriate manner.
- Wear gloves as needed.
- Wash your hands with soap and water when you are done cleaning up.

Updated Text: Follow all class safety rules as you carry out your plan. Make sure to look around the room for symbols that indicate how to safely carry out an investigation in science. These symbols might indicate where to dispose of liquid or solid waste. They can also indicate where safety equipment, like goggles, is kept.

In addition, be sure to:

- Wear sanitized safety goggles during setup, data collection, and cleanup.
- Handle liquids with care. Always wear gloves, a lab coat/apron, and safety goggles when handling liquids.
- Keep your eyes safe! Always wear safety goggles when sand/powder is present in the work area.
- Fallen Beads/BBs/Marbles/Shot may present a trip/slip hazard. Be careful to keep your materials in your work area and be careful walking around your classroom when these materials are present.
- Wash your hands with soap and water when you are done cleaning up.

While cleaning up your materials, be sure to:

- Return your supplies to the supply area.
- Return your safety goggles to the place where they are stored in your classroom.

Component: *Texas ADI Learning Hub for Science, 5th Grade*

ISBN: 9798987754825

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Location: The Power of Water, Safety Notes, Carry Out Your Plan (Learning Hub)

Link to Updated Content:

[View Updated Content](#)

Original Text: Follow all class safety rules as you carry out your plan. In addition, be sure to:

- Wear sanitized safety goggles during setup, data collection, and cleanup.

Proclamation 2024: Report of Editorial Changes (11/08/2023)

- Make sure the cap has been tightened.
- Keep sand out of your eyes.
- Wash your hands with soap and water when you are done cleaning up.

Updated Text: Follow all class safety rules as you carry out your plan. Make sure to look around the room for symbols that indicate how to safely carry out an investigation in science. These symbols might indicate where to dispose of liquid or solid waste. They can also indicate where safety equipment, like goggles, is kept.

In addition, be sure to:

- Wear sanitized safety goggles during setup, data collection, and cleanup.
- Handle liquids with care. Always wear gloves, a lab coat/apron, and safety goggles when handling liquids.
- Make sure the cap has been tightened.
- Keep your eyes safe! Always wear safety goggles when sand/powder is present in the work area.
- Wash your hands with soap and water when you are done cleaning up.

While cleaning up your materials, be sure to:

- Return your supplies to the supply area.
- Return your safety goggles to the place where they are stored in your classroom.

Component: *Texas ADI Learning Hub for Science, 5th Grade*

ISBN: 9798987754825

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Location: Florida Summer Storms, Safety Notes, Carry Out Your Plan (Learning Hub)

Link to Updated Content:

[View Updated Content](#)

Original Text: Follow all class safety rules as you carry out your plan. In addition, be sure to:

- Wear sanitized safety goggles during setup, data collection, and cleanup.
- Use caution when handling the bulb.
- Use caution when handling and using the thermometer.
- Wash your hands with soap and water when you are done cleaning up.

Updated Text: Follow all class safety rules as you carry out your plan. Make sure to look around the room for symbols that indicate how to safely carry out an investigation in science. These symbols might indicate where to dispose of liquid or solid waste. They can also indicate where safety equipment, like goggles, is kept.

In addition, be sure to:

- Wear sanitized safety goggles during setup, data collection, and cleanup.
- Handle glass with care. Always wear gloves, a lab coat/apron, and safety goggles when handling glass materials.
- Keep your eyes safe! Always wear safety goggles when sand/powder is present in the work area.
- Handle liquids with care. Always wear gloves, a lab coat/apron, and safety goggles when handling liquids.
- Use caution when handling the bulb.
- Use caution when handling and using the thermometer.
- Wash your hands with soap and water when you are done cleaning up.

While cleaning up your materials, be sure to:

- Let your teacher know if any materials got broken during your investigation. Do not touch broken glass.
- Return your supplies to the supply area.
- Return your safety goggles to the place where they are stored in your classroom.

Component: *Texas ADI Learning Hub for Science, 5th Grade*

ISBN: 9798987754825

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Location: Cans of Coke and Diet Coke in Water, Safety Notes, Carry Out Your Plan (Learning Hub)

Link to Updated Content:

[View Updated Content](#)

Original Text: Follow all class safety rules as you carry out your plan. In addition, be sure to:

- Wear sanitized safety goggles during setup, data collection, and cleanup.
- Wash your hands with soap and water when you are done cleaning up.

Updated Text: Follow all class safety rules as you carry out your plan. Make sure to look around the room for symbols that indicate how to safely carry out an investigation in science. These symbols might indicate where to dispose of liquid or solid waste. They can also indicate where safety equipment, like goggles, is kept.

In addition, be sure to:

- Wear sanitized safety goggles during setup, data collection, and cleanup.
- Handle liquids with care. Always wear gloves, a lab coat/apron, and safety goggles when handling liquids.
- Wash your hands with soap and water when you are done cleaning up.

While cleaning up your materials, be sure to:

- Return your supplies to the supply area.
- Return your safety goggles to the place where they are stored in your classroom.

Component: *Texas ADI Learning Hub for Science, 5th Grade*

ISBN: 9798987754825

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Location: Trampoline Double Bounce, Safety Notes, Carry Out Your Plan (Learning Hub)

Link to Updated Content:

[View Updated Content](#)

Original Text: Follow all class safety rules as you carry out your plan. In addition, be sure to:

- Wear sanitized safety goggles during setup, data collection, and cleanup.
- Do not pull the springs on their own. The springs should only be stretched when collecting data.
- When removing masses from the springs, make sure to slowly release the spring back to its original length.

Proclamation 2024: Report of Editorial Changes (11/08/2023)

- Wash your hands with soap and water when you are done cleaning up.

Updated Text: Follow all class safety rules as you carry out your plan. Make sure to look around the room for symbols that indicate how to safely carry out an investigation in science. These symbols might indicate where to dispose of liquid or solid waste. They can also indicate where safety equipment, like goggles, is kept.

In addition, be sure to:

- Wear sanitized safety goggles during setup, data collection, and cleanup.
- Springs under tension may be dangerous if they break or come unhooked and snap back. Always wear safety goggles when working with springs.
- Do not pull the springs on their own. The springs should only be stretched when collecting data.
- When removing masses from the springs, make sure to slowly release the spring back to its original length.
- Wash your hands with soap and water when you are done cleaning up.

While cleaning up your materials, be sure to:

- Return your supplies to the supply area.
- Return your safety goggles to the place where they are stored in your classroom.

Component: *Texas ADI Learning Hub for Science, 5th Grade*

ISBN: 9798987754825

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Location: Color Changing Anoles, Safety Notes, Carry Out Your Plan (Learning Hub)

Link to Updated Content:

[View Updated Content](#)

Original Text: Follow all class safety rules as you carry out your plan. In addition, be sure to:

- Wear sanitized safety goggles during setup, data collection, and cleanup.
- Keep the electrical equipment away from water sources to prevent shock.
- Be careful when handling the heat lamp and bulb. The bulb can shatter if dropped and can cut skin; if the bulb breaks, tell your teacher immediately so he or she can clean up the pieces.
- Do not touch the bulb when it is on or for several minutes after turning it off, because lightbulbs can get very hot and burn skin.
- Wash your hands with soap and water when you are done cleaning up.

Updated Text: Follow all class safety rules as you carry out your plan. Make sure to look around the room for symbols that indicate how to safely carry out an investigation in science. These symbols might indicate where to dispose of liquid or solid waste. They can also indicate where safety equipment, like goggles, is kept.

In addition, be sure to:

- Wear sanitized safety goggles during setup, data collection, and cleanup.
- Handle glass with care. Always wear gloves, a lab coat/apron, and safety goggles when handling glass materials.
- Keep the electrical equipment away from water sources to prevent shock.
- Be careful when handling the heat lamp and bulb. The bulb can shatter if dropped and can cut skin; if the bulb breaks, tell your teacher immediately so he or she can clean up the pieces.
- Do not touch the bulb when it is on or for several minutes after turning it off, because lightbulbs can get very hot

Proclamation 2024: Report of Editorial Changes (11/08/2023)

and burn skin.

- Wash your hands with soap and water when you are done cleaning up.

While cleaning up your materials, be sure to:

- Let your teacher know if any materials got broken during your investigation. Do not touch broken glass.
- Return your supplies to the supply area.
- Return your safety goggles to the place where they are stored in your classroom.

Component: *Texas ADI Learning Hub for Science, 5th Grade*

ISBN: 9798987754825

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Location: Sand Dunes, Safety Notes, Carry Out Your Plan (Learning Hub)

Link to Updated Content:

[View Updated Content](#)

Original Text: Follow all class safety rules as you carry out your plan. In addition, be sure to:

- Wear sanitized safety goggles during setup, data collection, and cleanup.
- Keep sand out of eyes.
- Use caution when using the fan.
- Wash your hands with soap and water when you are done cleaning up.

Updated Text: Follow all class safety rules as you carry out your plan. Make sure to look around the room for symbols that indicate how to safely carry out an investigation in science. These symbols might indicate where to dispose of liquid or solid waste. They can also indicate where safety equipment, like goggles, is kept.

In addition, be sure to:

- Wear sanitized safety goggles during setup, data collection, and cleanup.
- Keep your eyes safe! Always wear safety goggles when sand/powder is present in the work area.
- Use caution when using the fan.
- Wash your hands with soap and water when you are done cleaning up.

While cleaning up your materials, be sure to:

- Return your supplies to the supply area.
- Return your safety goggles to the place where they are stored in your classroom.

Component: *Texas ADI Learning Hub for Science, 5th Grade*

ISBN: 9798987754825

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Location: A Night in an Ice Hotel, Safety Notes, Carry Out Your Plan (Learning Hub)

Link to Updated Content:

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 1345 of 3538

[View Updated Content](#)

Original Text: Follow all class safety rules as you carry out your plan. In addition, be sure to:

- Wear sanitized safety goggles during setup, data collection, and cleanup.
- Handle the thermometer and materials with caution.
- Make sure the “blanket” has been wrapped securely so it doesn’t get wet.
- Clean up any water spills immediately.
- Wash your hands with soap and water when you are done cleaning up.

Updated Text: Follow all class safety rules as you carry out your plan. Make sure to look around the room for symbols that indicate how to safely carry out an investigation in science. These symbols might indicate where to dispose of liquid or solid waste. They can also indicate where safety equipment, like goggles, is kept.

In addition, be sure to:

- Wear sanitized safety goggles during setup, data collection, and cleanup.
- Handle liquids with care. Always wear gloves, a lab coat/apron, and safety goggles when handling liquids.
- Handle the thermometer and materials with caution.
- Make sure the “blanket” has been wrapped securely so it doesn’t get wet.
- Clean up any water spills immediately.
- Wash your hands with soap and water when you are done cleaning up.

While cleaning up your materials, be sure to:

- Return your supplies to the supply area.
- Return your safety goggles to the place where they are stored in your classroom.

Component: *Texas ADI Learning Hub for Science, 5th Grade*

ISBN: 9798987754825

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Location: Wildlife Crossing in the Piney Woods (EDC), Safety Notes, Carry Out Your Plan (Learning Hub)

Link to Updated Content:

[View Updated Content](#)

Original Text: Follow all class safety rules as you build your solution to the problem. In addition, be sure to:

- Wear sanitized safety goggles during setup, while building, and when you clean up.
- Be careful when using the hot glue gun. The tip can get hot and can cause burns if touched.
- Box cutters are sharp and should only be used under supervision. Incorrect use of the box cutter can lead to severe cuts.
- Wash your hands with soap and water when you are done cleaning up.

Updated Text: Follow all class safety rules as you carry out your plan. Make sure to look around the room for symbols that indicate how to safely carry out an investigation in science. These symbols might indicate where to dispose of liquid or solid waste. They can also indicate where safety equipment, like goggles, is kept.

In addition, be sure to:

- Wear sanitized safety goggles during setup, data collection, and cleanup.

Proclamation 2024: Report of Editorial Changes (11/08/2023)

- Wear heat-insulated gloves when handling hot glue or hot water.
- Only use sharp tools with your teacher's supervision (e.g. safety box cutters, snippers, scissors, wire cutters)
- Be careful when using the hot glue gun. The tip can get hot and can cause burns if touched.
- Box cutters are sharp and should only be used under supervision. Incorrect use of the box cutter can lead to severe cuts.
- Wash your hands with soap and water when you are done cleaning up.

While cleaning up your materials, be sure to:

- Return your supplies to the supply area.
- Return your safety goggles to the place where they are stored in your classroom.

Component: *Texas ADI Learning Hub for Science, 5th Grade*

ISBN: 9798987754825

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Location: Feeding Astronauts, Safety Notes, Carry Out Your Plan (Learning Hub)

Link to Updated Content:

[View Updated Content](#)

Original Text: Follow all class safety rules as you carry out your plan. In addition, be sure to:

- Wear sanitized safety goggles during setup, data collection, and cleanup.
- Do not eat any of the foods.
- If you spill any water, notify your teacher immediately.
- Throw away all food at the end of your investigation.
- Wash your hands with soap and water when you are done cleaning up.

Updated Text: Follow all class safety rules as you carry out your plan. Make sure to look around the room for symbols that indicate how to safely carry out an investigation in science. These symbols might indicate where to dispose of liquid or solid waste. They can also indicate where safety equipment, like goggles, is kept.

In addition, be sure to:

- Wear sanitized safety goggles during setup, data collection, and cleanup.
- Handle glass with care. Always wear gloves, a lab coat/apron, and safety goggles when handling glass materials.
- Keep your eyes safe! Always wear safety goggles when sand/powder is present in the work area.
- Handle liquids with care. Always wear gloves, a lab coat/apron, and safety goggles when handling liquids.
- Do not eat any of the foods.
- If you spill any water, notify your teacher immediately.
- Throw away all food at the end of your investigation.
- Wash your hands with soap and water when you are done cleaning up.

While cleaning up your materials, be sure to:

- Let your teacher know if any materials got broken during your investigation. Do not touch broken glass.
- Return your supplies to the supply area.
- Return your safety goggles to the place where they are stored in your classroom.

Component: Texas ADI Learning Hub for Science, 5th Grade

ISBN: 9798987754825

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Location: Diving in the Dark (EDC), Safety Notes, Carry Out Your Plan (Learning Hub)

Link to Updated Content:

[View Updated Content](#)

Original Text: Follow all class safety rules as you carry out your plan. In addition, be sure to:

- Wear sanitized safety goggles during setup, data collection, and cleanup.
- Exposed wires can get hot when the circuit is closed. Be careful not to burn yourself.
- Take care when using the hot glue gun. The metal tip and glue can burn skin.
- If you get any hot glue or sealant on yourself, let your teacher know immediately.
- Wash your hands with soap and water when you are done cleaning up.

Updated Text: Follow all class safety rules as you carry out your plan. Make sure to look around the room for symbols that indicate how to safely carry out an investigation in science. These symbols might indicate where to dispose of liquid or solid waste. They can also indicate where safety equipment, like goggles, is kept.

In addition, be sure to:

- Wear sanitized safety goggles during setup, data collection, and cleanup.
- Handle glass with care. Always wear gloves, a lab coat/apron, and safety goggles when handling glass materials.
- Wear heat-insulated gloves, or use tongs if available, while handling hot substances. Turn off heat sources when not in use.
- Always wear rubber gloves when handling wires/batteries
- Exposed wires can get hot when the circuit is closed. Be careful not to burn yourself.
- Take care when using the hot glue gun. The metal tip and glue can burn skin.
- If you get any hot glue or sealant on yourself, let your teacher know immediately.
- Wash your hands with soap and water when you are done cleaning up.

While cleaning up your materials, be sure to:

- Let your teacher know if any materials got broken during your investigation. Do not touch broken glass.
- Return your supplies to the supply area.
- Return your safety goggles to the place where they are stored in your classroom.
- Turn off the heat source.

Component: Texas ADI Learning Hub for Science, 5th Grade

ISBN: 9798987754825

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Location: Florida Summer Storms, Learning Hub, Investigation Preview

Link to Updated Content:

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 1348 of 3538

[View Updated Content](#)

Original Text: New image of Zebras

Updated Text: New Image of Florida Storm

Component: *Texas ADI Learning Hub for Science, 5th Grade*

ISBN: 9798987754825

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Location: Balloon-Powered Water Fountain, Learning Hub, Investigation Preview

Link to Updated Content:

[View Updated Content](#)

Original Text: Image of Balloon Powered Water Fountain without border

Updated Text: Image of Balloon Powered Water Fountain with border

Component: *Texas ADI Learning Hub for Science, 5th Grade*

ISBN: 9798987754825

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Location: Environmental Effects in Plants, Learning Hub, Investigation Preview Image

Link to Updated Content:

[View Updated Content](#)

Original Text: Image of a Flamingo

Updated Text: Image of a Plant with wilting leaves

Component: *Texas ADI Learning Hub for Science, 5th Grade*

ISBN: 9798987754825

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Location: Environmental Effects in Plants, Learning Hub, Stage 1: Task, Section 1: The Phenomenon, Image

Link to Updated Content:

[View Updated Content](#)

Original Text: Image of flamingos without a border

Updated Text: Image of flamingos with a border

Component: Texas ADI Learning Hub for Science, 5th Grade

ISBN: 9798987754825

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Location: Environmental Effects in Plants (Stage 1: Task Document, Section: The Phenomenon, Image)

Link to Updated Content:

[View Updated Content](#)

Original Text: Image of flamingos without a border

Updated Text: Image of flamingos with a border

Component: Texas ADI Learning Hub for Science, 5th Grade

ISBN: 9798987754825

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Location: Environmental Effects in Plants (Stage 2: Ideas Document, Section 1: Some Ideas You Can Use: Plants and Their Traits, Image)

Link to Updated Content:

[View Updated Content](#)

Original Text: Old plant diagram

Updated Text: Restyled plant diagram

Component: Texas ADI Learning Hub for Science, 5th Grade

ISBN: 9798987754825

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Location: Environmental Effects in Plants, Learning Hub, Stage 2: Ideas, Section 1: Read About a Core Idea You Can Use, Image

Link to Updated Content:

[View Updated Content](#)

Original Text: Old plant diagram

Updated Text: Restyled plant diagram

Component: Texas ADI Learning Hub for Science, 5th Grade

ISBN: 9798987754825

Link to Current Content:

[View Current Content](#)

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 1350 of 3538

Current Page Number(s): N/A

Location: Environmental Effects in Plants, Learning Hub, Stage 2: Ideas, Section 2: Read About Another Core Idea You Can Use, Image

Link to Updated Content:

[View Updated Content](#)

Original Text: Image of trash in water without border

Updated Text: Image of trash in water with border

Component: *Texas ADI Learning Hub for Science, 5th Grade*

ISBN: 9798987754825

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Location: Environmental Effects in Plants (Ideas Document, Section: Read About Another Core Idea You Can Use: Environmental Factors, Image

Link to Updated Content:

[View Updated Content](#)

Original Text: Image of trash in water without border

Updated Text: Image of trash in water with border

Component: *Texas ADI Learning Hub for Science, 5th Grade*

ISBN: 9798987754825

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Location: Environmental Effects in Plants (Ideas Document, Section: Some Ideas You Can Use: Traits and Environmental Influences, Image

Link to Updated Content:

[View Updated Content](#)

Original Text: Image of a cow becoming obese without border

Updated Text: Image of a cow becoming obese with border

Component: *Texas ADI Learning Hub for Science, 5th Grade*

ISBN: 9798987754825

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Location: Environmental Effects in Plants, Learning Hub, Stage 2: Ideas, Section: Read about a final Core Idea You Can Use, Image

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 1351 of 3538

Link to Updated Content:

[View Updated Content](#)

Original Text: Image of a cow becoming obese without border

Updated Text: Image of a cow becoming obese with border

Component: *Texas ADI Learning Hub for Science, 5th Grade*

ISBN: 9798987754825

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Location: Environmental Effects in Plants (Preparation and Materials Document, Section: Preparation, Image)

Link to Updated Content:

[View Updated Content](#)

Original Text: Old diagram of carnations in cups with differing liquids

Updated Text: Restyled diagram of carnations in cups with differing liquids

Component: *Texas ADI Learning Hub for Science, 5th Grade*

ISBN: 9798987754825

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Location: Environmental Effects on Plants (Preparation and Materials Document, Section: Preparation, Image)

Link to Updated Content:

[View Updated Content](#)

Original Text: Old diagram of carnations in cups with differing liquids

Updated Text: Restyled diagram of carnations in cups with differing liquids

Component: *Texas ADI Learning Hub for Science, 5th Grade*

ISBN: 9798987754825

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Location: Environmental Effects in Plants (Share Document, Section: Draft Argument, Image)

Link to Updated Content:

[View Updated Content](#)

Original Text: Old image of an argument board layout

Updated Text: New image of an argument board layout

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 1352 of 3538

Component: Texas ADI Learning Hub for Science, 5th Grade

ISBN: 9798987754825

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Location: Environmental Effects in Plants, Learning Hub, Stage 5: Share, Section 1: Make a Draft Argument, Image

Link to Updated Content:

[View Updated Content](#)

Original Text: Old diagram of an argument board

Updated Text: New diagram of an argument board

Component: Texas ADI Learning Hub for Science, 5th Grade

ISBN: 9798987754825

Link to Current Content:

[View Current Content](#)

Location: Environmental Effects in Plants, Learning Hub, Stage 6: Reflect, Section 1: Discuss some of the core ideas, image

Link to Updated Content:

[View Updated Content](#)

Original Text: Image of a baby flamingo without border

Updated Text: Image of a baby flamingo with border

Component: Texas ADI Learning Hub for Science, 5th Grade

ISBN: 9798987754825

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Location: Mixing It Up!, Safety Notes, Carry Out Your Plan (Learning Hub)

Link to Updated Content:

[View Updated Content](#)

Original Text: Follow all class safety rules as you carry out your plan. In addition, be sure to:

- Wear sanitized safety goggles during setup, data collection, and cleanup.
- Clean up any spills immediately
- Wash your hands with soap and water when you are done cleaning up.

Updated Text: Follow all class safety rules as you carry out your plan. Make sure to look around the room for symbols that indicate how to safely carry out an investigation in science. These symbols might indicate where to dispose of liquid or solid waste. They can also indicate where safety equipment, like goggles, is kept.

In addition, be sure to:

- Wear sanitized safety goggles during setup, data collection, and cleanup.

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 1353 of 3538

- Keep your eyes safe! Always wear safety goggles when sand/powder is present in the work area.
- Handle glass with care. Always wear gloves, a lab coat/apron, and safety goggles when handling glass materials.
- Clean up any spills immediately
- Wash your hands with soap and water when you are done cleaning up.

While cleaning up your materials, be sure to:

- Return your supplies to the supply area.
- Return your safety goggles to the place where they are stored in your classroom.

Component: *Texas ADI Learning Hub for Science, 5th Grade*

ISBN: 9798987754825

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Location: Mass and the State of Matter, Safety Notes, Carry Out Your Plan (Learning Hub)

Link to Updated Content:

[View Updated Content](#)

Original Text: Safety Note

Follow all class safety rules as you carry out your plan. Make sure to look around the room for symbols that indicate how to safely carry out an investigation in science. These symbols might indicate where to dispose of liquid or solid waste. They can also indicate where safety equipment like goggles are kept.

In addition, be sure to:

- Wear sanitized safety goggles during setup, while collecting data, and when you clean up.

Wash your hands with soap and water when you are done cleaning up.

Updated Text: Follow all class safety rules as you carry out your plan. Make sure to look around the room for symbols that indicate how to safely carry out an investigation in science. These symbols might indicate where to dispose of liquid or solid waste. They can also indicate where safety equipment, like goggles, is kept.

In addition, be sure to:

- Wear sanitized safety goggles during setup, data collection, and cleanup.
- Handle liquids with care. Always wear gloves, a lab coat/apron, and safety goggles when handling liquids.
- Wear heat-insulated gloves when handling hot glue or hot water.
- Wash your hands with soap and water when you are done cleaning up.

While cleaning up your materials, be sure to:

- Let your teacher know if any materials got broken during your investigation. Do not touch broken glass.
- Return your supplies to the supply area.
- Return your safety goggles to the place where they are stored in your classroom.

Component: *Texas ADI Learning Hub for Science, 5th Grade*

ISBN: 9798987754825

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 1354 of 3538

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Location: Sled Tug-O-War, Safety Notes, Carry Out Your Plan (Learning Hub)

Link to Updated Content:

[View Updated Content](#)

Original Text: Follow all class safety rules as you carry out your plan. In addition, be sure to:

- Wear sanitized safety goggles during setup, while collecting data, and when you clean up.
- Wash your hands with soap and water when you are done cleaning up.

Updated Text: Follow all class safety rules as you carry out your plan. Make sure to look around the room for symbols that indicate how to safely carry out an investigation in science. These symbols might indicate where to dispose of liquid or solid waste. They can also indicate where safety equipment, like goggles, is kept.

In addition, be sure to:

- Keep all your materials in your workspace and pick up any fallen materials right away. Small materials can present a trip/slip hazard.
- Wash your hands with soap and water when you are done cleaning up.

While cleaning up your materials, be sure to:

- Pick up any fallen items and make certain the area around your workspace is clean.
- Return all materials to supply area.

Component: *Texas ADI Learning Hub for Science, 5th Grade*

ISBN: 9798987754825

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Location: Shadows Throughout the Day, Safety Notes, Carry Out Your Plan (Learning Hub)

Link to Updated Content:

[View Updated Content](#)

Original Text: Follow all class safety rules as you carry out your plan. In addition, be sure to:

- Wear sanitized safety goggles during setup, while collecting data, and when you clean up.
- Wash your hands with soap and water when you are done cleaning up.

Updated Text: Follow all class safety rules as you carry out your plan. Make sure to look around the room for symbols that indicate how to safely carry out an investigation in science. These symbols might indicate where to dispose of liquid or solid waste. They can also indicate where safety equipment, like goggles, is kept.

In addition, be sure to:

- Wear sanitized safety goggles during setup, data collection, and cleanup.
- Handle glass with care. Always wear gloves, a lab coat/apron, and safety goggles when handling glass materials.
- Handle lightbulb with caution, as it may get hot during use and may cause burns if handled improperly.

While cleaning up your materials, be sure to:

- Allow lightbulb time to cool before disconnecting.
- Never touch broken glass. If any glass is broken, tell your teacher and let them help you with it.

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 1355 of 3538

Component: Texas ADI Learning Hub for Science, 5th Grade

ISBN: 9798987754825

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Location: Rock Classification and the Rock Cycle, Safety Notes, Carry Out Your Plan (Learning Hub)

Link to Updated Content:

[View Updated Content](#)

Original Text: Follow all class safety rules as you carry out your plan. In addition, be sure to:

- Wear sanitized safety goggles during setup, data collection, and cleanup.
- Protect the lens in the hand lens from scratches.
- Handle the rock samples carefully.
- Wash your hands with soap and water when you are finished cleaning up.

Updated Text: Follow all class safety rules as you carry out your plan. Make sure to look around the room for symbols that indicate how to safely carry out an investigation in science. These symbols might indicate where to dispose of liquid or solid waste. They can also indicate where safety equipment, like goggles, is kept.

In addition, be sure to:

- Wear sanitized safety goggles during setup, data collection, and cleanup.
- Always wear safety goggles, a lab coat/apron, and non-latex gloves when handling glass.
- Be careful when handling the hand lens to avoid scratching it
- Handle rocks with care
- Wash your hands with soap and water when you are done cleaning up.

While cleaning up your materials, be sure to:

- Double-check the area around your workspace and make sure to pick up any materials that fell during your investigation.

Component: Texas ADI Learning Hub for Science, 5th Grade

ISBN: 9798987754825

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Location: Diving in the Dark

Link to Updated Content:

[View Updated Content](#)

Original Text: The image below shows a scuba diver with an oxygen tank on their back

Updated Text: The image at left shows a scuba diver with an air tank on their back.

Component: Texas ADI Learning Hub for Science, 5th Grade

ISBN: 9798987754825

Link to Current Content:

[View Current Content](#)

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 1356 of 3538

Current Page Number(s): N/A

Location: Diving in the dark

Link to Updated Content:

[View Updated Content](#)

Original Text: As you watch the video, write down some things you notice and wonder about on your handout.

Updated Text: As you watch the video, write down on your handout some things you notice, some things you wonder about, and possible problems divers might need to solve when they dive in teams.

Component: *Texas ADI Learning Hub for Science, 5th Grade*

ISBN: 9798987754825

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Location: Wildlife Cross

Link to Updated Content:

[View Updated Content](#)

Original Text: As you watch the video, write down some things you notice and wonder about on your handout.

Updated Text: As you watch the video, write down some things you notice, some things you wonder about, and a possible problem that the animals living in the park might face.

Component: *Texas ADI Learning Hub for Science, 5th Grade*

ISBN: 9798987754825

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Location: Reflect, Activity 1, In-Person Lesson Plan Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/login> Password ADITEARev2024!

Link to Updated Content:

[View Updated Content](#)

Original Text: The Reflect stage includes three activities: (1) discussing some core ideas used during the investigation, (2) discussing how to plan and carry out investigations, and (3) a progress check. The intent of this stage is to allow students to discuss the core ideas they used during this investigation, how they used the practices of science to figure out a phenomenon, and how these ideas and practices might be useful in the future.

Updated Text: Updated the first paragraph of the In-Person Lesson Plan. This paragraph now reads:
The Reflect stage includes three activities: (1) discussing some core ideas used during the investigation, (2) discussing how to plan and carry out investigations, and (3) making connections to other topics in science and in other content areas as well as a progress check. The intent of this stage is to allow students to discuss the core ideas they used during this investigation, how they used the practices of science to figure out a phenomenon, and how these ideas and practices might be useful in the future.

Component: Texas ADI Learning Hub for Science, 5th Grade

ISBN: 9798987754825

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Location: Reflect, Activity 2 Make sure to sign into ADI Review Site before clicking
URLs <https://adilearninghub.com/advanced-search/v3/login> Password ADITEARev2024!

Link to Updated Content:

[View Updated Content](#)

Original Text: Original Activity provided students with the opportunity to:

1. Identify strengths in how they carried out their investigation
2. Agree on class norms for future investigation

Updated Text: Made the following revisions to this activity:

1. Adjusted the directions for students discussion on what things they did that made them good scientists during the investigation
2. Updated In-Person Lesson Plan to reflect changes in the student activity
3. Updated Teaching Tip for In Person Lessons to provide guidance for teachers on the updated student activity
4. Added opportunity to reflect on how this investigation was an improvement over prior investigations
5. Added opportunity for students to agree on additional class norms for future investigations.

Component: Texas ADI Learning Hub for Science, 5th Grade

ISBN: 9798987754825

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Location: Reflect, Activity 3 Make sure to sign into ADI Review Site before clicking
URLs <https://adilearninghub.com/advanced-search/v3/login> Password ADITEARev2024!

Link to Updated Content:

[View Updated Content](#)

Original Text: Progress check

Updated Text: Updated the third activity of the reflect stage in the following ways:

1. Changed title to "Making Connections"
2. Provide opportunity for student to make connections to other topics they learned in science this year or in prior years.
3. Provide opportunity for students to make connections between science topics using the recurring themes in science TEKS.
4. Provide an opportunity for students to make connections between what they learned in this investigation and what they learned in other subjects, such as math.
5. Changed the text of the exit ticket to ask students how they used the practices, recurring themes, and ideas to answer the guiding question
6. Updated In-Person Lesson plan
7. Updated the Teaching Tip for In-Person Lessons

Component: Texas ADI Learning Hub for Science, 5th Grade

ISBN: 9798987754825

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Location: Reflect, Activity 1, In-Person Lesson Plan Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/login> Password ADITEARev2024!

Link to Updated Content:

[View Updated Content](#)

Original Text: The Reflect stage includes three activities: (1) discussing some core ideas used during the investigation, (2) discussing how to plan and carry out investigations, and (3) a progress check. The intent of this stage is to allow students to discuss the core ideas they used during this investigation, how they used the practices of science to figure out a phenomenon, and how these ideas and practices might be useful in the future.

Updated Text: Updated the first paragraph of the In-Person Lesson Plan. This paragraph now reads:
The Reflect stage includes three activities: (1) discussing some core ideas used during the investigation, (2) discussing how to plan and carry out investigations, and (3) making connections to other topics in science and in other content areas as well as a progress check. The intent of this stage is to allow students to discuss the core ideas they used during this investigation, how they used the practices of science to figure out a phenomenon, and how these ideas and practices might be useful in the future.

Component: Texas ADI Learning Hub for Science, 5th Grade

ISBN: 9798987754825

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Location: Reflect, Activity 2 Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/login> Password ADITEARev2024!

Link to Updated Content:

[View Updated Content](#)

Original Text: Original Activity provided students with the opportunity to:

1. Identify strengths in how they carried out their investigation
2. Agree on class norms for future investigation

Updated Text: Made the following revisions to this activity:

1. Adjusted the directions for students discussion on what things they did that made them good scientists during the investigation
2. Updated In-Person Lesson Plan to reflect changes in the student activity
3. Updated Teaching Tip for In Person Lessons to provide guidance for teachers on the updated student activity
4. Added opportunity to reflect on how this investigation was an improvement over prior investigations
5. Added opportunity for students to agree on additional class norms for future investigations.

Component: Texas ADI Learning Hub for Science, 5th Grade

ISBN: 9798987754825

Link to Current Content:
[View Current Content](#)

Current Page Number(s): N/A

Location: Reflect, Activity 3
Make sure to sign into ADI Review Site before clicking
URLs <https://adilearninghub.com/advanced-search/v3/login> Password ADITEARev2024!

Link to Updated Content:
[View Updated Content](#)

Original Text: Progress check

Updated Text: Updated the third activity of the reflect stage in the following ways:

1. Changed title to "Making Connections"
2. Provide opportunity for student to make connections to other topics they learned in science this year or in prior years.
3. Provide opportunity for students to make connections between science topics using the recurring themes in science TEKS.
4. Provide an opportunity for students to make connections between what they learned in this investigation and what they learned in other subjects, such as math.
5. Changed the text of the exit ticket to ask students how they used the practices, recurring themes, and ideas to answer the guiding question
6. Updated In-Person Lesson plan
7. Updated the Teaching Tip for In-Person Lessons

Component: *Texas ADI Learning Hub for Science, 5th Grade*

ISBN: 9798987754825

Link to Current Content:
[View Current Content](#)

Current Page Number(s): N/A

Location: Reflect, Activity 1, In-Person Lesson Plan
Make sure to sign into ADI Review Site before clicking
URLs <https://adilearninghub.com/advanced-search/v3/login> Password ADITEARev2024!

Link to Updated Content:
[View Updated Content](#)

Original Text: The Reflect stage includes three activities: (1) discussing some core ideas used during the investigation, (2) discussing how to plan and carry out investigations, and (3) a progress check. The intent of this stage is to allow students to discuss the core ideas they used during this investigation, how they used the practices of science to figure out a phenomenon, and how these ideas and practices might be useful in the future.

Updated Text: Updated the first paragraph of the In-Person Lesson Plan. This paragraph now reads:
The Reflect stage includes three activities: (1) discussing some core ideas used during the investigation, (2) discussing how to plan and carry out investigations, and (3) making connections to other topics in science and in other content areas as well as a progress check. The intent of this stage is to allow students to discuss the core ideas they used during this investigation, how they used the practices of science to figure out a phenomenon, and how these ideas and practices might be useful in the future.

Component: *Texas ADI Learning Hub for Science, 5th Grade*

ISBN: 9798987754825

Link to Current Content:
[View Current Content](#)

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 1360 of 3538

Current Page Number(s): N/A

Location: Reflect, Activity 2Make sure to sign into ADI Review Site before clicking
URLs<https://adilearninghub.com/advanced-search/v3/login>Password ADITEARev2024!

Link to Updated Content:

[View Updated Content](#)

Original Text: Original Activity provided students with the opportunity to:

1. Identify strengths in how they carried out their investigation
2. Agree on class norms for future investigation

Updated Text: Made the following revisions to this activity:

1. Adjusted the directions for students discussion on what things they did that made them good scientists during the investigation
2. Updated In-Person Lesson Plan to reflect changes in the student activity
3. Updated Teaching Tip for In Person Lessons to provide guidance for teachers on the updated student activity
4. Added opportunity to reflect on how this investigation was an improvement over prior investigations
5. Added opportunity for students to agree on additional class norms for future investigations.

Component: *Texas ADI Learning Hub for Science, 5th Grade*

ISBN: 9798987754825

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Location: Reflect, Activity 3Make sure to sign into ADI Review Site before clicking
URLs<https://adilearninghub.com/advanced-search/v3/login>Password ADITEARev2024!

Link to Updated Content:

[View Updated Content](#)

Original Text: Progress check

Updated Text: Updated the third activity of the reflect stage in the following ways:

1. Changed title to "Making Connections"
2. Provide opportunity for student to make connections to other topics they learned in science this year or in prior years.
3. Provide opportunity for students to make connections between science topics using the recurring themes in science TEKS.
4. Provide an opportunityfor students to make connections between what they learned in this investigation and what they learned in other subjects, such as math.
5. Changed the text of the exit ticket to ask students how they used the practices, recurring themes, and ideas to answer the guiding question
6. Updated In-Person Lesson plan
7. Updated the Teaching Tip for In-Person Lessons

Component: *Texas ADI Learning Hub for Science, 5th Grade*

ISBN: 9798987754825

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 1361 of 3538

Location: Reflect, Activity 1, In-Person Lesson Plan Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/login> Password ADITEARev2024!

Link to Updated Content:

[View Updated Content](#)

Original Text: The Reflect stage includes three activities: (1) discussing some core ideas used during the investigation, (2) discussing how to plan and carry out investigations, and (3) a progress check. The intent of this stage is to allow students to discuss the core ideas they used during this investigation, how they used the practices of science to figure out a phenomenon, and how these ideas and practices might be useful in the future.

Updated Text: Updated the first paragraph of the In-Person Lesson Plan. This paragraph now reads:

The Reflect stage includes three activities: (1) discussing some core ideas used during the investigation, (2) discussing how to plan and carry out investigations, and (3) making connections to other topics in science and in other content areas as well as a progress check. The intent of this stage is to allow students to discuss the core ideas they used during this investigation, how they used the practices of science to figure out a phenomenon, and how these ideas and practices might be useful in the future.

Component: *Texas ADI Learning Hub for Science, 5th Grade*

ISBN: 9798987754825

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Location: Reflect, Activity 2 Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/login> Password ADITEARev2024!

Link to Updated Content:

[View Updated Content](#)

Original Text: Original Activity provided students with the opportunity to:

1. Identify strengths in how they carried out their investigation
2. Agree on class norms for future investigation

Updated Text: Made the following revisions to this activity:

1. Adjusted the directions for students discussion on what things they did that made them good scientists during the investigation
2. Updated In-Person Lesson Plan to reflect changes in the student activity
3. Updated Teaching Tip for In Person Lessons to provide guidance for teachers on the updated student activity
4. Added opportunity to reflect on how this investigation was an improvement over prior investigations
5. Added opportunity for students to agree on additional class norms for future investigations.

Component: *Texas ADI Learning Hub for Science, 5th Grade*

ISBN: 9798987754825

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Location: Reflect, Activity 3 Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/login> Password ADITEARev2024!

Link to Updated Content:

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 1362 of 3538

[View Updated Content](#)

Original Text: Progress check

Updated Text: Updated the third activity of the reflect stage in the following ways:

1. Changed title to "Making Connections"
2. Provide opportunity for student to make connections to other topics they learned in science this year or in prior years.
3. Provide opportunity for students to make connections between science topics using the recurring themes in science TEKS.
4. Provide an opportunity for students to make connections between what they learned in this investigation and what they learned in other subjects, such as math.
5. Changed the text of the exit ticket to ask students how they used the practices, recurring themes, and ideas to answer the guiding question
6. Updated In-Person Lesson plan
7. Updated the Teaching Tip for In-Person Lessons

Component: *Texas ADI Learning Hub for Science, 5th Grade*

ISBN: 9798987754825

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Location: Reflect, Activity 1, In-Person Lesson Plan Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/login> Password ADITEARev2024!

Link to Updated Content:

[View Updated Content](#)

Original Text: The Reflect stage includes three activities: (1) discussing some core ideas used during the investigation, (2) discussing how to plan and carry out investigations, and (3) a progress check. The intent of this stage is to allow students to discuss the core ideas they used during this investigation, how they used the practices of science to figure out a phenomenon, and how these ideas and practices might be useful in the future.

Updated Text: Updated the first paragraph of the In-Person Lesson Plan. This paragraph now reads:

The Reflect stage includes three activities: (1) discussing some core ideas used during the investigation, (2) discussing how to plan and carry out investigations, and (3) making connections to other topics in science and in other content areas as well as a progress check. The intent of this stage is to allow students to discuss the core ideas they used during this investigation, how they used the practices of science to figure out a phenomenon, and how these ideas and practices might be useful in the future.

Component: *Texas ADI Learning Hub for Science, 5th Grade*

ISBN: 9798987754825

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Location: Reflect, Activity 2 Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/login> Password ADITEARev2024!

Link to Updated Content:

[View Updated Content](#)

Original Text: Original Activity provided students with the opportunity to:

1. Identify strengths in how they carried out their investigation
2. Agree on class norms for future investigation

Updated Text: Made the following revisions to this activity:

1. Adjusted the directions for students discussion on what things they did that made them good scientists during the investigation
2. Updated In-Person Lesson Plan to reflect changes in the student activity
3. Updated Teaching Tip for In Person Lessons to provide guidance for teachers on the updated student activity
4. Added opportunity to reflect on how this investigation was an improvement over prior investigations
5. Added opportunity for students to agree on additional class norms for future investigations.

Component: Texas ADI Learning Hub for Science, 5th Grade

ISBN: 9798987754825

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Location: Reflect, Activity 3Make sure to sign into ADI Review Site before clicking
URLs<https://adilearninghub.com/advanced-search/v3/login>Password ADITEARev2024!

Link to Updated Content:

[View Updated Content](#)

Original Text: Progress check

Updated Text: Updated the third activity of the reflect stage in the following ways:

1. Changed title to "Making Connections"
2. Provide opportunity for student to make connections to other topics they learned in science this year or in prior years.
3. Provide opportunity for students to make connections between science topics using the recurring themes in science TEKS.
4. Provide an opportunityfor students to make connections between what they learned in this investigation and what they learned in other subjects, such as math.
5. Changed the text of the exit ticket to ask students how they used the practices, recurring themes, and ideas to answer the guiding question
6. Updated In-Person Lesson plan
7. Updated the Teaching Tip for In-Person Lessons

Component: Texas ADI Learning Hub for Science, 5th Grade

ISBN: 9798987754825

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Location: Reflect, Activity 1, In-Person Lesson PlanMake sure to sign into ADI Review Site before clicking
URLs<https://adilearninghub.com/advanced-search/v3/login>Password ADITEARev2024!

Link to Updated Content:

[View Updated Content](#)

Original Text: The Reflect stage includes three activities: (1) discussing some core ideas used during the investigation, (2) discussing how to plan and carry out investigations, and (3) a progress check. The intent of this stage is to allow students

Proclamation 2024: Report of Editorial Changes (11/08/2023)

to discuss the core ideas they used during this investigation, how they used the practices of science to figure out a phenomenon, and how these ideas and practices might be useful in the future.

Updated Text: Updated the first paragraph of the In-Person Lesson Plan. This paragraph now reads:
The Reflect stage includes three activities: (1) discussing some core ideas used during the investigation, (2) discussing how to plan and carry out investigations, and (3) making connections to other topics in science and in other content areas as well as a progress check. The intent of this stage is to allow students to discuss the core ideas they used during this investigation, how they used the practices of science to figure out a phenomenon, and how these ideas and practices might be useful in the future.

Component: *Texas ADI Learning Hub for Science, 5th Grade*

ISBN: 9798987754825

Link to Current Content:
[View Current Content](#)

Current Page Number(s): N/A

Location: Reflect, Activity 2Make sure to sign into ADI Review Site before clicking
URLs<https://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!>

Link to Updated Content:

[View Updated Content](#)

Original Text: Original Activity provided students with the opportunity to:

1. Identify strengths in how they carried out their investigation
2. Agree on class norms for future investigation

Updated Text: Made the following revisions to this activity:

1. Adjusted the directions for students discussion on what things they did that made them good scientists during the investigation
2. Updated In-Person Lesson Plan to reflect changes in the student activity
3. Updated Teaching Tip for In Person Lessons to provide guidance for teachers on the updated student activity
4. Added opportunity to reflect on how this investigation was an improvement over prior investigations
5. Added opportunity for students to agree on additional class norms for future investigations.

Component: *Texas ADI Learning Hub for Science, 5th Grade*

ISBN: 9798987754825

Link to Current Content:
[View Current Content](#)

Current Page Number(s): N/A

Location: Reflect, Activity 3Make sure to sign into ADI Review Site before clicking
URLs<https://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!>

Link to Updated Content:

[View Updated Content](#)

Original Text: Progress check

Updated Text: Updated the third activity of the reflect stage in the following ways:

1. Changed title to "Making Connections"
2. Provide opportunity for student to make connections to other topics they learned in science this year or in prior years.
3. Provide opportunity for students to make connections between science topics using the recurring themes in science

Proclamation 2024: Report of Editorial Changes (11/08/2023)

TEKS.

4. Provide an opportunity for students to make connections between what they learned in this investigation and what they learned in other subjects, such as math.
5. Changed the text of the exit ticket to ask students how they used the practices, recurring themes, and ideas to answer the guiding question
6. Updated In-Person Lesson plan
7. Updated the Teaching Tip for In-Person Lessons

Component: *Texas ADI Learning Hub for Science, 5th Grade*

ISBN: 9798987754825

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Location: Reflect, Activity 1, In-Person Lesson Plan Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/login> Password ADITEARev2024!

Link to Updated Content:

[View Updated Content](#)

Original Text: The Reflect stage includes three activities: (1) discussing some core ideas used during the investigation, (2) discussing how to plan and carry out investigations, and (3) a progress check. The intent of this stage is to allow students to discuss the core ideas they used during this investigation, how they used the practices of science to figure out a phenomenon, and how these ideas and practices might be useful in the future.

Updated Text: Updated the first paragraph of the In-Person Lesson Plan. This paragraph now reads:

The Reflect stage includes three activities: (1) discussing some core ideas used during the investigation, (2) discussing how to plan and carry out investigations, and (3) making connections to other topics in science and in other content areas as well as a progress check. The intent of this stage is to allow students to discuss the core ideas they used during this investigation, how they used the practices of science to figure out a phenomenon, and how these ideas and practices might be useful in the future.

Component: *Texas ADI Learning Hub for Science, 5th Grade*

ISBN: 9798987754825

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Location: Reflect, Activity 2 Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/login> Password ADITEARev2024!

Link to Updated Content:

[View Updated Content](#)

Original Text: Original Activity provided students with the opportunity to:

1. Identify strengths in how they carried out their investigation
2. Agree on class norms for future investigation

Updated Text: Made the following revisions to this activity:

1. Adjusted the directions for students discussion on what things they did that made them good scientists during the investigation
2. Updated In-Person Lesson Plan to reflect changes in the student activity

Proclamation 2024: Report of Editorial Changes (11/08/2023)

3. Updated Teaching Tip for In Person Lessons to provide guidance for teachers on the updated student activity
4. Added opportunity to reflect on how this investigation was an improvement over prior investigations
5. Added opportunity for students to agree on additional class norms for future investigations.

Component: Texas ADI Learning Hub for Science, 5th Grade

ISBN: 9798987754825

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Location: Reflect, Activity 3
Make sure to sign into ADI Review Site before clicking
URLs <https://adilearninghub.com/advanced-search/v3/login> Password ADITEARev2024!

Link to Updated Content:

[View Updated Content](#)

Original Text: Progress check

Updated Text: Updated the third activity of the reflect stage in the following ways:

1. Changed title to "Making Connections"
2. Provide opportunity for student to make connections to other topics they learned in science this year or in prior years.
3. Provide opportunity for students to make connections between science topics using the recurring themes in science TEKS.
4. Provide an opportunity for students to make connections between what they learned in this investigation and what they learned in other subjects, such as math.
5. Changed the text of the exit ticket to ask students how they used the practices, recurring themes, and ideas to answer the guiding question
6. Updated In-Person Lesson plan
7. Updated the Teaching Tip for In-Person Lessons

Component: Texas ADI Learning Hub for Science, 5th Grade

ISBN: 9798987754825

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Location: Reflect, Activity 1, In-Person Lesson Plan
Make sure to sign into ADI Review Site before clicking
URLs <https://adilearninghub.com/advanced-search/v3/login> Password ADITEARev2024!

Link to Updated Content:

[View Updated Content](#)

Original Text: The Reflect stage includes three activities: (1) discussing some core ideas used during the investigation, (2) discussing how to plan and carry out investigations, and (3) a progress check. The intent of this stage is to allow students to discuss the core ideas they used during this investigation, how they used the practices of science to figure out a phenomenon, and how these ideas and practices might be useful in the future.

Updated Text: Updated the first paragraph of the In-Person Lesson Plan. This paragraph now reads:

The Reflect stage includes three activities: (1) discussing some core ideas used during the investigation, (2) discussing how to plan and carry out investigations, and (3) making connections to other topics in science and in other content areas as well as a progress check. The intent of this stage is to allow students to discuss the core ideas they used during this

investigation, how they used the practices of science to figure out a phenomenon, and how these ideas and practices might be useful in the future.

Component: *Texas ADI Learning Hub for Science, 5th Grade*

ISBN: 9798987754825

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Location: Reflect, Activity 2 Make sure to sign into ADI Review Site before clicking
URLs <https://adilearninghub.com/advanced-search/v3/login> Password ADITEARev2024!

Link to Updated Content:

[View Updated Content](#)

Original Text: Original Activity provided students with the opportunity to:

1. Identify strengths in how they carried out their investigation
2. Agree on class norms for future investigation

Updated Text: Made the following revisions to this activity:

1. Adjusted the directions for students discussion on what things they did that made them good scientists during the investigation
2. Updated In-Person Lesson Plan to reflect changes in the student activity
3. Updated Teaching Tip for In Person Lessons to provide guidance for teachers on the updated student activity
4. Added opportunity to reflect on how this investigation was an improvement over prior investigations
5. Added opportunity for students to agree on additional class norms for future investigations.

Component: *Texas ADI Learning Hub for Science, 5th Grade*

ISBN: 9798987754825

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Location: Reflect, Activity 3 Make sure to sign into ADI Review Site before clicking
URLs <https://adilearninghub.com/advanced-search/v3/login> Password ADITEARev2024!

Link to Updated Content:

[View Updated Content](#)

Original Text: Progress check

Updated Text: Updated the third activity of the reflect stage in the following ways:

1. Changed title to "Making Connections"
2. Provide opportunity for student to make connections to other topics they learned in science this year or in prior years.
3. Provide opportunity for students to make connections between science topics using the recurring themes in science TEKS.
4. Provide an opportunity for students to make connections between what they learned in this investigation and what they learned in other subjects, such as math.
5. Changed the text of the exit ticket to ask students how they used the practices, recurring themes, and ideas to answer the guiding question
6. Updated In-Person Lesson plan
7. Updated the Teaching Tip for In-Person Lessons

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Component: Texas ADI Learning Hub for Science, 5th Grade

ISBN: 9798987754825

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Location: Reflect, Activity 1, In-Person Lesson Plan Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/login> Password ADITEARev2024!

Link to Updated Content:

[View Updated Content](#)

Original Text: The Reflect stage includes three activities: (1) discussing some core ideas used during the investigation, (2) discussing how to plan and carry out investigations, and (3) a progress check. The intent of this stage is to allow students to discuss the core ideas they used during this investigation, how they used the practices of science to figure out a phenomenon, and how these ideas and practices might be useful in the future.

Updated Text: Updated the first paragraph of the In-Person Lesson Plan. This paragraph now reads:
The Reflect stage includes three activities: (1) discussing some core ideas used during the investigation, (2) discussing how to plan and carry out investigations, and (3) making connections to other topics in science and in other content areas as well as a progress check. The intent of this stage is to allow students to discuss the core ideas they used during this investigation, how they used the practices of science to figure out a phenomenon, and how these ideas and practices might be useful in the future.

Component: Texas ADI Learning Hub for Science, 5th Grade

ISBN: 9798987754825

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Location: Reflect, Activity 2 Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/login> Password ADITEARev2024!

Link to Updated Content:

[View Updated Content](#)

Original Text: Original Activity provided students with the opportunity to:

1. Identify strengths in how they carried out their investigation
2. Agree on class norms for future investigation

Updated Text: Made the following revisions to this activity:

1. Adjusted the directions for students discussion on what things they did that made them good scientists during the investigation
2. Updated In-Person Lesson Plan to reflect changes in the student activity
3. Updated Teaching Tip for In Person Lessons to provide guidance for teachers on the updated student activity
4. Added opportunity to reflect on how this investigation was an improvement over prior investigations
5. Added opportunity for students to agree on additional class norms for future investigations.

Component: Texas ADI Learning Hub for Science, 5th Grade

ISBN: 9798987754825

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Location: Reflect, Activity 3
Make sure to sign into ADI Review Site before clicking URL
<https://adilearninghub.com/advanced-search/v3/login>
Password ADITEARev2024!

Link to Updated Content:

[View Updated Content](#)

Original Text: Progress check

Updated Text: Updated the third activity of the reflect stage in the following ways:

1. Changed title to "Making Connections"
2. Provide opportunity for student to make connections to other topics they learned in science this year or in prior years.
3. Provide opportunity for students to make connections between science topics using the recurring themes in science TEKS.
4. Provide an opportunity for students to make connections between what they learned in this investigation and what they learned in other subjects, such as math.
5. Changed the text of the exit ticket to ask students how they used the practices, recurring themes, and ideas to answer the guiding question
6. Updated In-Person Lesson plan
7. Updated the Teaching Tip for In-Person Lessons

Component: *Texas ADI Learning Hub for Science, 5th Grade*

ISBN: 9798987754825

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Location: Reflect, Activity 1, In-Person Lesson Plan
Make sure to sign into ADI Review Site before clicking URL
<https://adilearninghub.com/advanced-search/v3/login>
Password ADITEARev2024!

Link to Updated Content:

[View Updated Content](#)

Original Text: The Reflect stage includes three activities: (1) discussing some core ideas used during the investigation, (2) discussing how to plan and carry out investigations, and (3) a progress check. The intent of this stage is to allow students to discuss the core ideas they used during this investigation, how they used the practices of science to figure out a phenomenon, and how these ideas and practices might be useful in the future.

Updated Text: Updated the first paragraph of the In-Person Lesson Plan. This paragraph now reads:

The Reflect stage includes three activities: (1) discussing some core ideas used during the investigation, (2) discussing how to plan and carry out investigations, and (3) making connections to other topics in science and in other content areas as well as a progress check. The intent of this stage is to allow students to discuss the core ideas they used during this investigation, how they used the practices of science to figure out a phenomenon, and how these ideas and practices might be useful in the future.

Component: *Texas ADI Learning Hub for Science, 5th Grade*

ISBN: 9798987754825

Link to Current Content:

[View Current Content](#)

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 1370 of 3538

Current Page Number(s): N/A

Location: Reflect, Activity 2 Make sure to sign into ADI Review Site before clicking
URLs <https://adilearninghub.com/advanced-search/v3/login> Password ADITEARev2024!

Link to Updated Content:

[View Updated Content](#)

Original Text: Original Activity provided students with the opportunity to:

1. Identify strengths in how they carried out their investigation
2. Agree on class norms for future investigation

Updated Text: Made the following revisions to this activity:

1. Adjusted the directions for students discussion on what things they did that made them good scientists during the investigation
2. Updated In-Person Lesson Plan to reflect changes in the student activity
3. Updated Teaching Tip for In Person Lessons to provide guidance for teachers on the updated student activity
4. Added opportunity to reflect on how this investigation was an improvement over prior investigations
5. Added opportunity for students to agree on additional class norms for future investigations.

Component: *Texas ADI Learning Hub for Science, 5th Grade*

ISBN: 9798987754825

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Location: Reflect, Activity 3 Make sure to sign into ADI Review Site before clicking
URLs <https://adilearninghub.com/advanced-search/v3/login> Password ADITEARev2024!

Link to Updated Content:

[View Updated Content](#)

Original Text: Progress check

Updated Text: Updated the third activity of the reflect stage in the following ways:

1. Changed title to "Making Connections"
2. Provide opportunity for student to make connections to other topics they learned in science this year or in prior years.
3. Provide opportunity for students to make connections between science topics using the recurring themes in science TEKS.
4. Provide an opportunity for students to make connections between what they learned in this investigation and what they learned in other subjects, such as math.
5. Changed the text of the exit ticket to ask students how they used the practices, recurring themes, and ideas to answer the guiding question
6. Updated In-Person Lesson plan
7. Updated the Teaching Tip for In-Person Lessons

Component: *Texas ADI Learning Hub for Science, 5th Grade*

ISBN: 9798987754825

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 1371 of 3538

Location: Reflect, Activity 1, In-Person Lesson Plan Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/login> Password ADITEARev2024!

Link to Updated Content:

[View Updated Content](#)

Original Text: The Reflect stage includes three activities: (1) discussing some core ideas used during the investigation, (2) discussing how to plan and carry out investigations, and (3) a progress check. The intent of this stage is to allow students to discuss the core ideas they used during this investigation, how they used the practices of science to figure out a phenomenon, and how these ideas and practices might be useful in the future.

Updated Text: Updated the first paragraph of the In-Person Lesson Plan. This paragraph now reads:
The Reflect stage includes three activities: (1) discussing some core ideas used during the investigation, (2) discussing how to plan and carry out investigations, and (3) making connections to other topics in science and in other content areas as well as a progress check. The intent of this stage is to allow students to discuss the core ideas they used during this investigation, how they used the practices of science to figure out a phenomenon, and how these ideas and practices might be useful in the future.

Component: *Texas ADI Learning Hub for Science, 5th Grade*

ISBN: 9798987754825

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Location: Reflect, Activity 2 Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/login> Password ADITEARev2024!

Link to Updated Content:

[View Updated Content](#)

Original Text: Original Activity provided students with the opportunity to:

1. Identify strengths in how they carried out their investigation
2. Agree on class norms for future investigation

Updated Text: Made the following revisions to this activity:

1. Adjusted the directions for students discussion on what things they did that made them good scientists during the investigation
2. Updated In-Person Lesson Plan to reflect changes in the student activity
3. Updated Teaching Tip for In Person Lessons to provide guidance for teachers on the updated student activity
4. Added opportunity to reflect on how this investigation was an improvement over prior investigations
5. Added opportunity for students to agree on additional class norms for future investigations.

Component: *Texas ADI Learning Hub for Science, 5th Grade*

ISBN: 9798987754825

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Location: Reflect, Activity 3 Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/login> Password ADITEARev2024!

Link to Updated Content:

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 1372 of 3538

[View Updated Content](#)

Original Text: Progress check

Updated Text: Updated the third activity of the reflect stage in the following ways:

1. Changed title to "Making Connections"
2. Provide opportunity for student to make connections to other topics they learned in science this year or in prior years.
3. Provide opportunity for students to make connections between science topics using the recurring themes in science TEKS.
4. Provide an opportunity for students to make connections between what they learned in this investigation and what they learned in other subjects, such as math.
5. Changed the text of the exit ticket to ask students how they used the practices, recurring themes, and ideas to answer the guiding question
6. Updated In-Person Lesson plan
7. Updated the Teaching Tip for In-Person Lessons

Component: *Texas ADI Learning Hub for Science, 5th Grade*

ISBN: 9798987754825

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Location: Reflect, Activity 1, In-Person Lesson Plan Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/login> Password ADITEARev2024!

Link to Updated Content:

[View Updated Content](#)

Original Text: The Reflect stage includes three activities: (1) discussing some core ideas used during the investigation, (2) discussing how to plan and carry out investigations, and (3) a progress check. The intent of this stage is to allow students to discuss the core ideas they used during this investigation, how they used the practices of science to figure out a phenomenon, and how these ideas and practices might be useful in the future.

Updated Text: Updated the first paragraph of the In-Person Lesson Plan. This paragraph now reads:

The Reflect stage includes three activities: (1) discussing some core ideas used during the investigation, (2) discussing how to plan and carry out investigations, and (3) making connections to other topics in science and in other content areas as well as a progress check. The intent of this stage is to allow students to discuss the core ideas they used during this investigation, how they used the practices of science to figure out a phenomenon, and how these ideas and practices might be useful in the future.

Component: *Texas ADI Learning Hub for Science, 5th Grade*

ISBN: 9798987754825

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Location: Reflect, Activity 2 Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/login> Password ADITEARev2024!

Link to Updated Content:

[View Updated Content](#)

Original Text: Original Activity provided students with the opportunity to:

1. Identify strengths in how they carried out their investigation
2. Agree on class norms for future investigation

Updated Text: Made the following revisions to this activity:

1. Adjusted the directions for students discussion on what things they did that made them good scientists during the investigation
2. Updated In-Person Lesson Plan to reflect changes in the student activity
3. Updated Teaching Tip for In Person Lessons to provide guidance for teachers on the updated student activity
4. Added opportunity to reflect on how this investigation was an improvement over prior investigations
5. Added opportunity for students to agree on additional class norms for future investigations.

Component: Texas ADI Learning Hub for Science, 5th Grade

ISBN: 9798987754825

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Location: Reflect, Activity 3Make sure to sign into ADI Review Site before clicking
URLs<https://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!>

Link to Updated Content:

[View Updated Content](#)

Original Text: Progress check

Updated Text: Updated the third activity of the reflect stage in the following ways:

1. Changed title to "Making Connections"
2. Provide opportunity for student to make connections to other topics they learned in science this year or in prior years.
3. Provide opportunity for students to make connections between science topics using the recurring themes in science TEKS.
4. Provide an opportunityfor students to make connections between what they learned in this investigation and what they learned in other subjects, such as math.
5. Changed the text of the exit ticket to ask students how they used the practices, recurring themes, and ideas to answer the guiding question
6. Updated In-Person Lesson plan
7. Updated the Teaching Tip for In-Person Lessons

Component: Texas ADI Learning Hub for Science, 5th Grade

ISBN: 9798987754825

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Location: Reflect, Activity 1, In-Person Lesson PlanMake sure to sign into ADI Review Site before clicking
URLs<https://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!>

Link to Updated Content:

[View Updated Content](#)

Original Text: The Reflect stage includes three activities: (1) discussing some core ideas used during the investigation, (2) discussing how to plan and carry out investigations, and (3) a progress check. The intent of this stage is to allow students

Proclamation 2024: Report of Editorial Changes (11/08/2023)

to discuss the core ideas they used during this investigation, how they used the practices of science to figure out a phenomenon, and how these ideas and practices might be useful in the future.

Updated Text: Updated the first paragraph of the In-Person Lesson Plan. This paragraph now reads:
The Reflect stage includes three activities: (1) discussing some core ideas used during the investigation, (2) discussing how to plan and carry out investigations, and (3) making connections to other topics in science and in other content areas as well as a progress check. The intent of this stage is to allow students to discuss the core ideas they used during this investigation, how they used the practices of science to figure out a phenomenon, and how these ideas and practices might be useful in the future.

Component: *Texas ADI Learning Hub for Science, 5th Grade*

ISBN: 9798987754825

Link to Current Content:
[View Current Content](#)

Current Page Number(s): N/A

Location: Reflect, Activity 2Make sure to sign into ADI Review Site before clicking
URLs<https://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!>

Link to Updated Content:
[View Updated Content](#)

Original Text: Original Activity provided students with the opportunity to:

1. Identify strengths in how they carried out their investigation
2. Agree on class norms for future investigation

Updated Text: Made the following revisions to this activity:

1. Adjusted the directions for students discussion on what things they did that made them good scientists during the investigation
2. Updated In-Person Lesson Plan to reflect changes in the student activity
3. Updated Teaching Tip for In Person Lessons to provide guidance for teachers on the updated student activity
4. Added opportunity to reflect on how this investigation was an improvement over prior investigations
5. Added opportunity for students to agree on additional class norms for future investigations.

Component: *Texas ADI Learning Hub for Science, 5th Grade*

ISBN: 9798987754825

Link to Current Content:
[View Current Content](#)

Current Page Number(s): N/A

Location: Reflect, Activity 3Make sure to sign into ADI Review Site before clicking
URLs<https://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!>

Link to Updated Content:
[View Updated Content](#)

Original Text: Progress check

Updated Text: Updated the third activity of the reflect stage in the following ways:

1. Changed title to "Making Connections"
2. Provide opportunity for student to make connections to other topics they learned in science this year or in prior years.
3. Provide opportunity for students to make connections between science topics using the recurring themes in science

Proclamation 2024: Report of Editorial Changes (11/08/2023)

TEKS.

4. Provide an opportunity for students to make connections between what they learned in this investigation and what they learned in other subjects, such as math.
5. Changed the text of the exit ticket to ask students how they used the practices, recurring themes, and ideas to answer the guiding question
6. Updated In-Person Lesson plan
7. Updated the Teaching Tip for In-Person Lessons

Component: *Texas ADI Learning Hub for Science, 5th Grade*

ISBN: 9798987754825

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Location: Reflect, Activity 1, In-Person Lesson Plan Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/login> Password ADITEARev2024!

Link to Updated Content:

[View Updated Content](#)

Original Text: The Reflect stage includes three activities: (1) discussing some core ideas used during the investigation, (2) discussing how to plan and carry out investigations, and (3) a progress check. The intent of this stage is to allow students to discuss the core ideas they used during this investigation, how they used the practices of science to figure out a phenomenon, and how these ideas and practices might be useful in the future.

Updated Text: Updated the first paragraph of the In-Person Lesson Plan. This paragraph now reads:

The Reflect stage includes three activities: (1) discussing some core ideas used during the investigation, (2) discussing how to plan and carry out investigations, and (3) making connections to other topics in science and in other content areas as well as a progress check. The intent of this stage is to allow students to discuss the core ideas they used during this investigation, how they used the practices of science to figure out a phenomenon, and how these ideas and practices might be useful in the future.

Component: *Texas ADI Learning Hub for Science, 5th Grade*

ISBN: 9798987754825

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Location: Reflect, Activity 2 Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/login> Password ADITEARev2024!

Link to Updated Content:

[View Updated Content](#)

Original Text: Original Activity provided students with the opportunity to:

1. Identify strengths in how they carried out their investigation
2. Agree on class norms for future investigation

Updated Text: Made the following revisions to this activity:

1. Adjusted the directions for students discussion on what things they did that made them good scientists during the investigation
2. Updated In-Person Lesson Plan to reflect changes in the student activity

Proclamation 2024: Report of Editorial Changes (11/08/2023)

3. Updated Teaching Tip for In Person Lessons to provide guidance for teachers on the updated student activity
4. Added opportunity to reflect on how this investigation was an improvement over prior investigations
5. Added opportunity for students to agree on additional class norms for future investigations.

Component: *Texas ADI Learning Hub for Science, 5th Grade*

ISBN: 9798987754825

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Location: Reflect, Activity 3
Make sure to sign into ADI Review Site before clicking URL
<https://adilearninghub.com/advanced-search/v3/login>
Password ADITEARev2024!

Link to Updated Content:

[View Updated Content](#)

Original Text: Progress check

Updated Text: Updated the third activity of the reflect stage in the following ways:

1. Changed title to "Making Connections"
2. Provide opportunity for student to make connections to other topics they learned in science this year or in prior years.
3. Provide opportunity for students to make connections between science topics using the recurring themes in science TEKS.
4. Provide an opportunity for students to make connections between what they learned in this investigation and what they learned in other subjects, such as math.
5. Changed the text of the exit ticket to ask students how they used the practices, recurring themes, and ideas to answer the guiding question
6. Updated In-Person Lesson plan
7. Updated the Teaching Tip for In-Person Lessons

Component: *Texas ADI Learning Hub for Science, 5th Grade*

ISBN: 9798987754825

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Location: Reflect, Activity 1, In-Person Lesson Plan
Make sure to sign into ADI Review Site before clicking URL
<https://adilearninghub.com/advanced-search/v3/login>
Password ADITEARev2024!

Link to Updated Content:

[View Updated Content](#)

Original Text: The Reflect stage includes three activities: (1) discussing some core ideas used during the investigation, (2) discussing how to plan and carry out investigations, and (3) a progress check. The intent of this stage is to allow students to discuss the core ideas they used during this investigation, how they used the practices of science to figure out a phenomenon, and how these ideas and practices might be useful in the future.

Updated Text: Updated the first paragraph of the In-Person Lesson Plan. This paragraph now reads:

The Reflect stage includes three activities: (1) discussing some core ideas used during the investigation, (2) discussing how to plan and carry out investigations, and (3) making connections to other topics in science and in other content areas as well as a progress check. The intent of this stage is to allow students to discuss the core ideas they used during this

investigation, how they used the practices of science to figure out a phenomenon, and how these ideas and practices might be useful in the future.

Component: *Texas ADI Learning Hub for Science, 5th Grade*

ISBN: 9798987754825

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Location: Reflect, Activity 2 Make sure to sign into ADI Review Site before clicking
URLs <https://adilearninghub.com/advanced-search/v3/login> Password ADITEARev2024!

Link to Updated Content:

[View Updated Content](#)

Original Text: Original Activity provided students with the opportunity to:

1. Identify strengths in how they carried out their investigation
2. Agree on class norms for future investigation

Updated Text: Made the following revisions to this activity:

1. Adjusted the directions for students discussion on what things they did that made them good scientists during the investigation
2. Updated In-Person Lesson Plan to reflect changes in the student activity
3. Updated Teaching Tip for In Person Lessons to provide guidance for teachers on the updated student activity
4. Added opportunity to reflect on how this investigation was an improvement over prior investigations
5. Added opportunity for students to agree on additional class norms for future investigations.

Component: *Texas ADI Learning Hub for Science, 5th Grade*

ISBN: 9798987754825

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Location: Reflect, Activity 3 Make sure to sign into ADI Review Site before clicking
URLs <https://adilearninghub.com/advanced-search/v3/login> Password ADITEARev2024!

Link to Updated Content:

[View Updated Content](#)

Original Text: Progress check

Updated Text: Updated the third activity of the reflect stage in the following ways:

1. Changed title to "Making Connections"
2. Provide opportunity for student to make connections to other topics they learned in science this year or in prior years.
3. Provide opportunity for students to make connections between science topics using the recurring themes in science TEKS.
4. Provide an opportunity for students to make connections between what they learned in this investigation and what they learned in other subjects, such as math.
5. Changed the text of the exit ticket to ask students how they used the practices, recurring themes, and ideas to answer the guiding question
6. Updated In-Person Lesson plan
7. Updated the Teaching Tip for In-Person Lessons

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Component: Texas ADI Learning Hub for Science, 5th Grade

ISBN: 9798987754825

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Location: Reflect, Activity 1, In-Person Lesson Plan Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/login> Password ADITEARev2024!

Link to Updated Content:

[View Updated Content](#)

Original Text: The Reflect stage includes three activities: (1) discussing some core ideas used during the investigation, (2) discussing how to plan and carry out investigations, and (3) a progress check. The intent of this stage is to allow students to discuss the core ideas they used during this investigation, how they used the practices of science to figure out a phenomenon, and how these ideas and practices might be useful in the future.

Updated Text: Updated the first paragraph of the In-Person Lesson Plan. This paragraph now reads: The Reflect stage includes three activities: (1) discussing some core ideas used during the investigation, (2) discussing how to plan and carry out investigations, and (3) making connections to other topics in science and in other content areas as well as a progress check. The intent of this stage is to allow students to discuss the core ideas they used during this investigation, how they used the practices of science to figure out a phenomenon, and how these ideas and practices might be useful in the future.

Component: Texas ADI Learning Hub for Science, 5th Grade

ISBN: 9798987754825

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Location: Reflect, Activity 2 Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/login> Password ADITEARev2024!

Link to Updated Content:

[View Updated Content](#)

Original Text: Original Activity provided students with the opportunity to:

1. Identify strengths in how they carried out their investigation
2. Agree on class norms for future investigation

Updated Text: Made the following revisions to this activity:

1. Adjusted the directions for students discussion on what things they did that made them good scientists during the investigation
2. Updated In-Person Lesson Plan to reflect changes in the student activity
3. Updated Teaching Tip for In Person Lessons to provide guidance for teachers on the updated student activity
4. Added opportunity to reflect on how this investigation was an improvement over prior investigations
5. Added opportunity for students to agree on additional class norms for future investigations.

Component: Texas ADI Learning Hub for Science, 5th Grade

ISBN: 9798987754825

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Location: Reflect, Activity 3
Make sure to sign into ADI Review Site before clicking
URLs <https://adilearninghub.com/advanced-search/v3/login> Password ADITEARev2024!

Link to Updated Content:

[View Updated Content](#)

Original Text: Progress check

Updated Text: Updated the third activity of the reflect stage in the following ways:

1. Changed title to "Making Connections"
2. Provide opportunity for student to make connections to other topics they learned in science this year or in prior years.
3. Provide opportunity for students to make connections between science topics using the recurring themes in science TEKS.
4. Provide an opportunity for students to make connections between what they learned in this investigation and what they learned in other subjects, such as math.
5. Changed the text of the exit ticket to ask students how they used the practices, recurring themes, and ideas to answer the guiding question
6. Updated In-Person Lesson plan
7. Updated the Teaching Tip for In-Person Lessons

Component: *Texas ADI Learning Hub for Science, 5th Grade*

ISBN: 9798987754825

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Location: Reflect, Activity 1, In-Person Lesson Plan
Make sure to sign into ADI Review Site before clicking
URLs <https://adilearninghub.com/advanced-search/v3/login> Password ADITEARev2024!

Link to Updated Content:

[View Updated Content](#)

Original Text: The Reflect stage includes three activities: (1) discussing some core ideas used during the investigation, (2) discussing how to plan and carry out investigations, and (3) a progress check. The intent of this stage is to allow students to discuss the core ideas they used during this investigation, how they used the practices of science to figure out a phenomenon, and how these ideas and practices might be useful in the future.

Updated Text: Updated the first paragraph of the In-Person Lesson Plan. This paragraph now reads:

The Reflect stage includes three activities: (1) discussing some core ideas used during the investigation, (2) discussing how to plan and carry out investigations, and (3) making connections to other topics in science and in other content areas as well as a progress check. The intent of this stage is to allow students to discuss the core ideas they used during this investigation, how they used the practices of science to figure out a phenomenon, and how these ideas and practices might be useful in the future.

Component: *Texas ADI Learning Hub for Science, 5th Grade*

ISBN: 9798987754825

Link to Current Content:

[View Current Content](#)

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 1380 of 3538

Current Page Number(s): N/A

Location: Reflect, Activity 2Make sure to sign into ADI Review Site before clicking
URLs<https://adilearninghub.com/advanced-search/v3/login>Password ADITEARev2024!

Link to Updated Content:

[View Updated Content](#)

Original Text: Original Activity provided students with the opportunity to:

1. Identify strengths in how they carried out their investigation
2. Agree on class norms for future investigation

Updated Text: Made the following revisions to this activity:

1. Adjusted the directions for students discussion on what things they did that made them good scientists during the investigation
2. Updated In-Person Lesson Plan to reflect changes in the student activity
3. Updated Teaching Tip for In Person Lessons to provide guidance for teachers on the updated student activity
4. Added opportunity to reflect on how this investigation was an improvement over prior investigations
5. Added opportunity for students to agree on additional class norms for future investigations.

Component: *Texas ADI Learning Hub for Science, 5th Grade*

ISBN: 9798987754825

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Location: Reflect, Activity 3Make sure to sign into ADI Review Site before clicking
URLs<https://adilearninghub.com/advanced-search/v3/login>Password ADITEARev2024!

Link to Updated Content:

[View Updated Content](#)

Original Text: Progress check

Updated Text: Updated the third activity of the reflect stage in the following ways:

1. Changed title to "Making Connections"
2. Provide opportunity for student to make connections to other topics they learned in science this year or in prior years.
3. Provide opportunity for students to make connections between science topics using the recurring themes in science TEKS.
4. Provide an opportunityfor students to make connections between what they learned in this investigation and what they learned in other subjects, such as math.
5. Changed the text of the exit ticket to ask students how they used the practices, recurring themes, and ideas to answer the guiding question
6. Updated In-Person Lesson plan
7. Updated the Teaching Tip for In-Person Lessons

Component: *Texas ADI Learning Hub for Science, 5th Grade*

ISBN: 9798987754825

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 1381 of 3538

Location: Reflect, Activity 1, In-Person Lesson Plan Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/login> Password ADITEARev2024!

Link to Updated Content:

[View Updated Content](#)

Original Text: The Reflect stage includes three activities: (1) discussing some core ideas used during the investigation, (2) discussing how to plan and carry out investigations, and (3) a progress check. The intent of this stage is to allow students to discuss the core ideas they used during this investigation, how they used the practices of science to figure out a phenomenon, and how these ideas and practices might be useful in the future.

Updated Text: Updated the first paragraph of the In-Person Lesson Plan. This paragraph now reads:

The Reflect stage includes three activities: (1) discussing some core ideas used during the investigation, (2) discussing how to plan and carry out investigations, and (3) making connections to other topics in science and in other content areas as well as a progress check. The intent of this stage is to allow students to discuss the core ideas they used during this investigation, how they used the practices of science to figure out a phenomenon, and how these ideas and practices might be useful in the future.

Component: *Texas ADI Learning Hub for Science, 5th Grade*

ISBN: 9798987754825

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Location: Reflect, Activity 2 Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/login> Password ADITEARev2024!

Link to Updated Content:

[View Updated Content](#)

Original Text: Original Activity provided students with the opportunity to:

1. Identify strengths in how they carried out their investigation
2. Agree on class norms for future investigation

Updated Text: Made the following revisions to this activity:

1. Adjusted the directions for students discussion on what things they did that made them good scientists during the investigation
2. Updated In-Person Lesson Plan to reflect changes in the student activity
3. Updated Teaching Tip for In Person Lessons to provide guidance for teachers on the updated student activity
4. Added opportunity to reflect on how this investigation was an improvement over prior investigations
5. Added opportunity for students to agree on additional class norms for future investigations.

Component: *Texas ADI Learning Hub for Science, 5th Grade*

ISBN: 9798987754825

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Location: Reflect, Activity 3 Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/login> Password ADITEARev2024!

Link to Updated Content:

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 1382 of 3538

[View Updated Content](#)

Original Text: Progress check

Updated Text: Updated the third activity of the reflect stage in the following ways:

1. Changed title to "Making Connections"
2. Provide opportunity for student to make connections to other topics they learned in science this year or in prior years.
3. Provide opportunity for students to make connections between science topics using the recurring themes in science TEKS.
4. Provide an opportunity for students to make connections between what they learned in this investigation and what they learned in other subjects, such as math.
5. Changed the text of the exit ticket to ask students how they used the practices, recurring themes, and ideas to answer the guiding question
6. Updated In-Person Lesson plan
7. Updated the Teaching Tip for In-Person Lessons

Component: *Texas ADI Learning Hub for Science, 5th Grade*

ISBN: 9798987754825

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Location: Reflect, Activity 1, In-Person Lesson Plan Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/login> Password ADITEARev2024!

Link to Updated Content:

[View Updated Content](#)

Original Text: The Reflect stage includes three activities: (1) discussing some core ideas used during the investigation, (2) discussing how to plan and carry out investigations, and (3) a progress check. The intent of this stage is to allow students to discuss the core ideas they used during this investigation, how they used the practices of science to figure out a phenomenon, and how these ideas and practices might be useful in the future.

Updated Text: Updated the first paragraph of the In-Person Lesson Plan. This paragraph now reads:

The Reflect stage includes three activities: (1) discussing some core ideas used during the investigation, (2) discussing how to plan and carry out investigations, and (3) making connections to other topics in science and in other content areas as well as a progress check. The intent of this stage is to allow students to discuss the core ideas they used during this investigation, how they used the practices of science to figure out a phenomenon, and how these ideas and practices might be useful in the future.

Component: *Texas ADI Learning Hub for Science, 5th Grade*

ISBN: 9798987754825

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Location: Reflect, Activity 2 Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/login> Password ADITEARev2024!

Link to Updated Content:

[View Updated Content](#)

Original Text: Original Activity provided students with the opportunity to:

1. Identify strengths in how they carried out their investigation
2. Agree on class norms for future investigation

Updated Text: Made the following revisions to this activity:

1. Adjusted the directions for students discussion on what things they did that made them good scientists during the investigation
2. Updated In-Person Lesson Plan to reflect changes in the student activity
3. Updated Teaching Tip for In Person Lessons to provide guidance for teachers on the updated student activity
4. Added opportunity to reflect on how this investigation was an improvement over prior investigations
5. Added opportunity for students to agree on additional class norms for future investigations.

Component: Texas ADI Learning Hub for Science, 5th Grade

ISBN: 9798987754825

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Location: Reflect, Activity 3Make sure to sign into ADI Review Site before clicking

URLs<https://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!>

Link to Updated Content:

[View Updated Content](#)

Original Text: Progress check

Updated Text: Updated the third activity of the reflect stage in the following ways:

1. Changed title to "Making Connections"
2. Provide opportunity for student to make connections to other topics they learned in science this year or in prior years.
3. Provide opportunity for students to make connections between science topics using the recurring themes in science TEKS.
4. Provide an opportunityfor students to make connections between what they learned in this investigation and what they learned in other subjects, such as math.
5. Changed the text of the exit ticket to ask students how they used the practices, recurring themes, and ideas to answer the guiding question
6. Updated In-Person Lesson plan
7. Updated the Teaching Tip for In-Person Lessons

Component: Texas ADI Learning Hub for Science, 5th Grade

ISBN: 9798987754825

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Location: Reflect, Activity 1, In-Person Lesson PlanMake sure to sign into ADI Review Site before clicking

URLs<https://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!>

Link to Updated Content:

[View Updated Content](#)

Original Text: The Reflect stage includes three activities: (1) discussing some core ideas used during the investigation, (2) discussing how to plan and carry out investigations, and (3) a progress check. The intent of this stage is to allow students

Proclamation 2024: Report of Editorial Changes (11/08/2023)

to discuss the core ideas they used during this investigation, how they used the practices of science to figure out a phenomenon, and how these ideas and practices might be useful in the future.

Updated Text: Updated the first paragraph of the In-Person Lesson Plan. This paragraph now reads:
The Reflect stage includes three activities: (1) discussing some core ideas used during the investigation, (2) discussing how to plan and carry out investigations, and (3) making connections to other topics in science and in other content areas as well as a progress check. The intent of this stage is to allow students to discuss the core ideas they used during this investigation, how they used the practices of science to figure out a phenomenon, and how these ideas and practices might be useful in the future.

Component: *Texas ADI Learning Hub for Science, 5th Grade*

ISBN: 9798987754825

Link to Current Content:
[View Current Content](#)

Current Page Number(s): N/A

Location: Reflect, Activity 2Make sure to sign into ADI Review Site before clicking
URLs<https://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!>

Link to Updated Content:
[View Updated Content](#)

Original Text: Original Activity provided students with the opportunity to:

1. Identify strengths in how they carried out their investigation
2. Agree on class norms for future investigation

Updated Text: Made the following revisions to this activity:

1. Adjusted the directions for students discussion on what things they did that made them good scientists during the investigation
2. Updated In-Person Lesson Plan to reflect changes in the student activity
3. Updated Teaching Tip for In Person Lessons to provide guidance for teachers on the updated student activity
4. Added opportunity to reflect on how this investigation was an improvement over prior investigations
5. Added opportunity for students to agree on additional class norms for future investigations.

Component: *Texas ADI Learning Hub for Science, 5th Grade*

ISBN: 9798987754825

Link to Current Content:
[View Current Content](#)

Current Page Number(s): N/A

Location: Reflect, Activity 3Make sure to sign into ADI Review Site before clicking
URLs<https://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!>

Link to Updated Content:
[View Updated Content](#)

Original Text: Progress check

Updated Text: Updated the third activity of the reflect stage in the following ways:

1. Changed title to "Making Connections"
2. Provide opportunity for student to make connections to other topics they learned in science this year or in prior years.
3. Provide opportunity for students to make connections between science topics using the recurring themes in science

Proclamation 2024: Report of Editorial Changes (11/08/2023)

TEKS.

4. Provide an opportunity for students to make connections between what they learned in this investigation and what they learned in other subjects, such as math.
5. Changed the text of the exit ticket to ask students how they used the practices, recurring themes, and ideas to answer the guiding question
6. Updated In-Person Lesson plan
7. Updated the Teaching Tip for In-Person Lessons

Component: *Texas ADI Learning Hub for Science, 5th Grade*

ISBN: 9798987754825

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Location: Reflect, Activity 1, In-Person Lesson Plan Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/login> Password ADITEARev2024!

Link to Updated Content:

[View Updated Content](#)

Original Text: The Reflect stage includes three activities: (1) discussing some core ideas used during the investigation, (2) discussing how to plan and carry out investigations, and (3) a progress check. The intent of this stage is to allow students to discuss the core ideas they used during this investigation, how they used the practices of science to figure out a phenomenon, and how these ideas and practices might be useful in the future.

Updated Text: Updated the first paragraph of the In-Person Lesson Plan. This paragraph now reads:

The Reflect stage includes three activities: (1) discussing some core ideas used during the investigation, (2) discussing how to plan and carry out investigations, and (3) making connections to other topics in science and in other content areas as well as a progress check. The intent of this stage is to allow students to discuss the core ideas they used during this investigation, how they used the practices of science to figure out a phenomenon, and how these ideas and practices might be useful in the future.

Component: *Texas ADI Learning Hub for Science, 5th Grade*

ISBN: 9798987754825

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Location: Reflect, Activity 2 Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/login> Password ADITEARev2024!

Link to Updated Content:

[View Updated Content](#)

Original Text: Original Activity provided students with the opportunity to:

1. Identify strengths in how they carried out their investigation
2. Agree on class norms for future investigation

Updated Text: Made the following revisions to this activity:

1. Adjusted the directions for students discussion on what things they did that made them good scientists during the investigation
2. Updated In-Person Lesson Plan to reflect changes in the student activity

Proclamation 2024: Report of Editorial Changes (11/08/2023)

3. Updated Teaching Tip for In Person Lessons to provide guidance for teachers on the updated student activity
4. Added opportunity to reflect on how this investigation was an improvement over prior investigations
5. Added opportunity for students to agree on additional class norms for future investigations.

Component: *Texas ADI Learning Hub for Science, 5th Grade*

ISBN: 9798987754825

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Location: Reflect, Activity 3
Make sure to sign into ADI Review Site before clicking
URLs <https://adilearninghub.com/advanced-search/v3/login> Password ADITEARev2024!

Link to Updated Content:

[View Updated Content](#)

Original Text: Progress check

Updated Text: Updated the third activity of the reflect stage in the following ways:

1. Changed title to "Making Connections"
2. Provide opportunity for student to make connections to other topics they learned in science this year or in prior years.
3. Provide opportunity for students to make connections between science topics using the recurring themes in science TEKS.
4. Provide an opportunity for students to make connections between what they learned in this investigation and what they learned in other subjects, such as math.
5. Changed the text of the exit ticket to ask students how they used the practices, recurring themes, and ideas to answer the guiding question
6. Updated In-Person Lesson plan
7. Updated the Teaching Tip for In-Person Lessons

Component: *Texas ADI Learning Hub for Science, 5th Grade*

ISBN: 9798987754825

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Location: Reflect, Activity 1, In-Person Lesson Plan
Make sure to sign into ADI Review Site before clicking
URLs <https://adilearninghub.com/advanced-search/v3/login> Password ADITEARev2024!

Link to Updated Content:

[View Updated Content](#)

Original Text: The Reflect stage includes three activities: (1) discussing some core ideas used during the investigation, (2) discussing how to plan and carry out investigations, and (3) a progress check. The intent of this stage is to allow students to discuss the core ideas they used during this investigation, how they used the practices of science to figure out a phenomenon, and how these ideas and practices might be useful in the future.

Updated Text: Updated the first paragraph of the In-Person Lesson Plan. This paragraph now reads:

The Reflect stage includes three activities: (1) discussing some core ideas used during the investigation, (2) discussing how to plan and carry out investigations, and (3) making connections to other topics in science and in other content areas as well as a progress check. The intent of this stage is to allow students to discuss the core ideas they used during this

investigation, how they used the practices of science to figure out a phenomenon, and how these ideas and practices might be useful in the future.

Component: *Texas ADI Learning Hub for Science, 5th Grade*

ISBN: 9798987754825

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Location: Reflect, Activity 2 Make sure to sign into ADI Review Site before clicking
URLs <https://adilearninghub.com/advanced-search/v3/login> Password ADITEARev2024!

Link to Updated Content:

[View Updated Content](#)

Original Text: Original Activity provided students with the opportunity to:

1. Identify strengths in how they carried out their investigation
2. Agree on class norms for future investigation

Updated Text: Made the following revisions to this activity:

1. Adjusted the directions for students discussion on what things they did that made them good scientists during the investigation
2. Updated In-Person Lesson Plan to reflect changes in the student activity
3. Updated Teaching Tip for In Person Lessons to provide guidance for teachers on the updated student activity
4. Added opportunity to reflect on how this investigation was an improvement over prior investigations
5. Added opportunity for students to agree on additional class norms for future investigations.

Component: *Texas ADI Learning Hub for Science, 5th Grade*

ISBN: 9798987754825

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Location: Reflect, Activity 3 Make sure to sign into ADI Review Site before clicking
URLs <https://adilearninghub.com/advanced-search/v3/login> Password ADITEARev2024!

Link to Updated Content:

[View Updated Content](#)

Original Text: Progress check

Updated Text: Updated the third activity of the reflect stage in the following ways:

1. Changed title to "Making Connections"
2. Provide opportunity for student to make connections to other topics they learned in science this year or in prior years.
3. Provide opportunity for students to make connections between science topics using the recurring themes in science TEKS.
4. Provide an opportunity for students to make connections between what they learned in this investigation and what they learned in other subjects, such as math.
5. Changed the text of the exit ticket to ask students how they used the practices, recurring themes, and ideas to answer the guiding question
6. Updated In-Person Lesson plan
7. Updated the Teaching Tip for In-Person Lessons

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Component: Texas ADI Learning Hub for Science, 5th Grade

ISBN: 9798987754825

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Location: Reflect, Activity 1, In-Person Lesson Plan Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/login> Password ADITEARev2024!

Link to Updated Content:

[View Updated Content](#)

Original Text: The Reflect stage includes three activities: (1) discussing some core ideas used during the investigation, (2) discussing how to plan and carry out investigations, and (3) a progress check. The intent of this stage is to allow students to discuss the core ideas they used during this investigation, how they used the practices of science to figure out a phenomenon, and how these ideas and practices might be useful in the future.

Updated Text: Updated the first paragraph of the In-Person Lesson Plan. This paragraph now reads:
The Reflect stage includes three activities: (1) discussing some core ideas used during the investigation, (2) discussing how to plan and carry out investigations, and (3) making connections to other topics in science and in other content areas as well as a progress check. The intent of this stage is to allow students to discuss the core ideas they used during this investigation, how they used the practices of science to figure out a phenomenon, and how these ideas and practices might be useful in the future.

Component: Texas ADI Learning Hub for Science, 5th Grade

ISBN: 9798987754825

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Location: Reflect, Activity 2 Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/login> Password ADITEARev2024!

Link to Updated Content:

[View Updated Content](#)

Original Text: Original Activity provided students with the opportunity to:

1. Identify strengths in how they carried out their investigation
2. Agree on class norms for future investigation

Updated Text: Made the following revisions to this activity:

1. Adjusted the directions for students discussion on what things they did that made them good scientists during the investigation
2. Updated In-Person Lesson Plan to reflect changes in the student activity
3. Updated Teaching Tip for In Person Lessons to provide guidance for teachers on the updated student activity
4. Added opportunity to reflect on how this investigation was an improvement over prior investigations
5. Added opportunity for students to agree on additional class norms for future investigations.

Component: Texas ADI Learning Hub for Science, 5th Grade

ISBN: 9798987754825

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Location: Reflect, Activity 3
Make sure to sign into ADI Review Site before clicking
URLs <https://adilearninghub.com/advanced-search/v3/login> Password ADITEARev2024!

Link to Updated Content:

[View Updated Content](#)

Original Text: Progress check

Updated Text: Updated the third activity of the reflect stage in the following ways:

1. Changed title to "Making Connections"
2. Provide opportunity for student to make connections to other topics they learned in science this year or in prior years.
3. Provide opportunity for students to make connections between science topics using the recurring themes in science TEKS.
4. Provide an opportunity for students to make connections between what they learned in this investigation and what they learned in other subjects, such as math.
5. Changed the text of the exit ticket to ask students how they used the practices, recurring themes, and ideas to answer the guiding question
6. Updated In-Person Lesson plan
7. Updated the Teaching Tip for In-Person Lessons

Component: *Texas ADI Learning Hub for Science, 5th Grade*

ISBN: 9798987754825

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Location: Reflect, Activity 1, In-Person Lesson Plan
Make sure to sign into ADI Review Site before clicking
URLs <https://adilearninghub.com/advanced-search/v3/login> Password ADITEARev2024!

Link to Updated Content:

[View Updated Content](#)

Original Text: The Reflect stage includes three activities: (1) discussing some core ideas used during the investigation, (2) discussing how to plan and carry out investigations, and (3) a progress check. The intent of this stage is to allow students to discuss the core ideas they used during this investigation, how they used the practices of science to figure out a phenomenon, and how these ideas and practices might be useful in the future.

Updated Text: Updated the first paragraph of the In-Person Lesson Plan. This paragraph now reads:

The Reflect stage includes three activities: (1) discussing some core ideas used during the investigation, (2) discussing how to plan and carry out investigations, and (3) making connections to other topics in science and in other content areas as well as a progress check. The intent of this stage is to allow students to discuss the core ideas they used during this investigation, how they used the practices of science to figure out a phenomenon, and how these ideas and practices might be useful in the future.

Component: *Texas ADI Learning Hub for Science, 5th Grade*

ISBN: 9798987754825

Link to Current Content:

[View Current Content](#)

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 1390 of 3538

Current Page Number(s): N/A

Location: Reflect, Activity 2Make sure to sign into ADI Review Site before clicking
URLs<https://adilearninghub.com/advanced-search/v3/login>Password ADITEARev2024!

Link to Updated Content:

[View Updated Content](#)

Original Text: Original Activity provided students with the opportunity to:

1. Identify strengths in how they carried out their investigation
2. Agree on class norms for future investigation

Updated Text: Made the following revisions to this activity:

1. Adjusted the directions for students discussion on what things they did that made them good scientists during the investigation
2. Updated In-Person Lesson Plan to reflect changes in the student activity
3. Updated Teaching Tip for In Person Lessons to provide guidance for teachers on the updated student activity
4. Added opportunity to reflect on how this investigation was an improvement over prior investigations
5. Added opportunity for students to agree on additional class norms for future investigations.

Component: *Texas ADI Learning Hub for Science, 5th Grade*

ISBN: 9798987754825

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Location: Reflect, Activity 3Make sure to sign into ADI Review Site before clicking
URLs<https://adilearninghub.com/advanced-search/v3/login>Password ADITEARev2024!

Link to Updated Content:

[View Updated Content](#)

Original Text: Progress check

Updated Text: Updated the third activity of the reflect stage in the following ways:

1. Changed title to "Making Connections"
2. Provide opportunity for student to make connections to other topics they learned in science this year or in prior years.
3. Provide opportunity for students to make connections between science topics using the recurring themes in science TEKS.
4. Provide an opportunityfor students to make connections between what they learned in this investigation and what they learned in other subjects, such as math.
5. Changed the text of the exit ticket to ask students how they used the practices, recurring themes, and ideas to answer the guiding question
6. Updated In-Person Lesson plan
7. Updated the Teaching Tip for In-Person Lessons

Component: *Texas ADI Learning Hub for Science, 5th Grade*

ISBN: 9798987754825

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 1391 of 3538

Location: Reflect, Activity 1, In-Person Lesson Plan Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/login> Password ADITEARev2024!

Link to Updated Content:

[View Updated Content](#)

Original Text: The Reflect stage includes three activities: (1) discussing some core ideas used during the investigation, (2) discussing how to plan and carry out investigations, and (3) a progress check. The intent of this stage is to allow students to discuss the core ideas they used during this investigation, how they used the practices of science to figure out a phenomenon, and how these ideas and practices might be useful in the future.

Updated Text: Updated the first paragraph of the In-Person Lesson Plan. This paragraph now reads:
The Reflect stage includes three activities: (1) discussing some core ideas used during the investigation, (2) discussing how to plan and carry out investigations, and (3) making connections to other topics in science and in other content areas as well as a progress check. The intent of this stage is to allow students to discuss the core ideas they used during this investigation, how they used the practices of science to figure out a phenomenon, and how these ideas and practices might be useful in the future.

Component: *Texas ADI Learning Hub for Science, 5th Grade*

ISBN: 9798987754825

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Location: Reflect, Activity 2 Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/login> Password ADITEARev2024!

Link to Updated Content:

[View Updated Content](#)

Original Text: Original Activity provided students with the opportunity to:

1. Identify strengths in how they carried out their investigation
2. Agree on class norms for future investigation

Updated Text: Made the following revisions to this activity:

1. Adjusted the directions for students discussion on what things they did that made them good scientists during the investigation
2. Updated In-Person Lesson Plan to reflect changes in the student activity
3. Updated Teaching Tip for In Person Lessons to provide guidance for teachers on the updated student activity
4. Added opportunity to reflect on how this investigation was an improvement over prior investigations
5. Added opportunity for students to agree on additional class norms for future investigations.

Component: *Texas ADI Learning Hub for Science, 5th Grade*

ISBN: 9798987754825

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Location: Reflect, Activity 3 Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/login> Password ADITEARev2024!

Link to Updated Content:

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 1392 of 3538

[View Updated Content](#)

Original Text: Progress check

Updated Text: Updated the third activity of the reflect stage in the following ways:

1. Changed title to "Making Connections"
2. Provide opportunity for student to make connections to other topics they learned in science this year or in prior years.
3. Provide opportunity for students to make connections between science topics using the recurring themes in science TEKS.
4. Provide an opportunity for students to make connections between what they learned in this investigation and what they learned in other subjects, such as math.
5. Changed the text of the exit ticket to ask students how they used the practices, recurring themes, and ideas to answer the guiding question
6. Updated In-Person Lesson plan
7. Updated the Teaching Tip for In-Person Lessons

Component: *Texas ADI Learning Hub for Science, 5th Grade*

ISBN: 9798987754825

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Location: Reflect, Activity 1, In-Person Lesson Plan Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/login> Password ADITEARev2024!

Link to Updated Content:

[View Updated Content](#)

Original Text: The Reflect stage includes three activities: (1) discussing some core ideas used during the investigation, (2) discussing how to plan and carry out investigations, and (3) a progress check. The intent of this stage is to allow students to discuss the core ideas they used during this investigation, how they used the practices of science to figure out a phenomenon, and how these ideas and practices might be useful in the future.

Updated Text: Updated the first paragraph of the In-Person Lesson Plan. This paragraph now reads:

The Reflect stage includes three activities: (1) discussing some core ideas used during the investigation, (2) discussing how to plan and carry out investigations, and (3) making connections to other topics in science and in other content areas as well as a progress check. The intent of this stage is to allow students to discuss the core ideas they used during this investigation, how they used the practices of science to figure out a phenomenon, and how these ideas and practices might be useful in the future.

Component: *Texas ADI Learning Hub for Science, 5th Grade*

ISBN: 9798987754825

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Location: Reflect, Activity 2 Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/login> Password ADITEARev2024!

Link to Updated Content:

[View Updated Content](#)

Original Text: Original Activity provided students with the opportunity to:

1. Identify strengths in how they carried out their investigation
2. Agree on class norms for future investigation

Updated Text: Made the following revisions to this activity:

1. Adjusted the directions for students discussion on what things they did that made them good scientists during the investigation
2. Updated In-Person Lesson Plan to reflect changes in the student activity
3. Updated Teaching Tip for In Person Lessons to provide guidance for teachers on the updated student activity
4. Added opportunity to reflect on how this investigation was an improvement over prior investigations
5. Added opportunity for students to agree on additional class norms for future investigations.

Component: Texas ADI Learning Hub for Science, 5th Grade

ISBN: 9798987754825

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Location: Reflect, Activity 3Make sure to sign into ADI Review Site before clicking
URLs<https://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!>

Link to Updated Content:

[View Updated Content](#)

Original Text: Progress check

Updated Text: Updated the third activity of the reflect stage in the following ways:

1. Changed title to "Making Connections"
2. Provide opportunity for student to make connections to other topics they learned in science this year or in prior years.
3. Provide opportunity for students to make connections between science topics using the recurring themes in science TEKS.
4. Provide an opportunityfor students to make connections between what they learned in this investigation and what they learned in other subjects, such as math.
5. Changed the text of the exit ticket to ask students how they used the practices, recurring themes, and ideas to answer the guiding question
6. Updated In-Person Lesson plan
7. Updated the Teaching Tip for In-Person Lessons

Component: Texas ADI Learning Hub for Science, 5th Grade

ISBN: 9798987754825

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Location: Reflect, Activity 1, In-Person Lesson PlanMake sure to sign into ADI Review Site before clicking
URLs<https://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!>

Link to Updated Content:

[View Updated Content](#)

Original Text: The Reflect stage includes three activities: (1) discussing some core ideas used during the investigation, (2) discussing how to plan and carry out investigations, and (3) a progress check. The intent of this stage is to allow students

Proclamation 2024: Report of Editorial Changes (11/08/2023)

to discuss the core ideas they used during this investigation, how they used the practices of science to figure out a phenomenon, and how these ideas and practices might be useful in the future.

Updated Text: Updated the first paragraph of the In-Person Lesson Plan. This paragraph now reads:
The Reflect stage includes three activities: (1) discussing some core ideas used during the investigation, (2) discussing how to plan and carry out investigations, and (3) making connections to other topics in science and in other content areas as well as a progress check. The intent of this stage is to allow students to discuss the core ideas they used during this investigation, how they used the practices of science to figure out a phenomenon, and how these ideas and practices might be useful in the future.

Component: *Texas ADI Learning Hub for Science, 5th Grade*

ISBN: 9798987754825

Link to Current Content:
[View Current Content](#)

Current Page Number(s): N/A

Location: Reflect, Activity 2Make sure to sign into ADI Review Site before clicking
URLs<https://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!>

Link to Updated Content:
[View Updated Content](#)

Original Text: Original Activity provided students with the opportunity to:

1. Identify strengths in how they carried out their investigation
2. Agree on class norms for future investigation

Updated Text: Made the following revisions to this activity:

1. Adjusted the directions for students discussion on what things they did that made them good scientists during the investigation
2. Updated In-Person Lesson Plan to reflect changes in the student activity
3. Updated Teaching Tip for In Person Lessons to provide guidance for teachers on the updated student activity
4. Added opportunity to reflect on how this investigation was an improvement over prior investigations
5. Added opportunity for students to agree on additional class norms for future investigations.

Component: *Texas ADI Learning Hub for Science, 5th Grade*

ISBN: 9798987754825

Link to Current Content:
[View Current Content](#)

Current Page Number(s): N/A

Location: Reflect, Activity 3Make sure to sign into ADI Review Site before clicking
URLs<https://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!>

Link to Updated Content:
[View Updated Content](#)

Original Text: Progress check

Updated Text: Updated the third activity of the reflect stage in the following ways:

1. Changed title to "Making Connections"
2. Provide opportunity for student to make connections to other topics they learned in science this year or in prior years.
3. Provide opportunity for students to make connections between science topics using the recurring themes in science

Proclamation 2024: Report of Editorial Changes (11/08/2023)

TEKS.

4. Provide an opportunity for students to make connections between what they learned in this investigation and what they learned in other subjects, such as math.
5. Changed the text of the exit ticket to ask students how they used the practices, recurring themes, and ideas to answer the guiding question
6. Updated In-Person Lesson plan
7. Updated the Teaching Tip for In-Person Lessons

Component: *Texas ADI Learning Hub for Science, 5th Grade*

ISBN: 9798987754825

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Location: Reflect, Activity 1, In-Person Lesson Plan Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/login> Password ADITEARev2024!

Link to Updated Content:

[View Updated Content](#)

Original Text: The Reflect stage includes three activities: (1) discussing some core ideas used during the investigation, (2) discussing how to plan and carry out investigations, and (3) a progress check. The intent of this stage is to allow students to discuss the core ideas they used during this investigation, how they used the practices of science to figure out a phenomenon, and how these ideas and practices might be useful in the future.

Updated Text: Updated the first paragraph of the In-Person Lesson Plan. This paragraph now reads:

The Reflect stage includes three activities: (1) discussing some core ideas used during the investigation, (2) discussing how to plan and carry out investigations, and (3) making connections to other topics in science and in other content areas as well as a progress check. The intent of this stage is to allow students to discuss the core ideas they used during this investigation, how they used the practices of science to figure out a phenomenon, and how these ideas and practices might be useful in the future.

Component: *Texas ADI Learning Hub for Science, 5th Grade*

ISBN: 9798987754825

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Location: Reflect, Activity 2 Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/login> Password ADITEARev2024!

Link to Updated Content:

[View Updated Content](#)

Original Text: Original Activity provided students with the opportunity to:

1. Identify strengths in how they carried out their investigation
2. Agree on class norms for future investigation

Updated Text: Made the following revisions to this activity:

1. Adjusted the directions for students discussion on what things they did that made them good scientists during the investigation
2. Updated In-Person Lesson Plan to reflect changes in the student activity

Proclamation 2024: Report of Editorial Changes (11/08/2023)

3. Updated Teaching Tip for In Person Lessons to provide guidance for teachers on the updated student activity
4. Added opportunity to reflect on how this investigation was an improvement over prior investigations
5. Added opportunity for students to agree on additional class norms for future investigations.

Component: *Texas ADI Learning Hub for Science, 5th Grade*

ISBN: 9798987754825

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Location: Reflect, Activity 3
Make sure to sign into ADI Review Site before clicking URL
<https://adilearninghub.com/advanced-search/v3/login>
Password ADITEARev2024!

Link to Updated Content:

[View Updated Content](#)

Original Text: Progress check

Updated Text: Updated the third activity of the reflect stage in the following ways:

1. Changed title to "Making Connections"
2. Provide opportunity for student to make connections to other topics they learned in science this year or in prior years.
3. Provide opportunity for students to make connections between science topics using the recurring themes in science TEKS.
4. Provide an opportunity for students to make connections between what they learned in this investigation and what they learned in other subjects, such as math.
5. Changed the text of the exit ticket to ask students how they used the practices, recurring themes, and ideas to answer the guiding question
6. Updated In-Person Lesson plan
7. Updated the Teaching Tip for In-Person Lessons

Component: *Texas ADI Learning Hub for Science, 5th Grade*

ISBN: 9798987754825

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Location: Reflect, Activity 1, In-Person Lesson Plan
Make sure to sign into ADI Review Site before clicking URL
<https://adilearninghub.com/advanced-search/v3/login>
Password ADITEARev2024!

Link to Updated Content:

[View Updated Content](#)

Original Text: The Reflect stage includes three activities: (1) discussing some core ideas used during the investigation, (2) discussing how to plan and carry out investigations, and (3) a progress check. The intent of this stage is to allow students to discuss the core ideas they used during this investigation, how they used the practices of science to figure out a phenomenon, and how these ideas and practices might be useful in the future.

Updated Text: Updated the first paragraph of the In-Person Lesson Plan. This paragraph now reads:

The Reflect stage includes three activities: (1) discussing some core ideas used during the investigation, (2) discussing how to plan and carry out investigations, and (3) making connections to other topics in science and in other content areas as well as a progress check. The intent of this stage is to allow students to discuss the core ideas they used during this

investigation, how they used the practices of science to figure out a phenomenon, and how these ideas and practices might be useful in the future.

Component: *Texas ADI Learning Hub for Science, 5th Grade*

ISBN: 9798987754825

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Location: Reflect, Activity 2 Make sure to sign into ADI Review Site before clicking
URLs <https://adilearninghub.com/advanced-search/v3/login> Password ADITEARev2024!

Link to Updated Content:

[View Updated Content](#)

Original Text: Original Activity provided students with the opportunity to:

1. Identify strengths in how they carried out their investigation
2. Agree on class norms for future investigation

Updated Text: Made the following revisions to this activity:

1. Adjusted the directions for students discussion on what things they did that made them good scientists during the investigation
2. Updated In-Person Lesson Plan to reflect changes in the student activity
3. Updated Teaching Tip for In Person Lessons to provide guidance for teachers on the updated student activity
4. Added opportunity to reflect on how this investigation was an improvement over prior investigations
5. Added opportunity for students to agree on additional class norms for future investigations.

Component: *Texas ADI Learning Hub for Science, 5th Grade*

ISBN: 9798987754825

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Location: Reflect, Activity 3 Make sure to sign into ADI Review Site before clicking
URLs <https://adilearninghub.com/advanced-search/v3/login> Password ADITEARev2024!

Link to Updated Content:

[View Updated Content](#)

Original Text: Progress check

Updated Text: Updated the third activity of the reflect stage in the following ways:

1. Changed title to "Making Connections"
2. Provide opportunity for student to make connections to other topics they learned in science this year or in prior years.
3. Provide opportunity for students to make connections between science topics using the recurring themes in science TEKS.
4. Provide an opportunity for students to make connections between what they learned in this investigation and what they learned in other subjects, such as math.
5. Changed the text of the exit ticket to ask students how they used the practices, recurring themes, and ideas to answer the guiding question
6. Updated In-Person Lesson plan
7. Updated the Teaching Tip for In-Person Lessons

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Component: Texas ADI Learning Hub for Science, 5th Grade

ISBN: 9798987754825

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Location: Reflect, Activity 1, In-Person Lesson Plan Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/login> Password ADITEARev2024!

Link to Updated Content:

[View Updated Content](#)

Original Text: The Reflect stage includes three activities: (1) discussing some core ideas used during the investigation, (2) discussing how to plan and carry out investigations, and (3) a progress check. The intent of this stage is to allow students to discuss the core ideas they used during this investigation, how they used the practices of science to figure out a phenomenon, and how these ideas and practices might be useful in the future.

Updated Text: Updated the first paragraph of the In-Person Lesson Plan. This paragraph now reads: The Reflect stage includes three activities: (1) discussing some core ideas used during the investigation, (2) discussing how to plan and carry out investigations, and (3) making connections to other topics in science and in other content areas as well as a progress check. The intent of this stage is to allow students to discuss the core ideas they used during this investigation, how they used the practices of science to figure out a phenomenon, and how these ideas and practices might be useful in the future.

Component: Texas ADI Learning Hub for Science, 5th Grade

ISBN: 9798987754825

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Location: Reflect, Activity 2 Make sure to sign into ADI Review Site before clicking URL <https://adilearninghub.com/advanced-search/v3/login> Password ADITEARev2024!

Link to Updated Content:

[View Updated Content](#)

Original Text: Original Activity provided students with the opportunity to:

1. Identify strengths in how they carried out their investigation
2. Agree on class norms for future investigation

Updated Text: Made the following revisions to this activity:

1. Adjusted the directions for students discussion on what things they did that made them good scientists during the investigation
2. Updated In-Person Lesson Plan to reflect changes in the student activity
3. Updated Teaching Tip for In Person Lessons to provide guidance for teachers on the updated student activity
4. Added opportunity to reflect on how this investigation was an improvement over prior investigations
5. Added opportunity for students to agree on additional class norms for future investigations.

Component: Texas ADI Learning Hub for Science, 5th Grade

ISBN: 9798987754825

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Location: Reflect, Activity 3
Make sure to sign into ADI Review Site before clicking URL
<https://adilearninghub.com/advanced-search/v3/login>
Password ADITEARev2024!

Link to Updated Content:

[View Updated Content](#)

Original Text: Progress check

Updated Text: Updated the third activity of the reflect stage in the following ways:

1. Changed title to "Making Connections"
2. Provide opportunity for student to make connections to other topics they learned in science this year or in prior years.
3. Provide opportunity for students to make connections between science topics using the recurring themes in science TEKS.
4. Provide an opportunity for students to make connections between what they learned in this investigation and what they learned in other subjects, such as math.
5. Changed the text of the exit ticket to ask students how they used the practices, recurring themes, and ideas to answer the guiding question
6. Updated In-Person Lesson plan
7. Updated the Teaching Tip for In-Person Lessons

Component: *Texas ADI Learning Hub for Science, 5th Grade*

ISBN: 9798987754825

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Location: Reflect, Activity 1, In-Person Lesson Plan
Make sure to sign into ADI Review Site before clicking URL
<https://adilearninghub.com/advanced-search/v3/login>
Password ADITEARev2024!

Link to Updated Content:

[View Updated Content](#)

Original Text: The Reflect stage includes three activities: (1) discussing some core ideas used during the investigation, (2) discussing how to plan and carry out investigations, and (3) a progress check. The intent of this stage is to allow students to discuss the core ideas they used during this investigation, how they used the practices of science to figure out a phenomenon, and how these ideas and practices might be useful in the future.

Updated Text: Updated the first paragraph of the In-Person Lesson Plan. This paragraph now reads:

The Reflect stage includes three activities: (1) discussing some core ideas used during the investigation, (2) discussing how to plan and carry out investigations, and (3) making connections to other topics in science and in other content areas as well as a progress check. The intent of this stage is to allow students to discuss the core ideas they used during this investigation, how they used the practices of science to figure out a phenomenon, and how these ideas and practices might be useful in the future.

Component: *Texas ADI Learning Hub for Science, 5th Grade*

ISBN: 9798987754825

Link to Current Content:

[View Current Content](#)

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 1400 of 3538

Current Page Number(s): N/A

Location: Reflect, Activity 2 Make sure to sign into ADI Review Site before clicking
URLs <https://adilearninghub.com/advanced-search/v3/login> Password ADITEARev2024!

Link to Updated Content:

[View Updated Content](#)

Original Text: Original Activity provided students with the opportunity to:

1. Identify strengths in how they carried out their investigation
2. Agree on class norms for future investigation

Updated Text: Made the following revisions to this activity:

1. Adjusted the directions for students discussion on what things they did that made them good scientists during the investigation
2. Updated In-Person Lesson Plan to reflect changes in the student activity
3. Updated Teaching Tip for In Person Lessons to provide guidance for teachers on the updated student activity
4. Added opportunity to reflect on how this investigation was an improvement over prior investigations
5. Added opportunity for students to agree on additional class norms for future investigations.

Component: *Texas ADI Learning Hub for Science, 5th Grade*

ISBN: 9798987754825

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Location: Reflect, Activity 3 Make sure to sign into ADI Review Site before clicking
URLs <https://adilearninghub.com/advanced-search/v3/login> Password ADITEARev2024!

Link to Updated Content:

[View Updated Content](#)

Original Text: Progress check

Updated Text: Updated the third activity of the reflect stage in the following ways:

1. Changed title to "Making Connections"
2. Provide opportunity for student to make connections to other topics they learned in science this year or in prior years.
3. Provide opportunity for students to make connections between science topics using the recurring themes in science TEKS.
4. Provide an opportunity for students to make connections between what they learned in this investigation and what they learned in other subjects, such as math.
5. Changed the text of the exit ticket to ask students how they used the practices, recurring themes, and ideas to answer the guiding question
6. Updated In-Person Lesson plan
7. Updated the Teaching Tip for In-Person Lessons

Component: *Texas ADI Learning Hub for Science, 5th Grade*

ISBN: 9798987754825

Link to Current Content:

[View Current Content](#)

Current Page Number(s): Make sure to sign into ADI Review Site before clicking
URLs <https://adilearninghub.com/advanced-search/v3/login> Password ADITEARev2024!

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 1401 of 3538

Location: Read text under the heading "Generate a concept - Page 1"

Link to Updated Content:

[View Updated Content](#)

Original Text: Create a design concept for a wildlife crossing. Finally, draw a model that explains how the design works. Be sure to include any unseen entities, such as energy or forces, in your model. You can use callouts to show things that are too small to see (such as atoms) and arrows to represent movement or forces. You can also draw pictures to show the designs works before, during, and after an event to help show change over time.

Updated Text: Create a design concept for a wildlife crossing. You also will want to keep track of the cost of materials in your budget. You can use a calculator to find the total cost of your concept. Finally, draw a model that explains how the design works. Be sure to include any unseen entities, such as energy or forces, in your model. You can use callouts to show things that are too small to see (such as atoms) and arrows to represent movement or forces. You can also draw pictures to show the designs works before, during, and after an event to help show change over time.

Component: *Texas ADI Learning Hub for Science, 5th Grade*

ISBN: 9798987754825

Link to Current Content:

[View Current Content](#)

Current Page Number(s): Make sure to sign into ADI Review Site before clicking
URLs <https://adilearninghub.com/advanced-search/v3/loginPassword ADITEARev2024!>

Location: Image under heading "Some materials, tools or techniques you can use - Page 2"

Link to Updated Content:

[View Updated Content](#)

Original Text: Original Image

Updated Text: New image with calculator added

Component: *Texas ADI Learning Hub for Science, 5th Grade*

ISBN: 9798987754825

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 1

Location: In the materials table

Link to Updated Content:

[View Updated Content](#)

Original Text: Original List of Materials

Updated Text: Updated list of materials with calculator added

Component: *Texas ADI Learning Hub for Science, 5th Grade*

ISBN: 9798987754825

Link to Current Content:

[View Current Content](#)

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 1402 of 3538

Current Page Number(s): Page 4

Location: Page 4 of document

Link to Updated Content:

[View Updated Content](#)

Original Text: We often need to track how energy flows into, out of, or within a system. When energy transfers into an object through light, the object will increase in temperature. Because of this, you can track how much energy transfers into an object from light by measuring how much the temperature of that object changes. The more energy that transfers into an object from the light, the more the temperature of that object will increase over time.

Updated Text: Scientists often investigate how energy flows into, out of, or within a system. When energy transfers into an object through light, the object will increase in temperature. Because of this, scientists can track how much energy transfers into an object from light by measuring how much the temperature of that object changes. The more energy that transfers into an object from the light, the more the temperature of that object will increase over time.

In this investigation, you will also need to track how energy flows between two objects in the system. Light energy will be transferred from the lightbulb in the lamp to the container. You will be able to use containers that are each a different color to help understand how changing color can help an anole regulate its body temperature.

Component: *Texas ADI Learning Hub for Science, 5th Grade*

ISBN: 9798987754825

Link to Current Content:

[View Current Content](#)

Current Page Number(s): Page 3

Location: Text above the picture of trees

Link to Updated Content:

[View Updated Content](#)

Original Text: Many organisms are responsive to the environment they live in. When the environment changes, this can cause a change in the organisms living in that environment.

One of the biggest factors impacting change in organisms is the change in the seasons each year. When the season change, many organisms will also undergo noticeable changes. This is because the length of daylight also changes during the seasons. The day is longest during the summer and shortest during the winter. When there are longer days in the summer, the leaves of trees are green. As the day gets shorter, the leaves change color. Finally, when the day is shortest in the winter, many trees lose their leaves completely. The image below shows a cherry blossom tree throughout the year. The changes in the tree are due to the changes in the environment.

Updated Text: Biologists are scientists who study living things, such as plants and animals. One thing biologists do is to explain how different factors or environmental conditions impact organisms. For example, many biologists study if an animal's diet impacts its health. The factor the biologist is explaining is diet, or what the animal eats. This allows the biologist to explain how and why giving chocolate to a dog, for example, will negatively impact the dog even though humans can safely eat chocolate.

Biologists also study how environmental conditions impacts organisms and explain what happens to organisms when the environment they live in changes. Biologists also want to explain why that change happens. Many plants and animals are responsive to the environment they live in. When the environment changes, this can cause a change in the plants and

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 1403 of 3538

animals living in that environment.

One of the biggest factors impacting change in organisms is the change in the seasons each year. When the season change, many organisms will also undergo noticeable changes. Biologists studying organisms explain the seasonal changes of plants and animals are caused by the change in the length of daylight during the seasons. The day is longest during the summer and shortest during the winter. When there are longer days in the summer, the leaves of trees are green. As the day gets shorter, the leaves change color. Finally, when the day is shortest in the winter, many trees lose their leaves completely. The image below shows a cherryblossom tree throughout the year. The changes in the tree are due to the changes in the environment.

Component: *Texas ADI Learning Hub for Science, 5th Grade*

ISBN: 9798987754825

Link to Current Content:

[View Current Content](#)

Current Page Number(s): Entire Document

Location: Entire Document

Link to Updated Content:

[View Updated Content](#)

Original Text: Original Text for Ideas Stage

Updated Text: Entire document has been updated based upon feedback from the State Review Panel and Texas Resource Review

Component: *Texas ADI Learning Hub for Science, 5th Grade*

ISBN: 9798987754825

Link to Current Content:

[View Current Content](#)

Current Page Number(s): Pages 3-5 of the updated Teacher Implementation Guide

Location: Pages 3-5 of the Updated Teacher Implementation Guide

Link to Updated Content:

[View Updated Content](#)

Original Text: Original Tables of Contents

Updated Text: Updated Tables of Contents

Component: *Texas ADI Learning Hub for Science, 5th Grade*

ISBN: 9798987754825

Link to Current Content:

[View Current Content](#)

Current Page Number(s): Pages 6-8 of the Updated Teacher Implementation Guide

Location: Pages 6-8 of the Updated Teacher Implementation Guide

Link to Updated Content:

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 1404 of 3538

[View Updated Content](#)

Original Text: Original section begins on page 4 of the initial Teacher Implementation Guide and continues through page 5.

Updated Text: Revised and included additional text in section titled "A Vision for Science Education in Texas." Revisions begin with the second paragraph on page 6. Revisions and additions to this section continue in each subsequent paragraph in the section.

Component: *Texas ADI Learning Hub for Science, 5th Grade*

ISBN: 9798987754825

Link to Current Content:

[View Current Content](#)

Current Page Number(s): Pages 8 -10 of the Updated Teacher Implementation Guide

Location: Pages 8-10 of the updated Teacher Implementation Guide

Link to Updated Content:

[View Updated Content](#)

Original Text: Original sections begins on page 6 of the initial Teacher Implementation Guide and continues through page 7.

Updated Text: Revised and included additional text in section titled "The Need for New Ways of Teaching Science in 3rd Grade)." The changes begin on page 9 and continue through the remainder of the section.

Component: *Texas ADI Learning Hub for Science, 5th Grade*

ISBN: 9798987754825

Link to Current Content:

[View Current Content](#)

Current Page Number(s): Page 10 in the Updated Teacher Implementation Guide

Location: Last paragraph on page 10 in the Updated Teacher Implementation Guide

Link to Updated Content:

[View Updated Content](#)

Original Text: The ADI instructional model (Sampson et al., 2009, 2011, 2014, 2015; Sampson & Gleim, 2009; Sampson & Walker, 2012; Walker et al., 2011) was created using the most up-to-date findings on learning and then tested and refined through university-based research in partnership with school districts throughout Texas. As part of this development process, the instructional model was the focus of numerous studies (see Research on ADI) that took place in actual classrooms over a period of ten years. This instructional model is intended to serve as a guide or a template for creating meaningful, rigorous, and equitable 3D science investigations (such as the ones included in these instructional materials). When teachers use these investigations inside their classrooms, their students not only have an opportunity to learn new SCIs, RTCs, and SEPs that are found in the revised TEKS as they figure out how or why something happens, but they are also encouraged to use SCIs, RTCs, and SEPs that they learned during prior investigations (or grades) as part of the process. Each investigation also has the following features:

Updated Text: The ADI instructional model (Sampson et al., 2009, 2011, 2014, 2015; Sampson & Gleim, 2009; Sampson & Walker, 2012; Walker et al., 2011) was first created using the most up-to-date findings about how people learn and then tested and refined over time through university-based research in partnership with school districts throughout Texas. As part of this development process, the instructional model was the focus of numerous studies (see Research on ADI) that

took place in actual classrooms over a period of ten years. This instructional model is intended to serve as a guide or a template for creating meaningful, rigorous, and equitable 3D science investigations or design challenges. When teachers use these investigations inside their classrooms, their students not only have an opportunity to learn new DC, RTCs, and SEPs that are found in the revised TEKS as they figure out how or why something happens, but they are also encouraged to use DC, RTCs, and SEPs that they learned during prior investigations (or grades) as part of the process. Each investigation also has the following features:

Component: *Texas ADI Learning Hub for Science, 5th Grade*

ISBN: 9798987754825

Link to Current Content:

[View Current Content](#)

Current Page Number(s): Page 12 of the updated Teacher Implementation Guide

Location: First paragraph

Link to Updated Content:

[View Updated Content](#)

Original Text: This instructional model includes seven stages of classroom activity (see image below). These seven stages of the instructional model provide a structure that supports students as they investigate a phenomenon, make sense of that phenomenon, and evaluate and refine ideas, explanations, or arguments (NRC, 2012). ADI also provides an authentic context for students to develop fundamental literacy skills and to learn or apply mathematical concepts and practices. Finally, and perhaps most importantly, these investigations create a language rich learning environment that enables emerging multilingual students to acquire a new language as they learn science.

Updated Text: This instructional model includes seven stages of classroom activity (see image below). These seven stages of the instructional model provide a structure that supports students as they make sense of a phenomenon or problem, create an explanation or solution, share arguments to support the validity or acceptability of these explanations or solutions, and then refine these explanations, solutions, and arguments based on feedback (NRC, 2012). ADI also provides an authentic context for students to develop fundamental literacy skills and to learn or apply mathematical concepts and practices. Finally, and perhaps most importantly, these investigations and design challenges create a language rich learning environment that enables emerging multilingual students to acquire a new language as they learn science.

Component: *Texas ADI Learning Hub for Science, 5th Grade*

ISBN: 9798987754825

Link to Current Content:

[View Current Content](#)

Current Page Number(s): Page 13 of updated Teacher Implementation Guide

Location: First 2 paragraph

Link to Updated Content:

[View Updated Content](#)

Original Text: The first activity of this stage of an investigation begins with the introduction of a phenomenon to create a need for students to figure something out. A phenomenon is simply an observable event. The phenomenon will usually be in video format. Students should be encouraged to record what they noticed and wonder about the phenomenon as they watch the video introduction in the task stage handout (see image at right). The students should then be given an opportunity to share their observations and questions with the rest of the class. At this point, students are interested and want to know more about the phenomenon.

Updated Text: The first activity of this stage of an investigation begins with the introduction of a phenomenon or a problem to solve. This introduction of a phenomenon or problem at the beginning of the investigation or design challenge creates a need for students to figure something out. The phenomenon or problem to solve will usually be presented to student in video format. Students should be encouraged to record what they noticed and wonder about the phenomenon or problem as they watch the video introduction in the task stage handout (see image at right). The students should then be given an opportunity to share their observations and questions with the rest of the class. At this point, students are interested and want to know more about the phenomenon or problem.

We recommend students be given opportunities to share with the full class the things they wonder about in response to the phenomenon. These wonderings can be written on a sheet of chart paper or on the whiteboard and displayed as a Wonder Wall—a specific place to document the scientifically oriented questions students pose in response to the phenomenon. A Wonder Wall ensures that all students questions about the phenomenon are acknowledged as valid and their contributions to class discourse are valued. The Wonder Wall also provides resources for extension activities for students in the Do and Share stage.

Component: *Texas ADI Learning Hub for Science, 5th Grade*

ISBN: 9798987754825

Link to Current Content:

[View Current Content](#)

Current Page Number(s): Page 13 of updated Teacher Implementation Guide

Location: Last 2 full paragraphs on page 13

Link to Updated Content:

[View Updated Content](#)

Original Text: The students are given an opportunity to share what they already know about the phenomenon during the third activity of this stage. Students begin by drawing a picture that shows what they know about the phenomenon (or in some cases a related phenomenon that is more familiar to them). They should also be encouraged to use words to help explain their ideas or thinking as part of the picture. This activity is important because students' prior knowledge and experiences related to the phenomenon can be used as a starting point for student sense-making. Teachers can then leverage the prior knowledge and experiences of the students in their classes as a tool to help students figure out how or why something happens in the world around them. This stage also provides multiple opportunities to practice, develop, and demonstrate mastery of the following grade-level SEPs as outlined in the TEKS:

Updated Text: The students are then given an opportunity to share what they already know about the phenomenon or the problem during the third activity of this stage. Students begin by drawing a picture to illustrate what they know about the phenomenon or the problem on the task stage handout (see image at right). They should also be encouraged to use words to help explain their ideas or thinking as part of the picture.

Once all the students have drawn and labeled a picture (which is a basic conceptual model of their thinking), they should be given time to share their ideas with the other students in their group. As they share their ideas, they will start asking more questions about the phenomenon and begin to think about what else they will need to know before they will be able to answer the guiding question. Finally, each group of students should be encouraged to generate a list of at least three things that they will need to learn more about during the investigation.

Component: *Texas ADI Learning Hub for Science, 5th Grade*

ISBN: 9798987754825

Current Page Number(s): Page 18 of the updated Teacher Implementation Guide

Location: Hints for the Plan Stage box. Hint 6

Link to Updated Content:

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 1407 of 3538

[View Updated Content](#)

Original Text: N/A

Updated Text: 6. For those groups who may need a more challenging learning experience, you can use a different graphic organizer that requires students to provide more details about their plan (see appendix) or do not give them any graphic organizer.

Component: *Texas ADI Learning Hub for Science, 5th Grade*

ISBN: 9798987754825

Link to Current Content:

[View Current Content](#)

Current Page Number(s): Page 30-34 of the updated Teacher Implementation Guide

Location: Section titled "Stage 6 Reflect

Link to Updated Content:

[View Updated Content](#)

Original Text: Original Text begins on page 25 of the original Teacher Implementation Guide. The section begins with the header "Stage 6: Reflect."

Updated Text: Revised content begins on page 30 under the header "Stage 6: Reflect." Changes include:

1. More indepth description of the first activity of the Reflect stage
2. Updated description of the second activity of the Reflect stage in light of changes made to each investigation in response to feedback from the Texas Resource Review
3. Updated description of the third activity of the Reflect stage in light of changes made made to each investigation in response to feedback from the Texas Resources Review.

Component: *Texas ADI Learning Hub for Science, 5th Grade*

ISBN: 9798987754825

Link to Current Content:

[View Current Content](#)

Current Page Number(s): Page 35-36 of the updated Teacher Implementation Guide.

Location: Bottom 3 paragraphs on page 35 and first paragraph of page 36 of the updated Teacher Implementation Guide

Link to Updated Content:

[View Updated Content](#)

Original Text: The second activity of the report stage gives students an opportunity to review the reports in pairs using the peer-review guide and teacher scoring rubric (PRG/TSR; see images below). The PRG/TSR contains specific criteria that are to be used by a pair of students as they evaluate the quality of each section of the investigation report as well as the quality of the writing. There is also space for the reviewers to provide the author with feedback about how to improve the report. Once a pair of students finishes reviewing a report as a team, they are given another report to review. When students are grouped together in pairs, they only need to review two different reports. Be sure to give students only 15 minutes to review each report (we recommend setting a timer to help manage time). When students are grouped into pairs and given 15 minutes to complete each review, the entire peer-review process can be completed in 30 minutes (2 different reports × 15 minutes = 30 minutes).

Updated Text: The second activity of the report stage gives students an opportunity to review the reports in pairs using the peer-review guide and teacher scoring rubric (PRG/TSR; see images below). The PRG/TSR is designed as an analytical

Proclamation 2024: Report of Editorial Changes (11/08/2023)

rubric that makes the criteria for mastery of the task explicit. It contains four sections. One section focuses on the introduction of the report, one section focuses on the method, one on the argument, and one on the overall writing mechanics. Each section contains specific criteria that are unique to each section of the report. These criteria are framed as questions that can be answer with an answer of “yes” (meets expectations for that criterion), “somewhat” (approaches expectations for the criterion), or “no” (does not meet expectations for that criterion). The pair of students can simply answer each question as they evaluate the quality of each section of the report as well as the quality of the writing. There is also space for the reviewers to provide the author with feedback about how to improve the report. Educational research suggests analytical rubrics are particularly effective for promoting growth throughout the year, as the norms for what counts as quality consistently evolve with students increased knowledge and skill. This type of rubric stands in contrast to a rubric normed against a static standard of performance. A rubric with a specific standard as the end goal cannot provide continued opportunities for growth once students meet the standard used to develop the rubric. Research also shows that analytic rubrics are effective for focusing students attention on important questions, such as the quality of evidence, along side details such as font size, neatness, or word count. While these details are important, they tend to be the sole focus of rubrics normed against a static standard of performance.

Once a pair of students finishes reviewing a report as a team, they are given another report to review. When students are grouped together in pairs, they only need to review two different reports. Be sure to give students only 15 minutes to review each report (we recommend setting a timer to help manage time). When students are grouped into pairs and given 15 minutes to complete each review, the entire peer-review process can be completed in 30 minutes (2 different reports × 15 minutes = 30 minutes).

Component: *Texas ADI Learning Hub for Science, 5th Grade*

ISBN: 9798987754825

Link to Current Content:
[View Current Content](#)

Current Page Number(s): Page 36-37 of the updated Teacher Implementation Guide

Location: Updated text begins on the bottom of page 36 of the updated Teacher Implementation Guide (paragraph begins with "The final activity of the report stage...").

Link to Updated Content:
[View Updated Content](#)

Original Text: The final activity of the report stage is to revise the report. Each student is required to rewrite their report using the reviewers' comments and suggestions as a guideline. The author is also required to explain what they did to improve each section of the report in response to the reviewers' suggestions in the author response section of the PRG/TSR. Once the report is revised, it is turned in to the teacher for evaluation. The teacher can then provide a score on the PRG/TSR in the column labeled “Teacher Score” and use these ratings to assign an overall grade for the report. This approach provides all students with a chance to improve their writing mechanics and develop their reasoning and understanding of the content. This process also offers students the added benefit of reducing academic pressure by providing support in obtaining the highest possible grade for their final product.

Updated Text: The final activity of the report stage is to revise the report. Each student is required to rewrite their report using the reviewers' comments and suggestions as a guideline. The author is also required to explain what they did to improve each section of the report in response to the reviewers' suggestions in the author response section of the PRG/TSR. This approach provides all students with a chance to improve their writing mechanics and develop their reasoning and understanding of the content. This process also offers students the added benefit of reducing academic pressure by providing support in obtaining the highest possible grade for their final product. Once the report is revised, it is turned in to the teacher for evaluation. The teacher can then provide a score on the PRG/TSR in the column labeled “Teacher Score” and use these ratings to assign an overall grade for the report.

The PRG/TSR, as noted earlier, is designed to be an analytical rubric rather than a holistic one. Analytical rubrics break down the characteristics of an assignment or products into parts, allowing the scorer to itemize and define exactly what aspects are strong, and which ones need improvement (Dlugokienski & Sampson, 2008). Holistic rubrics, in contrast, often list three to five levels of performance, along with a broad description of the characteristics that define each level. The main advantage of an analytical rubric is that it provides targeted feedback to students. We take this one step further and identify the criteria that, when used together, indicates that a student can write a report to share what was figured out during an investigation using DC, RTCs, and SEPs. Thus, a score of two on each criterion (meets expectations) indicates that a student has reached a level of mastery. Each criterion is also phrased as question, rather than a description, to help facilitate scoring and reduce bias. For example, two questions that included in the PRG/TSR are, “do you think the task and the guiding question or clear?” and “Do you think the analysis of the data is correct?” Answering “yes” to one of the these questions indicates that the student meets expectations for that criterion and should be awarded a score of two. Answering “somewhat” or “partially” indicates that a student is approaching expectations for that criterion and should be awarded a score of one. Finally, answering “no” indicates that the student needs improvement or did not include that aspect of the report and should earn a score of zero. Research on this approach not only shows that both students and teachers can review/score a report accurately using the PRG/TSR, but also student’s writing improves substantially over time because of what they learn from reviewing other reports and from the targeted feedback they receive on their own report from their peers and their teacher (Sampson et al., 2013; Sampson & Walker, 2012).

Component: *Texas ADI Learning Hub for Science, 5th Grade*

ISBN: 9798987754825

Link to Current Content:

[View Current Content](#)

Current Page Number(s): Page 39 of the updated Teacher Implementation Guide

Location: Table. Section on "Reflect"

Link to Updated Content:

[View Updated Content](#)

Original Text: Original table is on page 32 of the original Implementation Guide.

Updated Text: Updated Table

Component: *Texas ADI Learning Hub for Science, 5th Grade*

ISBN: 9798987754825

Link to Current Content:

[View Current Content](#)

Current Page Number(s): Pages 51-52 of the updated Teacher Implementation Guide

Location: Text under the heading "Assessment." Corresponding text in original teacher implementation guide is on page 33 under the same heading.

Link to Updated Content:

[View Updated Content](#)

Original Text: Original text provides a brief introduction to the different types of assessments contained in the program.

Updated Text: Updated to this section include:

1. The relationship between educative and diagnostic assessments (p. 51).
2. A definition of conceptual understanding (p. 51). and how our assessments measure student conceptual understanding

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 1410 of 3538

3. A definition of mastery performance and what counts as mastery on an assessment
4. How we define mastery and measure conceptual understanding in the context of students learning the TEKS.

Component: *Texas ADI Learning Hub for Science, 5th Grade*

ISBN: 9798987754825

Link to Current Content:

[View Current Content](#)

Current Page Number(s): Page 58 of the updated Teacher Implementation Guide

Location: First full paragraph on page 58 of the updated Teacher Implementation Guide.

Link to Updated Content:

[View Updated Content](#)

Original Text: The image below shows the report grading tool that is embedded into the ADI Learning Hub. To use this tool, teachers can require students to submit the final draft of their investigation report through the ADI Learning Hub. The teacher can read the reports and evaluate each section using the rubric. The teacher can also provide additional feedback to a student if needed. Once the report is graded, students can see their score and any feedback in the investigation dashboard of the ADI Learning Hub.

Updated Text: The image below shows the report grading tool that is embedded into the ADI Learning Hub. The report grading tool is the same analytical rubric that is included in the PRQ/TSR described earlier in the implementation guide. Analytical rubrics break down the characteristics of an assignment or products into parts, allowing the scorer to itemize and define exactly what aspects are strong, and which ones need improvement (Dlugokienski & Sampson, 2008). The report grading tool included specific criteria that, when used together, indicates that a student can write a report to share what was figured out during an investigation. Thus, a score of two on each criterion (meets expectations) indicates that a student has reached a level of mastery. Each criterion is also phrased as question, rather than a description, to help facilitate scoring and to reduce bias. For example, two of the questions found in the report grading tool include “do you think the task and the guiding question or clear?” or “Do you think the analysis of the data is correct?” Answering “yes” indicates that the student meets expectations for that criterion and should be given a score of 2, answering “somewhat” or “partially” indicates that a student is approaching expectations and should be given a score of 1 for that criterion. Answering “no” indicates that the student needs improvement or the student did not complete that aspect of the report and should be given a score of 0. Teachers can also recognize students who exceeded grade level expectations and award a score of 3 on a specific criterion. To use this tool, teachers can require students to submit the final draft of their investigation report through the ADI Learning Hub. The teacher can read the reports and evaluate each section using the analytical rubric. The teacher can also provide additional feedback to a student if needed. Once the report is graded, students can see their score and any feedback in the investigation dashboard of the ADI Learning Hub.

Component: *Texas ADI Learning Hub for Science, 5th Grade*

ISBN: 9798987754825

Link to Current Content:

[View Current Content](#)

Current Page Number(s): Pages 76-78 of the updated Teacher Implementation Guide

Location: Text and Table under the heading "Year at a Glance."

Link to Updated Content:

[View Updated Content](#)

Original Text: Original text and table are on page 52 of the original teacher implementation guide.

Updated Text: Updated the text and table in the Year at a Glance section. Changes include:

1. Inclusion of educative and summative assessments in the list of activities
2. Inclusion of 3 columns corresponding to the three categories of TEKS: Content TEKS, Recurring Themes and Concepts TEKS, and Science and Engineering Practices TEKS
3. Color Coding of the TEKS to indicate if the TEKS are being introduced for the first time, reviewed and reinforced, the focus of an educative assessment, or the focus of a summative assessment.
4. Updated text describing the Year at a Glance table

Component: *Texas ADI Learning Hub for Science, 5th Grade*

ISBN: 9798987754825

Link to Current Content:

[View Current Content](#)

Current Page Number(s): Pages 77-99 of the updated Teacher Implementation Guide.

Location: Text and tables under the heading "Detailed Overview"

Link to Updated Content:

[View Updated Content](#)

Original Text: Original text and table began on page 53 of the original implementation guide. The section begins with the heading "Detailed Investigation Overview."

Updated Text: Changes to the Detailed Overview include:

1. Updated tables for each investigation to include: (a) goal of investigation; (b) core ideas students use during the investigation; (c) Science TEKS introduced during the investigation; (d) science TEKS reviewed and reinforced from earlier in the course; (e) ELPS alignment; and (f) cross-curricular connections with math and ELAR TEKS
2. Added tables for each educative and summative assessment
3. Updated introductory text to section explaining what is shown in each table

Component: *Texas ADI Learning Hub for Science, 5th Grade*

ISBN: 9798987754825

Link to Current Content:

[View Current Content](#)

Location: Secret Substances, Ideas stage

Link to Updated Content:

[View Updated Content](#)

Original Text: Pre-adoption Sample text

Updated Text: Updated text reflective of feedback from TRR process. Revised text to simplify discussion on physical properties and density. Added text on creating tables.

Component: *Texas ADI Learning Hub for Science, 5th Grade*

ISBN: 9798987754825

Link to Current Content:

[View Current Content](#)

Location: Hydroponics, Ideas Stage

Link to Updated Content:

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 1412 of 3538

[View Updated Content](#)

Original Text: Order of the ideas presented was:

1. Cause and Effect
2. The needs of Living Things
3. Plants and Plant Growth

Updated Text: Updated order of ideas in response to TRR feedback. The order of ideas presented is?:

1. The Needs of Living Things
2. Plants and Plant Growth
3. Cause and Effect

The text explaining each idea remains unchanged

Component: *Texas ADI Learning Hub for Science, 5th Grade*

ISBN: 9798987754825

Link to Current Content:

[View Current Content](#)

Location: Trampoline Double Bounce, ideas stage, activity 3

Link to Updated Content:

[View Updated Content](#)

Original Text: Heading: Read about a final core idea you can use

Updated Text: Heading: Read about a third core idea you can use

Component: *Texas ADI Learning Hub for Science, 5th Grade*

ISBN: 9798987754825

Link to Current Content:

[View Current Content](#)

Location: Sled Tug-o-War, Ideas Stage, Activity 2

Link to Updated Content:

[View Updated Content](#)

Original Text: Heading: Read about a final core idea you can use

Updated Text: Heading: Read about another core idea you can use

Component: *Texas ADI Learning Hub for Science, 5th Grade*

ISBN: 9798987754825

Link to Current Content:

[View Current Content](#)

Location: Mass and the State of Matter, Task Stage, Activity 3

Link to Updated Content:

[View Updated Content](#)

Original Text: The video you watched showed what can happen to a sample of matter, such as a piece of chocolate, when it changes temperature. In the video, the chocolate turned from a solid state to a liquid state when it reached a temperature of 90oF (32oC). All matter can change from a solid state to a liquid state like the chocolate did when it gets

Proclamation 2024: Report of Editorial Changes (11/08/2023)

hot enough. Matter can also change from a liquid state to a solid state when it gets cold. Your goal in this investigation is to figure out if a sample of matter will become heavier, lighter, or stay the same weight when it changes from a solid state to a liquid state or a liquid state to a solid state. The guiding question of this investigation is:

Updated Text: The video you watched showed what can happen to a sample of matter, such as a piece of chocolate, when it changes temperature. In the video, the chocolate turned from a solid state to a liquid state when it reached a temperature of 90oF (32oC). All matter can change from a solid state to a liquid state like the chocolate did when it gets hot enough. Matter can also change from a liquid state to a solid state when it gets cold. Your goal in this investigation is to figure out what happens to the mass of matter when it changes state. It is possible that the mass can increase, decrease, or stay the same when matter changes from a solid state to a liquid state or a liquid state to a solid state. The guiding question of this investigation is:

Component: *Texas ADI Learning Hub for Science, 5th Grade*

ISBN: 9798987754825

Link to Current Content:

[View Current Content](#)

Location: Mystery Mixtures, Ideas Stage, Activity 4

Link to Updated Content:

[View Updated Content](#)

Original Text: What is your biggest takeaway from this stage of the investigation?What is your biggest takeaway from this stage of the investigation?

Updated Text: What are your biggest takeaways from this investigation? You may want to mention ideas related to the properties of matter, mixtures, and how we can use tools to separate mixtures.

Component: *Texas ADI Learning Hub for Science, 5th Grade*

ISBN: 9798987754825

Link to Current Content:

[View Current Content](#)

Location: Leopard Images in a Mirror, Ideas Stage, Activity 1

Link to Updated Content:

[View Updated Content](#)

Original Text: Heading: Read about another core idea you can use

Updated Text: Read about a core idea you can use

Component: *Texas ADI Learning Hub for Science, 5th Grade*

ISBN: 9798987754825

Link to Current Content:

[View Current Content](#)

Location: Leopard Images in a Mirror, Ideas Stage, Activity 3

Link to Updated Content:

[View Updated Content](#)

Original Text: Heading: Read about another core idea you can use

Updated Text: Read about a third core idea you can use

Component: *Texas ADI Learning Hub for Science, 5th Grade*

ISBN: 9798987754825

Location: Shadows Throughout the Day, Ideas Stage, Activity 2

Link to Updated Content:

[View Updated Content](#)

Original Text: N/A

Updated Text: If there were any words that you are unfamiliar with in the reading, think about other words you know that are similar to the unfamiliar word. You can also use prior experiences with If there were any words that you are unfamiliar with in the reading, think about other words you know that are similar to the unfamiliar word. You can also use prior experiences with shadows in science to help understand the unfamiliar word. Add these new words to your handout as well. in science to help understand the unfamiliar word. Add these new words to your handout as well.

Component: *Texas ADI Learning Hub for Science, 5th Grade*

ISBN: 9798987754825

Link to Current Content:

[View Current Content](#)

Location: Mystery Mixtures, Plan Stage, Page 1

Link to Updated Content:

[View Updated Content](#)

Original Text: Forceps

Updated Text: Tweezers

Component: *Texas ADI Learning Hub for Science, 5th Grade*

ISBN: 9798987754825

Link to Current Content:

[View Current Content](#)

Location: Chihuahuan Desert Ecosystem, Do Stage, Information Cards

Link to Updated Content:

[View Updated Content](#)

Original Text: Typos in Card Designs. The following typos existed:

1. Texas Horned Lizard Card. Text read "Is able to shoot a stream of blood from its eye to dedend against predators."
2. Coyote Card. Text read "They live in pack of up to 6 individuals."

Updated Text: Typos in Card Designs. The following corrections were made:

1. Texas Horned Lizard Card. Text read "Is able to shoot a stream of blood from its eye to defend against predators."
2. Coyote Card. Text read "They live in packs of up to 6 individuals."

Publisher: Discovery Education Inc

Science, Grade 5

Program: *Science Techbook for Texas by Discovery Education - Grade 5: TEKS*

Component: *Science Techbook for Texas by Discovery Education: Grade 5*

ISBN: 9781616291471

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/67855290-B947-40F0-85E7-DB8573C4947A>

Location: Unit 1 > Concept 2 > Lesson 1: Engage: What is Matter Made Of? > Educator Notes > Slide 8> Materials List

Original Text: Small cups, 3

Updated Text: Small cups, 2

Component: *Science Techbook for Texas by Discovery Education: Grade 5*

ISBN: 9781616291471

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/67855290-B947-40F0-85E7-DB8573C4947A>

Location: Unit 1 > Concept 2 > Lesson 1: Engage: What is Matter Made Of? > Slide 8 > Materials List

Original Text: Small cups, 3

Updated Text: Small cups, 2

Component: *Science Techbook for Texas by Discovery Education: Grade 5 Unit 1 Teacher Edition*

ISBN: 9781616292256

Current Page Number(s): 58

Location: Materials List]

Original Text: Small cups, 3

Updated Text: Small cups, 2

Component: *Science Techbook for Texas by Discovery Education: Grade 5 Unit 1 Student Edition*

ISBN: 9781616292263

Current Page Number(s): 51

Location: Materials List

Original Text: Small cups, 3

Updated Text: Small cups, 2

Component: *Science Techbook for Texas by Discovery Education: Grade 5 Unit 1 Teacher Edition*

ISBN: 9781616292256

Current Page Number(s): xxii

Location: Lesson 1: What is Matter Made Of? > Hands-On Lessons: Preparation and Materials

Original Text: Small cups, 3

Updated Text: Small cups, 2

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 1416 of 3538

Component: *Science Techbook for Texas by Discovery Education: Grade 5*

ISBN: 9781616291471

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/2f3c725d-f363-4fd5-bbeb-e9e8f9873ad7>

Location: Unit 1 > Concept 3 > Lesson 2: Combining and Separating Mixtures > Educator Notes > Materials List (Workstation 3)

Original Text: Clear plastic cup

Warm water

Clear plastic cup

Updated Text: Clear plastic cups, 2

Warm water

Component: *Science Techbook for Texas by Discovery Education: Grade 5*

ISBN: 9781616291471

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/2f3c725d-f363-4fd5-bbeb-e9e8f9873ad7>

Location: Unit 1 > Concept 3 > Lesson 2: Combining and Separating Mixtures > Materials List (Workstation 3)

Original Text: Clear plastic cups, 4

Updated Text: Clear plastic cups, 5

Component: *Science Techbook for Texas by Discovery Education: Grade 5 Unit 1 Teacher Edition*

ISBN: 9781616292256

Current Page Number(s): 110

Location: Materials List (Workstation 3)

Original Text: Clear plastic cup

Warm water

Clear plastic cup

Updated Text: Clear plastic cups, 2

Warm water

Component: *Science Techbook for Texas by Discovery Education: Grade 5 Unit 1 Student Edition*

ISBN: 9781616292263

Current Page Number(s): 95

Location: Materials List

Original Text: Clear plastic cups, 4

Updated Text: Clear plastic cups, 5

Component: *Science Techbook for Texas by Discovery Education: Grade 5 Unit 1 Teacher Edition*

ISBN: 9781616292256

Current Page Number(s): xxiii

Location: Lesson 2: Combining and Separating Mixtures > Materials List (Workstation 3)

Original Text: Clear plastic cup

Updated Text: Clear plastic cups, 2

Component: *Science Techbook for Texas by Discovery Education: Grade 5*

ISBN: 9781616291471

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/8621AE1E-809C-4F91-9B56-1B8971C257A9>

Location: Unit 2 > Concept 3 > Lesson 6: Electrical Transformations > Educator Notes > Slide 7 > Materials List

Original Text: Blank index cards, 6

Updated Text: Blank index cards, 7

Component: *Science Techbook for Texas by Discovery Education: Grade 5*

ISBN: 9781616291471

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/8621AE1E-809C-4F91-9B56-1B8971C257A9>

Location: Unit 2 > Concept 3 > Lesson 6: Electrical Transformations > Slide 7 > Materials List

Original Text: Blank index cards, 6

Updated Text: Blank index cards, 7

Component: *Science Techbook for Texas by Discovery Education: Grade 5 Unit 2 Teacher Edition*

ISBN: 9781616292270

Current Page Number(s): 120

Location: Materials List

Original Text: Blank index cards, 6

Updated Text: Blank index cards, 7

Component: *Science Techbook for Texas by Discovery Education: Grade 5 Unit 2 Student Edition*

ISBN: 9781616292287

Current Page Number(s): 101

Location: Materials List

Original Text: Blank index cards, 6

Updated Text: Blank index cards, 7

Component: *Science Techbook for Texas by Discovery Education: Grade 5 Unit 2 Teacher Edition*

ISBN: 9781616292270

Current Page Number(s): xxviii

Location: Lesson 6: Electrical Transformations > Hands-On Lessons: Preparation and Materials

Original Text: Blank index cards, 6

Updated Text: Blank index cards, 7

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 1418 of 3538

Component: *Science Techbook for Texas by Discovery Education: Grade 5*

ISBN: 9781616291471

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/EDA19CD0-0229-4562-892C-162A84590940>

Location: Unit 2 > Concept 2 > Lesson 2: Creating a Catapult > Educator Notes > (Material change update throughout lesson for Slides 1-18)

Link to Updated Content:

[View Updated Content](#)

Original Text: See original text in URL_for_Updated_Text

Updated Text: See updated text in URL_for_Updated_Text

Component: *Science Techbook for Texas by Discovery Education: Grade 5*

ISBN: 9781616291471

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/EDA19CD0-0229-4562-892C-162A84590940>

Location: Unit 2 > Concept 2 > Lesson 2: Creating a Catapult > (Material change update throughout lesson for Slides 8-18)

Link to Updated Content:

[View Updated Content](#)

Original Text: See original text in URL_for_Updated_Text

Updated Text: See updated text in URL_for_Updated_Text

Component: *Science Techbook for Texas by Discovery Education: Grade 5 Unit 2 Teacher Edition*

ISBN: 9781616292270

Current Page Number(s): 48-53

Location: (Material change update throughout lesson)

Link to Updated Content:

[View Updated Content](#)

Original Text: See original text in URL_for_Updated_Text

Updated Text: See updated text in URL_for_Updated_Text

Component: *Science Techbook for Texas by Discovery Education: Grade 5 Unit 2 Student Edition*

ISBN: 9781616292287

Current Page Number(s): 40-44

Location: (Material change update throughout lesson)

Link to Updated Content:

[View Updated Content](#)

Original Text: See original text in URL_for_Updated_Text

Updated Text: See updated text in URL_for_Updated_Text

Component: *Science Techbook for Texas by Discovery Education: Grade 5 Unit 2 Teacher Edition*

ISBN: 9781616292270

Current Page Number(s): xxvii

Location: Lesson 2: Creating a Catapult > Hands-On Lessons: Preparation and Materials

Original Text: Large marshmallow, 1

Small marshmallow, 1

Updated Text: Ping pong ball, 1

Pom-pom, 1

Component: *Science Techbook for Texas by Discovery Education: Grade 5*

ISBN: 9781616291471

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/91EBFC23-9389-4C20-B9B7-323E061F65CB>

Location: Unit 1 > Concept 1 > Lesson 6: Applications of Conductors and Insulators > Educator Notes > Slide 18 > English Language Proficiency Support, Intermediate row, first sentence

Original Text: Facilitate a conversation between students about the topic and the Interactive.

Updated Text: Facilitate a conversation between students about the topic.

Component: *Science Techbook for Texas by Discovery Education: Grade 5*

ISBN: 9781616291471

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/91EBFC23-9389-4C20-B9B7-323E061F65CB>

Location: Unit 1 > Concept 1 > Lesson 6: Applications of Conductors and Insulators > Educator Notes > Slide 18 > English Language Proficiency Support, Advanced row, first sentence

Original Text: Facilitate a conversation between students about the topic and the Interactive.

Updated Text: Facilitate a conversation between students about the topic.

Component: *Science Techbook for Texas by Discovery Education: Grade 5 Unit 1 Teacher Edition*

ISBN: 9781616292256

Current Page Number(s): 37

Location: English Language Proficiency Support chart, Intermediate row, first sentence

Original Text: Facilitate a conversation between students about the topic and the Interactive.

Updated Text: Facilitate a conversation between students about the topic.

Component: *Science Techbook for Texas by Discovery Education: Grade 5 Unit 1 Teacher Edition*

ISBN: 9781616292256

Current Page Number(s): 37

Location: English Language Proficiency Support chart, Advanced row, first sentence

Original Text: Facilitate a conversation between students about the topic and the Interactive.

Updated Text: Facilitate a conversation between students about the topic.

Component: *Science Techbook for Texas by Discovery Education: Grade 5*

ISBN: 9781616291471

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/15887996-36D1-485C-AE7E-1BFFFFCD0FE8>

Location: Unit 1 > Concept 3 > Lesson 5: Solutions > Interactive > Slide 5 > 3rd sentence

Original Text: A substance must dissolve in another substance such as water to form a solution.

Updated Text: A substance must dissolve in another substance such as water to form a solution. Even though the solid substance sometimes seems to disappear when it dissolves, none of the matter is destroyed or removed.

Component: *Science Techbook for Texas by Discovery Education: Grade 5 Unit 1 Student Edition*

ISBN: 9781616292263

Current Page Number(s): 108

Location: Lesson introduction, first paragraph, third sentence

Original Text: A substance must dissolve in another substance such as water to form a solution.

Updated Text: A substance must dissolve in another substance such as water to form a solution. Even though the solid substance sometimes seems to disappear when it dissolves, none of the matter is destroyed or removed.

Component: *Science Techbook for Texas by Discovery Education: Grade 5 Unit 4 Teacher Edition*

ISBN: 9781616292331

Current Page Number(s): 32

Location: Setting the Purpose, first sentence

Original Text: Show the real-world phenomenon video from the Engage lesson.

Updated Text: Review the real-world phenomenon activity from the Engage lesson again.

Component: *Science Techbook for Texas by Discovery Education: Grade 5*

ISBN: 9781616291471

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/65FAC0BF-EA23-4290-969B-B0A4937CA1AD>

Location: Unit 3 > Concept 3 > Lesson 2: Modeling How Water Changes Earth > Educator Notes > Slide 7 > Materials List

Original Text: Bucket

Updated Text: Aluminum pan

Component: *Science Techbook for Texas by Discovery Education: Grade 5*

ISBN: 9781616291471

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/65FAC0BF-EA23-4290-969B-B0A4937CA1AD>

Location: Unit 3 > Concept 3 > Lesson 2: Modeling How Water Changes Earth > Slide 7 > Materials List

Original Text: Bucket

Updated Text: Aluminum pan

Component: *Science Techbook for Texas by Discovery Education: Grade 5 Unit 3 Teacher Edition*

ISBN: 9781616292294

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 1421 of 3538

Current Page Number(s): 88

Location: Materials List

Original Text: Bucket

Updated Text: Aluminum pan

Component: *Science Techbook for Texas by Discovery Education: Grade 5 Unit 3 Student Edition*

ISBN: 9781616292300

Current Page Number(s): 75

Location: Materials List

Original Text: Bucket

Updated Text: Aluminum pan

Component: *Science Techbook for Texas by Discovery Education: Grade 5 Unit 3 Teacher Edition*

ISBN: 9781616292294

Current Page Number(s): xxxiii

Location: Lesson 2: Modeling How Water Changes Earth > Hands-On Lessons: Preparation and Materials

Original Text: Bucket

Updated Text: Aluminum pan

Component: *Science Techbook for Texas by Discovery Education: Grade 5 Unit 1 Teacher Edition*

ISBN: 9781616292256

Current Page Number(s): 53

Location: table, second item in the "Record It!" column

Original Text: Students can create a chart that compares and contrasts different properties of objects.

Updated Text: Students can construct a Venn diagram, chart, or other graphic organizer that compares and contrasts different properties of objects.

Component: *Science Techbook for Texas by Discovery Education: Grade 5 Unit 1 Teacher Edition*

ISBN: 9781616292256

Current Page Number(s): 52

Location: table, Record It! column, second item

Original Text: Students can draw a diagram that shows how to measure mass and volume.

Updated Text: Students can draw a diagram that shows how to measure mass and or calculate volume of solid objects in order to compare the objects or to identify patterns.

Component: *Science Techbook for Texas by Discovery Education: Grade 5 Unit 1 Teacher Edition*

ISBN: 9781616292256

Current Page Number(s): 52

Location: table, "Find It!" column, below existing item

Original Text: Students can find examples in informational texts or online of methods for measuring mass and volume.

Updated Text: Students can find examples in informational texts or online of methods for measuring mass and volume. Students can find real world examples of matter comparisons using scale, proportion, or quantity.

Component: *Science Techbook for Texas by Discovery Education: Grade 5 Unit 1 Teacher Edition*

ISBN: 9781616292256

Current Page Number(s): 67

Location: Turn and Talk, below second bullet

Original Text: • What is matter made of? Sample response: Matter is made of tiny particles.

• What are the differences between solids, liquids, and gases? Sample response: In solids, the particles are packed closely together and barely move. In liquids, the particles are farther apart and move around. In gases, the particles are very spread out and move quickly.

Updated Text: • What is matter made of? Sample response: Matter is made of tiny particles.

• What are the differences between solids, liquids, and gases? Sample response: In solids, the particles are packed closely together and barely move. In liquids, the particles are farther apart and move around. In gases, the particles are very spread out and move quickly.

• What is a limitation of this interactive in showing particles of matter? Sample response: The simulator only shows an estimation of how fast the particles are moving and not the exact speed.

Component: *Science Techbook for Texas by Discovery Education: Grade 5 Unit 1 Student Edition*

ISBN: 9781616292263

Current Page Number(s): 61

Location: Turn and Talk, below second bullet

Original Text: • What is matter made of?

• What are the differences between solids, liquids, and gases?

Updated Text: • What is matter made of? Sample response: Matter is made of tiny particles.

• What are the differences between solids, liquids, and gases?

• What is a limitation of this interactive in showing particles of matter?

Component: *Science Techbook for Texas by Discovery Education: Grade 5 Unit 2 Teacher Edition*

ISBN: 9781616292270

Current Page Number(s): 4

Location: Setting the Purpose

Original Text: Encourage students to access prior knowledge of these terms by holding up a book and then letting it drop onto the table. Engage in a whole class discussion about the forces acting on the book.

Updated Text: As a class, use sticky notes to construct a class bar graph that surveys students' favorite ways to move. Categories might include: Run, Walk, Skip, or Roll. Then hold up a book and encourage students to think about how a book can move. Drop the book.

Component: *Science Techbook for Texas by Discovery Education: Grade 5*

ISBN: 9781616291471

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/742c6c30-4929-4b88-b103-d6255415d77b>

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 1423 of 3538

Location: Unit 2 > Concept 1 > Lesson 2: Play Ball > Educator Notes > Slide 17 > Turn and Talk, third bullet

Original Text: What type of shoes should you wear during while playing ball games in order to stay safe?

Updated Text: What type of shoes should you wear while playing ball games in order to stay safe?

Component: *Science Techbook for Texas by Discovery Education: Grade 5*

ISBN: 9781616291471

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/742c6c30-4929-4b88-b103-d6255415d77b>

Location: Unit 2 > Concept 1 > Lesson 2: Play Ball > Slide 17 > Turn and Talk, third bullet

Original Text: What type of shoes should you wear during while playing ball games in order to stay safe?

Updated Text: What type of shoes should you wear while playing ball games in order to stay safe?

Component: *Science Techbook for Texas by Discovery Education: Grade 5 Unit 2 Teacher Edition*

ISBN: 9781616292270

Current Page Number(s): 18

Location: Turn and Talk, last sentence of prompt

Original Text: Have students Turn and Talk to a partner about the questions.

Updated Text: Have students Turn and Talk to a partner about the questions. Listen carefully for evidence about balanced forces.

Component: *Science Techbook for Texas by Discovery Education: Grade 5 Unit 2 Teacher Edition*

ISBN: 9781616292270

Current Page Number(s): 28

Location: Reading Strategies > During Reading, second paragraph on page

Original Text: Monitor students during the exploration to ensure that they are on the right track.

Updated Text: Monitor students during the exploration to ensure that they are on the right track. Students can organize their thinking using the graphic organizer provided or construct one of their own.

Component: *Science Techbook for Texas by Discovery Education: Grade 5 Unit 2 Teacher Edition*

ISBN: 9781616292270

Current Page Number(s): 34

Location: Turn and Talk

Original Text: What are some examples of equal forces being applied during the aircraft launch? Sample response: There are equal forces on the airplane, when the airplane is not turned on. There are equal forces, when the airplane is waiting to launch.

Updated Text: • What are some examples of equal forces being applied during the aircraft launch? Sample response: There are equal forces on the airplane, when the airplane is not turned on. There are equal forces, when the airplane is waiting to launch.

• What are some other careers that involve studying forces? Research to find out. Sample response: Some careers that study forces are space shuttle engineers, athletes, and car engineers.

• What safety practices are put in place by those who work with airplanes during field investigations? A team wearing

safety helmets checks parts. The captain tells the pilot about repairs. The pilot completes the check by walking around the plane.

Component: *Science Techbook for Texas by Discovery Education: Grade 5 Unit 2 Teacher Edition*

ISBN: 9781616292270

Current Page Number(s): 11

Location: Part 2, fourth bullet

Original Text: Select one example of a change in motion from the game. Use words or drawings to explain the forces that were acting on the ball before and after the ball's motion changed.

Updated Text: Once both groups have finished playing, select one example of a change in motion from the game. Use words or drawings to explain the forces that were acting on the ball before and after the ball's motion changed. Students can organize their thinking using the graphic organizer provided or construct one of their own.

Component: *Science Techbook for Texas by Discovery Education: Grade 5 Unit 2 Teacher Edition*

ISBN: 9781616292270

Current Page Number(s): 66

Location: Part 2, third bullet

Original Text: Predict which setup will make the toy car travel the farthest distance.

Updated Text: Predict which amount of force and number of blocks will make the toy car travel the farthest distance.

Component: *Science Techbook for Texas by Discovery Education: Grade 5 Unit 2 Student Edition*

ISBN: 9781616292287

Current Page Number(s): 55

Location: Part 2, Step 3

Original Text: Predict which setup will make the toy car travel the farthest distance.

Updated Text: Predict which amount of force and number of blocks will make the toy car travel the farthest distance.

Component: *Science Techbook for Texas by Discovery Education: Grade 5 Unit 2 Student Edition*

ISBN: 9781616292287

Current Page Number(s): 70

Location: Friction in Car Engines, 2nd paragraph, last sentence

Original Text: The engine parts are also coated with certain metal mixtures, which makes their surfaces smoother.

Updated Text: The engine parts are also coated with certain metal mixtures, which makes their surfaces smoother. Engineers wear protective equipment like safety glasses when working with car engines.

Component: *Science Techbook for Texas by Discovery Education: Grade 5 Unit 2 Teacher Edition*

ISBN: 9781616292270

Current Page Number(s): xxviii

Location: Lesson 2: Create a Circuit > Advance Prep

Original Text: Prepare all materials for each group prior to the lesson.

Updated Text: Prepare all materials for each group prior to the lesson. If needed, the LED and button battery used in the Real-World Phenomenon can also be used for this investigation.

Component: *Science Techbook for Texas by Discovery Education: Grade 5 Unit 2 Teacher Edition*

ISBN: 9781616292270

Current Page Number(s): 102

Location: Preparation

Original Text: Prepare all materials for each group prior to the lesson.

Updated Text: Prepare all materials for each group prior to the lesson. If needed, the LED and button battery used in the Real-World Phenomenon can also be used for this investigation.

Component: *Science Techbook for Texas by Discovery Education: Grade 5 Unit 2 Teacher Edition*

ISBN: 9781616292270

Current Page Number(s): 126

Location: Setting the Purpose

Original Text: Play the real-world phenomenon video again from the Engage lesson.

Updated Text: Display the real-world phenomenon hands-on investigation again from the Engage lesson

Component: *Science Techbook for Texas by Discovery Education: Grade 5 Unit 2 Teacher Edition*

ISBN: 9781616292270

Current Page Number(s): 123

Location: Part 2

Original Text: • Direct students to think about a vacuum cleaner. What type of energy is used to power a vacuum? When on, what does the vacuum do?

- Students should create a flowchart with the index cards to show how energy is transferred through the vacuum. Some index cards will not be used.
- Students should record the flow of energy in the organizer.
- Student pairs should select their own object/system and create a flowchart to show how energy flows through it.

Updated Text: • Pass out the cards labeled vacuum.

- Direct students to think about a vacuum cleaner. What type of energy is used to power a vacuum? When on, what does the vacuum do?
- Students should create a flowchart with the index cards to show how energy is transferred through the vacuum. Some index cards will not be used.
- Students should record the flow of energy in the organizer.
- Student pairs should select their own object/system and create a flowchart to show how energy flows through it. Students should use the last blank notecard to write the name of the object/system that they choose.

Component: *Science Techbook for Texas by Discovery Education: Grade 5 Unit 2 Teacher Edition*

ISBN: 9781616292270

Current Page Number(s): 150

Location: Setting the Purpose, below ASK questions

Original Text: New content

Updated Text: Have students look for objects that absorb, reflect, and refract and record them in a tree map.

Component: *Science Techbook for Texas by Discovery Education: Grade 5 Unit 2 Teacher Edition*

ISBN: 9781616292270

Current Page Number(s): 178

Location: Table, "Record It!" column

Original Text: Students can write the answer using words or sentences.

Students can draw and label a diagram showing what causes light to reflect, refract, and be absorbed.

Updated Text: Students can write the answer using words or sentences.

Students can draw and label a diagram showing what causes light to reflect, refract, and be absorbed.

Students can use a graphic organizer such as a concept map to illustrate the answer.

Component: *Science Techbook for Texas by Discovery Education: Grade 5 Unit 2 Teacher Edition*

ISBN: 9781616292270

Current Page Number(s): 179

Location: Table, "Record It!" column

Original Text: Students can write the answer using words or sentences.

Students can draw a diagram showing how light can be reflected, refracted, and absorbed.

Updated Text: Students can write the answer using words or sentences.

Students can draw a diagram showing how light can be reflected, refracted, and absorbed.

Students can use a graphic organizer such as a tree map to illustrate the answer.

Component: *Science Techbook for Texas by Discovery Education: Grade 5 Unit 3 Teacher Edition*

ISBN: 9781616292294

Current Page Number(s): 13

Location: Part 2, paragraph below shaded pencil box, above ASK questions

Original Text: Work with students to create a line graph on the board to show how the shadow lengths changed over time.

Updated Text: Work with students to use the data collected to create a bar graph or line graph on the board. Talk about the change in shadow length over time.

Component: *Science Techbook for Texas by Discovery Education: Grade 5 Unit 3 Teacher Edition*

ISBN: 9781616292294

Current Page Number(s): 33

Location: What Is the Evidence?, text below head

Original Text: Direct students to work with a partner to share evidence that helps support their answer to the driving question.

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 1427 of 3538

Updated Text: Direct students to work with a partner to share evidence that helps support their answer to the driving question. Students may choose to organize their thinking using a tree diagram or other graphic organizer.

Component: *Science Techbook for Texas by Discovery Education: Grade 5 Unit 3 Teacher Edition*

ISBN: 9781616292294

Current Page Number(s): 48

Location: Setting the Purpose, first paragraph.

Original Text: Engage students in the lesson by having them share their opinions about the weather. Use the SOS Strategy: Four Corners to encourage students to make connections between the weather and the water cycle. Read the following statements to the students for them to share their opinions.

Updated Text: Engage students in the lesson by having them share their opinions about the weather. You may choose to work together to make a class bar graph using sticky notes or complete the SOS strategy Four Corners as described.

Use the SOS Strategy: Four Corners to encourage students to make connections between the weather and the water cycle. Read the following statements to the students for them to share their opinions.

Component: *Science Techbook for Texas by Discovery Education: Grade 5 Unit 3 Teacher Edition*

ISBN: 9781616292294

Current Page Number(s): 56

Location: Making Predictions > ASK (second bullet)

Original Text: How does using a model help us explain how the temperature affects the water cycle? Student responses will vary. Sample response: Models help us see things that we otherwise could not see because they are too large or too small. The water cycle is too big to see, so this helps us understand it.

Updated Text: What are the advantages and limitations of using a model to help us explain how the temperature affects the water cycle? Sample response: Models help us see things that we otherwise could not see because they are too large or too small. The water cycle is too big to see, so this helps us understand it. The model we are using is not going to tell us how pollution might be affecting the water cycle.

Component: *Science Techbook for Texas by Discovery Education: Grade 5 Unit 3 Teacher Edition*

ISBN: 9781616292294

Current Page Number(s): 63

Location: English Language Proficiency Support

Original Text: Beginning: Write the phrase water cycle on the board. Prompt students to reflect back on the interactive from the previous lesson and create a simplified one together using pictures and the words sun, oceans, water vapor, clouds, and liquid.

Intermediate: Have students discuss with a partner the stages of the water cycle. Have students use these sentence frames to help their discussion. ____ heats water to form water vapor. The water will rise into the sky until it cools and forms ____ . Water will fall as ____ . Then, the process will ____ .

Advanced: Have students take turns describing what can happen to the water after it falls from the clouds using sentence starters. Water can freeze in the form of ____ . Water in the air can ____ . Water can fall into a river and ____ .

Advanced High: Have students discuss with a partner the unique paths water can take during the water cycle. Then, have volunteers share out to the group.

Updated Text: Beginning: Write the phrase water cycle on the board. Prompt students to reflect back on the interactive from the previous lesson and create a simplified one together using pictures and the words sun, oceans, water vapor, clouds, and liquid. Consider allowing students to use a signal such as a hand gesture when they do not understand spoken language during classroom instruction or interactions.

Intermediate: Have students discuss with a partner the stages of the water cycle. Have students use these sentence frames to help their discussion. ____ heats water to form water vapor. The water will rise into the sky until it cools and forms ____ . Water will fall as ____ . Then, the process will ____ . Consider allowing students to use a signal such as a hand gesture when they do not understand spoken language during classroom instruction or interactions.

Advanced: Have students take turns describing what can happen to the water after it falls from the clouds using sentence starters. Water can freeze in the form of ____ . Water in the air can ____ . Water can fall into a river and ____ . Consider allowing students to use a signal such as a hand gesture when they do not understand spoken language during classroom instruction or interactions.

Advanced High: Have students discuss with a partner the unique paths water can take during the water cycle. Then, have volunteers share out to the group. Consider allowing students to use a signal such as a hand gesture when they do not understand spoken language during classroom instruction or interactions.

Component: *Science Techbook for Texas by Discovery Education: Grade 5 Unit 3 Teacher Edition*

ISBN: 9781616292294

Current Page Number(s): 68

Location: English Language Proficiency Support, Beginning row

Original Text: Write the words Evaporation, Condensation, and Precipitation on the board. Under each word, make a simple drawing (e.g., squiggly lines going up, clouds and rain). Say each word and have students repeat.

Updated Text: Write the words Evaporation, Condensation, and Precipitation on the board. Under each word, make a simple drawing (e.g., squiggly lines going up, clouds and rain). Say each word and have students repeat. Consider allowing students to use a signal such as a hand gesture when they do not understand spoken language during classroom instruction or interactions.

Component: *Science Techbook for Texas by Discovery Education: Grade 5 Unit 3 Teacher Edition*

ISBN: 9781616292294

Current Page Number(s): 68

Location: English Language Proficiency Support, Intermediate, Advanced, and Advanced High rows

Original Text: Intermediate: Model using the cause-and-effect graphic organizer by supplying the effect evaporation and the cause of the sun heating the water. Record students' answers as they orally supply the causes for condensation, precipitation, and weather.

Advanced: Have students work with a partner to identify the cause-and-effect relationships and complete their graphic organizer. Have students use the sentence starter: ____ causes ____ to happen. Use words from the text.

Advanced High: Have students work with a partner to orally summarize the water cycle. Encourage students to use the newly learned words evaporation, precipitation and condensation in their summary.

Updated Text: Intermediate: Model using the cause-and-effect graphic organizer by supplying the effect evaporation and the cause of the sun heating the water. Record students' answers as they orally supply the causes for condensation, precipitation, and weather. Remind students to seek clarification when they do not understand spoken language. You may need to review appropriate ways to ask for clarification.

Advanced: Have students work with a partner to identify the cause-and-effect relationships and complete their graphic organizer. Have students use the sentence starter: ____ causes ____ to happen. Use words from the text. Remind students to seek clarification when they do not understand spoken language. You may need to review appropriate ways to ask for clarification.

Advanced High: Have students work with a partner to orally summarize the water cycle. Encourage students to use the newly learned words evaporation, precipitation and condensation in their summary. Remind students to seek clarification when they do not understand spoken language. You may need to review appropriate ways to ask for clarification.

Component: *Science Techbook for Texas by Discovery Education: Grade 5 Unit 3 Teacher Edition*

ISBN: 9781616292294

Current Page Number(s): 70

Location: Setting the Purpose

Original Text: Show the image of the real-world phenomenon from the Engage lesson.

Updated Text: Review the video from the Engage lesson.

Component: *Science Techbook for Texas by Discovery Education: Grade 5 Unit 3 Teacher Edition*

ISBN: 9781616292294

Current Page Number(s): 77

Location: Last table in lesson, in the "Perform It!" column

Original Text: Students can say the answer out loud.

Students can perform a dance that mimics how water changes and moves throughout the water cycle.

Updated Text: Students can say the answer out loud.

Students can perform a dance that mimics how water changes and moves throughout the water cycle.

Students can construct a model of how water changes and moves through the water cycle and explain the strengths and limitations of their model.

Component: *Science Techbook for Texas by Discovery Education: Grade 5 Unit 3 Teacher Edition*

ISBN: 9781616292294

Current Page Number(s): 208

Location: English Language Proficiency Support, Advanced and Advanced High rows

Original Text: Advanced: Have students take turns reading aloud. One student reads a section, and the other summarizes. Then, the students switch roles. Monitor student interactions for accuracy.

Advanced High: Have students read the text independently and work with a partner to complete the graphic organizer.

Updated Text: Advanced: Have students take turns reading aloud while monitoring their own understanding of spoken language. One student reads a section, and the other summarizes. Then, the students switch roles. Monitor student interactions for accuracy.

Advanced High: Have students read the text independently and work with a partner to complete the graphic organizer while monitoring their own understanding of spoken language.

Component: *Science Techbook for Texas by Discovery Education: Grade 5 Unit 2 Teacher Edition*

ISBN: 9781616292270

Current Page Number(s): 16-18

Location: Lesson 3, What You Will Do section and What Did You Figure Out section

Link to Updated Content:

[View Updated Content](#)

Original Text: See original text in URL_for_Updated_Text

Updated Text: See updated text in URL_for_Updated_Text

Component: *Science Techbook for Texas by Discovery Education: Grade 5 Unit 2 Student Edition*

ISBN: 9781616292287

Current Page Number(s): 12

Location: Student directions and data table (entire page)

Link to Updated Content:

[View Updated Content](#)

Original Text: See original text in URL_for_Updated_Text

Updated Text: See updated text in URL_for_Updated_Text

Component: *Science Techbook for Texas by Discovery Education: Grade 5 Unit 2 Student Edition*

ISBN: 9781616292287

Current Page Number(s): 13

Location: Turn and Talk, second bullet

Original Text: What would happen if a new truck, with a pulling force equal to Lioness, competed against Lioness? Why?

Updated Text: What would happen if a new truck, with a pulling force equal to Crown Joule, competed against Crown Joule? Why?

Component: *Science Techbook for Texas by Discovery Education: Grade 5*

ISBN: 9781616291471

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/b1ec1312-3b9d-42bd-a5c9-a47276b64978>

Location: Unit 2 > Concept 1 > Lesson 3 > Slide 9

Link to Updated Content:

[View Updated Content](#)

Original Text: See original text in URL_for_Updated_Text

Updated Text: See updated text in URL_for_Updated_Text

Component: *Science Techbook for Texas by Discovery Education: Grade 5*

ISBN: 9781616291471

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/b1ec1312-3b9d-42bd-a5c9-a47276b64978>

Location: Unit 2 > Concept 1 > Lesson 3 > Educator Notes > Slide 9

Original Text: Use the data table to record the results from each contest between the different combinations of monster trucks. Place a check mark in a box for each truck Judge, Lioness, and Thor beat. Sample response: Judge beats Thor, Lioness beats Judge and Thor, and Thor beats none.

Updated Text: Use the data table to record the results from each contest between the different combinations of monster trucks. Place a check mark in a box for each truck Force of Nature, Crown Joule, and Velocity Raptor beat. Sample response: Force of Nature beats Velocity Raptor, Crown Joule beats Force of Nature and Velocity Raptor, and Velocity Raptor beats none.

Component: *Science Techbook for Texas by Discovery Education: Grade 5*

ISBN: 9781616291471

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/b1ec1312-3b9d-42bd-a5c9-a47276b64978>

Location: Unit 2 > Concept 1 > Lesson 3 > Educator Notes > Slide 10 > Turn and Talk

Original Text: • What combination of forces is so closely balanced that the trucks hardly move? Why? Sample response: Lioness versus The Judge and Thor. Lioness pulled with the strongest force of all three trucks, and The Judge and Thor's combined force was only slightly stronger than Lioness's pulling force.

• What would happen if a new truck, with a pulling force equal to Lioness, competed against Lioness? Why? Student response: Neither truck would move because they would be exerting equal force in opposite directions.

Updated Text: • What combination of forces is so closely balanced that the trucks hardly move? Why? Sample response: Crown Joule versus Force of Nature and Velocity Raptor. Crown Joule pulled with the strongest force of all three trucks, and Force of Nature and Velocity Raptor's combined force was only slightly stronger than Crown Joule's pulling force.

• What would happen if a new truck, with a pulling force equal to Crown Joule, competed against Crown Joule? Why? Sample response: Neither truck would move because they would be exerting equal force in opposite directions.

Component: *Science Techbook for Texas by Discovery Education: Grade 5*

ISBN: 9781616291471

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/b1ec1312-3b9d-42bd-a5c9-a47276b64978>

Location: Unit 2 > Concept 1 > Lesson 3 > Slide 10 > Turn and Talk

Original Text: What would happen if a new truck, with a pulling force equal to Lioness, competed against Lioness? Why?

Updated Text: What would happen if a new truck, with a pulling force equal to Crown Joule, competed against Crown Joule? Why?

Component: *Science Techbook for Texas by Discovery Education: Grade 5*

ISBN: 9781616291471

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/b1ec1312-3b9d-42bd-a5c9-a47276b64978>

Location: Unit 2 > Concept 1 > Lesson 3 > Educator Notes > Slide 7 > What You Will Do > Teacher Instruction

Original Text: Demonstrate the Interactive by first having students read the introduction. Then, click the continue button. Students should observe the illustration of the trucks and the arena on the right and read the directions on the left. Point out the drop downs that enable students to choose different combinations of trucks. Keep the default "The Judge" versus "Lioness." Next, have students predict who will win. Click the play button, watch the simulation, and read the text that describes which truck won and why.

Updated Text: Demonstrate the Interactive by first having students read the introduction. Then, click the continue button. Students should observe the illustration of the trucks and the arena on the right and read the directions on the

left. Point out the drop downs that enable students to choose different combinations of trucks. Next, have students predict who will win. Click the play button, watch the simulation, and read the text that describes which truck won and why.

Component: *Science Techbook for Texas by Discovery Education: Grade 5*

ISBN: 9781616291471

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/b1ec1312-3b9d-42bd-a5c9-a47276b64978>

Location: Unit 2 > Concept 1 > Lesson 3 > Educator Notes > Slide 12 > WDYFO > ASK > Question and response text

Original Text: • Which truck produces the strongest pulling force? Sample response: Lioness

• Which truck produces the weakest pulling force? Sample response: Thor

Updated Text: • Which truck produces the strongest pulling force? Sample response: Crown Joule

• Which truck produces the weakest pulling force? Sample response: Velocity Raptor

Component: *Science Techbook for Texas by Discovery Education: Grade 5*

ISBN: 9781616291471

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/9450cce2-b7ae-4383-a557-dd28bb3c0093>

Location: Grade 5 > Unit 3 > Concept 4 > Lesson 3 > Slide 10 > What Did You Figure Out? > Question stem

Original Text: Coal is made from the remains of dead animals and plants that have been buried under sediment. Over time, what turns these remains into coal? Select .

Updated Text: Coal is made from the remains of dead animals and plants that have been buried under sediment. Over time, what turns these remains into coal? Select two.

Component: *Science Techbook for Texas by Discovery Education: Grade 5*

ISBN: 9781616291471

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/9450cce2-b7ae-4383-a557-dd28bb3c0093>

Location: Grade 5 > Unit 3 > Concept 4 > Lesson 3 > Educator Notes > Slide 6 > Text following ASK questions

Original Text: • What must happen for plant remains to form coal? Sample response: The plant has to break down into the sediment layers that are subjected to intense heat and pressure over millions of years.

In the first part of the interactive, students observe different substances' ability to dissolve in water. Students will place solid substances into water and observe the dissolving process via stirring. Students will try various substances and observe different results for each substance.

Updated Text: • What must happen for plant remains to form coal? Sample response: The plant has to break down into the sediment layers that are subjected to intense heat and pressure over millions of years.

Component: *Science Techbook for Texas by Discovery Education: Grade 5 Unit 4 Teacher Edition*

ISBN: 9781616292331

Current Page Number(s): 17

Location: Investigating a Local Ecosystem, second paragraph and bulleted list

Original Text: Ensure each student has a pencil and paper before you leave the classroom. You may find the following tips helpful prior to the investigation:

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 1433 of 3538

Discuss safety and procedures with students before they begin.
Ask a few students to summarize the instructions in their own words for the class.
Set a time limit for the investigation steps.

Updated Text: Ensure each student has a pencil and paper before you leave the classroom. You may find the following tips helpful prior to the investigation:

Discuss safety and procedures with students before they begin. For example, if students will be handling any samples directly, check that they are wearing gloves.
Ask a few students to summarize the instructions in their own words for the class.
Set a time limit for the investigation steps.

Component: *Science Techbook for Texas by Discovery Education: Grade 5*

ISBN: 9781616291471

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/fdc62720-2972-416f-ad04-9a3fd742e9ae>

Location: Unit 4 > Concept 1 > Lesson 3 > Slide 10 > Part 1, Step 1

Link to Updated Content:

[View Updated Content](#)

Original Text: New content

Updated Text: See updated text in URL_for_Updated_Text

Component: *Science Techbook for Texas by Discovery Education: Grade 5 Unit 4 Student Edition*

ISBN: 9781616292348

Current Page Number(s): 14

Location: Investigating a Local Ecosystem, Part 1, Step 1 text

Original Text: Investigating a Local Ecosystem
Part 1

1. Quietly observe your local ecosystem.
2. Record all the biotic and abiotic factors observed in the ecosystem.

Updated Text: Investigating a Local Ecosystem
Part 1

1. Quietly observe your local ecosystem. Make sure to wear gloves when touching objects in the ecosystem.
2. Record all the biotic and abiotic factors observed in the ecosystem.

Component: *Science Techbook for Texas by Discovery Education: Grade 5 Unit 4 Student Edition*

ISBN: 9781616292348

Current Page Number(s): 13

Location: Safety, bulleted list

Original Text: Safety

Follow all lab safety guidelines.

Tread lightly and quietly when walking around living things so as not to disturb them.

Use caution if walking near water, rocks, or uneven surfaces to avoid slips and falls.

Leave all living and nonliving things undisturbed and where you found them.
Leave no trace of litter.

Updated Text: Safety

Follow all lab safety guidelines.

Wear proper safety attire, including closed-toe shoes, safety goggles, and gloves.

Tread lightly and quietly when walking around living things so as not to disturb them.

Use caution if walking near water, rocks, or uneven surfaces to avoid slips and falls.

Leave all living and nonliving things undisturbed and where you found them.

Leave no trace of litter.

Component: *Science Techbook for Texas by Discovery Education: Grade 5 Unit 4 Teacher Edition*

ISBN: 9781616292331

Current Page Number(s): 15

Location: Side column, Safety box

Original Text: Safety

Follow all lab safety guidelines.

Tread lightly and quietly when walking around living things so as not to disturb them.

Use caution if walking near water, rocks, or uneven surfaces to avoid slips and falls.

Leave all living and nonliving things undisturbed and where you found them.

Leave no trace of litter.

Updated Text: Safety

Follow all lab safety guidelines.

Wear proper safety attire, including closed-toe shoes, safety goggles, and gloves.

Tread lightly and quietly when walking around living things so as not to disturb them.

Use caution if walking near water, rocks, or uneven surfaces to avoid slips and falls.

Leave all living and nonliving things undisturbed and where you found them.

Leave no trace of litter.

Component: *Science Techbook for Texas by Discovery Education: Grade 5 Unit 3 Student Edition*

ISBN: 9781616292300

Current Page Number(s): 11

Location: Part 2, numbered steps

Original Text: Part 2

1. Collect the data on the shadow's length and angle every hour by tracing the shadow on the folder.
2. Use a colored pencil to mark the end of the shadow produced by the craft stick. Write the time next to this line.
3. Measure the lengths and angles using a ruler and protractor and record them on the data table.

Updated Text: Part 2

1. Collect the data on the shadow's length and angle every hour by tracing the shadow on the folder.
2. Use a colored pencil to mark the end of the shadow produced by the craft stick. Write the time next to this line.
3. Measure the lengths and angles using a ruler and protractor and record them on the data table.
4. On a sheet of graph paper, construct a line graph to show how the shadow's length changes during the day.

Component: *Science Techbook for Texas by Discovery Education: Grade 5 Unit 2 Student Edition*

ISBN: 9781616292287

Current Page Number(s): 42

Location: Investigating Effects of Forces, Part 1, Step 1

Original Text: Investigating Effects of Forces

Part 1

1. Work with a group to design a catapult to launch a marshmallow. Your catapult must apply force to the marshmallow and make it move.

Updated Text: Investigating Effects of Forces

Part 1

1. Work with a group to design a catapult to launch a marshmallow the farthest distance. Your catapult must apply force to the marshmallow and make it move.

Component: *Science Techbook for Texas by Discovery Education: Grade 5 Unit 2 Teacher Edition*

ISBN: 9781616292270

Current Page Number(s): 51

Location: Investigating Effects of Forces, Part 1, first bullet

Original Text:

- Work with a group to design a catapult to launch a marshmallow. Your catapult must apply force to the marshmallow and make it move.

Updated Text: • Work with a group to design a catapult to launch a marshmallow the farthest distance. Your catapult must apply force to the marshmallow and make it move.

Component: *Science Techbook for Texas by Discovery Education: Grade 5 Unit 2 Teacher Edition*

ISBN: 9781616292270

Current Page Number(s): 53

Location: Turn and Talk, below existing bulleted questions

Original Text: New content

Updated Text:

- How well did your solution meet the problem? Student responses will vary. Sample response: Our solution worked well. To launch a marshmallow the farthest distance, we used a large force and a small marshmallow.
- How would you improve your design if you had to do it again? Student responses will vary. Sample response: We would use a cup instead of a bowl and a more flexible spoon.

Component: *Science Techbook for Texas by Discovery Education: Grade 5*

ISBN: 9781616291471

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/eda19cd0-0229-4562-892c-162a84590940>

Location: Unit 2 > Concept 2 > Lesson 2 > Hands-On Activity > Educator Notes > Slide 17, last two paragraphs

Link to Updated Content:

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 1436 of 3538

[View Updated Content](#)

Original Text: After students have collected their data, direct them to clean up their materials.

Allow students time to share their data and observations. Students may not all get the same results. Discuss possible differences in their result and reasons why these differences may have occurred.

Updated Text: See updated text in [URL_for_Updated_Text](#)

Component: *Science Techbook for Texas by Discovery Education: Grade 5 Unit 2 Teacher Edition*

ISBN: 9781616292270

Current Page Number(s): 53

Location: Part 3, paragraphs following the ASK questions and before the Turn and Talk

Original Text: After students have collected their data, direct them to clean up their materials.

Allow students time to share their data and observations. Students may not all get the same results. Discuss possible differences in their result and reasons why these differences may have occurred.

Updated Text: After students have collected their data, have them display their drawing, catapult, and data around the classroom to create a gallery. Students will take turns walking around the classroom to view other groups' solutions and data. One to two students from each group should be the group representatives tasked with describing their designs and data to the students on the gallery tour. Then have group members switch positions. Encourage students to ask other groups questions about their designs and data. During the gallery tour, students should identify any differences between their designs and their peers' designs and consider how they could improve their solutions.

Component: *Science Techbook for Texas by Discovery Education: Grade 5 Unit 1 Student Edition*

ISBN: 9781616292263

Current Page Number(s): 44

Location: Direction paragraph above reading passage

Original Text: Read about how measuring matter is important in different careers. Highlight the most important ideas about why measuring matter is important.

Updated Text: Read about how measuring matter is important in different careers. After you read, explore resources from your school media center to investigate a STEM career that involves measuring matter. You can also interview people in your local community that work in a STEM career.

Component: *Science Techbook for Texas by Discovery Education: Grade 5*

ISBN: 9781616291471

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/CC90E492-52DC-4077-BAE7-38A78C1399FA>

Location: Unit 1 > Concept 2 > Lesson 4 > Educator Notes > Slide 10 > Part 1, third item in bulleted list

Original Text: • The air in an empty cup

Updated Text: • The air in a cup

Component: *Science Techbook for Texas by Discovery Education: Grade 5*

ISBN: 9781616291471

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/CC90E492-52DC-4077-BAE7-38A78C1399FA>

Location: Unit 1 > Concept 2 > Lesson 4 > Slide 10 > Part 1, Step 2, third item in bulleted list

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 1437 of 3538

Original Text: • The air in an empty cup

Updated Text: • The air in a cup

Component: *Science Techbook for Texas by Discovery Education: Grade 5 Unit 1 Teacher Edition*

ISBN: 9781616292256

Current Page Number(s): 77

Location: Bulleted list at top of page, 4th bullet (3rd sub-bullet)

Original Text: • The air in an empty cup

Updated Text: • The air in a cup

Component: *Science Techbook for Texas by Discovery Education: Grade 5 Unit 1 Student Edition*

ISBN: 9781616292263

Current Page Number(s): 66

Location: Investigating Particles of Matter, Part 1, Step 2, third item in bulleted list

Original Text: • The air in an empty cup

Updated Text: • The air in a cup

Component: *Science Techbook for Texas by Discovery Education: Grade 5 Unit 1 Student Edition*

ISBN: 9781616292263

Current Page Number(s): 51

Location: Materials List

Original Text: • Sealable bags

Updated Text: • Sealable bags, snack or sandwich sized, at least 2

Component: *Science Techbook for Texas by Discovery Education: Grade 5*

ISBN: 9781616291471

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/67855290-b947-40f0-85e7-db8573c4947a>

Location: Unit 1 > Concept 2 > Lesson 1> Slide 8 > Materials List

Original Text: • Sealable bags

Updated Text: • Sealable bags, snack or sandwich sized, at least 2

Component: *Science Techbook for Texas by Discovery Education: Grade 5*

ISBN: 9781616291471

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/67855290-b947-40f0-85e7-db8573c4947a>

Location: Unit 1 > Concept 2 > Lesson 1> Slide 8 > Teacher Note > Materials List

Original Text: • Sealable bags

Updated Text: • Sealable bags, snack or sandwich sized, at least 2

Component: *Science Techbook for Texas by Discovery Education: Grade 5 Unit 1 Teacher Edition*

ISBN: 9781616292256

Current Page Number(s): xx

Location: Materials List > Part 1: Thermal Conductivity (Teacher Demonstration)

Original Text: • Ceramic bowl

Updated Text: • Ceramic bowl or plate

Component: *Science Techbook for Texas by Discovery Education: Grade 5 Unit 1 Teacher Edition*

ISBN: 9781616292256

Current Page Number(s): 8

Location: Materials List > Part 1: Thermal Conductivity (Teacher Demonstration)

Original Text: • Ceramic bowl

Updated Text: • Ceramic bowl or plate

Component: *Science Techbook for Texas by Discovery Education: Grade 5 Unit 1 Student Edition*

ISBN: 9781616292263

Current Page Number(s): 5

Location: Materials List > Part 1: Thermal Conductivity (Teacher Demonstration)

Original Text: • Ceramic bowl

Updated Text: • Ceramic bowl or plate

Component: *Science Techbook for Texas by Discovery Education: Grade 5*

ISBN: 9781616291471

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/90b476dd-ef14-44f9-a70d-034aacf78d73>

Location: Unit 1 > Concept 1 > Lesson 2 > Slide 7 > Materials List > Part 1: Thermal Conductivity (Teacher Demonstration)

Original Text: • Ceramic bowl

Updated Text: • Ceramic bowl or plate

Component: *Science Techbook for Texas by Discovery Education: Grade 5*

ISBN: 9781616291471

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/90b476dd-ef14-44f9-a70d-034aacf78d73>

Location: Unit 1 > Concept 1 > Lesson 2 > Slide 7 > Teacher Note > Materials List > Part 1: Thermal Conductivity (Teacher Demonstration)

Original Text: • Ceramic bowl

Updated Text: • Ceramic bowl or plate

Component: *Science Techbook for Texas by Discovery Education: Grade 5 Unit 1 Teacher Edition*

ISBN: 9781616292256

Current Page Number(s): xxi

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 1439 of 3538

Location: Materials List > Part 7: Solubility

Original Text: • Bucket, for clean-up

Updated Text: • Aluminum pan, for clean-up

Component: *Science Techbook for Texas by Discovery Education: Grade 5 Unit 1 Teacher Edition*

ISBN: 9781616292256

Current Page Number(s): 9

Location: Materials List > Part 7: Solubility

Original Text: • Bucket, for clean-up

Updated Text: • Aluminum pan, for clean-up

Component: *Science Techbook for Texas by Discovery Education: Grade 5 Unit 1 Teacher Edition*

ISBN: 9781616292256

Current Page Number(s): 10

Location: Preparation > Seventh paragraph

Original Text: Provide a bucket that can hold the wastewater.

Updated Text: Provide an aluminum pan that can hold the wastewater.

Component: *Science Techbook for Texas by Discovery Education: Grade 5 Unit 1 Student Edition*

ISBN: 9781616292263

Current Page Number(s): 6

Location: Materials List > Part 7: Solubility

Original Text: • Bucket, for clean-up

Updated Text: • Aluminum pan, for clean-up

Component: *Science Techbook for Texas by Discovery Education: Grade 5*

ISBN: 9781616291471

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/90b476dd-ef14-44f9-a70d-034aacf78d73>

Location: Unit 1 > Concept 1 > Lesson 2 > Slide 10 > Materials List > Part 7: Solubility

Original Text: • Bucket, for clean-up

Updated Text: • Aluminum pan, for clean-up

Component: *Science Techbook for Texas by Discovery Education: Grade 5*

ISBN: 9781616291471

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/90b476dd-ef14-44f9-a70d-034aacf78d73>

Location: Unit 1 > Concept 1 > Lesson 2 > Slide 10 > Teacher Note > Materials List > Part 7: Solubility

Original Text: • Bucket, for clean-up

Updated Text: • Aluminum pan, for clean-up

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 1440 of 3538

Component: *Science Techbook for Texas by Discovery Education: Grade 5*

ISBN: 9781616291471

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/90b476dd-ef14-44f9-a70d-034aac78d73>

Location: Unit 1 > Concept 1 > Lesson 2 > Slide 10 > Teacher Note > Preparation > Second paragraph

Original Text: Provide a bucket that can hold the wastewater.

Updated Text: Provide an aluminum pan that can hold the wastewater.

Component: *Science Techbook for Texas by Discovery Education: Grade 5 Unit 1 Teacher Edition*

ISBN: 9781616292256

Current Page Number(s): 18

Location: Part 7: Solubility, first paragraph, last sentence

Original Text: Use steps 1 to 6 to measure the solubility of sand, salt, and wheat flour.

Updated Text: Use steps 1 to 6 to measure the solubility of sand, salt, and flour.

Component: *Science Techbook for Texas by Discovery Education: Grade 5 Unit 1 Teacher Edition*

ISBN: 9781616292256

Current Page Number(s): 18

Location: Pencil box, last item

Original Text: Wheat flour: not soluble

Updated Text: Flour: not soluble

Component: *Science Techbook for Texas by Discovery Education: Grade 5 Unit 1 Student Edition*

ISBN: 9781616292263

Current Page Number(s): 14

Location: GO table > First column > Row 4

Original Text: Wheat flour

Updated Text: Flour

Component: *Science Techbook for Texas by Discovery Education: Grade 5*

ISBN: 9781616291471

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/90b476dd-ef14-44f9-a70d-034aac78d73>

Location: Unit 1 > Concept 1 > Lesson 2 > Slide 22 > Teacher note > First paragraph

Original Text: Use steps 1 to 6 to measure the solubility of sand, salt, and wheat flour.

Updated Text: Use steps 1 to 6 to measure the solubility of sand, salt, and flour.

Component: *Science Techbook for Texas by Discovery Education: Grade 5*

ISBN: 9781616291471

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/90b476dd-ef14-44f9-a70d-034aac78d73>

Location: Unit 1 > Concept 1 > Lesson 2 > Slide 22 > Teacher Note > Pencil box

Original Text: Wheat flour: not soluble

Updated Text: Flour: not soluble

Component: *Science Techbook for Texas by Discovery Education: Grade 5*

ISBN: 9781616291471

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/90b476dd-ef14-44f9-a70d-034aacf78d73>

Location: Unit 1 > Concept 1 > Lesson 2 > Slide 22 > GO table > First column > Row 4

Original Text: Wheat flour

Updated Text: Flour

Component: *Science Techbook for Texas by Discovery Education: Grade 5 Unit 1 Teacher Edition*

ISBN: 9781616292256

Current Page Number(s): xxi

Location: Materials List > Part 7: Solubility

Original Text: • Sand, 240 mL (1 cup)

- Salt, 240 mL (1 cup)
- Wheat flour, 240 mL (1 cup)

Updated Text: • Sand, 2 g

- Salt, 2 g
- Flour, 2 g

Component: *Science Techbook for Texas by Discovery Education: Grade 5 Unit 1 Teacher Edition*

ISBN: 9781616292256

Current Page Number(s): 9

Location: Materials List > Part 7: Solubility

Original Text: • Sand, 240 mL (1 cup)

- Salt, 240 mL (1 cup)
- Wheat flour, 240 mL (1 cup)

Updated Text: • Sand, 2 g

- Salt, 2 g
- Flour, 2 g

Component: *Science Techbook for Texas by Discovery Education: Grade 5 Unit 1 Student Edition*

ISBN: 9781616292263

Current Page Number(s): 6

Location: Materials List > Part 7: Solubility

Original Text: • Sand, 240 mL (1 cup)

- Salt, 240 mL (1 cup)
- Wheat flour, 240 mL (1 cup)

Updated Text: • Sand, 2 g

- Salt, 2 g
- Flour, 2 g

Component: *Science Techbook for Texas by Discovery Education: Grade 5*

ISBN: 9781616291471

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/90b476dd-ef14-44f9-a70d-034aacf78d73>

Location: Unit 1 > Concept 1 > Lesson 2 > Slide 10 > Teacher Note > Materials List > Part 7: Solubility

Original Text: • Sand, 240 mL (1 cup)

- Salt, 240 mL (1 cup)
- Wheat flour, 240 mL (1 cup)

Updated Text: • Sand, 2 g

- Salt, 2 g
- Flour, 2 g

Component: *Science Techbook for Texas by Discovery Education: Grade 5*

ISBN: 9781616291471

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/90b476dd-ef14-44f9-a70d-034aacf78d73>

Location: Unit 1 > Concept 1 > Lesson 2 > Slide 10 > Materials List > Part 7: Solubility

Original Text: • Sand, 240 mL (1 cup)

- Salt, 240 mL (1 cup)
- Wheat flower, 240 mL (1 cup)

Updated Text: • Sand, 2 g

- Salt, 2 g
- Flour, 2 g

Component: *Science Techbook for Texas by Discovery Education: Grade 5*

ISBN: 9781616291471

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/cc90e492-52dc-4077-bae7-38a78c1399fa>

Location: Unit 1 > Concept 2 > Lesson 4 > Slide 7 > Materials List

Original Text: • Pom-poms, 24

- Glue
- Large Transparent cups, 3
- Blank stickers
- Marker
- Sandwich bags, 16
- Towel

Updated Text: • Pom-poms, 24

- Glue
- Large Transparent cups, 3
- Blank stickers
- Marker

Component: *Science Techbook for Texas by Discovery Education: Grade 5*

ISBN: 9781616291471

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/b5cf8214-03e9-479b-8e55-3a7f9c952589>

Location: Unit 2 > Concept 2 > Lesson 5 > Slide 7 > Materials List

Original Text: • Blocks

Updated Text: • Small rocks

Component: *Science Techbook for Texas by Discovery Education: Grade 5*

ISBN: 9781616291471

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/b5cf8214-03e9-479b-8e55-3a7f9c952589>

Location: Unit 2 > Concept 2 > Lesson 5 > Educator Notes > Slide 7 > Materials List

Original Text: • Blocks

Updated Text: • Small rocks

Component: *Science Techbook for Texas by Discovery Education: Grade 5 Unit 2 Student Edition*

ISBN: 9781616292287

Current Page Number(s): 53

Location: Materials List

Original Text: • Blocks

Updated Text: • Small rocks

Component: *Science Techbook for Texas by Discovery Education: Grade 5 Unit 2 Student Edition*

ISBN: 9781616292287

Current Page Number(s): 54

Location: Investigating Force and Mass Part 1, Steps 3 and 4

Original Text: 3. Tape a block to the car top. Repeat Step 2.

4. Tape a second block to the car top. Repeat Step 2.

Updated Text: 3. Tape a small rock to the car top. Repeat Step 2.

4. Tape a second small rock to the car top. Repeat Step 2.

Component: *Science Techbook for Texas by Discovery Education: Grade 5 Unit 2 Student Edition*

ISBN: 9781616292287

Current Page Number(s): 54

Location: Table

Original Text: No block

1 block

2 blocks

Updated Text: No rock

1 rock

2 rocks

Component: *Science Techbook for Texas by Discovery Education: Grade 5 Unit 2 Teacher Edition*

ISBN: 9781616292270

Current Page Number(s): xxvii

Location: Lesson 5: Force and Mass > Advance Prep

Original Text: Blocks should weigh enough to create a difference in the mass of the car. As a substitute for blocks, use any weighted object such as small rocks.

Updated Text: Rocks should weigh enough to create a difference in the mass of the car. As a substitute for rocks, use any weighted object, such as small blocks or washers.

Component: *Science Techbook for Texas by Discovery Education: Grade 5 Unit 2 Teacher Edition*

ISBN: 9781616292270

Current Page Number(s): xxvii

Location: Materials

Original Text: • Blocks

Updated Text: • Small rocks

Component: *Science Techbook for Texas by Discovery Education: Grade 5 Unit 2 Teacher Edition*

ISBN: 9781616292270

Current Page Number(s): 64

Location: Materials List

Original Text: • Blocks

Updated Text: • Small rocks

Component: *Science Techbook for Texas by Discovery Education: Grade 5 Unit 2 Teacher Edition*

ISBN: 9781616292270

Current Page Number(s): 64

Location: Preparation

Original Text: Blocks should weigh enough to create a difference in the mass of the car. As a substitute for blocks, use any weighted object such as small rocks.

Updated Text: Rocks should weigh enough to create a difference in the mass of the car. As a substitute for rocks, use any weighted object, such as small blocks or washers.

Component: *Science Techbook for Texas by Discovery Education: Grade 5 Unit 2 Teacher Edition*

ISBN: 9781616292270

Current Page Number(s): 66

Location: Investigating Force and Mass Part 1, bullets 3 and 4

Original Text: • Tape a block to the car top. Repeat Step 2.

• Tape a second block to the car top. Repeat Step 2.

Updated Text: • Tape a small rock to the car top. Repeat Step 2.

• Tape a second small rock to the car top. Repeat Step 2.

Component: *Science Techbook for Texas by Discovery Education: Grade 5 Unit 2 Teacher Edition*

ISBN: 9781616292270

Current Page Number(s): 66

Location: Paragraph below blue box

Original Text: Review students' responses to see if they tested the car with no block, the car with one block, and the car with two blocks, and if the measurements of distance increased from the car with two blocks to the car with one block, and from the car with one block to the car with no block.

Updated Text: Review students' responses to see if they tested the car with no rock, the car with one rock, and the car with two rocks, and if the measurements of distance increased from the car with two rocks to the car with one rock, and from the car with one rock to the car with no rock.

Component: *Science Techbook for Texas by Discovery Education: Grade 5*

ISBN: 9781616291471

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/b5cf8214-03e9-479b-8e55-3a7f9c952589>

Location: Unit 2 > Concept 2 > Lesson 5 > Educator Notes > Slide 7 > Preparation

Original Text: Blocks should weigh enough to create a difference in the mass of the car. As a substitute for blocks, use any weighted object such as small rocks.

Updated Text: Rocks should weigh enough to create a difference in the mass of the car. As a substitute for rocks, use any weighted object, such as small blocks or washers.

Component: *Science Techbook for Texas by Discovery Education: Grade 5*

ISBN: 9781616291471

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/b5cf8214-03e9-479b-8e55-3a7f9c952589>

Location: Unit 2 > Concept 2 > Lesson 5 > Slide 10

Original Text: 3. Tape a block to the car top. Repeat Step 2.

4. Tape a second block to the car top. Repeat Step 2.

Updated Text: 3. Tape a small rock to the car top. Repeat Step 2.

4. Tape a second small rock to the car top. Repeat Step 2.

Component: *Science Techbook for Texas by Discovery Education: Grade 5*

ISBN: 9781616291471

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/b5cf8214-03e9-479b-8e55-3a7f9c952589>

Location: Unit 2 > Concept 2 > Lesson 5 > Slide 10 > Table

Original Text: No block

1 block

2 blocks

Updated Text: No rock

1 rock

2 rocks

Component: *Science Techbook for Texas by Discovery Education: Grade 5*

ISBN: 9781616291471

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/b5cf8214-03e9-479b-8e55-3a7f9c952589>

Location: Unit 2 > Concept 2 > Lesson 5 > Slide 12

Original Text: 3. Predict which amount of force and number of blocks will make the toy car travel the farthest distance.

Updated Text: 3. Predict which amount of force and number of rocks will make the toy car travel the farthest distance.

Component: *Science Techbook for Texas by Discovery Education: Grade 5*

ISBN: 9781616291471

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/b5cf8214-03e9-479b-8e55-3a7f9c952589>

Location: Unit 2 > Concept 2 > Lesson 5 > Educator Notes > Slide 12

Original Text: • Predict which amount of force and number of blocks will make the toy car travel the farthest distance.

Updated Text: • Predict which amount of force and number of rocks will make the toy car travel the farthest distance.

Component: *Science Techbook for Texas by Discovery Education: Grade 5*

ISBN: 9781616291471

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/b5cf8214-03e9-479b-8e55-3a7f9c952589>

Location: Unit 2 > Concept 2 > Lesson 5 > Educator Notes > Slide 10

Original Text: • Tape a block to the car top. Repeat Step 2.

• Tape a second block to the car top. Repeat Step 2.

Updated Text: • Tape a small rock to the car top. Repeat Step 2.

• Tape a second small rock to the car top. Repeat Step 2.

Component: *Science Techbook for Texas by Discovery Education: Grade 5*

ISBN: 9781616291471

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/b5cf8214-03e9-479b-8e55-3a7f9c952589>

Location: Unit 2 > Concept 2 > Lesson 5 > Educator Notes > Slide 10

Original Text: Review students' responses to see if they tested the car with no block, the car with one block, and the car with two blocks, and if the measurements of distance increased from the car with two blocks to the car with one block, and from the car with one block to the car with no block.

Updated Text: Review students' responses to see if they tested the car with no rock, the car with one rock, and the car with two rocks, and if the measurements of distance increased from the car with two rocks to the car with one rock, and from the car with one rock to the car with no rock.

Component: *Science Techbook for Texas by Discovery Education: Grade 5 Unit 2 Teacher Edition*

ISBN: 9781616292270

Current Page Number(s): 102

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 1447 of 3538

Location: Materials

Original Text: • Battery, any size
• One length insulated copper wire, about 15 cm (6 in.), stripped bare on each end

Updated Text: • Battery, any size
• Wire cutters
• One length insulated copper wire, about 15 cm (6 in.), stripped bare on each end

Component: *Science Techbook for Texas by Discovery Education: Grade 5*

ISBN: 9781616291471

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/e0205bad-b896-481e-86df-99ea79502234>

Location: Unit 2 > Concept 3 > Lesson 2 > Educator Notes > Slide 8 > Materials List

Original Text: • Battery, any size
• One length insulated copper wire, about 15 cm (6 in.), stripped bare on each end

Updated Text: • Battery, any size
• Wire cutters
• One length insulated copper wire, about 15 cm (6 in.), stripped bare on each end

Component: *Science Techbook for Texas by Discovery Education: Grade 5*

ISBN: 9781616291471

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/e0205bad-b896-481e-86df-99ea79502234>

Location: Unit 2 > Concept 3 > Lesson 2 > Educator Notes > Slide 8 > Preparation

Original Text: Prepare all materials for each group prior to the lesson.

Updated Text: Prepare all materials for each group prior to the lesson. Use the wire cutters to strip the wire at each end.

Component: *Science Techbook for Texas by Discovery Education: Grade 5 Unit 2 Teacher Edition*

ISBN: 9781616292270

Current Page Number(s): xxviii

Location: Advance prep

Original Text: Prepare all materials for each group prior to the lesson.

Updated Text: Prepare all materials for each group prior to the lesson. Use the wire cutters to strip the wire at each end.

Component: *Science Techbook for Texas by Discovery Education: Grade 5 Unit 2 Teacher Edition*

ISBN: 9781616292270

Current Page Number(s): xxviii

Location: Materials

Original Text: • Battery, any size
• One length insulated copper wire, about 15 cm (6 in.), stripped bare on each end

Updated Text: • Battery, any size
• Wire cutters
• One length insulated copper wire, about 15 cm (6 in.), stripped bare on each end

Component: *Science Techbook for Texas by Discovery Education: Grade 5 Unit 2 Teacher Edition*

ISBN: 9781616292270

Current Page Number(s): 102

Location: Preparation

Original Text: Prepare all materials for each group prior to the lesson.

Updated Text: Prepare all materials for each group prior to the lesson. Use the wire cutters to strip the wire at each end.

Component: *Science Techbook for Texas by Discovery Education: Grade 5*

ISBN: 9781616291471

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/eda19cd0-0229-4562-892c-162a84590940>

Location: Unit 2 > Concept 2 > Lesson 2 > Slide 18 > Turn and Talk

Original Text: • Does the weight of the marshmallows affect how far they travel? Explain.

Updated Text: • Will the mass of the object affect how far it will travel if the same force is applied? Explain.

Component: *Science Techbook for Texas by Discovery Education: Grade 5*

ISBN: 9781616291471

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/eda19cd0-0229-4562-892c-162a84590940>

Location: Unit 2 > Concept 2 > Lesson 2 > Educator Notes > Slide 18 > Turn and Talk

Original Text: • Does the weight of the marshmallows affect how far they travel? Explain.

Updated Text: • Will the mass of the object affect how far it will travel if the same force is applied? Explain. Student responses will vary. Sample response: The small object has less mass, so it might travel farther than the larger object that has more mass, but only if the same amount of force is applied.

Component: *Science Techbook for Texas by Discovery Education: Grade 5 Unit 2 Student Edition*

ISBN: 9781616292287

Current Page Number(s): 44

Location: Turn and Talk

Original Text: • Does the weight of the marshmallows affect how far they travel? Explain.

Updated Text: • Will the mass of the object affect how far it will travel if the same force is applied? Explain.

Component: *Science Techbook for Texas by Discovery Education: Grade 5 Unit 2 Teacher Edition*

ISBN: 9781616292270

Current Page Number(s): 53

Location: Turn and Talk > 2nd bullet question and anno

Original Text: • Does the weight of the marshmallows affect how far they travel? Explain.

Updated Text: • Will the mass of the object affect how far it will travel if the same force is applied? Explain. Student responses will vary. Sample response: The small object has less mass, so it might travel farther than the larger object that has more mass, but only if the same amount of force is applied.

Component: *Science Techbook for Texas by Discovery Education: Grade 5 Unit 3 Student Edition*

ISBN: 9781616292300

Current Page Number(s): 45

Location: Materials List

Original Text: • Clear glass jars, 3

• Plastic wrap (enough to cover 3 jars)

• Rubber bands, 3

• Water, room temperature
(enough to fill 1/3 of a jar)

• Water, warm (enough to fill 1/3
of a jar)

• Water, hot (enough to fill 1/3
of a jar)

• Ice cubes (optional)

Updated Text: • Clear plastic cups, 3

• Plastic wrap (enough to cover 3 cups)

• Rubber bands, 3

• Water, room temperature
(enough to fill 1/3 of a cup)

• Water, warm (enough to fill 1/3
of a cup)

• Water, hot (enough to fill 1/3
of a cup)

• Ice cubes (optional)

Component: *Science Techbook for Texas by Discovery Education: Grade 5 Unit 3 Student Edition*

ISBN: 9781616292300

Current Page Number(s): 45

Location: Safety

Original Text: • Be careful using glass objects, such as jars.

• Be careful handling warm and hot water.

• Do not put plastic wrap on your face.

• Do not eat or drink anything in the lab.

Updated Text:

• Be careful handling warm and hot water.

- Do not put plastic wrap on your face.
- Do not eat or drink anything in the lab.

Component: *Science Techbook for Texas by Discovery Education: Grade 5 Unit 3 Student Edition*

ISBN: 9781616292300

Current Page Number(s): 46

Location: Part 1 procedure

Original Text: 1. Fill one jar $\frac{1}{3}$ full of room temperature water and another jar $\frac{1}{3}$ full of warm water. Your teacher will fill the last jar $\frac{1}{3}$ full of hot water.
2. Use a rubber band to secure the plastic wrap over each jar and place them in the sunlight. Your teacher will place the hot water in the sunlight.

Updated Text: 1. Fill one cup $\frac{1}{3}$ full of room temperature water and another cup $\frac{1}{3}$ full of warm water. Your teacher will fill the last cup $\frac{1}{3}$ full of hot water.
2. Use a rubber band to secure the plastic wrap over each cup and place them in the sunlight. Your teacher will place the hot water in the sunlight.

Component: *Science Techbook for Texas by Discovery Education: Grade 5 Unit 3 Student Edition*

ISBN: 9781616292300

Current Page Number(s): 47

Location: Part 2 procedure

Original Text: 1. Observe the water in each jar.

Updated Text: 1. Observe the water in each cup.

Component: *Science Techbook for Texas by Discovery Education: Grade 5 Unit 3 Teacher Edition*

ISBN: 9781616292294

Current Page Number(s): xxxi

Location: Advance Prep

Original Text: Use a dry erase marker to identify where $\frac{1}{3}$ is on the glass jars to help students measure the water. A sunny window will be needed for the jars.

Updated Text: Use a dry erase marker to identify where $\frac{1}{3}$ is on the plastic cups to help students measure the water. A sunny window will be needed for the cups.

Component: *Science Techbook for Texas by Discovery Education: Grade 5 Unit 3 Teacher Edition*

ISBN: 9781616292294

Current Page Number(s): xxxi

Location: Materials List > student

- Original Text:
- Clear glass jars, 3
 - Plastic wrap (enough to cover 3 jars)
 - Rubber bands, 3
 - Water, room temperature (enough to fill 1/3 of a jar)
 - Water, warm (enough to fill 1/3 of a jar)
 - Water, hot (enough to fill 1/3 of a jar)
 - Ice cubes (optional)

- Updated Text:
- Clear plastic cups, 3
 - Plastic wrap (enough to cover 3 cups)
 - Rubber bands, 3
 - Water, room temperature (enough to fill 1/3 of a cup)
 - Water, warm (enough to fill 1/3 of a cup)
 - Water, hot (enough to fill 1/3 of a cup)
 - Ice cubes (optional)

Component: *Science Techbook for Texas by Discovery Education: Grade 5 Unit 3 Teacher Edition*

ISBN: 9781616292294

Current Page Number(s): xxxi

Location: Materials List > teacher

- Original Text:
- Clear glass jar
 - Plastic wrap
 - Rubber band
 - Warm water (enough to fill 1/3 of the jar)
 - Dry erase marker

- Updated Text:
- Clear plastic cup
 - Plastic wrap
 - Rubber band
 - Warm water (enough to fill 1/3 of the cup)
 - Dry erase marker

Component: *Science Techbook for Texas by Discovery Education: Grade 5 Unit 3 Teacher Edition*

ISBN: 9781616292294

Current Page Number(s): 54

Location: Materials List > student

- Original Text:
- Clear glass jars, 3
 - Plastic wrap (enough to cover 3 jars)

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 1452 of 3538

- Rubber bands, 3
- Water, room temperature (enough to fill 1/3 of a jar)
- Water, warm (enough to fill 1/3 of a jar)
- Water, hot (enough to fill 1/3 of a jar)
- Ice cubes (optional)

- Updated Text:
- Clear plastic cups, 3
 - Plastic wrap (enough to cover 3 cups)
 - Rubber bands, 3
 - Water, room temperature (enough to fill 1/3 of a cup)
 - Water, warm (enough to fill 1/3 of a cup)
 - Water, hot (enough to fill 1/3 of a cup)
 - Ice cubes (optional)

Component: *Science Techbook for Texas by Discovery Education: Grade 5 Unit 3 Teacher Edition*

ISBN: 9781616292294

Current Page Number(s): 54

Location: Materials List > teacher

- Original Text:
- Clear glass jar
 - Plastic wrap
 - Rubber band
 - Warm water (enough to fill 1/3 of the jar)
 - Dry erase marker

- Updated Text:
- Clear plastic cup
 - Plastic wrap
 - Rubber band
 - Warm water (enough to fill 1/3 of the cup)
 - Dry erase marker

Component: *Science Techbook for Texas by Discovery Education: Grade 5 Unit 3 Teacher Edition*

ISBN: 9781616292294

Current Page Number(s): 55

Location: Safety

- Original Text:
- Be careful using glass objects, such as jars.
 - Be careful handling warm and hot water.
 - Do not put plastic wrap on your face.
 - Do not eat or drink anything in the lab.

- Updated Text:
- Be careful handling warm and hot water.

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 1453 of 3538

- Do not put plastic wrap on your face.
- Do not eat or drink anything in the lab.

Component: *Science Techbook for Texas by Discovery Education: Grade 5 Unit 3 Teacher Edition*

ISBN: 9781616292294

Current Page Number(s): 55

Location: Setting the Purpose

Original Text: Point out that most of Earth's surface is covered in ocean water, and most of the water on Earth is in the oceans. Fill the glass jar about a third full of warm water, and then cover the top with plastic wrap. (Secure the plastic wrap in place with a rubber band.) Explain that the warm water represents ocean water. The plastic wrap represents the atmosphere. Put the glass in the sunlight. Condensation should appear on the inside of the glass or on the underside of the plastic wrap.

Provide students with the opportunity to discuss their observations and ideas about what is happening in the jar. Encourage students to think by asking them to describe what they see and explain what they think causes the condensation inside of the glass. Then, ask: If the water in this model represents the ocean, what heats the atmosphere and the water? Explain that this system of a glass, cover, and some water makes a simple model of the water cycle because it shows the interaction of the sun and the ocean.

Updated Text: Point out that most of Earth's surface is covered in ocean water, and most of the water on Earth is in the oceans. Fill the plastic cup about a third full of warm water, and then cover the top with plastic wrap. (Secure the plastic wrap in place with a rubber band.) Explain that the warm water represents ocean water. The plastic wrap represents the atmosphere. Put the cup in the sunlight. Condensation should appear on the inside of the cup or on the underside of the plastic wrap.

Provide students with the opportunity to discuss their observations and ideas about what is happening in the cup. Encourage students to think by asking them to describe what they see and explain what they think causes the condensation inside of the cup. Then, ask: If the water in this model represents the ocean, what heats the atmosphere and the water? Explain that this system of a cup, cover, and some water makes a simple model of the water cycle because it shows the interaction of the sun and the ocean.

Component: *Science Techbook for Texas by Discovery Education: Grade 5 Unit 3 Teacher Edition*

ISBN: 9781616292294

Current Page Number(s): 56

Location: ASK question

Original Text: What evidence might you observe in the jar that would indicate how the temperature is affecting the water?

Updated Text: What evidence might you observe in the cup that would indicate how the temperature is affecting the water?

Component: *Science Techbook for Texas by Discovery Education: Grade 5 Unit 3 Teacher Edition*

ISBN: 9781616292294

Current Page Number(s): 56

Location: Investigating Water Cycle Interactions > first paragraph

Original Text: Explain that you will be handling and moving the jars of hot water for each group.

Updated Text: Explain that you will be handling and moving the cups of hot water for each group.

Component: *Science Techbook for Texas by Discovery Education: Grade 5 Unit 3 Teacher Edition*

ISBN: 9781616292294

Current Page Number(s): 57

Location: Part 1 procedure

Original Text: • Fill one jar 1/3 full of room temperature water and another jar 1/3 full of warm water. The teacher will fill the last jar 1/3 full of hot water.

• Use a rubber band to secure the plastic wrap over each jar, so no water vapor can escape. Place the jars in the sunlight. Cover the jar of hot water for each group and place it in the sunlight with the other jars.

Updated Text: • Fill one cup 1/3 full of room temperature water and another cup 1/3 full of warm water. The teacher will fill the last cup 1/3 full of hot water.

• Use a rubber band to secure the plastic wrap over each cup, so no water vapor can escape. Place the cups in the sunlight. Cover the cup of hot water for each group and place it in the sunlight with the other cups.

Component: *Science Techbook for Texas by Discovery Education: Grade 5 Unit 3 Teacher Edition*

ISBN: 9781616292294

Current Page Number(s): 57

Location: Part 2 procedure

Original Text: Have students observe what happens to the water in the jars.

Updated Text: Have students observe what happens to the water in the cups.

Component: *Science Techbook for Texas by Discovery Education: Grade 5*

ISBN: 9781616291471

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/d9d036cb-0ac2-4798-81b3-fe4897c7f92c>

Location: Unit 3 > Concept 2 > Lesson 3

Link to Updated Content:

[View Updated Content](#)

Original Text: new content

Updated Text: See updated content in URL_for_Updated_Text

Component: *Science Techbook for Texas by Discovery Education: Grade 5 Unit 3 Student Edition*

ISBN: 9781616292300

Current Page Number(s): 76

Location: Part 2 procedure

Original Text: 2. Place the bucket underneath the drilled hole and remove the tape from over the hole.

Updated Text: 2. Place the aluminum pan or bucket underneath the drilled hole and remove the tape from over the hole.

Component: *Science Techbook for Texas by Discovery Education: Grade 5 Unit 3 Teacher Edition*

ISBN: 9781616292294

Current Page Number(s): 90

Location: Investigating Land Changes > first paragraph

Original Text: Students will use a stream table consisting of a box with a hole drilled at one end, sand, a 2-liter bottle to dispense the water, a paper cup with a small hole, and a bucket to collect the “used” water.

Updated Text: Students will use a stream table consisting of a box with a hole drilled at one end, sand, a 2-liter bottle to dispense the water, a paper cup with a small hole, and an aluminum pan or a bucket to collect the “used” water.

Component: *Science Techbook for Texas by Discovery Education: Grade 5 Unit 3 Teacher Edition*

ISBN: 9781616292294

Current Page Number(s): 91

Location: Part 2 > 2nd bullet

Original Text: • Students should place the bucket underneath the drilled “underbed” box or stream table hole and remove the tape from over the hole.

Updated Text: • Students should place the aluminum pan or bucket underneath the drilled “underbed” box or stream table hole and remove the tape from over the hole.

Component: *Science Techbook for Texas by Discovery Education: Grade 5*

ISBN: 9781616291471

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/65fac0bf-ea23-4290-969b-b0a4937ca1ad>

Location: Unit 3 > Concept 3 > Lesson 2 > Slide 10 > Part 2 > Step 2

Original Text: 2. Place the bucket underneath the drilled hole and remove the tape from over the hole.

Updated Text: 2. Place the aluminum pan or bucket underneath the drilled hole and remove the tape from over the hole.

Component: *Science Techbook for Texas by Discovery Education: Grade 5*

ISBN: 9781616291471

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/65fac0bf-ea23-4290-969b-b0a4937ca1ad>

Location: Unit 3 > Concept 3 > Lesson 2 > Educator Notes > Slide 9 > Investigating Land Changes > first paragraph

Original Text: Students will use a stream table consisting of a box with a hole drilled at one end, sand, a 2-liter bottle to dispense the water, a paper cup with a small hole, and a bucket to collect the “used” water.

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 1456 of 3538

Updated Text: Students will use a stream table consisting of a box with a hole drilled at one end, sand, a 2-liter bottle to dispense the water, a paper cup with a small hole, and an aluminum pan or a bucket to collect the “used” water.

Component: *Science Techbook for Texas by Discovery Education: Grade 5*

ISBN: 9781616291471

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/65fac0bf-ea23-4290-969b-b0a4937ca1ad>

Location: Unit 3 > Concept 3 > Lesson 2 > Educator Notes > Slide 10 > Part 2 > 2nd bullet

Original Text: • Students should place the bucket underneath the drilled “underbed” box or stream table hole and remove the tape from over the hole.

Updated Text: • Students should place the aluminum pan or bucket underneath the drilled “underbed” box or stream table hole and remove the tape from over the hole.

Component: *Science Techbook for Texas by Discovery Education: Grade 5 Unit 3 Student Edition*

ISBN: 9781616292300

Current Page Number(s): 107

Location: Materials List

Original Text: • Sand, about 1,200 milliliters (5 cups)

- Potting soil, about 900 milliliters (4 cups)
- Gravel, about 700 milliliters (3 cups)
- Leaves
- Aluminum pan
- Bucket
- Cup, about 200 milliliters (6 oz), hole poked in bottom
- Empty 2-liter bottle (about 8 cups)

Updated Text: • Sand, about 1,200 milliliters (5 cups)

- Potting soil, about 240 milliliters (1 cup)
- Gravel, about 240 milliliters (1 cup)
- Leaves
- Aluminum pan, 33 cm x 23 cm (13 in. x 9 in.)
- Aluminum pan, 20 cm x 20 cm (8 in. x 8 in.), or bucket
- Cup, about 200 milliliters (6 oz), hole poked in bottom
- Empty 2-liter bottle (about 8 cups)

Component: *Science Techbook for Texas by Discovery Education: Grade 5 Unit 3 Teacher Edition*

ISBN: 9781616292294

Current Page Number(s): 136

Location: Materials List

Original Text: • Sand, about 1,200 milliliters (5 cups)

- Potting soil, about 900 milliliters (4 cups)
- Gravel, about 700 milliliters (3 cups)
- Leaves
- Aluminum pan
- Bucket

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 1457 of 3538

- Cup, about 200 milliliters (6 oz), hole poked in bottom
- Empty 2-liter bottle (about 8 cups)

Updated Text: • Sand, about 1,200 milliliters (5 cups)

- Potting soil, about 240 milliliters (1 cup)
- Gravel, about 240 milliliters (1 cup)
- Leaves
- Aluminum pan, 33 cm x 23 cm (13 in. x 9 in.)
- Aluminum pan, 20 cm x 20 cm (8 in. x 8 in.), or bucket
- Cup, about 200 milliliters (6 oz), hole poked in bottom
- Empty 2-liter bottle (about 8 cups)

Component: *Science Techbook for Texas by Discovery Education: Grade 5 Unit 3 Teacher Edition*

ISBN: 9781616292294

Current Page Number(s): 137

Location: Preparation > 2nd bullet on page

Original Text: • Place the bucket underneath the drainage hole you cut in the aluminum pan and remove the tape from the hole.

Updated Text: • Place the smaller aluminum pan or a bucket underneath the drainage hole you cut in the aluminum pan and remove the tape from the hole.

Component: *Science Techbook for Texas by Discovery Education: Grade 5 Unit 3 Teacher Edition*

ISBN: 9781616292294

Current Page Number(s): 139

Location: Part 1 > 5th bullet

Original Text: • Empty the bucket in the appropriate manner.

Updated Text: • Empty the smaller aluminum pan or bucket in the appropriate manner.

Component: *Science Techbook for Texas by Discovery Education: Grade 5 Unit 3 Teacher Edition*

ISBN: 9781616292294

Current Page Number(s): xxxiv

Location: Materials List

Original Text: • Sand, about 1,200 milliliters (5 cups)

- Potting soil, about 900 milliliters (4 cups)
- Gravel, about 700 milliliters (3 cups)
- Leaves
- Aluminum pan
- Bucket
- Cup, about 200 milliliters (6 oz), hole poked in bottom
- Empty 2-liter bottle (about 8 cups)

Updated Text: • Sand, about 1,200 milliliters (5 cups)

- Potting soil, about 240 milliliters (1 cup)

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 1458 of 3538

- Gravel, about 240 milliliters (1 cup)
- Leaves
- Aluminum pan, 33 cm x 23 cm (13 in. x 9 in.)
- Aluminum pan, 20 cm x 20 cm (8 in. x 8 in.), or bucket
- Cup, about 200 milliliters (6 oz), hole poked in bottom
- Empty 2-liter bottle (about 8 cups)

Component: *Science Techbook for Texas by Discovery Education: Grade 5*

ISBN: 9781616291471

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/80a8f216-f3cd-4144-8345-b4333200202e>

Location: Unit 3 > Concept 4 > L2 > Slide 8 > Materials List

Original Text: • Sand, about 1,200 milliliters (5 cups)

- Potting soil, about 900 milliliters (4 cups)
- Gravel, about 700 milliliters (3 cups)
- Leaves
- Aluminum pan
- Bucket
- Cup, about 200 milliliters (6 oz), hole poked in bottom
- Empty 2-liter bottle (about 8 cups)

Updated Text: • Sand, about 1,200 milliliters (5 cups)

- Potting soil, about 240 milliliters (1 cup)
- Gravel, about 240 milliliters (1 cup)
- Leaves
- Aluminum pan, 33 cm x 23 cm (13 in. x 9 in.)
- Aluminum pan, 20 cm x 20 cm (8 in. x 8 in.), or bucket
- Cup, about 200 milliliters (6 oz), hole poked in bottom
- Empty 2-liter bottle (about 8 cups)

Component: *Science Techbook for Texas by Discovery Education: Grade 5*

ISBN: 9781616291471

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/80a8f216-f3cd-4144-8345-b4333200202e>

Location: Unit 3 > Concept 4 > L2 > Educator Notes > Slide 8 > Materials List

Original Text: • Sand, about 1,200 milliliters (5 cups)

- Potting soil, about 900 milliliters (4 cups)
- Gravel, about 700 milliliters (3 cups)
- Leaves
- Aluminum pan
- Bucket
- Cup, about 200 milliliters (6 oz), hole poked in bottom
- Empty 2-liter bottle (about 8 cups)

Updated Text: • Sand, about 1,200 milliliters (5 cups)

- Potting soil, about 240 milliliters (1 cup)
- Gravel, about 240 milliliters (1 cup)

Proclamation 2024: Report of Editorial Changes (11/08/2023)

- Leaves
- Aluminum pan, 33 cm x 23 cm (13 in. x 9 in.)
- Aluminum pan, 20 cm x 20 cm (8 in. x 8 in.), or bucket
- Cup, about 200 milliliters (6 oz), hole poked in bottom
- Empty 2-liter bottle (about 8 cups)

Component: *Science Techbook for Texas by Discovery Education: Grade 5*

ISBN: 9781616291471

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/80a8f216-f3cd-4144-8345-b4333200202e>

Location: Unit 3 > Concept 4 > L2 > Educator Notes> Slide 8 > Preparation

Original Text: • Place the bucket underneath the drainage hole you cut in the aluminum pan and remove the tape from the hole.

Updated Text: • Place the smaller aluminum pan or a bucket underneath the drainage hole you cut in the aluminum pan and remove the tape from the hole.

Component: *Science Techbook for Texas by Discovery Education: Grade 5 Unit 4 Student Edition*

ISBN: 9781616292348

Current Page Number(s): 41

Location: What You Will Do

Original Text: Use the images to build a food web.

Updated Text: Add and remove organisms to observe how the ecosystem changes.

Component: *Science Techbook for Texas by Discovery Education: Grade 5 Unit 4 Student Edition*

ISBN: 9781616292348

Current Page Number(s): 41

Location: GO

Original Text: Plants

Updated Text: Grass

Component: *Science Techbook for Texas by Discovery Education: Grade 5 Unit 4 Teacher Edition*

ISBN: 9781616292331

Current Page Number(s): 51

Location: What You Will Do

Original Text: Explain that the purpose of this interactive is to learn how food webs are used to model ecosystem changes. Students will read the questions before starting the exploration. They will follow the instructions to perform the exploration. They will then record their findings as they work through the exploration. Make sure students write the words increase or decrease when describing how the change affects the population.

It may be helpful to demonstrate the exploration by first having the students read the introduction and then click the button to continue. You can show how to drag the animals into the food web, but make sure to avoid placing an animal into the correct box. Remind students to click the “Next” button to move ahead in the exploration. They can use the reset button

to restart the screen.

Updated Text: Explain that that the purpose of this interactive is to learn how food webs are used to model ecosystem changes. Students will read the questions before starting the exploration. They will follow the instructions to perform Part 1 (Add Organisms) and Part 2 (Remove Organisms) of the exploration. They will then record their findings for Part 2 (Remove Organisms) in the data table. Make sure students write the words increase or decrease when describing how the removal of an organism affects the population.

It may be helpful to demonstrate the exploration by first having the students read the introduction and then click the button to continue. You can show how to select an organism, click the play button, watch the animation, and analyze the visual.

Explain to students that the investigation will involve recording data using a table. We can record data collected over time in tables or in line graphs. We cannot use bar graphs to represent data over time. Bar graphs are used to represent data in categories.

Component: *Science Techbook for Texas by Discovery Education: Grade 5 Unit 4 Teacher Edition*

ISBN: 9781616292331

Current Page Number(s): 51

Location: Pencil box

Original Text: Take away Plants: mice, snakes, eagles decrease

Take away Mice: plants increase; snakes, eagles decrease

Take away Snakes: plants, mice increase; eagles decrease

Take away Hawks: plants, mice, snakes increase

Updated Text: Take away Plants: mice, snakes, eagles decrease

Take away Mice: grass increases; snakes, eagles decrease

Take away Snakes: grass increases; mice increase; eagles decrease

Take away Eagles: grass, mice, snakes increase

Component: *Science Techbook for Texas by Discovery Education: Grade 5*

ISBN: 9781616291471

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/f99841d0-f2b6-46c0-8079-5d4a10f9808a>

Location: Unit 4 > Concept 2 > Lesson 2 > Slide 7

Original Text: Use the images to build a food web.

Predict how changes to the food web will impact the consumers on the food web.

Updated Text: Add and remove organisms to observe how the ecosystem changes?

Predict how changes to the food web will impact the consumers on the food web.

Component: *Science Techbook for Texas by Discovery Education: Grade 5*

ISBN: 9781616291471

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/f99841d0-f2b6-46c0-8079-5d4a10f9808a>

Location: Unit 4 > Concept 2 > Lesson 2 > Slide 9 > Direction line

Original Text: Record how the population is affected if you add organisms in the food web. Use the words increase or decrease to describe the effects you see.

Updated Text: Record how the population is affected if you take away organisms in the food web. Use the words increase or decrease to describe the effects you see.

Component: *Science Techbook for Texas by Discovery Education: Grade 5*

ISBN: 9781616291471

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/f99841d0-f2b6-46c0-8079-5d4a10f9808a>

Location: Unit 4 > Concept 2 > Lesson 2 > Educator Notes > Slide 7 > What You Will Do

Original Text: Explain that the purpose of this interactive is to learn how food webs are used to model ecosystem changes. Students will read the questions before starting the exploration. They will follow the instructions to perform the exploration. They will then record their findings as they work through the exploration. Make sure students write the words increase or decrease when describing how the change affects the population.

It may be helpful to demonstrate the exploration by first having the students read the introduction and then click the button to continue. You can show how to drag the animals into the food web, but make sure to avoid placing an animal into the correct box. Remind students to click the “Next” button to move ahead in the exploration. They can use the reset button to restart the screen.

Updated Text: Explain that the purpose of this interactive is to learn how food webs are used to model ecosystem changes. Students will read the questions before starting the exploration. They will follow the instructions to perform Part 1 (Add Organisms) and Part 2 (Remove Organisms) of the exploration. They will then record their findings for Part 2 (Remove Organisms) in the data table. Make sure students write the words increase or decrease when describing how the removal of an organism affects the population.

It may be helpful to demonstrate the exploration by first having the students read the introduction and then click the button to continue. You can show how to select an organism, click the play button, watch the animation, and analyze the visual.

Component: *Science Techbook for Texas by Discovery Education: Grade 5 Unit 4 Teacher Edition*

ISBN: 9781616292331

Current Page Number(s): 64

Location: Texas Essential Knowledge and Skills

Original Text: New content

Updated Text: 5.12.B Predict how changes in the ecosystem affect the cycling of matter and flow of energy in a food web.

Component: *Science Techbook for Texas by Discovery Education: Grade 5 Unit 1 Teacher Edition*

ISBN: 9781616292256

Current Page Number(s): 122

Location: Texas Essential Knowledge and Skills

Original Text: New content

Updated Text: 5.6.C Compare the properties of substances before and after they are combined into a solution and demonstrate that matter is conserved in solutions.

Component: *Science Techbook for Texas by Discovery Education: Grade 5*

ISBN: 9781616291471

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/93403BD6-A8EB-4511-8D9A-FF1B891F3C91>

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 1462 of 3538

Location: Unit 1 > Concept 3 > Lesson 4 > Educator Notes > Texas Essential Knowledge and Skills

Original Text: New content

Updated Text: 5.6.C Compare the properties of substances before and after they are combined into a solution and demonstrate that matter is conserved in solutions.

Component: *Science Techbook for Texas by Discovery Education: Grade 5 Unit 1 Teacher Edition*

ISBN: 9781616292256

Current Page Number(s): xii

Location: Unit Standards

Link to Updated Content:

[View Updated Content](#)

Original Text: new content

Updated Text: See updated content in URL_for_Updated_Text

Component: *Science Techbook for Texas by Discovery Education: Grade 5 Unit 1 Teacher Edition*

ISBN: 9781616292256

Current Page Number(s): xxiv

Location: Standards Alignment

Link to Updated Content:

[View Updated Content](#)

Original Text: new content

Updated Text: See updated content in URL_for_Updated_Text

Component: *Science Techbook for Texas by Discovery Education: Grade 5 Unit 2 Teacher Edition*

ISBN: 9781616292270

Current Page Number(s): xiv

Location: Unit Standards

Link to Updated Content:

[View Updated Content](#)

Original Text: new content

Updated Text: See updated content in URL_for_Updated_Text

Component: *Science Techbook for Texas by Discovery Education: Grade 5 Unit 2 Teacher Edition*

ISBN: 9781616292270

Current Page Number(s): xxx

Location: Standards Alignment

Link to Updated Content:

[View Updated Content](#)

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 1463 of 3538

Original Text: new content

Updated Text: See updated content in URL_for_Updated_Text

Component: *Science Techbook for Texas by Discovery Education: Grade 5 Unit 3 Teacher Edition*

ISBN: 9781616292294

Current Page Number(s): xvi

Location: Unit Standards

Link to Updated Content:

[View Updated Content](#)

Original Text: new content

Updated Text: See updated content in URL_for_Updated_Text

Component: *Science Techbook for Texas by Discovery Education: Grade 5 Unit 3 Teacher Edition*

ISBN: 9781616292294

Current Page Number(s): xxxvi

Location: Standards Alignment

Link to Updated Content:

[View Updated Content](#)

Original Text: new content

Updated Text: See updated content in URL_for_Updated_Text

Component: *Science Techbook for Texas by Discovery Education: Grade 5 Unit 4 Teacher Edition*

ISBN: 9781616292331

Current Page Number(s): xiv

Location: Unit Standards

Link to Updated Content:

[View Updated Content](#)

Original Text: new content

Updated Text: See updated content in URL_for_Updated_Text

Component: *Science Techbook for Texas by Discovery Education: Grade 5 Unit 4 Teacher Edition*

ISBN: 9781616292331

Current Page Number(s): xviii

Location: Standards Alignment

Link to Updated Content:

[View Updated Content](#)

Original Text: new content

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 1464 of 3538

Updated Text: See updated content in URL_for_Updated_Text

Component: *Science Techbook for Texas by Discovery Education: Grade 5 Unit 2 Student Edition*

ISBN: 9781616292287

Current Page Number(s): 42

Location: Investigating Effects of Forces, Part 1, Step 1

Original Text: Investigating Effects of Forces

Part 1

1. Work with a group to design a catapult to launch a marshmallow the farthest distance. Your catapult must apply force to the marshmallow and make it move.

Updated Text: Investigating Effects of Forces

Part 1

1. Work with a group to design a catapult to launch a ping pong ball the farthest distance. Your catapult must apply force to the ping pong ball and make it move.

Component: *Science Techbook for Texas by Discovery Education: Grade 5 Unit 2 Teacher Edition*

ISBN: 9781616292270

Current Page Number(s): 51

Location: Investigating Effects of Forces, Part 1, first bullet

Original Text: • Work with a group to design a catapult to launch a marshmallow the farthest distance. Your catapult must apply force to the marshmallow and make it move.

Updated Text: • Work with a group to design a catapult to launch a ping pong ball the farthest distance. Your catapult must apply force to the ping pong ball and make it move.

Component: *Science Techbook for Texas by Discovery Education: Grade 5 Unit 2 Teacher Edition*

ISBN: 9781616292270

Current Page Number(s): 53

Location: Turn and Talk, below existing bulleted questions

Original Text: • How well did your solution meet the problem? Student responses will vary. Sample response: Our solution worked well. To launch a marshmallow the farthest distance, we used a large force and a small marshmallow.

• How would you improve your design if you had to do it again? Student responses will vary. Sample response: We would use a cup instead of a bowl and a more flexible spoon.

Updated Text: • How well did your solution meet the problem? Student responses will vary. Sample response: Our solution worked well. To launch a ping pong ball the farthest distance, we used a large force and a small pom pom.

• How would you improve your design if you had to do it again? Student responses will vary. Sample response: We would use a cup instead of a bowl and a more flexible spoon.

Publisher: Great Minds

Science, Grade 5

Program: *PhD Science Texas Level 5 Texas Program Bundle (Modules 1-3): TEKS*

Component: *Earth Processes with Spotlight Lessons on Physical Properties of Matter Teacher Edition*

ISBN: 9798885885300

Current Page Number(s): 235

Location: Lesson 23

Original Text: Formatting; text needs to be deleted to account for an image that needs to be resized.

Updated Text: At the end of the paragraph that begins with "Direct student to the instructions...", delete "with the class."

Component: *Ecosystems Teacher Edition*

ISBN: 9798885885317

Current Page Number(s): 261

Location: Lesson 23, Launch, 3rd paragraph

Original Text: Insert text before 3rd sentence and revise 3rd sentence to include "Next,"

Updated Text: "Identify the aquatic plants, and tell students representing those plants to drop their yarn. Next, identify..."

Component: *Ecosystems Teacher Edition*

ISBN: 9798885885317

Current Page Number(s): 286

Location: Lesson 25, Land, first paragraph

Original Text: "...plan a proposal on a piece of chart paper."

Updated Text: "...plan their selected solution using the Plan section of their Science Logbook (Lesson 24 Activity Guide B)." and add "on chart paper" to "...will present their proposal to the class on chart paper..."

Component: *Ecosystems Teacher Edition*

ISBN: 9798885885317

Current Page Number(s): 325

Location: End-of-Module Assessment Rubric, item 1d, Meets Expectations column, Evidence Statement

Original Text: Add 5.1G: "The student defines a healthy ecosystem (5.12C)..."

Updated Text: "The student uses the Raine Island ecosystem model (5.1G) to define a healthy ecosystem (5.12C)..."

Component: *Sun, Earth, and Moon System with Spotlight Lessons and a Capstone Project on Forces, Motion, and Energy Teacher Edition*

ISBN: 9798885885324

Current Page Number(s): 269

Location: Launch, Second sentence of first paragraph

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 1466 of 3538

Original Text: "Tell students that ancient civilizations developed myths about the stationary nature of this star."

Updated Text: "Tell students that many cultures developed myths about the stationary nature of this star."

Component: *Sun, Earth, and Moon System with Spotlight Lessons and a Capstone Project on Forces, Motion, and Energy Teacher Edition*

ISBN: 9798885885324

Current Page Number(s): 526

Location: Learn: Develop Investigation Plans, sample data table above the inline Check for Understanding box

Original Text: Delete sample data table

Updated Text: Delete the sample data table.

Component: *Sun, Earth, and Moon System with Spotlight Lessons and a Capstone Project on Forces, Motion, and Energy Teacher Edition*

ISBN: 9798885885324

Current Page Number(s): 529

Location: Last sentence of second paragraph in Conduct Force Investigations section

Original Text: Replace "each trial" with "each strength of force": "Tell groups to circle the middle number for each trial, and to record the middle number in their data tables."

Updated Text: "Tell groups to circle the middle number for each strength of force, and to record the middle number in their data tables."

Component: *Sun, Earth, and Moon System with Spotlight Lessons and a Capstone Project on Forces, Motion, and Energy Teacher Edition*

ISBN: 9798885885324

Current Page Number(s): 531

Location: Land, second bullet in the third Teacher Question

Original Text: "A larger force provided transfers to the model train."

Updated Text: "The force from the spring scale transfers energy to the model train."

Component: *Sun, Earth, and Moon System with Spotlight Lessons and a Capstone Project on Forces, Motion, and Energy Teacher Edition*

ISBN: 9798885885324

Current Page Number(s): 564

Location: Check for Understanding box, first row in the Next Steps column

Original Text: The phrase "electrical current" should be "electrical energy"

Updated Text: Replace all three instances of "electrical current" in this box with "electrical energy"

Component: *Sun, Earth, and Moon System with Spotlight Lessons and a Capstone Project on Forces, Motion, and Energy Teacher Edition*

ISBN: 9798885885324

Current Page Number(s): 567

Location: Learn, second sidebar Teacher Note

Original Text: "electricity" should be "electrical energy"

Updated Text: Replace "electricity" with "electrical energy"

Component: *Sun, Earth, and Moon System with Spotlight Lessons and a Capstone Project on Forces, Motion, and Energy Teacher Edition*

ISBN: 9798885885324

Current Page Number(s): 570

Location: Extension sidebar box

Original Text: In the last two sentences, "current" should be "energy"

Updated Text: In the last two sentences, replace "current" with "energy"

Component: *Sun, Earth, and Moon System with Spotlight Lessons and a Capstone Project on Forces, Motion, and Energy Teacher Edition*

ISBN: 9798885885324

Current Page Number(s): 656

Location: End-of-Spotlight Assessment, Sample student responses, Item 3: Material Properties table

Original Text: Row heads and column heads need to be reversed.

Updated Text: List materials as the row headings and list the properties as the column headings.

Publisher: Houghton Mifflin Harcourt

Science, Grade 5

Program: *HMH Into Science Texas Hybrid Classroom Package Grade 5: TEKS*

Component: *HMH Into Science Texas Teacher License Digital Grade 5*

ISBN: 9780358860235

Link to Current Content:

[View Current Content](#)

Current Page Number(s): TEKS 5.1-5.5 Skills & Themes Bank p. 12

Location: Item 28, Answer Choices

Original Text: "A. 15 minutes

B. 30 minutes

C. 45 minutes

D. 60 minutes"

Updated Text: "A. $1/4 = 15/60$,

B. $1/4 = 30$,

C. $60 - 1/4 = 45$,

D. $15 + 15 + 15 + 15 = 60$. "

Component: *HMH Into Science Texas Teacher License Digital Grade 5*

ISBN: 9780358860235

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 1468 of 3538

Link to Current Content:

[View Current Content](#)

Current Page Number(s): TEKS 5.1-5.5 Skills & Themes Bank, p. 12

Location: Item 29, Answer Choice A

Original Text: A. "A. 25"

Updated Text: "A. 10"

Component: *HMH Into Science Texas Teacher License Digital Grade 5*

ISBN: 9780358860235

Link to Current Content:

[View Current Content](#)

Current Page Number(s): Matter and Energy (TEKS 5.6) Test, p.1

Location: Item 2, Answer Choice B

Original Text: "B. The mass of the vinegar decreases in the bowl of water."

Updated Text: "B. The mass of the vinegar decreases in the water."

Component: *HMH Into Science Texas Student Edition Print Consumable Grade 5*

ISBN: 9780358861683

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 36

Location: Top of page

Original Text: N/A

Updated Text: "Many observable or testable physical properties can be used to compare and contrast matter besides those explored in the investigations.

For example, some matter is solid, such as rocks. Solids have a fixed volume and do not take the shape of their container. Liquids like water also have a fixed volume, but they will take the shape of a container. For example, milk poured out of a carton into a glass changes its shape. Gases like air do not have a fixed volume. They will spread out to fill whatever container they are in.

Another property that can be used to compare and contrast matter is magnetism. A magnet will pull metal paper clips towards itself. Most nonmetals, such as plastic and wood, will not be attracted by a magnet."

Component: *HMH Into Science Texas Student Edition Print Consumable Grade 5*

ISBN: 9780358861683

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 152

Location: What Do You Already Know, paragraph 3

Original Text: "When two equal forces act on an object, motion is the same. What would happen if the dog on the left started pulling harder than the dog on the right?"

Updated Text: "When two equal forces act on an object, motion is unchanged. What would happen if the dog on the left started pulling harder than the dog on the right?"

Component: *HMH Into Science Texas Student License Digital Grade 5*

ISBN: 9780358859758

Link to Current Content:
[View Current Content](#)

Current Page Number(s): TEKS Lesson 5.7.B, Day 2, Screen 2

Location: Middle of Screen, paragraph 2

Original Text: "In this activity, you are going to plan and conduct an experiment to determine how a ramp affects the amount of force needed."

Updated Text: "In this activity, you are going to plan and conduct an experiment to determine how a ramp affects the amount of force needed to move a car uphill."

Component: *HMH Into Science Texas Student License Digital Grade 5*

ISBN: 9780358859758

Link to Current Content:
[View Current Content](#)

Current Page Number(s): TEKS Lesson 5.7.B, Day 2, Screen 3

Location: Top of Screen, Step 1, paragraph 1

Original Text: "Plan an experimental investigation to determine how the height and length of a ramp affects the amount of force needed to move a toy car."

Updated Text: "Plan an experimental investigation to determine how the height and length of a ramp affects the amount of force needed to move a toy car up a ramp."

Component: *HMH Into Science Texas Student License Digital Grade 5*

ISBN: 9780358859758

Link to Current Content:
[View Current Content](#)

Current Page Number(s): TEKS Lesson 5.7.B, Day 3, Screen 3

Location: Top of Screen, Step 4

Original Text: "Conduct the ramp height investigation you designed in Part 1."

Updated Text: "Review the ramp height investigation you designed in Part 1."

Component: *HMH Into Science Texas Teacher Guide Grade 5*

ISBN: 9780358841586

Link to Current Content:
[View Current Content](#)

Current Page Number(s): p. 131

Location: Column 1, Step 4

Original Text: "Step 4"

Updated Text: "Step 5"

Component: *HMH Into Science Texas Teacher Guide Grade 5*

ISBN: 9780358841586

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 135

Location: Column 1, Steps 2-4, paragraph 1, sentence 2

Original Text: N/A

Updated Text: "Note that this rocket will move from side to side, not up and down. The string must be pulled taut to facilitate motion. As you review student plans, be sure to check this detail with students."

Component: *HMH Into Science Texas Student Edition Print Consumable Grade 5*

ISBN: 9780358861683

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 160

Location: Step 4

Original Text: "Conduct the ramp height investigation you designed in Part 1."

Updated Text: "Review the ramp height investigation you designed in Part 1."

Component: *HMH Into Science Texas Student License Digital Grade 5*

ISBN: 9780358859758

Link to Current Content:

[View Current Content](#)

Current Page Number(s): TEKS Lesson 5.8.B Day 3, Screen 3

Location: Bottom of Screen, paragraph 2, sentence 1

Original Text: "Model of a complete circuit with a light bulb, including all parts of the system. Now draw a second model, but leave a break in the electrical circuit. Label your models to show how the interdependent parts function in the system, focusing on what happens to the light bulb in each circuit."

Updated Text: "First, model of a complete circuit with a light bulb, including all parts of the system. Then, draw a second model, but leave a break in the electrical circuit. Label your models to show how the interdependent parts function in the system, focusing on what happens to the light bulb in each circuit."

Component: *HMH Into Science Texas Student License Digital Grade 5*

ISBN: 9780358859758

Link to Current Content:

[View Current Content](#)

Current Page Number(s): TEKS Lesson 5.8.B Day 4, Screen 3

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 1471 of 3538

Location: Bottom of Screen, Table, Column 3

Original Text: N/A

Updated Text: "Energy Transformations"

Component: *HMH Into Science Texas Student License Digital Grade 5*

ISBN: 9780358859758

Link to Current Content:

[View Current Content](#)

Current Page Number(s): TEKS Lesson 5.8.B Day 5, Screen 2

Location: Paragraph 3, Ask a Question

Original Text: "Ask a Question How can a switch redirect the flow of electric current?"

Updated Text: "Ask a Question about how a switch can redirect the flow of electric current."

Component: *HMH Into Science Texas Student Edition Print Consumable Grade 5*

ISBN: 9780358861683

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 216

Location: Paragraph 2, Sentence 1

Original Text: "First model of a complete circuit with a light bulb, including all parts of the system. Now draw a second model, but leave a break in the electrical circuit. Label your models to show how the interdependent parts function in the system, focusing on what happens to the light bulb in each circuit."

Updated Text: "First, model of a complete circuit with a light bulb, including all parts of the system. Then, draw a second model, but leave a break in the electrical circuit. Label your models to show how the interdependent parts function in the system, focusing on what happens to the light bulb in each circuit."

Component: *HMH Into Science Texas Teacher Guide Grade 5*

ISBN: 9780358841586

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 174

Location: Column 2, Circuits and Systems, paragraph 1

Original Text: N/A

Updated Text: "Support for Student Answers

First, model of a complete circuit with a light bulb, including all parts of the system. Then, draw a second model, but leave a break in the electrical circuit. Label your models to show how the interdependent parts function in the system, focusing on what happens to the light bulb in each circuit.

Student's first model should show a complete loop that includes an energy source and a light bulb. Their second model should include similar parts, but with a break in the circuit. Labels should show that the path is needed to make a complete circuit. Students should identify the energy source, and that the light bulb transforms electrical energy into heat and light."

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 1472 of 3538

Component: *HMH Into Science Texas Teacher Guide Grade 5*

ISBN: 9780358841586

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 176

Location: Column 2, Key Learning Activity, Model and Explain, sentence 4

Original Text: "...Encourage students to make unique circuits of their own by adding, removing, and re-ordering components."

Updated Text: "...A short circuit occurs when battery terminals are connected by a wire with no other components in the path. Short circuits get hot quickly and can cause damage. Warn students to avoid building short circuits."

Component: *HMH Into Science Texas Teacher Guide Grade 5*

ISBN: 9780358841586

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 177

Location: Column 2, above Step 5

Original Text: N/A

Updated Text: "Step 4

Support for Student Answers

Replace the light bulb with the fan. Does this affect the circuit's energy transformations? Can you hear differences in this circuit that you couldn't hear in the first circuit? Sample answer: I noticed the fan makes noise. Also, the energy was transformed into motion energy. "

Component: *HMH Into Science Texas Teacher Guide Grade 5*

ISBN: 9780358841586

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 180

Location: Column 2, Safety, sentence 4

Original Text: N/A

Updated Text: "Remind students to avoid making a short circuit."

Component: *HMH Into Science Texas Teacher Guide Grade 5*

ISBN: 9780358841586

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 182

Location: Column 1, Top of Page

Original Text: N/A

Updated Text: "PAGE 228

Support for Student Answers

Develop Models Draw models of your two circuits, and clearly indicate the positions of the switches that will light the bulb.

Student drawings should show that each model provides a closed path for charges to flow through the circuit."

Component: *HMH Into Science Texas Teacher Guide Grade 5*

ISBN: 9780358841586

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 184

Location: Column 1, paragraph 1

Original Text: N/A

Updated Text: "Support for Student Answers

Research CAD as an innovative solution. List three ways CAD has made society better. Sample answer: CAD has made the development process faster and cheaper, so people can get solutions to their problems sooner. It allows designers to modify and optimize their solutions easily, so the solutions cost less when they are made available to people in society. Designers use CAD to make safer products for people."

Component: *HMH Into Science Texas Teacher Guide Grade 5*

ISBN: 9780358841586

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 181

Location: Column 1, Steps 2–3, sentence 2

Original Text: N/A

Updated Text: "Securing the paperclip under the fastener holds the connections in place while students reconnect the battery. However, the circuit can also be connected by laying the paperclip across the top of the fasteners."

Component: *HMH Into Science Texas Teacher Guide Grade 5*

ISBN: 9780358841586

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 177

Location: Column 1, Step 1, sentence 3

Original Text: N/A

Updated Text: "The circuit will likely require two batteries to light the bulb. Either a double battery holder or two single battery holders may be used."

Component: *HMH Into Science Texas Teacher Guide Grade 5*

ISBN: 9780358841586

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 176

Location: Column 2, Safety, sentence 4

Original Text: N/A

Updated Text: "Remind students not to touch the fan when the blades are spinning."

Component: *HMH Into Science Texas Student Edition Print Consumable Grade 5*

ISBN: 9780358861683

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 220

Location: Column 2, Safety, sentence 5

Original Text: N/A

Updated Text: "Do not to touch the fan when the blades are spinning."

Component: *HMH Into Science Texas Student License Digital Grade 5*

ISBN: 9780358859758

Link to Current Content:

[View Current Content](#)

Current Page Number(s): TEKS Lesson 5.8.B, Day 4, Screen 2

Location: Bottom of Screen, Column 2, Safety, sentence 5

Original Text: N/A

Updated Text: "Do not to touch the fan when the blades are spinning."

Component: *HMH Into Science Texas Student Edition Print Consumable Grade 5*

ISBN: 9780358861683

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 263

Location: Paragraph 2

Original Text: "Rainbows form when there is change in the atmosphere and rain in the area. Rain refracts light. When sunlight is refracted on rain, we see a bending of colors that we call a rainbow."

Updated Text: "Rainbows form when there are water droplets in the air and sunlight is present. Water droplets change the light from the sun by reflection and refraction. When sunlight is refracted in this way, we see a bending of colors that we call a rainbow."

Component: *HMH Into Science Texas Teacher Guide Grade 5*

ISBN: 9780358841586

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 193

Location: Column 1, Phenomenon Teacher Background, sentence 4

Original Text: "A convex lens causes light to refract."

Updated Text: "Lenses cause light to refract. Light can be absorbed"

Component: *HMH Into Science Texas Teacher Guide Grade 5*

ISBN: 9780358841586

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 195

Location: Column 2, Steps 3-4

Original Text: N/A

Updated Text: "Place the prism in direct sunlight. Record what you observe. Sample Answer: I see a rainbow of colors come out of one side of the prism if I place it just right.

Using your crayons, show what is produced when light passes through a prism. Put the colors in order of what you observe. Student drawings should show white light entering one side of the prism and a rainbow of colors exiting the other side. Blue light should be on the opposite side of the colors from red light."

Component: *HMH Into Science Texas Teacher Guide Grade 5*

ISBN: 9780358841586

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 208

Location: Column 2, Exploring Refraction

Original Text: N/A

Updated Text: "Explain why this is an example of light refracting. Sample answer: The laser bends when it enters the tank and water, this is refraction."

Component: *HMH Into Science Texas Teacher Guide Grade 5*

ISBN: 9780358841586

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 211

Location: Column 1, Support for Student Answers

Original Text: N/A

Updated Text: "Claims, Evidence, and Reasoning: Make a claim about why the straw looks broken in a glass of water. Support your claim with evidence from your investigation. Explain your reasoning to connect your claim to your evidence."

Component: *HMH Into Science Texas Student License Digital Grade 5*

ISBN: 9780358859758

Link to Current Content:

[View Current Content](#)

Current Page Number(s): TEKS Lesson 5.8.C Day 6, Screen 4

Location: Top of Screen, Paragraph 2

Original Text: "Rainbows form when there is change in the atmosphere and rain in the area. Rain refracts light. When sunlight is refracted on rain, we see a bending of colors that we call a rainbow."

Updated Text: "Rainbows form when there are water droplets in the air and sunlight is present. Water droplets change the light from the sun by reflection and refraction. When sunlight is refracted in this way, we see a bending of colors that we call a rainbow."

Component: *HMH Into Science Texas Teacher Guide Grade 5*

ISBN: 9780358841586

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 189

Location: Column 1, Day 2, Preparation Tips, sentence 3

Original Text: N/A

Updated Text: "Do not use light sources with LED bulbs for this activity."

Component: *HMH Into Science Texas Teacher Guide Grade 5*

ISBN: 9780358841586

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 194

Location: Column 2, Preparation Tips, sentence 3

Original Text: N/A

Updated Text: "Do not use light sources with LED bulbs for this activity."

Component: *HMH Into Science Texas Teacher License Digital Grade 5*

ISBN: 9780358860235

Link to Current Content:

[View Current Content](#)

Current Page Number(s): Earth Processes (TEKS 5.10) Test, p. 8

Location: Item 12, art

Original Text: Art of dead deer

Updated Text: Art of dead fern

Component: *HMH Into Science Texas Teacher License Digital Grade 5*

ISBN: 9780358860235

Link to Current Content:

[View Current Content](#)

Current Page Number(s): Earth Processes (TEKS 5.10) Test, p. 5

Location: Item 7, Question

Original Text: "Wind, water, and ice are agents of nature that change or produce landforms. Which agent is the main process that produced each of these landforms? Write the letter of each answer in the correct box."

Updated Text: "Wind, water, and ice change or produce landforms. Which is the main process that produced each of these landforms? Write the letter of each answer in the correct box."

Component: *HMH Into Science Texas Teacher License Digital Grade 5*

ISBN: 9780358860235

Link to Current Content:

[View Current Content](#)

Current Page Number(s): Weather and the Water Cycle (TEKS 5.10.A) Quiz, p. 1

Location: Item 3, Answer Choices A, B, C, and D

Original Text: "A. Heat from the sun decreases ocean temperature, causing water to evaporate; then the water vapor cools and condenses, forming cumulonimbus clouds.

B. Heat from the sun increases ocean temperature, causing water to evaporate; then the water vapor cools and condenses, forming cumulonimbus clouds.

C. Heat from the atmosphere increases ocean temperature, causing water to evaporate; then the water vapor cools and condenses, forming cumulonimbus clouds.

D. Heat from the ocean increases the temperature of the atmosphere, causing water to condense; then the water vapor cools and evaporates, forming cumulonimbus clouds."

Updated Text: "A. Student one explains that heat from the sun decreases ocean temperature, causing water to evaporate; then the water vapor cools and condenses, forming clouds.

B. Student two explains that heat from the sun increases ocean temperature, causing water to evaporate; then the water vapor cools and condenses, forming clouds.

C. Student three explains that heat from the atmosphere increases ocean temperature, causing water to evaporate; then the water vapor cools and condenses, forming clouds.

D. Student four explains that heat from the ocean increases the temperature of the atmosphere, causing water to condense; then the water vapor cools and evaporates, forming clouds."

Component: *HMH Into Science Texas Student Edition Print Consumable Grade 5*

ISBN: 9780358861683

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 386

Location: Materials, add after first bullet point

Original Text: N/A

Updated Text: "• a paper towel roll cut in half

• aluminum foil"

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 1478 of 3538

Component: *HMH Into Science Texas Teacher Guide Grade 5*

ISBN: 9780358841586

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 300

Location: Column 2, Materials, bullet points and preparation tips

Original Text: . a large baking pan or roaster

. water

. sand

"Test the model ahead of time to determine how many books are needed to elevate the pan such that the investigation will work as intended."

Updated Text: . a large baking pan or roaster

- a paper towel roll cut in half
- aluminum foil
- water
- sand

"Test the model ahead of time to determine how many books are needed to elevate the pan such that the investigation will work as intended."

Component: *HMH Into Science Texas Teacher Guide Grade 5*

ISBN: 9780358841586

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 287

Location: Column 2, Materials, bullet points and preparation tips

Original Text: . a large baking pan or roaster

. water

. sand

"Test the model ahead of time to determine how many books are needed to elevate the pan such that the investigation will work as intended."

Updated Text: . a large baking pan or roaster

- a paper towel roll cut in half
- aluminum foil
- water
- sand

"Test the model ahead of time to determine how many books are needed. Cut the paper towel rolls in half vertically, long way and cover the bottom with aluminum for protection. "

Component: *HMH Into Science Texas Student Edition Print Consumable Grade 5*

ISBN: 9780358861683

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 387

Location: Step 1, Step 2, step 3 and step 4 paragraphs

Original Text: "Step 1 Use proportions to set up your model. Partially fill up your roasting pan so that it is about two-thirds full of sand. Leave the bottom one-third of your pan empty.

Step 2 Use your finger to draw a "river" into your sand. Then, use your books to elevate the sandy side of your roasting pan.

Step 3 Use the sequence map later in this activity to show what your roasting pan currently looks like.

Step 4 Put on your goggles. Slowly pour two cups of water near the top of the pan into your river. Watch what happens along the river and at the base of the pan."

Updated Text: "Step 1

Use proportions to set up your model river. Cover the inside of the paper towel roll with aluminum foil. Partially fill up your paper towel roll so that it is about two-thirds full of sand. Make sure the sand is about 5–7 cm deep. Pat down the sand so it does not move.

Step 2

Then, use your books to elevate one side of the paper towel roll. Pour water in the bottom of your roasting pan to form an "ocean". Place the paper towel roll so the lower end rests in the pan and the river drains into the ocean.

Step 3

Use the sequence map later in this activity to show what your model currently looks like.

Step 4

Put on your goggles. Slowly pour two cups of water a little bit at a time near the top of the paper towel roll into your river. Watch what happens along the river and at the base of the pan in the ocean."

Component: *HMH Into Science Texas Student Edition Print Consumable Grade 5*

ISBN: 9780358861683

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 388

Location: Step 6, step 7, step 8 paragraphs

Original Text: " Step 6 Wearing your safety goggles, use the cup to remove most of the lake that has formed at the bottom of your pan. Be careful not to disturb the sediment at the bottom of the river. Draw what you see in your sequence map.

Step 7 Repeat Steps 4–6 until you have poured 10 total cups down your pan.

Step 8 Make sure to draw your final river in your sequence map."

Updated Text: "Step 6

Repeat Steps 4–5 until you have poured 10 total cups down your pan. When you repeat the steps, try to change how you pour the water. Pour it faster or slower. Record this on your sequence map.

Step 7

Make sure to draw the final state of your model in your sequence map."

Component: *HMH Into Science Texas Teacher Guide Grade 5*

ISBN: 9780358841586

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 301

Location: Column 1, step 1 paragraph

Original Text: "Two-thirds of the pan's surface should be covered with sand. If students are unsure what the proportions look like, discuss how to divide the pan into thirds. Have students share whether a pan has too much or not enough sand in it."

Updated Text: "Two-thirds of the paper towel roll half should be filled with sand. Make sure students pat down the sand. If that is difficult for them, you can add a bit of water to the sand, so that it stays in place when tilting the roll. "

Component: *HMH Into Science Texas Teacher Guide Grade 5*

ISBN: 9780358841586

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 333

Location: Column 2, Day 4, Preparation Tips, sentence 4

Original Text: N/A

Updated Text: "Pill bugs may be used in place of earthworms. Fish can live multiple years in an aquarium with proper care. If you cannot commit to maintaining the aquarium, instruct students to build terrariums. As an alternative, many larger aquarium facilities offer live stream videos of their aquariums. You can find one of these online so students can conduct their observations."

Component: *HMH Into Science Texas Teacher Guide Grade 5*

ISBN: 9780358841586

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 346

Location: Column 2, Preparation Tips, sentence 4

Original Text: N/A

Updated Text: "Pill bugs may be used in place of earthworms. Fish can live multiple years in an aquarium with proper care. If you cannot commit to maintaining the aquarium, instruct students to build terrariums. As an alternative, many larger aquarium facilities offer live stream videos of their aquariums. You can find one of these online so students can conduct their observations."

Component: *HMH Into Science Texas Teacher License Digital Grade 5*

ISBN: 9780358860235

Link to Current Content:

[View Current Content](#)

Current Page Number(s): Changes in Ecosystems (TEKS 5.12.B) Quiz, p. 2

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 1481 of 3538

Location: Item 4, Prompt and art

Original Text: Image of bumblebee

"An illness has decreased the bumblebee population in this ecosystem. What will initially happen to the cycling of energy within the food web? Move each answer to the correct box."

Updated Text: Image of caterpillar.

"An illness has decreased the caterpillar population in this ecosystem. What will initially happen to the cycling of energy within the food web? Move each answer to the correct box."

Component: *HMH Into Science Texas Teacher Guide Grade 5*

ISBN: 9780358841586

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 368

Location: Column 1, Support for Student Answers, Sample Answer

Original Text: "When the moose population increased, the wolf population would also increase because they would have more food. The larger wolf population would mean that they would eat more moose, causing the moose population to decrease. When the moose population was smaller, the wolf population would also decrease because they would have less food."

Updated Text: "When the wolf population decreased between 1980 to 1990, the moose population increased. When the moose population increased after 2010, the wolf population began to increase. This was likely because they had more food. The larger wolf population would mean that they would eat more moose, causing the moose population to decrease."

Component: *HMH Into Science Texas Student License Digital Grade 5*

ISBN: 9780358859758

Link to Current Content:

[View Current Content](#)

Current Page Number(s): TEKS Lesson 5.12.B, Day 3, Screen 7

Location: Bottom of Screen, Sample Answer

Original Text: "When the moose population increased, the wolf population would also increase because they would have more food. The larger wolf population would mean that they would eat more moose, causing the moose population to decrease. When the moose population was smaller, the wolf population would also decrease because they would have less food."

Updated Text: "When the wolf population decreased between 1980 to 1990, the moose population increased. When the moose population increased after 2010, the wolf population began to increase. This was likely because they had more food. The larger wolf population would mean that they would eat more moose, causing the moose population to decrease."

Component: *HMH Into Science Texas Student License Digital Grade 5*

ISBN: 9780358859758

Link to Current Content:

[View Current Content](#)

Current Page Number(s): TEKS Lesson 5.12.C, Day 2, Screen 5

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 1482 of 3538

Location: Bottom of Page, Sample Answer 2, sentence 1

Original Text: "...food for the native fish after the second feeding."

Updated Text: "...food for the native fish after the fourth round of feeding."

Component: *HMH Into Science Texas Teacher Guide Grade 5*

ISBN: 9780358841586

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 428

Location: TEKS ITEM ANALYSIS Table, Item 5 Column

Original Text: [column for Item 5 and correlations to standards]

Updated Text: N/A

Component: *HMH Into Science Texas Teacher Guide Grade 5*

ISBN: 9780358841586

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 413

Location: Column 1, Step 6, sentence 4

Original Text: N/A

Updated Text: "Slices must be very thin to analyze with the microscope. Prepared slides with plant samples can be used in place of student-collected samples."

Component: *HMH Into Science Texas Teacher Guide Grade 5*

ISBN: 9780358841586

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 429

Location: Column 1, Day 7, People in Science

Original Text: "Dr. Charles Henry Turnel"

Updated Text: "Dr. Charles Henry Turner"

Component: *HMH Into Science Texas Teacher Guide Grade 5*

ISBN: 9780358841586

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 429

Location: Column 1, Day 7, People in Science

Original Text: "Dr. May Berendaum"

Updated Text: "Dr. May Berenbaum"

Component: *HMH Into Science Texas Teacher Guide Grade 5*

ISBN: 9780358841586

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 434

Location: Column 1, What Do You Already Know?, Activate Prior Knowledge, sentence 1

Original Text: "Activate Prior Knowledge by having students explore animal traits by watching the video."

Updated Text: "Activate Prior Knowledge by having students explore animal traits by exploring the photos."

Component: *HMH Into Science Texas Teacher Guide Grade 5*

ISBN: 9780358841586

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 435

Location: Column 2, Support for Student Answers, I Notice

Original Text: "What do you notice about the turtle hatchlings?"

Updated Text: "What do you notice about how the hatched turtles find their way to the ocean?"

Component: *HMH Into Science Texas Teacher Guide Grade 5*

ISBN: 9780358841586

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 435

Location: Column 2, Support for Student Answers, I Wonder

Original Text: "What do you wonder about turtle hatchlings?"

Updated Text: "What do you wonder about how and why the hatched turtles move toward the ocean?"

Component: *HMH Into Science Texas Teacher Guide Grade 5*

ISBN: 9780358841586

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 442

Location: Column 2, Performance Indicators, Item 3

Original Text: "develop a model of a nest that will increase a bird's chances of survival"

Updated Text: "plan a nest that will increase a bird's chances of survival"

Component: *HMH Into Science Texas Teacher Guide Grade 5*

ISBN: 9780358841586

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 1484 of 3538

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 448

Location: Column 2, Animal Behaviors, Support for Student Answers, sentence 1

Original Text: "Use your observations, and drag and drop each type of behavior into the correct column."

Updated Text: "Use your observations, and label each behavior with the correct behavior type."

Component: *HMH Into Science Texas Teacher Guide Grade 5*

ISBN: 9780358841586

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 449

Location: Column 2, Exit ticket, Support for Student Answers, sentence 3

Original Text: "Adult birds build nests in trees—to hide from predators on the ground."

Updated Text: "Adult birds build nests in trees—to protect young from predators on the ground."

Component: *HMH Into Science Texas Teacher Guide Grade 5*

ISBN: 9780358841586

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 449

Location: Column 2, Exit ticket, Support for Student Answers, sentence 2

Original Text: "Turtle young hatches and runs toward the sea—to escape predators."

Updated Text: "Turtle young hatch and crawl toward the sea—to escape predators."

Component: *HMH Into Science Texas Teacher Guide Grade 5*

ISBN: 9780358841586

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 453

Location: Column 2, Vocabulary, Apply, sentence 2

Original Text: "For example, when they make a claim, they might say that instinctual behaviors can be learned by animals."

Updated Text: "For example, when they make a claim, they might say that instinctual behaviors in animals are inherited, not learned."

Component: *HMH Into Science Texas Student Edition Print Consumable Grade 5*

ISBN: 9780358861683

Link to Current Content:

[View Current Content](#)

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 1485 of 3538

Current Page Number(s): p. 569

Location: Step 2, sentence 3

Original Text: "paper, in the table record the time it took to complete the puzzle."

Updated Text: "In the table, record the time it took to complete the puzzle."

Component: *HMH Into Science Texas Student Edition Print Consumable Grade 5*

ISBN: 9780358861683

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 584

Location: Column 2, option 4

Original Text: "to hide from predators on the ground"

Updated Text: "to protect young from predators on the ground"

Component: *HMH Into Science Texas Student License Digital Grade 5*

ISBN: 9780358859758

Link to Current Content:

[View Current Content](#)

Current Page Number(s): TEKS Lesson 5.13.B, Day 7, Screen 3

Location: Dr. May Berenbaum, paragraph 1, sentence 2

Original Text: "She has studied how certain insects choose honey made from different flowers..."

Updated Text: "She has studied how bees choose honey made from different flowers"

Publisher: McGraw Hill

Science, Grade 5

Program: *McGraw Hill Texas Science, Grade 5: ELPS*

Component: *McGraw Hill Texas Science, Grade 5 Student Edition*

ISBN: 9781265560188

Current Page Number(s): 9

Location: Top of the page

Original Text: n/a

Updated Text: [header] Experimental Investigations

Component: *McGraw Hill Texas Science, Grade 5 Student Edition*

ISBN: 9781265560188

Current Page Number(s): 17

Location: Diameter of the Craters on the Moon table

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 1486 of 3538

Original Text: n/a

Updated Text: Add pink anno bars to coordinate with the data in the Table

Component: McGraw Hill Texas Science, Grade 5 Student Edition

ISBN: 9781265560188

Current Page Number(s): 61

Location: top of the page

Original Text: [blue] States of Matter

Updated Text: [black] States of Matter

Component: McGraw Hill Texas Science, Grade 5 Student Edition

ISBN: 9781265560188

Current Page Number(s): 74

Location: Top left, Interactive Word Wall, last vocab word listed

Original Text: substance

Updated Text: n/a

Component: McGraw Hill Texas Science, Grade 5 Student Edition

ISBN: 9781265560188

Current Page Number(s): 74

Location: Paragraph 1, line 4,

Original Text: [yellow/bold] substance

Updated Text: substance [no formatting]

Component: McGraw Hill Texas Science, Grade 5 Student Edition

ISBN: 9781265560188

Current Page Number(s): 77

Location: Read the table text and table

Original Text: not contained in a gray box

Updated Text: contained in a gray box

Component: McGraw Hill Texas Science, Grade 5 Student Edition

ISBN: 9781265560188

Current Page Number(s): 86

Location: Claim, Evidence, Reasoning box, line 2

Original Text: Did the salt change properties after it was mixed with water and then separated? Can you back it up?

Updated Text: Did the salt change properties after it was mixed with water and then separated? Check your claim. Can you back it up?

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 1487 of 3538

Component: McGraw Hill Texas Science, Grade 5 Student Edition

ISBN: 9781265560188

Current Page Number(s): 98

Location: mini video screenshot attached to blue bar

Original Text: beaker with red particles

Updated Text: fish swimming inside a fishtank

Component: McGraw Hill Texas Science, Grade 5 Student Edition

ISBN: 9781265560188

Current Page Number(s): 111

Location: Art at the top of the page

Original Text: dotted line goes in a circular path

Updated Text: dotted line is updated to go through the battery, wires, up through the switch, to the bulb, up into the filament of the bulb, and back to the battery

Component: McGraw Hill Texas Science, Grade 5 Student Edition

ISBN: 9781265560188

Current Page Number(s): 121

Location: bottom of the page, to the right of the photo, in gray box

Original Text: Electricity is transformed into what types of energy in a hairdryer?

Updated Text: Electricity is transformed into which types of energy in a hair dryer?

Component: McGraw Hill Texas Science, Grade 5 Student Edition

ISBN: 9781265560188

Current Page Number(s): 121

Location: Third paragraph beginning with "Sound Energy"

Original Text: currently third paragraph

Updated Text: moved to be first paragraph

Component: McGraw Hill Texas Science, Grade 5 Student Edition

ISBN: 9781265560188

Current Page Number(s): 258

Location: mini video screenshot attached to blue bar

Original Text: art of the water cycle

Updated Text: art of the water cycle with labels

Component: McGraw Hill Texas Science, Grade 5 Student Edition

ISBN: 9781265560188

Current Page Number(s): 334

Location: Paragraph 1, sentence 1

Original Text: All animals are born with behaviors and instincts.

Updated Text: Many animals are born with instinctual behaviors. Throughout their lifetime, animals will also develop learned behaviors as they interact with their environment.

Component: McGraw Hill Texas Science, Grade 5 Teacher Edition

ISBN: 9781265518684

Current Page Number(s): 31

Location: Day 2; Assess, gray bar

Original Text: 10 min

Updated Text: 7 min

Component: McGraw Hill Texas Science, Grade 5 Teacher Edition

ISBN: 9781265518684

Current Page Number(s): 31

Location: Day 2; Assess, Under Quick Check text

Original Text: n/a

Updated Text: Review the cognitive verbs and Scientific and Engineering Practices and post the word cards on the Interactive Word Wall. [gray pill] 3 min

Component: McGraw Hill Texas Science, Grade 5 Teacher Edition

ISBN: 9781265518684

Current Page Number(s): 31

Location: Day 5; Assess

Original Text: Quick Check Students complete the Frayer Model graphic organizer to practice vocabulary. 5 min

Updated Text: n/a

Component: McGraw Hill Texas Science, Grade 5 Teacher Edition

ISBN: 9781265518684

Current Page Number(s): 31

Location: Day 4; Assess, Quick Check

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 1489 of 3538

Original Text: Quick Check Students complete the Word Sort graphic organizer to practice vocabulary. 5 min

Updated Text: Quick Check Students complete the Word Sort vocabulary resource. 5 min

Component: McGraw Hill Texas Science, Grade 5 Teacher Edition

ISBN: 9781265518684

Current Page Number(s): 3J

Location: Day 3; Teach

Original Text: Review the cognitive verbs and Scientific and Engineering Practices and post the word cards on the Interactive Word Wall. 10 min

Updated Text: n/a

Component: McGraw Hill Texas Science, Grade 5 Teacher Edition

ISBN: 9781265518684

Current Page Number(s): 3J

Location: Day 5; Teach; Flight of the Paper Airplane

Original Text: 15 min

Updated Text: 20 min

Component: McGraw Hill Texas Science, Grade 5 Teacher Edition

ISBN: 9781265518684

Current Page Number(s): 13

Location: Assess section

Original Text: Assess 10 min

Check for Understanding

Quick Check Have students complete the Frayer Model graphic organizer to practice vocabulary.

Updated Text: n/a

Component: McGraw Hill Texas Science, Grade 5 Teacher Edition

ISBN: 9781265518684

Current Page Number(s): 14A

Location: Red heading at the top of the page.

Original Text: Structured Inquiry

Updated Text: Guided Inquiry

Component: McGraw Hill Texas Science, Grade 5 Teacher Edition

ISBN: 9781265518684

Current Page Number(s): 14A

Location: Left column, NOTE:

Original Text: Download the student page for structured inquiry.

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 1490 of 3538

Updated Text: Download the student page for guided inquiry.

Component: McGraw Hill Texas Science, Grade 5 Teacher Edition

ISBN: 9781265518684

Current Page Number(s): 14A

Location: Right Column, Identify a Problem/Brainstorm a Solution, Paragraph 3

Original Text: Explain that when brainstorming, you list every idea you can think of. Ideas that seem silly might lead to other ideas or pieces of ideas that work.

Updated Text: Explain that when brainstorming, you list every idea you can think of. Ideas that seem silly might lead to other ideas or pieces of ideas that work. After students discuss and record potential solutions to the problem, they will choose one solution to develop in the following steps.

Component: McGraw Hill Texas Science, Grade 5 Teacher Edition

ISBN: 9781265518684

Current Page Number(s): 14A

Location: Plan heading

Original Text: Plan

Updated Text: Make a Plan

Component: McGraw Hill Texas Science, Grade 5 Teacher Edition

ISBN: 9781265518684

Current Page Number(s): 14B

Location: Left column, top of the page

Original Text: Guided and Open Options
For guided and open inquiry, students are expected to develop materials lists, write procedure steps, and determine how they will share their results. Revisions are likely during their investigation.

Updated Text: Structured and Open Options
For structured inquiry, students are given a procedure. For open inquiry, students are expected to develop materials lists, write procedure steps, and determine how they will share their results. Revisions are likely during their investigation.

Component: McGraw Hill Texas Science, Grade 5 Teacher Edition

ISBN: 9781265518684

Current Page Number(s): 14B

Location: Left column, Guided Inquiry

Original Text: Guided Inquiry
Provide the explorable question.

Updated Text: Structured Inquiry
Provide step-by-step instructions to help students investigate the explorable question.

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 1491 of 3538

Component: McGraw Hill Texas Science, Grade 5 Teacher Edition

ISBN: 9781265518684

Current Page Number(s): 14B

Location: Left column, Open Inquiry

Original Text: Students write their own explorable question.

Updated Text: Students identify their own problem.

Component: McGraw Hill Texas Science, Grade 5 Teacher Edition

ISBN: 9781265518684

Current Page Number(s): 14B

Location: Right column, Assess

Original Text: For this investigation, revisit the explorable question from the start of the investigation. Ask: How can you design a paper airplane that flies far and straight?

Updated Text: For this investigation, revisit the "Identify a Problem" question from the start of the investigation. Ask: How can you design a paper airplane that flies straight and far?

Component: McGraw Hill Texas Science, Grade 5 Teacher Edition

ISBN: 9781265518684

Current Page Number(s): 22

Location: Chapter Close; Item 5

Original Text: Students apply their knowledge of communication in science to identify the activity that is not part of being a respectful collaborator.

Updated Text: A. Incorrect. Respectful collaborators listen actively during discussions.

B. Correct. Talking quietly will make it difficult to communicate with a peer.

C. Incorrect. Respectful collaborators engage in discussions.

D. Incorrect. Respectful collaborators ask on-topic questions.

Component: McGraw Hill Texas Science, Grade 5 Teacher Edition

ISBN: 9781265518684

Current Page Number(s): 28D

Location: Under Student Page mini, Above Make a Claim

Original Text: n/a

Updated Text: Communicate Information (continued)
[items 7 and 8 from page 28C under new head]

Component: McGraw Hill Texas Science, Grade 5 Teacher Edition

ISBN: 9781265518684

Current Page Number(s): 38C

Location: Under first student page mini

Original Text: Make a Prediction

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 1492 of 3538

Updated Text: Make a Hypothesis

Component: McGraw Hill Texas Science, Grade 5 Teacher Edition

ISBN: 9781265518684

Current Page Number(s): 38C

Location: Under second student page, Conduct an Investigation

Original Text: Steps 5 and 7.

Updated Text: Steps 3, 5, 7.

Component: McGraw Hill Texas Science, Grade 5 Teacher Edition

ISBN: 9781265518684

Current Page Number(s): 39

Location: Under Notebooking, Reinforce | Use to Intervene

Original Text: Draw and label a magnet in your notebook. Draw and label magnetic objects close to the magnet and non-magnetic objects far from the magnet.

Updated Text: Say: Draw and label a magnet in your notebook. Draw and label magnetic objects close to the magnet and nonmagnetic objects far from the magnet.

Component: McGraw Hill Texas Science, Grade 5 Teacher Edition

ISBN: 9781265518684

Current Page Number(s): 39

Location: Under Notebooking, Reinforce | Use to Intervene

Original Text: Draw and label a magnet in your notebook. Draw and label magnetic objects close to the magnet and non-magnetic objects far from the magnet.

Updated Text: Say: Draw and label a magnet in your notebook. Draw and label magnetic objects close to the magnet and nonmagnetic objects far from the magnet.

Component: McGraw Hill Texas Science, Grade 5 Teacher Edition

ISBN: 9781265518684

Current Page Number(s): 39

Location: Under Notebooking, Extend | Use to Accelerate

Original Text: Have students research compasses and how magnets are involved in way finding. Ask: What magnetic materials are used to make a compass? Explain.

Updated Text: Have students research compasses and how magnets are involved in way finding. Ask: What magnetic materials are used to make a compass? Explain. Sample answer: Steel is used for the needle of the compass. It points to Earth's naturally occurring magnetic north pole.

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 1493 of 3538

Component: McGraw Hill Texas Science, Grade 5 Teacher Edition

ISBN: 9781265518684

Current Page Number(s): 39

Location: Above THEME Music Video: Patterns

Original Text: n/a

Updated Text: [header] Looking for more? Try This!

Component: McGraw Hill Texas Science, Grade 5 Teacher Edition

ISBN: 9781265518684

Current Page Number(s): 39

Location: After Music Video: Patterns paragraph

Original Text: Music Video: Patterns Students listen to the lyrics to Patterns and identify patterns with magnets and magnetism. Have them circle patterns described in the text.

Updated Text: Music Video: Patterns Students listen to the lyrics to Patterns and identify patterns with magnets and magnetism. Have them circle patterns described in the text. [TEKS] 5.5A

Component: McGraw Hill Texas Science, Grade 5 Teacher Edition

ISBN: 9781265518684

Current Page Number(s): 39

Location: Under ASSESS; Check for Understanding, Quick Check

Original Text: Quick Check Have students complete the Frayer Model graphic organizer to practice using lesson vocabulary words.

Updated Text: Quick Check Have students complete the Frayer Model vocabulary resource.

Component: McGraw Hill Texas Science, Grade 5 Teacher Edition

ISBN: 9781265518684

Current Page Number(s): 41

Location: ASSESS gray bar

Original Text: n/a

Updated Text: [clock] 10 min

Component: McGraw Hill Texas Science, Grade 5 Teacher Edition

ISBN: 9781265518684

Current Page Number(s): 41

Location: Under ASSESS, Claim, Evidence, Reasoning; Notebooking, Sample answer

Original Text: Sample answer: only certain metals are attracted to magnets. Only the objects containing iron and steel were attracted to the magnet.

Updated Text: only certain metals are attracted to magnets. Only the objects containing iron and steel were attracted to the magnet. Magnets can pull iron, but not plastic, glass, paper, and fabric. Magnets only attract iron, nickel, cobalt, and some rare Earth materials.

Component: McGraw Hill Texas Science, Grade 5 Teacher Edition

ISBN: 9781265518684

Current Page Number(s): 51

Location: ASSESS gray bar

Original Text: n/a

Updated Text: [clock] 10 min

Component: McGraw Hill Texas Science, Grade 5 Teacher Edition

ISBN: 9781265518684

Current Page Number(s): 51

Location: ASSESS, Claim, Evidence, Reasoning, sample answer

Original Text: Sample answer: Scientists test the ability of materials to conduct thermal and electrical energy. They compare and contrast those materials based on the results of the tests.

Updated Text: thermal energy can flow slowly through insulators. For example, the ice melted the least in the investigation versus the newspaper, foil, and no insulator. Wires have conductors, like copper, to allow or conduct the passage of electrical energy.

Component: McGraw Hill Texas Science, Grade 5 Teacher Edition

ISBN: 9781265518684

Current Page Number(s): 51

Location: Under ASSESS, Reinforce | Use to Intervene

Original Text: If students are unable to compare and contrast conductors and insulators, have them use the Act It Out graphic organizer to play a vocabulary game.

Updated Text: If students are unable to compare and contrast conductors and insulators, have them use the Act It Out game to reinforce concepts.

Component: McGraw Hill Texas Science, Grade 5 Teacher Edition

ISBN: 9781265518684

Current Page Number(s): 60C

Location: Under second Student page mini, Conduct an Investigation, Above Table

Original Text: n/a

Updated Text: [title] Stirring Matter into Water

Component: McGraw Hill Texas Science, Grade 5 Teacher Edition

ISBN: 9781265518684

Current Page Number(s): 60C

Location: Under second Student page mini, Conduct an Investigation, First cell in the table

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 1495 of 3538

Original Text: n/a

Updated Text: [column header] Matter

Component: McGraw Hill Texas Science, Grade 5 Teacher Edition

ISBN: 9781265518684

Current Page Number(s): 60C

Location: Under second Student page mini, Conduct an Investigation

Original Text: Steps 4, 6, 8, 10, and 12.

Updated Text: Steps 4, 6, 8, 10, 13.

Component: McGraw Hill Texas Science, Grade 5 Teacher Edition

ISBN: 9781265518684

Current Page Number(s): 63

Location: Visual Literacy, second sample answer

Original Text: Sample answer: They help me see more solids, liquids, and gases. I can see the butter melting (liquid) and steam (gas).

Updated Text: Sample answer: They help me see more solids, liquids, and gases. I can see the solid butter melting to become a liquid.

Component: McGraw Hill Texas Science, Grade 5 Teacher Edition

ISBN: 9781265518684

Current Page Number(s): 63

Location: ASSESS gray bar

Original Text: n/a

Updated Text: [clock icon] 10 min

Component: McGraw Hill Texas Science, Grade 5 Teacher Edition

ISBN: 9781265518684

Current Page Number(s): 63

Location: Under ASSESS, Claim Evidence, Reasoning, sample answer

Original Text: Sample answer: substances, such as salt, dissolve. I can use my observations to compare and contrast solubility and states of matter.

Updated Text: substances like salt and sugar can dissolve. Sugar or salt mixed with water in the investigation were soluble. States of matter can also be observed and compared. Air takes the shape of a balloon, rocks are solids, and water is a liquid.

Component: McGraw Hill Texas Science, Grade 5 Teacher Edition

ISBN: 9781265518684

Current Page Number(s): 63

Location: Under second green Key Moment bar

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 1496 of 3538

Original Text: n/a

Updated Text: Interactive Infographic: Have students check out A Carnival of Solids, Liquids, and Gases.

Component: McGraw Hill Texas Science, Grade 5 Teacher Edition

ISBN: 9781265518684

Current Page Number(s): 67

Location: Under GET READY, under first checklist item

Original Text: n/a

Updated Text: [checkbox] Download the STEM Project Teacher Support.

Component: McGraw Hill Texas Science, Grade 5 Teacher Edition

ISBN: 9781265518684

Current Page Number(s): 67

Location: Assess, Above item 1

Original Text: n/a

Updated Text: Use the following questions to assess students' understanding of chapter content.

Component: McGraw Hill Texas Science, Grade 5 Teacher Edition

ISBN: 9781265518684

Current Page Number(s): 67

Location: Assess Item 1, after sentence 1

Original Text: n/a

Updated Text: DOK 3

Component: McGraw Hill Texas Science, Grade 5 Teacher Edition

ISBN: 9781265518684

Current Page Number(s): 67

Location: Assess Item 2, after sentence 1

Original Text: n/a

Updated Text: DOK 1

Component: McGraw Hill Texas Science, Grade 5 Teacher Edition

ISBN: 9781265518684

Current Page Number(s): 67

Location: Assess Item 3, after sentence 1

Original Text: n/a

Updated Text: DOK 3

Component: McGraw Hill Texas Science, Grade 5 Teacher Edition

ISBN: 9781265518684

Current Page Number(s): 68

Location: Item 4, after answer choice E

Original Text: n/a

Updated Text: DOK 1

Component: McGraw Hill Texas Science, Grade 5 Teacher Edition

ISBN: 9781265518684

Current Page Number(s): 68

Location: Item 4, after answer choice D

Original Text: n/a

Updated Text: DOK 1

Component: McGraw Hill Texas Science, Grade 5 Teacher Edition

ISBN: 9781265518684

Current Page Number(s): 68

Location: Item 4, after answer choice E

Original Text: n/a

Updated Text: DOK 3

Component: McGraw Hill Texas Science, Grade 5 Teacher Edition

ISBN: 9781265518684

Current Page Number(s): 86A

Location: Materials list; second bullet

Original Text: 3 slides

Updated Text: 2 slides

Component: McGraw Hill Texas Science, Grade 5 Teacher Edition

ISBN: 9781265518684

Current Page Number(s): 86A

Location: Materials list; 6th bullet

Original Text: 2 cup

Updated Text: cup

Component: McGraw Hill Texas Science, Grade 5 Teacher Edition

ISBN: 9781265518684

Current Page Number(s): 86A

Location: Conduct an Investigation, first bullet

Original Text: Step 1 and 3

Updated Text: Steps 1[en dash]4

Component: McGraw Hill Texas Science, Grade 5 Teacher Edition

ISBN: 9781265518684

Current Page Number(s): 86A

Location: Conduct an Investigation, first bullet, line 4

Original Text: Have students record their observations in the Before Mixing side of the table.

Updated Text: Have students record their observations of the salt and water in the Before Combining side of the table.

Component: McGraw Hill Texas Science, Grade 5 Teacher Edition

ISBN: 9781265518684

Current Page Number(s): 86A

Location: Conduct an Investigation, second bullet, Step 5 support

Original Text: Prepare the salty water as a demonstration. Set the hot plate to medium heat. Heat 250 mL of water so it's hot, not boiling. Add 2 tablespoons of salt and stir. Let the water cool before preparing slides for students. Ask: How can we find out if the salt is still present?

Updated Text: Assist students in slide preparation as necessary. Ask: How can we find out if the salt is still present?

Component: McGraw Hill Texas Science, Grade 5 Teacher Edition

ISBN: 9781265518684

Current Page Number(s): 89

Location: Looking for more? Try this! section

Original Text: Music Video: Patterns Students listen to the lyrics of Patterns and identify patterns in solutions. Have them underline the text that identifies the patterns that separate solutions from other mixtures.

Updated Text: Music Video: Patterns Students listen to the lyrics of Patterns and identify patterns in solutions. Have them underline the text that identifies the patterns that separate solutions from other mixtures. [THEME] 5.5A

Component: McGraw Hill Texas Science, Grade 5 Teacher Edition

ISBN: 9781265518684

Current Page Number(s): 89

Location: ASSESS, REINFORCE | Use to Intervene

Original Text: If students are unable to classify the mixtures, have them use the What's On My Head? Graphic organizer to play a vocabulary game.

Updated Text: If students are unable to classify the mixtures, have them use the What's On My Head? game to reinforce concepts.

Component: McGraw Hill Texas Science, Grade 5 Teacher Edition

ISBN: 9781265518684

Current Page Number(s): 89

Location: ASSESS gray bar

Original Text: n/a

Updated Text: [clock icon] 10 min

Component: McGraw Hill Texas Science, Grade 5 Teacher Edition

ISBN: 9781265518684

Current Page Number(s): 89

Location: ASSESS, Claim, Evidence, Reasoning, Notebooking section

Original Text: Introduce Step 3 of the Claim, Evidence, Reasoning Routine. Sample reasoning: My claim is valid because ...
Sample answer: forming a solution is a physical change. It does not change the types of matter.

Updated Text: Introduce Step 3 of the Claim, Evidence, Reasoning Routine. Sample reasoning: My claim is valid because ...
in the investigation, mixing salt and water formed a solution. The salt was no longer visible but was still there. Water was
also still present in the mixture."

Component: McGraw Hill Texas Science, Grade 5 Teacher Edition

ISBN: 9781265518684

Current Page Number(s): 89

Location: ASSESS, Check for Understanding, Essential Question Check-In

Original Text: Students should use their knowledge and experience from the lesson to classify mixtures based on whether
their physical properties change when combined.

Updated Text: Students classify mixtures based on whether their physical properties change when combined.

Component: McGraw Hill Texas Science, Grade 5 Teacher Edition

ISBN: 9781265518684

Current Page Number(s): 98

Location: heading at the top of the left column

Original Text: Evidence for the Particle
Model

Updated Text: Evidence for the Particle Model

Component: McGraw Hill Texas Science, Grade 5 Teacher Edition

ISBN: 9781265518684

Current Page Number(s): 98

Location: TEACH, Key Moment

Original Text: Key Moment
Read and discuss the text with students.

Updated Text: n/a

Component: McGraw Hill Texas Science, Grade 5 Teacher Edition

ISBN: 9781265518684

Current Page Number(s): 98

Location: TEACH, Under Interactive Word Wall, Key Moment

Original Text: n/a

Updated Text: Read and discuss the text with students.

Component: McGraw Hill Texas Science, Grade 5 Teacher Edition

ISBN: 9781265518684

Current Page Number(s): 98

Location: TEACH, Under Interactive Word Wall, Key Moment, Investigation Connection

Original Text: Now would be a good time to complete the Revisit prompt on the student investigation page.

Updated Text: Now would be a good time to complete the Revisit prompt on the student investigation page. In addition, have students create a tree map with three branches. Explain that a tree map will help them classify states of matter. Each branch should represent a different state of matter. Have students record descriptions of each state in the spaces below each branch

Component: McGraw Hill Texas Science, Grade 5 Teacher Edition

ISBN: 9781265518684

Current Page Number(s): 98

Location: TEACH, EB/EL Provide Individualized Instruction

Original Text: Invite students to act out examples in the text: moving through air, moving through water, trying to move through a solid.

Have students hold up index cards labeled solid, liquid, or gas to identify each example.

Updated Text: Invite students to act out examples in the text: moving through air and water and trying to move through a solid. Have students hold up index cards labeled to identify each example.

Component: McGraw Hill Texas Science, Grade 5 Teacher Edition

ISBN: 9781265518684

Current Page Number(s): 99

Location: ASSESS, Claim, Evidence, Reasoning, pink sample answer text

Original Text: Sample answer: solids, liquids, and gases are all made up of matter. The particles are arranged differently in each state.

Updated Text: particles of matter make up all states of matter, solids, liquids, and gases. Particles inside solids look closer together than in liquids, followed by gases. Gas particles are further apart and move more freely in a container compared to a solid. Gases can take the shape of their container, but solids keep their shape.

Component: McGraw Hill Texas Science, Grade 5 Teacher Edition

ISBN: 9781265518684

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 1501 of 3538

Current Page Number(s): 130A

Location: Structured Inquiry, Teacher Tips, end of the paragraph

Original Text: n/a

Updated Text: Use index cards of various colors to demonstrate that when light hits an object, some colors are absorbed. Explain that the color our eyes see has been reflected back to us.

Component: McGraw Hill Texas Science, Grade 5 Teacher Edition

ISBN: 9781265518684

Current Page Number(s): 143E

Location: Science Station title

Original Text: Energy Transfer Scavenger Hunt

Updated Text: Energy Transformation Scavenger Hunt

Component: McGraw Hill Texas Science, Grade 5 Teacher Edition

ISBN: 9781265518684

Current Page Number(s): 143E

Location: Science Station, Energy Transformation Scavenger Hunt, Sentence 2

Original Text: Students walk around the classroom looking for three different energy transfers.

Updated Text: Students walk around the classroom looking for three different energy transformations.

Component: McGraw Hill Texas Science, Grade 5 Teacher Edition

ISBN: 9781265518684

Current Page Number(s): 146A

Location: Structured Inquiry, Under Video thumbnail

Original Text: Preview step-by-step support in the Anytime Investigation Video, Examine the Energy. 4:00

Updated Text: To see the different uses for photo cards, preview the Anytime Investigation Video, Photo Cards Support.1:31

Component: McGraw Hill Texas Science, Grade 5 Teacher Edition

ISBN: 9781265518684

Current Page Number(s): 146A

Location: Column 2, Conduct an Investigation, first bullet

Original Text: • Step 1 Explain to students that energy transformation occurs when energy in a system, such as a radio changes from one form to another. Have students share their ideas about how the radio gets power. Write their ideas on the board.

Updated Text: Explain to students that energy transformation occurs when energy in a system, such as a radio changes from one form to another. Have students share their ideas about how the radio gets power. Write their ideas on the board.

Component: McGraw Hill Texas Science, Grade 5 Teacher Edition

ISBN: 9781265518684

Current Page Number(s): 146A

Location: Column 2, Conduct an Investigation, second bullet

Original Text: Step 6

Updated Text: Steps 5[en dash]6

Component: McGraw Hill Texas Science, Grade 5 Teacher Edition

ISBN: 9781265518684

Current Page Number(s): 146B

Location: Assess, First pink sample answer

Original Text: Sample answer: I claim you can identify the starting type of energy. Any forms of energy that it changes into can be identified as a series of steps.

Updated Text: Sample answer: I claim energy can form and change into an identifiable series of steps.

Component: McGraw Hill Texas Science, Grade 5 Teacher Edition

ISBN: 9781265518684

Current Page Number(s): 146C

Location: Under second student page mini, Conduct an Investigation, #6, above table

Original Text: n/a

Updated Text: (insert table title) Energy Changes

Component: McGraw Hill Texas Science, Grade 5 Teacher Edition

ISBN: 9781265518684

Current Page Number(s): 146C

Location: Under second student page mini, Conduct an Investigation, #6, Column 2 head

Original Text: Energy Transformation

Updated Text: Description of Energy Change

Component: McGraw Hill Texas Science, Grade 5 Teacher Edition

ISBN: 9781265518684

Current Page Number(s): 146D

Location: Under Student page mini, Make a Claim, 12.

Original Text: 12. Sample answer: I claim you can identify the starting type of energy. Any forms of energy that it changes into can be identified as a series of steps.

Updated Text: 12. Sample answer: I claim energy can form and change into an identifiable series of steps.

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 1503 of 3538

Component: McGraw Hill Texas Science, Grade 5 Teacher Edition

ISBN: 9781265518684

Current Page Number(s): 172D

Location: Under first Student Page mini, Communicate Information, 14

Original Text: 14. Sample answer: The higher the ramp, the greater the amount of force causing the stationary car to move farther.

Updated Text: 14. Sample answer: As the height of the ramp decreased, the amount of force decreased, causing the stationary car to travel a shorter distance after the collision.

Component: McGraw Hill Texas Science, Grade 5 Teacher Edition

ISBN: 9781265518684

Current Page Number(s): 172D

Location: Under first Student Page mini, Communicate Information, 15

Original Text: 15. Sample answer: Yes, the greater the height of the ramp, the further the stationary car moved after the collision.

Updated Text: 15. Sample answer: A higher ramp resulted in a greater force, causing the car to travel farther.

Component: McGraw Hill Texas Science, Grade 5 Teacher Edition

ISBN: 9781265518684

Current Page Number(s): 172D

Location: Under second Student Page mini, Communicate Information (continued), 16

Original Text: 16. Sample answer: Yes. I predicted that higher speeds would result in the stationary moving further after a collision.

Updated Text: 16. Sample answer: Yes. I hypothesized that higher speeds would result in the stationary car moving farther after a collision, and that is what happened in our trials.

Component: McGraw Hill Texas Science, Grade 5 Teacher Edition

ISBN: 9781265518684

Current Page Number(s): 172D

Location: Under second Student Page mini, Communicate Information (continued), Under #17 sample answer

Original Text: n/a

Updated Text: 18. Revisit [anno] Sample answer: When the car was not moving, forces were equal. When the car was moving down the ramp, forces were unequal.

Component: McGraw Hill Texas Science, Grade 5 Teacher Edition

ISBN: 9781265518684

Current Page Number(s): 172D

Location: Under second Student page mini, Make a Claim, 18

Original Text: 18

Updated Text: 19

Component: McGraw Hill Texas Science, Grade 5 Teacher Edition

ISBN: 9781265518684

Current Page Number(s): 184C

Location: Under second Student Edition mini

Original Text: Conduct an Investigation

Updated Text: Make a Hypothesis (continued)

Component: McGraw Hill Texas Science, Grade 5 Teacher Edition

ISBN: 9781265518684

Current Page Number(s): 184C

Location: Under second Student Edition mini

Original Text: 4. Tape a straw to a balloon lengthwise.

Updated Text: 4. Tape the straw to the balloon lengthwise. Pull the balloon and straw to one end of the string.

Component: McGraw Hill Texas Science, Grade 5 Teacher Edition

ISBN: 9781265518684

Current Page Number(s): 208D

Location: Under first Student page mini, Communicate Information, Item 10

Original Text: Sample answer: Water can change the appearance of Earth's surface.

Updated Text: Sample answer: I modeled erosion and deposition. I modeled a canyon and a delta.

Component: McGraw Hill Texas Science, Grade 5 Teacher Edition

ISBN: 9781265518684

Current Page Number(s): 208D

Location: Under first Student page mini, Communicate Information, Item 12

Original Text: Sample answer: I noticed that the landforms in my model looked a lot like a delta and a canyon.

Updated Text: Sample answer: I noticed that the landforms in my model looked a lot like a delta and a canyon in the lesson photos.

Component: McGraw Hill Texas Science, Grade 5 Teacher Edition

ISBN: 9781265518684

Current Page Number(s): 208D

Location: Under second Student page mini, Communicate Information (continued), Item 15

Original Text: Students will revisit the investigation after learning the lesson vocabulary to label their diagram.

Updated Text: Revisit Students will revisit the investigation after learning the lesson vocabulary. Students should identify and label where a canyon and delta formed in their models.

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 1505 of 3538

Component: McGraw Hill Texas Science, Grade 5 Teacher Edition

ISBN: 9781265518684

Current Page Number(s): 209

Location: Key Moment, Investigation Connection, Notebooking support

Original Text: Have students use vocabulary words to label their diagram and explain how the investigation modeled a delta.

Updated Text: Have students use vocabulary words to label their sketches and explain how the investigation modeled a delta and a canyon.

Component: McGraw Hill Texas Science, Grade 5 Teacher Edition

ISBN: 9781265518684

Current Page Number(s): 221

Location: EXTEND | Use to Accelerate

Original Text: EXTEND | Use to Accelerate Have students research what kind of information scientists can gain from studying the rocks left behind by glaciers.

Updated Text: EXTEND | Use to Accelerate [blue text] Ask: Have students research what kind of information scientists can gain from studying the rocks left behind by glaciers.

Component: McGraw Hill Texas Science, Grade 5 Teacher Edition

ISBN: 9781265518684

Current Page Number(s): 221

Location: Directly above gray ASSESS bar

Original Text: Ask: What caused the rock to crack? Sample answer: Ice wedging caused the rock to split.

Updated Text: Ask: What caused the rock to crack? Sample answer: Ice wedging caused the rock to split.[TEKS] 5.5B

Component: McGraw Hill Texas Science, Grade 5 Teacher Edition

ISBN: 9781265518684

Current Page Number(s): 221

Location: ASSESS, Claim, Evidence, Reasoning, Notebooking, pink text

Original Text: glaciers weather and erode Earth's surface as they move slowly across the land. They can make a valley wider and steeper and leave a ridge-like mound at the end.

Updated Text: glaciers weather and erode Earth's surface as they move slowly across the land. The glacier plucks rocks from the ground and carries gravel, sand, and clay, making the valley wider and steeper. Glaciers leave moraines, ridge-like mounds, on the Earth's surface. Over time, a glacier carves U-shaped valleys.

Component: McGraw Hill Texas Science, Grade 5 Teacher Edition

ISBN: 9781265518684

Current Page Number(s): 234D

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 1506 of 3538

Location: Below student mini

Original Text: Delete Item 6 and renumber 7, 8 to 6, 7

Updated Text: N/A

Component: McGraw Hill Texas Science, Grade 5 Teacher Edition

ISBN: 9781265518684

Current Page Number(s): 234D

Location: Below student mini, Communicate Information (continued), Item 7 (now Item 6)

Original Text: 7. Sample answer: Yes. I predicted that rocks form through a process of weathering, erosion, deposition, compaction and cementation.

Updated Text: 6. Sample answer: Yes. I observed that rocks form through a process of weathering, erosion, deposition, compaction and cementation.

Component: McGraw Hill Texas Science, Grade 5 Teacher Edition

ISBN: 9781265518684

Current Page Number(s): 237

Location: ASSESS, Claim, Evidence, Reasoning, pink text

Original Text: sedimentary rocks form when sediment that has been weathered, eroded, and deposited is compacted and cemented together.

Updated Text: the process of sedimentary rock formation consists of weathering, erosion, deposition, and cementation. Sedimentary rocks start with weathered and eroded rock carried by the wind, water, ice, or gravity to a new location like a body of water. Sedimentary rocks are formed when sediment gets cemented and hardens. This process can take hundreds of years

Component: McGraw Hill Texas Science, Grade 5 Teacher Edition

ISBN: 9781265518684

Current Page Number(s): 254

Location: Blue heading (Essential Question)

Original Text: How do the Sun and ocean affect weather?

Updated Text: How do the Sun and the ocean affect weather?

Component: McGraw Hill Texas Science, Grade 5 Teacher Edition

ISBN: 9781265518684

Current Page Number(s): 254

Location: GET READY, THEME Energy and Matter

Original Text: [THEME] Energy and Matter Throughout the lesson, students investigate how energy from the Sun interacts with water and how water cycles and is conserved in the process. TEKS 5.5E

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 1507 of 3538

Updated Text: [THEME] Energy and Matter Throughout the lesson, students investigate how energy from the Sun interacts with water and how water cycles and is conserved in the process. Use the THEME Graphic Organizer: Energy and Matter. TEKS 5.5E

Component: McGraw Hill Texas Science, Grade 5 Teacher Edition

ISBN: 9781265518684

Current Page Number(s): 256

Location: TEACH, UNDER Claim, Evidence, Reasoning Notebooking support

Original Text: n/a

Updated Text: KEY MOMENT green bars with this text between them: "Read and discuss the text with students."

Component: McGraw Hill Texas Science, Grade 5 Teacher Edition

ISBN: 9781265518684

Current Page Number(s): 256

Location: Interactive Word Wall, Model Reading Comprehension

Original Text: Model Reading Comprehension Encourage students to identify the main idea and details. Ask: What is the main idea of the lesson? What is one supporting detail? Sample answer: Water moves between the air and Earth's surface in the water cycle. The Sun drives the process of evaporation. ELAR 5.3A

Updated Text: Encourage students to establish purpose for reading the assigned text. [BLUE] Ask: What is the purpose of the Water on Land and in the Air text? [anno] Sample answer: This text explains what the water cycle is and each step of the process. [ELAR pill] 5.6A

Component: McGraw Hill Texas Science, Grade 5 Teacher Edition

ISBN: 9781265518684

Current Page Number(s): 310

Location: Above the yellow Interactive Word Wall yellow box

Original Text: n/a

Updated Text: KEY MOMENT green bars with the text "Read and discuss the text with students."

Component: McGraw Hill Texas Science, Grade 5 Teacher Edition

ISBN: 9781265518684

Current Page Number(s): 350

Location: Blue box Notebooking Tip under the Student page mini

Original Text: Infographics: Diagrams Students can make diagrams using quarter- and half-sheets of paper. Always include a title, labels, and captions that explain the information being shown. Under the tabbed diagram, students explain how they analyze and interpret the data presented. Have students make a diagram of an ecosystem that identifies and labels biotic and abiotic factors. [caption] 70-72

Updated Text: Connect, Apply, Infer Use PHOTostart / PHOTOfinish Foldables to help students read between the lines. As students observe a photo, they connect it to something they already know, apply something they are learning to it, or

infer to determine what is happening that is not stated or shown.
[caption] See pages 68–69.

Component: McGraw Hill Texas Science, Grade 5 Teacher Edition

ISBN: 9781265518684

Current Page Number(s): 350

Location: GET READY, checklist items

Original Text: Download the T-Chart and Act It Out graphic organizers

Updated Text: Download the T-Chart graphic organizer.

Download Game to Reinforce: Act It Out (optional)

Component: McGraw Hill Texas Science, Grade 5 Teacher Edition

ISBN: 9781265518684

Current Page Number(s): 359

Location: Under the Talk About It

Original Text: N/A

Updated Text: Look at the diagram of the food web. What is the proportion of decomposers to consumers? One decomposer to six consumers; 1:6

Component: McGraw Hill Texas Science, Grade 5 Teacher Edition

ISBN: 9781265518684

Current Page Number(s): 359

Location: Top right of page, in Key Moment

Original Text: N/A

Updated Text: Visual Literacy

[RIH] Read the Diagram Guide students through the See-Scan-Analyze thinking process. Encourage students to trace the arrows, looking closely at the illustration and reading the labels.

Ask: How can you use the illustration to help you determine the proportion of decomposers to consumers? Sample answer: I can count the number of producers and consumers and use that information to determine the proportion.

Component: McGraw Hill Texas Science, Grade 5 Teacher Edition

ISBN: 9781265518684

Current Page Number(s): 361

Location: ASSESS, Claim, Evidence, Reasoning, Notebooking, pink text

Original Text: all members of a food web play an important role. They provide food, eat food, or both. As a result, removing an organism affects the cycling of matter and flow of energy.

Updated Text: all members of a food web play an important role. They provide food, eat food, or both. As a result, removing an organism affects the cycling of matter and flow of energy. For example, grass provides food for elephants, rats, and insects. However, lizards can eat rats but also provide food for eagles. Removing an organism affects the cycling

of matter and flow of energy. If you remove grass, it will decrease organisms that eat it for survival. Elephants that depend on grass might not survive.

Component: McGraw Hill Texas Science, Grade 5 Teacher Edition

ISBN: 9781265518684

Current Page Number(s): 371

Location: Looking for more? Try this!, THEME Music Video

Original Text: THEME Music Video Use Slow and Rapid Changes to stimulate thought and discussion about how human activities affect ecosystems. Explain that human effects on ecosystems can be slow or rapid.

Updated Text: [play button icon] THEME Music Video Use Slow and Rapid Changes to stimulate thought and discussion about how human activities affect ecosystems. Explain that human effects on ecosystems can be slow or rapid. [TEKS] 5.5G

Component: McGraw Hill Texas Science, Grade 5 Teacher Edition

ISBN: 9781265518684

Current Page Number(s): 371

Location: ASSESS Gray Bar

Original Text: Claim, Evidence, Reasoning support is ABOVE the ASSESS bar

Updated Text: Claim, Evidence, Reasoning support is BELOW the ASSESS bar

Component: McGraw Hill Texas Science, Grade 5 Teacher Edition

ISBN: 9781265518684

Current Page Number(s): 371

Location: ASSESS, Claim, Evidence Reasoning, Notebooking, pink text

Original Text: healthy ecosystems support a variety of organisms year after year. Human activities that improve the health of ecosystems protect the biotic and abiotic factors. Human activities that harm wildlife and their environment negatively affect ecosystems.

Updated Text: healthy ecosystems support a variety of organisms year after year. Human activities that improve the health of ecosystems protect the biotic and abiotic factors. Human activities that harm wildlife and their environment negatively affect ecosystems. Human activities that improve the health of ecosystems protect wildlife and abiotic factors. Humans can recycle trash into useful products, plant trees, and compost food to save landfills and return nutrients to the soil. Not disposing of waste or not recycling trash harms ecosystems.

Component: McGraw Hill Texas Science, Grade 5 Teacher Edition

ISBN: 9781265518684

Current Page Number(s): 371

Location: ASSESS, Check for Understanding, REINFORCE | Use to Intervene

Original Text: If students are unable to demonstrate their knowledge of how human activities affect ecosystems, have them use the I Spy graphic organizer to play a vocabulary game.

Updated Text: If students are unable to demonstrate their knowledge of how human activities affect ecosystems, have them use the I Spy game to reinforce concepts.

Publisher: Savvas Learning

Science, Grade 5

Program: *Texas Experience Science Grade 5 (Print with digital): TEKS*

Component: *Grade 5 Teacher Guide*

ISBN: 9781323223369

Current Page Number(s): Topic Overview

Location: minor column

Original Text: Topic Readiness Test

Updated Text: Topic Readiness Test and Remediation

Component: *Grade 5 Teacher Guide*

ISBN: 9781323223369

Current Page Number(s): Topic Overview

Location: Connect to Literacy Box

Original Text: Recommended Trade Books

Updated Text: Optional Trade Books

Component: *Grade 5 Teacher Guide*

ISBN: 9781323223369

Current Page Number(s): Topic Planner

Location: Assessment box

Component: *Grade 5 Teacher Guide*

ISBN: 9781323223369

Current Page Number(s): Topic Wrap-Up

Location: major column

Original Text: New Content

Component: *Grade 5 Teacher Guide*

ISBN: 9781323223369

Current Page Number(s): Topic Wrap-Up

Location: minor column

Original Text: New Content

Component: *Grade 5 Teacher Guide*

ISBN: 9781323223369

Current Page Number(s): 6

Location: Preview the Topic

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 1511 of 3538

Original Text: Preview the Topic

In this topic, students learn about matter. First, in Experience 1, students measure and observe physical properties of matter and compare and contrast matter based on its physical properties. Then, in Experience 2, students compare and contrast matter according to its physical state and illustrate how matter is made up of small particles. Finally, in Experience 3, students compare the properties of substances before and after they are combined into mixtures and solutions and demonstrate the conservation of matter.

PREVIEW ANCHORING PHENOMENON

Students watch and respond to a short Anchoring Phenomenon Video of the mixing of colored water and cornstarch. As students progress through the Experiences, they will use sense-making activities to help them answer the Anchoring Phenomenon question, How is this mixture different from its parts?

Topic Readiness Test

Students answer questions to show what they already know about matter by completing a printed or online Topic Readiness Test.

Teacher Background

Watch the Teacher Background Video Matter to refresh your knowledge of topic content. Key concepts to support instruction of this topic:

- A conductor is a material through which electrical energy can move easily.
- An insulator is a material through which electrical energy cannot move easily.
- Particles are the tiny parts that make up matter and are invisible to the naked eye.
- Matter can change form through physical or chemical changes, but it cannot be created or destroyed.

Component: *Grade 5 Teacher Guide*

ISBN: 9781323223369

Current Page Number(s): 7

Location: minor column

Original Text: Home Connection

Identify Properties of Matter Have students make a T-chart in their Science Notebooks about properties of matter. As students learn about matter throughout the topic, encourage them to work with others at home to identify as many examples of matter as they can and to measure, test, and describe the physical properties of the objects, mixtures, and solutions. Provide students with opportunities to share their observations with the class.

Component: *Grade 5 Teacher Guide*

ISBN: 9781323223369

Current Page Number(s): 12

Location: blue box

Original Text: Objectives

Students will measure and observe physical properties. Students will compare and contrast matter based on physical properties.

Updated Text: Objective

Students will work with phenomena, hands-on and literacy stations, and key ideas to measure and observe physical properties of matter and compare and contrast matter based on its physical properties.

Component: *Grade 5 Teacher Guide*

ISBN: 9781323223369

Current Page Number(s): 15

Location: Address Prior Knowledge

Original Text: Review the exit tickets collected from the Engage activity. Identify prior knowledge about the properties of matter.

Updated Text: Review the exit tickets collected from the Engage activity. If the exit tickets reveal gaps in understanding or misconceptions, use this scaffolding and guidance for just-in-time learning acceleration.

Component: *Grade 5 Teacher Guide*

ISBN: 9781323223369

Current Page Number(s): 16

Location: major column, starting at Guide Student Planning

Original Text: GUIDE STUDENT PLANNING Remind students that it is important that they follow the directions closely and to carefully record their measurements and observations for each material so they can draw conclusions at the end.

Encourage students to make predictions about what material will have the properties the company wants. Ask:

- What properties should Toy 1 have? Which material do you think will be best for Toy 1?
- What properties should Toy 2 have? Which material do you think will be best for Toy 2?
- How will you test the materials?

DIFFERENTIATED INSTRUCTION

Measuring Mass To reinforce understanding, model how to use a balance or scale to find an object's mass. If using a balance, model how to zero the balance by moving all the sliders to the left along the beams. Point out that the pointer is right at the zero line. Place a block on the balance platform. Ask What happened to the pointer? (It moved away from the zero line.) Model how to find the mass of the block by moving the sliders. Explain how to calculate the mass. If using a digital scale, point out how to tare the scale or how to zero out the scale. Place a block on the balance pan and explain how to read the display.

Component: *Grade 5 Teacher Guide*

ISBN: 9781323223369

Current Page Number(s): 20

Location: blue box

Original Text: Objectives

Students will compare and contrast matter according to its physical state. Students will illustrate how matter is made up of small particles.

Updated Text: Objective

Students will identify advantages and limitations of models to compare and contrast matter according to its physical state.

Students will identify and use patterns to explain and illustrate how matter is made up of small particles.

Component: *Grade 5 Teacher Guide*

ISBN: 9781323223369

Current Page Number(s): 23

Location: Address Prior Knowledge

Original Text: Review the exit tickets collected from the Engage activity. Identify prior knowledge about solids, liquids, and gases.

Updated Text: Review the exit tickets collected from the Engage activity. If the exit tickets reveal gaps in understanding or misconceptions, use this scaffolding and guidance for just-in-time learning acceleration.

Component: *Grade 5 Teacher Guide*

ISBN: 9781323223369

Current Page Number(s): 24

Location: major column, starting with Guide Student Planning

Original Text: GUIDE STUDENT PLANNING Remind students that it is important that they follow the directions closely and to carefully record their observations for each part of the activity so they can produce meaningful models and draw conclusions at the end. Ask:

- What do you know about the properties of solids, liquids, and gases?
- What do you want to learn about from this investigation?
- How can making models help you understand more about the properties of solids, liquids, and gases?

DIFFERENTIATED INSTRUCTION

Model States of Matter To reinforce understanding, model using a graphic organizer. Draw a three-column chart with the headings Solid, Liquid, and Gas on the board. Invite students to add examples of each state of matter to the chart. Ask What do you know about the properties of solids, liquids, and gases? Add student responses to the chart. Invite student volunteers to draw a representation of each state of matter showing that solids keep their shape, liquids take the shape of the container, and gases fill the container.

Component: *Grade 5 Teacher Guide*

ISBN: 9781323223369

Current Page Number(s): 28

Location: blue box

Original Text: Objectives

Students will compare the properties of substances before and after they are combined. They will demonstrate and explain that some mixtures maintain the physical properties of the individual substances mixed while others do not. Students will also demonstrate and explain that matter is conserved in mixtures and solutions.

Updated Text: Objectives

Students will use mathematical calculations to compare the properties of substances before and after they are combined. They will demonstrate and explain that some mixtures maintain the physical properties of the individual substances mixed while others do not.

Component: *Grade 5 Teacher Guide*

ISBN: 9781323223369

Current Page Number(s): 30

Location: ELPS Targeted Support

Original Text: Listening 2D Write property and mixture on the board and say the words.

Have students repeat after you. Encourage students to monitor their understanding of spoken language and ask for clarification as needed.

- Beginning Have students write the words sand and iron on index cards. Then make simple statements that describe the properties of iron or sand before and after they are mixed. Have students hold up the index card to show which substance has that property.
- Intermediate Have students describe to a partner one property of iron or sand before and after they are mixed. Then have students switch roles.

Proclamation 2024: Report of Editorial Changes (11/08/2023)

- Advanced Have student pairs take turns asking and answering questions about the properties of iron and sand before and after they are mixed.
- Advanced High Have students discuss their experiences with other mixtures that maintain the properties of their ingredients.

Updated Text: Listening 2D Write property and mixture on the board and say the words. Have students repeat after you. Monitor student understanding of vocabulary by asking questions.

- Beginning Model or list the properties of iron or sand. Ask simple yes/no questions to monitor if students can identify properties of metals.
- Intermediate Have students describe to a partner one property of iron or sand before and after they are mixed. After listening to a partner, monitor how students respond using the following sentence frames: I heard you say ____; I think ____ is an example of ____ because _____. Then have students switch roles.
- Advanced Have student pairs take turns asking and answering questions about the properties of iron and sand before and after they are mixed. As students listen to others, remind them to ask themselves questions such as: Do I understand what this person is saying? Monitor if a student knows what that word means.
- Advanced High Have small groups pantomime mixing and separating the sand and iron filings. Monitor how each student acts out the process, and have other students narrate the actions.

Component: *Grade 5 Teacher Guide*

ISBN: 9781323223369

Current Page Number(s): 31

Location: Address Prior Knowledge

Original Text: Review the exit tickets collected from the Engage activity. Identify prior knowledge about mixtures and solutions.

Updated Text: Review the exit tickets collected from the Engage activity. If the exit tickets reveal gaps in understanding or misconceptions, use this scaffolding and guidance for just-in-time learning acceleration.

Component: *Grade 5 Teacher Guide*

ISBN: 9781323223369

Current Page Number(s): 37

Location: TEKS Practice

Original Text: Help prepare your students for standardized testing! Conduct a short mini-lesson on the test-taking strategy of Looking for Picture Clues. When a question is accompanied by a graphic, students can practice this skill.

- Tell students that they can gather information from images, such as pictures, graphics, and other visuals, to help them answer questions and solve problems.
- Instruct students to read a question in their TEKS Practice Book and all of the associated answer choices. Before students read the question and answer choices a second time, tell them to look carefully at the image that goes with it. They should look for any captions and labels, which can provide clues for interpreting the image.
- After selecting an answer, remind students to look back at the image for evidence that supports the answer they chose.
- As students complete pages in the TEKS Practice Book, remind them to pay attention to images, as well as their labels and captions, that are used in both the question and the answer choices.
- When students determine the correct answers, have them explain how looking for picture clues helped them. Remind students that they can use the strategy of looking for picture clues on any quizzes or tests.

Updated Text: TEKS Practice

Help prepare your students for standardized testing! Conduct a short mini-lesson on the test-taking strategy of Looking for Picture Clues.

- Tell students that they can gather information from images, such as pictures, graphics, and other visuals, to help them answer questions and solve problems.
- Instruct students to read a TEKS Practice Test question and all of the associated answer choices. Before students read the question and answer choices a second time, tell them to look carefully at the image that goes with it. They should look for any captions and labels, which can provide clues for interpreting the image.
- As students answer questions, remind them to pay attention to any images, labels, and captions.

Component: *Grade 5 Teacher Guide*

ISBN: 9781323223369

Current Page Number(s): 38

Location: Preview the Topic

Original Text: Preview the Topic

In this topic, students learn about force and motion. First, in Experience 1, students investigate and explain how equal and unequal forces acting on an object cause patterns of motion and transfer of energy. Then, in Experience 2, students investigate the effect of force on an object in a system.

PREVIEW ANCHORING PHENOMENON

Students watch and respond to the Anchoring Phenomenon Video of a rocket taking off, and then explore the effects of different forces on objects in a system to explain how a rocket lifts off the ground. As students progress through the Experiences, they will revisit the Anchoring Phenomenon question, How does the rocket lift off the ground?

Topic Readiness Test

Students answer questions to show what they already know about force and motion by completing a printed or online Topic Readiness Test.

Teacher Background

Watch the Teacher Background Video Force and Motion to refresh your knowledge of topic content. Key concepts to support instruction of this topic:

- Equal forces have the same strength. Unequal forces have different strengths.
- Unequal forces can change an object's motion by causing it to speed up, slow down, change direction, change position, or stop.
- Some forces can move objects because they transfer energy to them.
- Mechanical energy is the sum of kinetic energy and potential energy.

Component: *Grade 5 Teacher Guide*

ISBN: 9781323223369

Current Page Number(s): 39

Location: minor column

Original Text: Home Connection

Identify Forces and Motion at Home Have students make a T-chart about forces and motion in their Science Notebooks. As students learn about forces and motion throughout the topic, encourage them to work with others at home to identify as many examples as they can of how equal forces and unequal forces affect motion. Provide students with opportunities to share their observations with the class.

Component: *Grade 5 Teacher Guide*

ISBN: 9781323223369

Current Page Number(s): 44

Location: blue box

Original Text: Objective

Students will investigate and explain how equal and unequal forces acting on an object cause patterns of motion and transfer of energy.

Updated Text: Objective

Students will use scientific practices to plan and conduct a descriptive investigation and explain how equal and unequal forces acting on an object cause patterns of motion and transfer of energy.

Students will identify cause-and-effect relationships to explain how equal and unequal forces acting on an object cause patterns of motion and transfer of energy.

Component: *Grade 5 Teacher Guide*

ISBN: 9781323223369

Current Page Number(s): 47

Location: Address Prior Knowledge

Original Text: Review the exit tickets collected from the Engage activity to see how much students understand about patterns of motion. Identify prior knowledge about the cause-and-effect relationship between forces and motion.

Updated Text: Review the exit tickets collected from the Engage activity. If the exit tickets reveal gaps in understanding or misconceptions, use this scaffolding and guidance for just-in-time learning acceleration.

Component: *Grade 5 Teacher Guide*

ISBN: 9781323223369

Current Page Number(s): 48

Location: major column, starting with Guide Student Planning

Original Text: DIFFERENTIATED INSTRUCTION

Model Forces To reinforce understanding, model the forces on a marble at rest. Write the terms normal force, gravitational force, applied force, and frictional force on the board. Under the terms, draw a circle to represent a marble. Next to the circle, draw an upward arrow labeled “normal force” and a downward arrow labeled “gravitational force.” Point out that the arrows show equal forces acting in opposite directions so the marble is neither moving upward nor downward. Draw an arrow pointing to the right. Label the arrow “applied force.” Then guide students to describe how to represent a marble that is sitting still.

Component: *Grade 5 Teacher Guide*

ISBN: 9781323223369

Current Page Number(s): 49

Location: Guide Student Thinking

Original Text: GUIDE STUDENT THINKING Remind students that connecting ideas from a text to their own lives can help them understand what they read. When students summarize Patterns of Motion, be sure they restate the central, or main, idea and details in an order that makes sense. Encourage students to use the vocabulary terms equal forces and unequal forces in their summaries.

ELPS TARGETED SUPPORT

Reading 4D Read aloud the text with beginning and intermediate language learners. Use prereading supports, as needed, to enhance comprehension. Point out that the Spanish cognate for equal is igual.

- Beginning Read aloud page 3 of the text with students, pointing out the words equal and unequal. Then draw two identical circles. Write equal below the circles. Then, draw one small and one large circle. Write unequal below the

circles. Ask students to point to the two sets of circles and read the labels.

- Intermediate Provide the following sentence frames for students to complete and read aloud: Equal means the _____ number or size. Unequal means a _____ number or size.
- Advanced/Advanced High Have student pairs summarize the Read About It and take turns describing the strength of equal forces and unequal forces.

Updated Text: GUIDE STUDENT THINKING Remind students that connecting ideas from a text to their own lives can help them understand what they read. If students need additional support, use this scaffolding and guidance for just-in-time learning acceleration. When students summarize Patterns of Motion, be sure they restate the central, or main, idea and details in an order that makes sense. Encourage students to use the vocabulary terms equal forces and unequal forces in their summaries.

ELPS TARGETED SUPPORT

Reading 4D Read aloud the text with beginning and intermediate language learners. Use prereading supports, as needed, to enhance comprehension. Point out that the Spanish cognate for equal is igual.

Beginning Review the title, subheads, and captions in the reading, and have students make predictions about the text as a prereading support. Read aloud page 3 of the text with students, pointing out the words equal and unequal. Then draw two identical circles. Write equal below the circles. Then, draw one small and one large circle. Write unequal below the circles. Ask students to point to the two sets of circles and read the labels.

Intermediate As a prereading activity, display the pictures from the text and ask students to make predictions about the reading. Have student pairs discuss and explain their predictions. Provide the following sentence frames for students to complete and read aloud: Equal means the _____ number or size. Unequal means a _____ number or size.

Advanced/Advanced High As a prereading activity, activate student prior knowledge by having student pairs discuss what they already know about forces, what new information they want to learn from the text, and how they have used forces in their lives. Have student pairs summarize the Read About It and take turns describing the strength of equal forces and unequal forces.

Component: *Grade 5 Teacher Guide*

ISBN: 9781323223369

Current Page Number(s): 52

Location: blue box

Original Text: Objective

Students will design a simple experimental investigation that tests the effect of force on an object in a system.

Updated Text: Objectives

Students will design a simple experimental investigation that tests the effect of force on an object in a system and communicate explanations and solutions individually and collaboratively.

Students will identify cause-and-effect relationships to explain the effect of force on an object in a system.

Component: *Grade 5 Teacher Guide*

ISBN: 9781323223369

Current Page Number(s): 55

Location: Address Prior Knowledge

Original Text: Review the exit tickets collected from the Engage activity to see how much students understand about equal and unequal forces.

Updated Text: Review the exit tickets collected from the Engage activity. If the exit tickets reveal gaps in understanding or misconceptions, use this scaffolding and guidance for just-in-time learning acceleration.

Component: *Grade 5 Teacher Guide*

ISBN: 9781323223369

Current Page Number(s): 56

Location: major column, starting at Guide Student Planning

Original Text: GUIDE STUDENT PLANNING Remind students that it is important to read all of the instructions before they begin so they understand the goal of the activity. Review the steps, and point out that students must first decide which variable to change. Explain to students that it is important to carefully record the change they make and the amount of force needed each time so they can draw conclusions at the end. Encourage students to make predictions about what they think will happen to the objects before each change.

Updated Text: GUIDE STUDENT PLANNING Remind students that it is important to read all of the instructions before they begin so they understand the goal of the activity. Review the steps, and point out that students must first decide which variable to change. Explain to students that it is important to carefully record the change they make and the amount of force needed each time so they can draw conclusions at the end. Encourage students to make predictions about what they think will happen to the objects before each activity. If students need additional support, use the Extra Support Differentiated Instruction note below as scaffolding and guidance for just-in-time learning acceleration.

Component: *Grade 5 Teacher Guide*

ISBN: 9781323223369

Current Page Number(s): 57

Location: Literacy Station

Original Text: GUIDE STUDENT THINKING Identifying and evaluating important details in a text can help students determine key ideas. Have students use the key ideas and details in the text to answer these questions:

Updated Text: GUIDE STUDENT THINKING Identifying and evaluating important details in a text can help students determine key ideas. If students need additional support, use this scaffolding and guidance for just-in-time learning acceleration.

Component: *Grade 5 Teacher Guide*

ISBN: 9781323223369

Current Page Number(s): Topic Overview

Location: Standards list

Component: *Grade 5 Teacher Guide*

ISBN: 9781323223369

Current Page Number(s): Topic Planner

Location: ELAR Row

Original Text: ELAR

Component: *Grade 5 Teacher Guide*

ISBN: 9781323223369

Current Page Number(s): Experience-At-A-Galance

Location: The TEKS box on the right

Original Text: TEKS

Component: *Grade 5 Teacher Guide*

ISBN: 9781323223369

Current Page Number(s): Throughout Topic and Experience pages

Location: boxes

Component: *Grade 5 Teacher Guide*

ISBN: 9781323223369

Current Page Number(s): Throughout Experience pages

Location: Side column

Component: *Grade 5 Teacher Guide*

ISBN: 9781323223369

Current Page Number(s): N/A

Location: Side column of most pages, Topic Overview right page, Topic Planners, and Experience At-a-Glance

Original Text: Initial list of TEKS standards

Updated Text: Added appropriate TEKS standards to many places to include a more comprehensive list.

Component: *Grade 5 Teacher Guide*

ISBN: 9781323223369

Current Page Number(s): Topic Overview

Location: Topic Overview right page, Home Connections minor column box

Original Text: (only one paragraph)

Updated Text: (insert new paragraph) Share the Topic School-to-Home letter with parents and caregivers to provide information that supports student learning. Use the Home Communication Guide for additional ideas to bring home learning into the classroom.

Component: *Grade 5 Teacher Guide*

ISBN: 9781323223369

Current Page Number(s): 62

Location: Preview the Topic

Original Text: Preview the Topic

In this topic, students learn that energy is everywhere and can be observed in cycles, patterns, or systems. First, in Experience 1, students investigate and describe energy transformations in systems. Then, in Experience 2, students explore electrical energy in the context of circuits and energy transformation. Finally, in Experience 3, students explore and explain how light travels.

Topic Readiness Test

Students answer questions to show what they already know about energy by

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 1520 of 3538

completing a printed or online Topic Readiness Test.

Teacher Background

Watch the Teacher Background Video Energy to refresh your knowledge of topic content. Key concepts to support instruction of this topic:

- Energy transformation refers to the change from one form of energy to another, such as the conversion of electrical energy to light energy.
- Reflection occurs when light bounces off of a surface.
- Refraction occurs when light passes through a type of material and changes direction.
- Absorption occurs when light is taken in by a material so that it is not reflected.

Updated Text: Preview the Topic

In this topic, students learn that energy is everywhere and can be observed in cycles, patterns, or systems. First, in Experience 1, students investigate and describe energy transformations in systems. Then, in Experience 2, students explore electrical energy in the context of circuits and energy transformation. Finally, in Experience 3, students explore and explain how light travels.

(new second paragraph in Preview the Topic here)As you progress through the topic, connect the activities back to Topic 1 Matter and Topic 2 Forces and Motion. Students can apply what they learned in Topic 1 about materials that conduct or insulate electric energy (TEKS 5.6A) to what they learn in Topic 3 about the transformation of energy in systems and circuits. They can use what they learned in Topic 2 about patterns of motion (TEKS 5.7A) to what they learn in Topic 3 about how complete circuits can transform energy into motion (TEKS 5.8B).

Topic Readiness Test and Remediation

Students answer questions to show what they already know about Matter by completing a printed or online Topic Readiness Test. For students who have difficulty on the test, assign the corresponding remediation items on Realize.

Teacher Background

Watch the Teacher Background Video Energy to refresh your knowledge of topic content. Key concepts to support instruction of this topic:

- Energy transformation refers to the change from one form of energy to another, such as the conversion of electrical energy to light energy. Refraction occurs when light passes through a type of material and changes direction. Absorption occurs when light is taken in by a material so that it is not reflected.

Component: *Grade 5 Teacher Guide*

ISBN: 9781323223369

Current Page Number(s): 68

Location: blue box

Original Text: Objective

Students will investigate and describe the

transformations of energy in systems, such as the transformation of chemical energy to electrical energy to light energy in a flashlight.

Updated Text: Objectives

Students will investigate and describe the transformations of energy in systems, such as the transformation of chemical energy to electrical energy to light energy in a flashlight.

Students will develop and use models to examine and model the parts of a system, such as the transformation of chemical energy to electrical energy to light energy in a flashlight.

Component: *Grade 5 Teacher Guide*

ISBN: 9781323223369

Current Page Number(s): 71

Location: Address Prior Knowledge

Original Text: Review the exit tickets collected from the Engage activity. Identify prior knowledge about how energy changes from one form to another and how it flows through a system.

Updated Text: Review the exit tickets collected from the Engage activity. If the exit tickets reveal gaps in understanding or misconceptions, use this scaffolding and guidance for just-in-time learning acceleration.

Component: *Grade 5 Teacher Guide*

ISBN: 9781323223369

Current Page Number(s): 72

Location: major column, starting at Guide Student Planning

Original Text: GUIDE STUDENT PLANNING Explain to students that it is useful to read the procedure for an investigation before they begin. Read aloud the steps students should follow. Invite students to share questions they may have about the procedure.

(1 DIFFERENTIATED INSTRUCTION Note)

Updated Text: GUIDE STUDENT PLANNING Explain to students that it is useful to read the procedure for an investigation before they begin. Read aloud the steps students should follow. Invite students to share questions they may have about the procedure. If students need additional support, use this scaffolding and guidance for just-in-time learning acceleration.

(additional second DIFFERENTIATED INSTRUCTION note) SPECIAL NEEDS For students who have language impairments such as receptive disorders, they may not understand the connections between the vocabulary terms and the actual parts of the flashlight. These students may need a more kinesthetic approach. Have them hold each part of the flashlight as you ask:

Which part gives off light energy? (bulb)

Which part stores chemical energy? (battery)

Which parts carry electrical energy? (wires)

Component: *Grade 5 Teacher Guide*

ISBN: 9781323223369

Current Page Number(s): 76

Location: blue box

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 1522 of 3538

Original Text: Objective

Students will demonstrate that electrical energy in complete circuits can be transformed into motion, light, sound, or thermal energy and identify the requirements for a functioning electrical circuit.

Updated Text: Objectives

Students will demonstrate that electrical energy in complete circuits can be transformed into motion, light, sound, or thermal energy and identify the requirements for a functioning electrical circuit.

Students will use tools, including materials for building circuits, to observe, measure, test, and analyze information.

Students will examine and model the parts of a circuit.

Component: *Grade 5 Teacher Guide*

ISBN: 9781323223369

Current Page Number(s): 78

Location: ELPS TARGETED SUPPORT

Original Text: ELPS TARGETED SUPPORT

Listening 2D Have students monitor their understanding of spoken language and seek clarification as needed. Write battery, wires, bulb, and circuit on the board. Read the words aloud with students. Then model the demo again.

- Beginning Have students write the words on index cards, and place them near the corresponding parts of the circuit in the demo.
- Intermediate After students have described their observations, have them ask partners questions using the words battery, wires, bulb, and circuit.
- Advanced/Advanced High Have students use the words battery, wires, bulb, and circuit to discuss with a partner another way to build the circuit they observed.

Updated Text: ELPS TARGETED SUPPORT

Listening 2D Write battery, wires, bulb, and circuit on the board. Read the words aloud with students. Monitor their understanding by asking them what each word means. Then model the demo again.

- Beginning Use a diagram to model how a circuit works. Monitor how students are listening as you say battery, wires, bulb, and circuit. Have students write the words on index cards and place them near the corresponding parts of the circuit in the diagram.
- Intermediate Have students describe to a partner each part of the circuit. After listening to a partner, have students respond using the following sentence frames: I heard you say ____; I think this part of the circuit does ____ because _____. Then have students switch roles. Monitor their responses.
- Advanced/Advanced High Have students work in small groups to write a list of questions about things they don't understand about circuits. Monitor how students listen to other students and share their lists.

Component: *Grade 5 Teacher Guide*

ISBN: 9781323223369

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 1523 of 3538

Current Page Number(s): 79

Location: Address Prior Knowledge

Original Text: Review the exit tickets collected from the Engage activity. Identify prior knowledge about the components of an electrical circuit and how they function.

Updated Text: Review the exit tickets collected from the Engage activity. If the exit tickets reveal gaps in understanding or misconceptions, use this scaffolding and guidance for just-in-time learning acceleration.

Component: *Grade 5 Teacher Guide*

ISBN: 9781323223369

Current Page Number(s): 80

Location: major column, starting at SAFETY

Original Text: SAFETY Have students wear safety goggles and use care when working with glass bulbs and circuits. Instruct students to disconnect the circuit after short use to demonstrate safe practices during investigations as outlined in Texas Education Agency–approved safety standards.

WHAT TO EXPECT Students design and build two different circuits that will both light up two LED bulbs. Encourage groups to talk to other groups to share ideas and get help. As needed, assist students with building a series circuit and a parallel circuit.

GUIDE STUDENT PLANNING Explain to students that it is useful to draw a plan for the two circuits before they begin to ensure that their circuits are different.

GUIDED INQUIRY PROCEDURE If students are having difficulty designing their circuits, suggest these steps to model and support the inquiry process:

1. Use the alligator clips to connect the ends of the wires to the battery.
2. Follow your plan to arrange the 2 LED bulbs to form a series circuit and attach the wires to the bulbs. Note if both bulbs light up. Revise the design if needed and record observations in the activity.
3. Record the diagram of the successful set up in the activity. Include labels for the bulbs, batteries, and wires.
4. Use the plan to rearrange the 2 LED bulbs to form a parallel circuit and attach the wires to the bulbs. Note if both bulbs light up. Revise the design if needed and record observations in the activity.
5. Repeat Step 3.

(1 DIFFERENTIATED INSTRUCTION Note)

Updated Text: SAFETY Have students wear safety goggles and gloves and use care when working with glass bulbs and circuits. Instruct students to disconnect the circuit after short use to demonstrate safe practices during investigations as outlined in Texas Education Agency–approved safety standards.

WHAT TO EXPECT Students design and build two different circuits that light up two LED bulbs. Encourage groups to talk, share ideas, and get help. As needed, assist students with building a series circuit and a parallel circuit.

GUIDE STUDENT PLANNING Explain to students that it is useful to draw a plan for the two circuits before they begin to ensure that their circuits are different.

GUIDED INQUIRY PROCEDURE If students need additional support designing their circuits, use this scaffolding and

guidance for just-in-time learning acceleration to model.

1. Use the alligator clips to connect the ends of the wires to the battery.
2. Follow your plan to arrange the 2 LED bulbs to form a series circuit. Attach wires to the bulbs. Record observations. Revise the design if needed.
3. Record the diagram of the successful set up in the activity. Include labels for the bulbs, batteries, and wires.

(additional second DIFFERENTIATED INSTRUCTION note) CHALLENGE Ask students who need a challenge to answer these questions how electrical energy can be transformed into light, motion, sound, or thermal energy: What happens when the light switch is off? What does that tell you about the electrical circuit? What happens when the light switch is turned on? What is the role of the switch in the system?

Component: *Grade 5 Teacher Guide*

ISBN: 9781323223369

Current Page Number(s): 84

Location: blue box

Original Text: Objective

Students will demonstrate and explain that light travels in a straight line and can be reflected, refracted, and absorbed.

Updated Text: Objectives

Students will demonstrate and develop explanations that light travels in a straight line and can be reflected, refracted, and absorbed.

Students will use scale, proportion, and quantity to describe, compare, or model how light travels in a straight line and can be reflected, refracted, and absorbed.

Component: *Grade 5 Teacher Guide*

ISBN: 9781323223369

Current Page Number(s): 87

Location: Address Prior Knowledge

Original Text: Review the exit tickets collected from the Engage activity. Identify prior knowledge about light.

Updated Text: Review the exit tickets collected from the Engage activity. If the exit tickets reveal gaps in understanding or misconceptions, use this scaffolding and guidance for just-in-time learning acceleration.

Component: *Grade 5 Teacher Guide*

ISBN: 9781323223369

Current Page Number(s): 88

Location: major column, starting at Guide Student Planning

Original Text: Explain to students that it is useful to read the procedure for an investigation before they begin. Review the steps students

should follow. Invite students to share questions they may have about the procedure. Encourage students to make predictions about how they think the different materials will affect the path of light.

(1 Differentiated Instruction note)

Updated Text: If students need additional support, use this scaffolding and guidance for just-in-time learning acceleration: Explain to students that it is useful to read the procedure for an investigation before they begin. Review the steps students should follow. Invite students to share questions they may have about the procedure. Encourage students to make predictions about how they think the different materials will affect the path of light.

(additional second Differentiated Instruction note)

CHALLENGE While completing the Hands-On Station, encourage these students to predict how different materials will affect the path of light. During each test, ask students to describe the path of light.

Component: *Grade 5 Teacher Guide*

ISBN: 9781323223369

Current Page Number(s): 93

Location: Major column, starting at TEKS Practice

Original Text: TEKS Practice

Help prepare your students for standardized testing! Conduct a short mini-lesson on the test-taking strategy of Using Information from the Text:

- Tell students that as they read a text, they should look for key ideas and important details. This information will help students understand what the text is mostly about, and students should take notes to keep track of the ideas.
- Instruct students to read a question on their TEKS Practice Activity and all of the associated answer choices. Before students read the question and answer choices a second time, tell them to reread their notes and look back at the text, as needed, to make sure they clearly understand what the text is mostly about.
- Suggest that students also highlight or underline important ideas and details in the text as they read to help them identify key ideas throughout the question and answer choices.
- As students complete pages in the workbook, remind them to make sure they understand both the question and the answer choices.
- When students determine the correct answers, have them explain how using information from the text helped them. Remind students that they can use the strategy of using information from the text on any quizzes or tests.

Updated Text: TEKS Practice

Help prepare your students for standardized testing! Conduct a short mini-lesson on the test-taking strategy of Using Information from the Text:

- Tell students that as they read a text, they should look for key ideas and important details. This information will help students understand what the text is mostly about, and students should take notes to keep track of the ideas.
- Instruct students to read a TEKS Practice Test question and all of the associated answer choices. Before students read the question and answer choices a second time, tell them to reread their notes and look back at the text to make sure they clearly understand what the text is mostly

Proclamation 2024: Report of Editorial Changes (11/08/2023)

about.

- Suggest that students also highlight or underline important ideas and details in the text as they read to help them identify key ideas.

Component: *Grade 5 Teacher Guide*

ISBN: 9781323223369

Current Page Number(s): 94

Location: Preview the Topic

Original Text: Preview the Topic

In this topic, students learn about patterns related to Earth’s rotation. First, in Experience 1, they demonstrate how Earth rotates on its axis and explain how this rotation is related to the day–night cycle and the appearance of the sun moving across the sky. Then, in Experience 2, students investigate how the movement of the sun across the sky causes changes in shadow positions and shape.

PREVIEW ANCHORING PHENOMENON

Students watch and respond to a short Anchoring Phenomenon Video of shadows moving throughout the course of a day. As students progress through the Experiences, they will answer the Anchoring Phenomenon question, How do shadows move?

Topic Readiness Test

Students answer questions to show what they already know about Earth and space by completing a printed or online Topic Readiness Test.

Teacher Background

Watch the Teacher Background Video Earth and Space to refresh your knowledge of topic content. Key concepts to support instruction of this topic:

- Rotation is spinning in a circle around an axis. Earth completes one rotation about its axis every 24 hours.
- Earth’s rotation causes the day–night cycle and the apparent movement of the sun across the sky.
- A shadow is a dark area formed when light is blocked by an object.
- As Earth rotates, sunlight strikes the surface of the planet at different angles.

These different angles cause shadows to move throughout the day.

Teacher Prep

In addition to the Teacher Background Video, there are Teacher Prep Videos to help you prepare for every Experience. These include a preview of the Experience, as well as classroom management strategies to make every Science Experience a success!

Updated Text: Preview the Topic

In this topic, students learn about patterns related to Earth’s rotation. First, in Experience 1, they demonstrate how Earth rotates on its axis and explain how this rotation is related to the day–night cycle and the appearance of the sun moving across the sky. Then, in Experience 2, students investigate how the movement of the sun across the sky causes changes in shadow positions and shape.

(new second paragraph in Preview the Topic here)As you progress through the topic, connect the activities back to Topic

2, Force and Motion. Students can apply what they learned in Topic 2 about patterns of motion (TEKS 5.7A) to what they are learning about the motion of Earth in space in Topic 4 (TEKS 5.9).

Topic Readiness Test and Remediation

Students answer questions to show what they already know about Matter by completing a printed or online Topic Readiness Test. For students who have difficulty on the test, assign the corresponding remediation items on Realize.

Teacher Background

Watch the Teacher Background Video Earth and Space to refresh your knowledge of topic content. Key concepts to support instruction of this topic:

- Rotation is spinning in a circle around an axis. Earth completes one rotation about its axis every 24 hours.
- As Earth rotates, sunlight strikes the surface of the planet at different angles. These different angles cause shadows to move throughout the day.

Teacher Prep

In addition to the Teacher Background Video, there are Teacher Prep Videos to help you prepare for every Experience. These include a preview of the Experience, as well as classroom management strategies to make every Science Experience a success!

Component: *Grade 5 Teacher Guide*

ISBN: 9781323223369

Current Page Number(s): 100

Location: blue box

Original Text: Objective

Objectives

Students will demonstrate that Earth rotates on its axis once approximately every 24 hours. Students will explain how Earth's rotation causes the day–night cycle and the appearance of the sun moving across the sky.

Updated Text: Objectives

Students will demonstrate that Earth rotates on its axis once approximately every 24 hours.

Students will develop and use models to explain the cause-and-effect relationship of how Earth's rotation causes the day–night cycle and the appearance of the sun moving across the sky.

Component: *Grade 5 Teacher Guide*

ISBN: 9781323223369

Current Page Number(s): 102

Location: ELPS Targeted Support

Original Text: ELPS TARGETED SUPPORT

Listening 2I Write the terms model, rotation, and axis on the board. Read the words aloud and have students repeat after you. Guide students to respond to questions, as needed.

- Beginning Model using the words rotation and axis as you spin a globe. Then have students repeat the actions, using the same terms.
- Intermediate Display and read aloud these sentence frames for students to complete orally: A globe is a of Earth. To means to spin. Earth on its . Guide students to use forms of the word rotation, as needed, including rotate and rotates.
- Advanced Ask students questions for which the answers are the terms on the board. Then guide students to define each of the terms.
- Advanced High Have students discuss with a partner their observations of the video. Then have partners take turns asking questions about

Updated Text: ELPS TARGETED SUPPORT

Listening 2I Write the terms model, rotation, and axis on the board. Instruct students to repeat the words after you as you read the words aloud. Guide students to respond to increasingly complex directions as needed throughout the activity.

- Beginning Model using the words rotation and axis as you spin a globe. Verbally instruct students to repeat the actions when prompted with the terms rotation and axis. Monitor for the student's ability to follow your directions in order to complete the task.
- Intermediate Verbally instruct students to model the words rotation and axis using a globe. Monitor for student's ability to follow your directions and use the globe to complete the task.
- Advanced Instruct students to physically demonstrate the terms rotation and axis using their bodies as models. Monitor for the student's ability to follow your direction of using their body as a model rather than a globe in order to complete the task.
- Advanced High Verbally instruct students to discuss with a partner their observations of the video. After the discussion, instruct partners to draw a model and label it with the words model, rotation, and axis. Monitor for the student's ability to follow your directions of discussing their observations and drawing a model in order to complete the task.

Component: *Grade 5 Teacher Guide*

ISBN: 9781323223369

Current Page Number(s): 103

Location: Address Prior Knowledge

Original Text: Review the exit tickets collected from the Engage activity. Identify prior knowledge about Earth's rotation.

Updated Text: Review the exit tickets collected from the Engage activity. If the exit tickets reveal gaps in understanding or misconceptions, use this scaffolding and guidance for just-in-time learning acceleration.

Component: *Grade 5 Teacher Guide*

ISBN: 9781323223369

Current Page Number(s): 104

Location: major column, starting at Guide Student Planning

Original Text: GUIDE STUDENT PLANNING

Remind students that it is important that they carefully record their observations for each part of the activity so they can draw conclusions at the end. Encourage students to think about the advantages and

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 1529 of 3538

limitations of modeling the sun–Earth system before they begin.

Updated Text: GUIDE STUDENT PLANNING

Remind students that it is important that they carefully record their observations for each part of the activity so they can draw conclusions at the end. Encourage students to think about the advantages and limitations of modeling the sun–Earth system before they begin. If students need additional support, use this scaffolding and guidance for just-in-time learning acceleration.

Component: *Grade 5 Teacher Guide*

ISBN: 9781323223369

Current Page Number(s): 105

Location: major column, starting at Guide Student Thinking

Original Text: GUIDE STUDENT THINKING Explain to students that readers summarize ideas in a text to understand what they read. When readers summarize, they use their own words to restate the main idea and key details in an order that makes sense. Tell students that they can summarize as they are read or after they finish reading a text. After reading, revisit sections of the Read About It and ask questions such as:

Updated Text: GUIDE STUDENT THINKING Explain to students that readers summarize ideas in a text to understand what they read. Readers summarize using their own words to restate a main idea and key details in a way that makes sense.

Tell students that they can summarize during or after reading a text. If students need additional support, use this scaffolding and guidance for just-in-time learning acceleration as they revisit the Read About It.

Component: *Grade 5 Teacher Guide*

ISBN: 9781323223369

Current Page Number(s): 108

Location: blue box

Original Text: Objective

Students will explain how Earth’s rotation causes the appearance of the sun moving across, and demonstrate how the movement of the sun across the sky causes changes in shadow position and shape.

Updated Text: Objective

Students will identify and use patterns to explain how Earth’s rotation causes the appearance of the sun moving across the sky, and demonstrate how the movement of the sun across the sky causes changes in shadow position and shape.

Component: *Grade 5 Teacher Guide*

ISBN: 9781323223369

Current Page Number(s): 111

Location: Address Prior Knowledge

Original Text: Review the exit tickets collected from the Engage activity. Identify prior knowledge about patterns and shadows.

Updated Text: Review the exit tickets collected from the Engage activity. If the exit tickets reveal gaps in understanding or misconceptions, use this scaffolding and guidance for just-in-time learning acceleration.

Component: *Grade 5 Teacher Guide*

ISBN: 9781323223369

Current Page Number(s): 112

Location: major column, starting at Guide Student Planning

Original Text: GUIDE STUDENT PLANNING Remind students that it is important that they follow the directions closely and carefully record their observations for each part of the activity so they can draw conclusions at the end. Encourage students to make predictions about how they think the shadow will change before completing each part.

(1 Differentiated Instruction note)

Updated Text: GUIDE STUDENT PLANNING Remind students that it is important that they follow the directions closely and carefully record their observations for each part of the activity so they can draw conclusions at the end. Encourage students to predict how they think the shadow will change before completing each part of the activity. If students need additional support, use this scaffolding and guidance for just-in-time learning acceleration.

(additional second Differentiated Instruction note)

SPECIAL NEEDS For students who would benefit from tactile experiences, provide the hands-on materials to them. As you model how to set up the activity and demonstrate how to move the flashlight to model the movement of the sun in the sky, have students follow along using their set of materials.

Component: *Grade 5 Teacher Guide*

ISBN: 9781323223369

Current Page Number(s): 117

Location: major column starting at TEKS PRACTICE

Original Text: TEKS Practice

Help prepare your students for standardized testing! Conduct a short mini-lesson on the test-taking strategy of Identifying the Sequence of Events:

- Tell students that some assessment items will require them to identify the correct placement of an event in a sequence of events.
- Explain to students that they should first try to recall as much of the entire sequence as they can before looking at the answer choices. They can begin to eliminate options that do not make sense.
- Students should also look for time-order words such as first, next, then, before,

Proclamation 2024: Report of Editorial Changes (11/08/2023)

after, or finally to help them put the choices in event order. Writing numbers next to each answer choice can help students keep track of the events they have already sequenced.

- Remind students that they can use the strategy of identifying the sequence of events on any quizzes or tests.

Updated Text: TEKS Practice

Help prepare your students for standardized testing! Conduct a short mini-lesson on the test-taking strategy of Identifying the Sequence of Events:

- Tell students that some assessment items will require them to identify the correct placement of an event in a sequence of events.
- Explain to students that after reading a TEKS Practice Test question, they should first try to recall as much of the entire sequence as they can before looking at the answer choices. They can begin to eliminate options that do not make sense.
- Students should also look for time-order words such as first, next, then, before, after, or finally to help them put the choices in event order. Writing numbers next to each answer choice can help students keep track of the events they have already sequenced.

Component: *Grade 5 Teacher Guide*

ISBN: 9781323223369

Current Page Number(s): 118

Location: Preview the Topic

Original Text: Preview the Topic

In this topic, students learn about patterns and processes on Earth and natural resources. First, in Experience 1, they explain how the sun and the ocean interact in the water cycle and affect weather. Next, in Experience 2, they identify and model how Earth's surface changes. Then, in Experience 3, they describe and model processes that lead to the formation of sedimentary rock and fossil fuels. Finally, in Experience 4, they explore how using natural resources impacts the environment.

PREVIEW ANCHORING PHENOMENON

Students watch and respond to the Anchoring Phenomenon Video of snorkelers finding and removing trash from the ocean. As students progress through the Experiences, they will answer the Anchoring Phenomenon question, How can we impact the environment in Texas?

Topic Readiness Test

Students answer questions to show what they already know about patterns on Earth by completing a printed or online Topic Readiness Test.

Teacher Background

Watch the Teacher Background Video Patterns on Earth to refresh your knowledge of topic content. Key concepts to support instruction of this topic:

- The water cycle is the way water moves around Earth in different forms. The sun provides energy that warms water, causing some water to evaporate into the atmosphere. Water falls back to Earth as precipitation.
- Weathering is the process by which Earth's surface is broken down into sediment. Erosion is the process by which sediment is removed from land. Deposition is the laying down of sediment.

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 1532 of 3538

- Sedimentary rocks are a type of rock that forms when many layers of sediment build up in one place and harden over a long period of time. Fossil fuels are substances formed from the remains of ancient organisms.

Teacher Prep

In addition to the Teacher Background Video, there are Teacher Prep Videos to help you prepare for every Experience. These include a preview of the Experience as well as classroom management strategies to make every Experience a success!

Common Misconceptions

As students explore the content, be attentive to common misconceptions that may arise and address as needed. Common misconceptions are listed in bold type. The subsequent text explains the misconceptions.

- **Glaciers are the same as icebergs.** Explain that glaciers are huge sheets of ice that move very slowly across land and contribute to the weathering and erosion of rocks in their path. Icebergs are large chunks of ice that may have been part of a glacier but have broken off and float in the ocean.
- **Plastics are disposed of only on land and retain their original shape and size.** Explain that plastic can be broken into smaller pieces and moved to different locations, including bodies of water.

Updated Text: Preview the Topic

In this topic, students learn about patterns and processes on Earth and natural resources. First, in Experience 1, they explain how the sun and the ocean interact in the water cycle and affect weather. Next, in Experience 2, they identify and model how Earth's surface changes. Then, in Experience 3, they describe and model processes that lead to the formation of sedimentary rock and fossil fuels. Finally, in Experience 4, they explore how using natural resources impacts the environment.

(additional new paragraph)

As you progress through the topic, connect the activities back to Topic 2, Force and Motion. Students can apply what they learned in Topic 2 about patterns of motion (TEKS 5.7A) to how forces cause change to Earth's surface in Topic 5 (TEKS 5.10C).

PREVIEW ANCHORING PHENOMENON

Students watch and respond to the Anchoring Phenomenon Video of snorkelers finding and removing trash from the ocean. As students progress through the Experiences, they will answer the Anchoring Phenomenon question, How can we impact the environment in Texas?

Topic Readiness Test and Remediation

Students answer questions to show what they already know about Matter by completing a printed or online Topic Readiness Test. For students who have difficulty on the test, assign the corresponding remediation items on Realize.

Teacher Background

Watch the Teacher Background Video Patterns on Earth to refresh your knowledge of topic content. Key concepts to support instruction of this topic:

- The water cycle is the way water moves around Earth in different forms. The sun provides energy that warms water, causing some water to evaporate into the atmosphere. Water falls back to Earth as precipitation.
- Weathering is the process by which Earth's surface is broken down into

Proclamation 2024: Report of Editorial Changes (11/08/2023)

sediment. Erosion is the process by which sediment is removed from land.
Deposition is the laying down of sediment.

Teacher Prep

In addition to the Teacher Background Video, there are Teacher Prep Videos to help you prepare for every Experience. These include a preview of the Experience as well as classroom management strategies to make every Experience a success!

Common Misconceptions

As students explore the content, be attentive to common misconceptions that may arise and address as needed. Common misconceptions are listed in bold type. The subsequent text explains the misconceptions.

- **Glaciers are the same as icebergs.** Explain that glaciers are huge sheets of ice that move slowly across land and weather and erode rocks. Icebergs are large chunks of ice in the ocean that may have broken off from a glacier.
- **Plastics are disposed of only on land and retain their original shape and size.** Explain that plastic can be broken into smaller pieces and moved to different locations, including bodies of water.

Component: *Grade 5 Teacher Guide*

ISBN: 9781323223369

Current Page Number(s): 124

Location: blue box

Original Text: Objective

Students will explain how
the sun and the ocean
interact with the water
cycle and affect weather.
Water Cycle and Weather

Updated Text: Objectives

Students will explain how the sun and the ocean interact with the water cycle and affect weather.

Students will develop and use a model to identify patterns to explain the water cycle.

Component: *Grade 5 Teacher Guide*

ISBN: 9781323223369

Current Page Number(s): 127

Location: Address Prior Knowledge

Original Text: Review the exit tickets collected from the Engage activity. Identify prior knowledge about the water cycle and weather.

Updated Text: Review the exit tickets collected from the Engage activity. If the exit tickets reveal gaps in understanding or misconceptions, use this scaffolding and guidance for just-in-time learning acceleration.

Component: Grade 5 Teacher Guide

ISBN: 9781323223369

Current Page Number(s): 131

Location: ELPS TARGETED SUPPORT

Original Text: ELPS TARGETED SUPPORT

Learning Strategies 1E, 1F, Speaking 3D Draw a water cycle diagram on the board. Write the terms condensation, evaporation, and precipitation next to the diagram. Guide students to internalize the vocabulary words by using and reusing them orally to build concept and language attainment.

- **Beginning** Have students use words that they already know along with pictures to explain the meanings of the words condensation, evaporation, and precipitation.
- **Intermediate** Ask questions about the diagram, using the words condensation, evaporation, and precipitation. Have students answer using words they already know as well as the terms on the board in order to internalize the vocabulary.
- **Advanced** Have students give oral definitions of the terms condensation, evaporation, and precipitation, using words they already know.
- **Advanced High** Have students work independently to define the words condensation, evaporation, and precipitation. Then have partners compare their definitions and tell how the words are related.

Updated Text: ELPS TARGETED SUPPORT

Learning Strategies 1E, 1F, Speaking 3D Draw a water cycle diagram on the board. Write the terms condensation, evaporation, and precipitation next to the diagram. Guide students to internalize the vocabulary words by using and reusing them orally to build concept and language attainment.

- **Beginning** Have students use words that they already know along with pictures to explain the meanings of the words condensation, evaporation, and precipitation. Have students demonstrate understanding of the terms by drawing pictures and writing the words next to them.
- **Intermediate** Ask questions about the diagram, using the words condensation, evaporation, and precipitation. Have students answer using words they already know as well as the terms on the board in order to internalize the vocabulary. Have students write their own definitions for the new vocabulary.
- **Advanced** Have students give oral definitions of the terms condensation, evaporation, and precipitation, using words they already know. Have students write their own definitions for the new vocabulary and compare them to definitions in a dictionary.
- **Advanced High** Have students work independently to write definitions for the words condensation, evaporation, and precipitation. Then have partners say what they wrote to compare their definitions and tell how the words are related.

Component: Grade 5 Teacher Guide

ISBN: 9781323223369

Current Page Number(s): 132

Location: blue box

Original Text: Objective

Students will model and identify how changes to Earth’s surface by wind, water, or ice result in the formation of deltas, canyons, and sand dunes.

Slow Changes to Earth

Updated Text: Objectives

Students will model and identify how changes to Earth’s surface by wind, water, or ice result in the formation of deltas, canyons, and sand dunes.

Students will identify and investigate the cause-and-effect relationship between running water and changes to Earth’s land.

Component: *Grade 5 Teacher Guide*

ISBN: 9781323223369

Current Page Number(s): 135

Location: Address Prior Knowledge

Original Text: Review the exit tickets collected from the Engage activity. Identify prior knowledge about slow changes to Earth.

Updated Text: Review the exit tickets collected from the Engage activity. If the exit tickets reveal gaps in understanding or misconceptions, use this scaffolding and guidance for just-in-time learning acceleration.

Component: *Grade 5 Teacher Guide*

ISBN: 9781323223369

Current Page Number(s): 136

Location: major column, starting at SAFETY

Original Text: SAFETY Remind students to wipe up spills immediately to demonstrate safe practices during investigations as outlined in Texas Education Agency–approved safety standards.

WHAT TO EXPECT Advance preparation is necessary for this activity. You will need to make drain holes in the pans. To save time, consider completing

Steps 1–4 of the Hands-On Station Activity under Part 2: Investigate prior to starting. Students will model how running water affects land. They will record their observations on their Hands-On Station Activity.

GUIDE STUDENT PLANNING Point out that running water is the most common agent of weathering, erosion, and deposition. These processes have shaped and continue to shape Earth’s landforms. As students conduct the investigation, encourage them to observe how running water changes the land. Facilitate a discussion about how energy and matter interact in this system

Updated Text: SAFETY Remind students to wear goggles and wipe up spills immediately to demonstrate safe practices during investigations as outlined in Texas Education Agency–approved safety standards.

WHAT TO EXPECT Advance preparation is necessary for this activity. You will need to make drain holes in the pans. To save time, consider completing Steps 1–4 of the Hands-On Station Activity under Part 2: Investigate prior to starting. Students will model how running water affects land. They will record their observations on their Hands-On Station Activity.

GUIDE STUDENT PLANNING Point out that running water is the most common agent of weathering, erosion, and deposition. These processes have shaped and continue to shape Earth’s landforms. As students conduct the investigation,

encourage them to observe how running water changes the land. Facilitate a discussion about how energy and matter interact in this system. If students need additional support, use this scaffolding and guidance for just-in-time learning acceleration.

Component: *Grade 5 Teacher Guide*

ISBN: 9781323223369

Current Page Number(s): 137

Location: ELPS TARGETED SUPPORT

Original Text: ELPS TARGETED SUPPORT

Reading 4C, 4D Guide students to use prereading supports to enhance and confirm comprehension.

- **Beginning** Have student pairs match the terms canyon, delta, and sand dune to images in the text that illustrate each type of landform.
- **Intermediate** Using illustrations from the text, have students locate in the text the key understandings about each type of landform.
- **Advanced** Have student pairs take turns reading a caption from a photo. Then have them tell how the picture helps them understand the text.
- **Advanced High** Have student pairs explain how the images support the text to provide additional or enhanced information about the formation of each landform.

Updated Text: ELPS TARGETED SUPPORT

Reading 4C, 4D Guide students to use prereading supports to enhance and confirm comprehension.

- **Beginning** As a prereading activity, display the pictures from the text and ask students to look for connections between the images in order to predict the topic of the reading. Have student pairs match the terms canyon, delta, and sand dune to images in the text that illustrate each type of landform.
- **Intermediate** Review the title and have students make predictions about the text as a prereading support. Using illustrations from the text, have students locate in the text the key understandings about each type of landform.
- **Advanced** As a prereading activity, give students five minutes to brainstorm ideas relating to the topic of the reading. Then give them another five minutes to organize their ideas and to form sentences. Once they have completed this, encourage them to get up and move around the room and share their ideas with other learners. During the reading, have student pairs take turns reading a caption from a photo. Then have them tell how the picture helps them understand the text.
- **Advanced High** As a prereading activity, share the question “What do you know about how Earth’s surface changes over time?” Give students 60 seconds to discuss the question with a partner. Have students find a new partner and repeat the process. Have student pairs explain how the images support the text to provide additional or enhanced information about the formation of each landform.

Component: *Grade 5 Teacher Guide*

ISBN: 9781323223369

Current Page Number(s): 140

Location: blue box

Original Text: Objective

Objective

Students will model and describe processes that lead to the formation of sedimentary rock and fossil fuels.

Updated Text: Objectives

Students will model and describe processes that lead to the formation of sedimentary rock and fossil fuels.

Students will identify the advantages of modeling the formation of sedimentary rocks and fossil fuels.

Component: *Grade 5 Teacher Guide*

ISBN: 9781323223369

Current Page Number(s): 143

Location: Address Prior Knowledge

Original Text: Review the exit tickets collected from the Engage activity. Identify prior knowledge about natural resources.

Updated Text: Review the exit tickets collected from the Engage activity. If the exit tickets reveal gaps in understanding or misconceptions, use this scaffolding and guidance for just-in-time learning acceleration.

Component: *Grade 5 Teacher Guide*

ISBN: 9781323223369

Current Page Number(s): 148

Location: blue box

Original Text: Objectives

Students will explain that using natural resources has impacts on the environment and solutions such as conservation, recycling, and proper disposal reduce those impacts. Students will design and explain a solution that reduces environmental impacts from using natural resources.

Updated Text: Objectives

Students will explain that using natural resources has impacts on the environment and solutions such as conservation, recycling, and proper disposal reduce those impacts.

Students will design and explain a solution that reduces environmental impacts from using natural resources.

Component: *Grade 5 Teacher Guide*

ISBN: 9781323223369

Current Page Number(s): 151

Location: Address Prior Knowledge

Original Text: Review the exit tickets collected from the Engage activity. Identify prior knowledge about conservation.

Updated Text: Review the exit tickets collected from the Engage activity. If the exit tickets reveal gaps in understanding or misconceptions, use this scaffolding and guidance for just-in-time learning acceleration.

Component: *Grade 5 Teacher Guide*

ISBN: 9781323223369

Current Page Number(s): 157

Location: major column starting at TEKS PRACTICE

Original Text: TEKS Practice

Help prepare your students for standardized testing! Conduct a short mini-lesson on the test-taking strategies of Anticipating the Answer or Using the Process of Elimination:

- Tell students that before they decide which of these strategies to use, they should read the question to determine whether it is asking about content they know well or content they do not know very well.
- Explain to students that when they know the content well, they can use the strategy Anticipating the Answer. Before looking at any of the answer choices, students should reread the question and try to answer it in their head. Then they should compare their own answer with the choices provided. Students may be able to quickly identify the correct choice this way. This strategy is especially useful for questions that test vocabulary.
- When students do not know the content very well, they can Use the Process of Elimination strategy to help them. Students should first look at each answer choice and remove the choices that are least likely to be correct. Once they have two answers left, they should reread the question and select the better of the two remaining choices.
- Remind students that many tests are timed, so for either strategy, students should be mindful of time management. They should not spend too long on any one question so that they are able to complete the whole test in a timely manner.

Updated Text: TEKS Practice

Help prepare your students for standardized testing! Conduct a short mini-lesson on the test-taking strategies of Anticipating the Answer or Using the Process of Elimination:

- Students can use the strategy Anticipating the Answer. After reading a TEKS Practice Test question but before looking at any of the answer choices, students should reread the question and try to answer it in their head. Then they should compare their own answer with the choices provided. Students

Proclamation 2024: Report of Editorial Changes (11/08/2023)

may be able to quickly identify the correct choice this way. This strategy is especially useful for questions that test vocabulary.

- Students can also use the strategy Use the Process of Elimination. Students should first look at each answer choice and remove the choices that are least likely to be correct. Once they have two answers left, they should reread the question and select the better of the two remaining choices.

Component: *Grade 5 Teacher Guide*

ISBN: 9781323223369

Current Page Number(s): 158

Location: Preview the Topic

Original Text: Preview the Topic

In this topic, students learn about patterns, cycles, systems, and relationships within environments and ecosystems. First, in Experience 1, students describe how organisms survive by interacting with biotic and abiotic factors in a healthy ecosystem. Then, in Experience 2, students explain and predict how changes in an ecosystem can affect the cycling of matter and the flow of energy in a food web. Finally, in Experience 3, students describe a healthy ecosystem and explain how human activities can be beneficial or harmful to an ecosystem.

PREVIEW ANCHORING PHENOMENON

Students watch and respond to a short Anchoring Phenomenon Video of animals crossing a wildlife bridge. As students progress through the Experiences, they will use sense-making activities to help them answer the Anchoring Phenomenon question How can animals live safely near roads in Texas?

Topic Readiness Test

Students answer questions to show what they already know about ecosystems by completing a printed or online Topic Readiness Test.

Teacher Background

Watch the Teacher Background Video Ecosystems to refresh your knowledge of topic content. Key concepts to support instruction of this topic:

- An ecosystem consists of all the organisms living in a particular place as well as the nonliving parts of the environment.
- Biotic refers to the living or once-living parts of an ecosystem. Abiotic refers to the parts of an ecosystem that are nonliving and have never been living.
- A healthy ecosystem contains suitable types and amounts of biotic and abiotic factors needed to support the organisms that live there.

Teacher Prep

In addition to the Teacher Background Video, there are Teacher Prep Videos to help you prepare for every Experience. These include a preview of the Experience as well as classroom management strategies to make every Science Experience a success!

Common Misconceptions

As students explore the content, be attentive to common misconceptions that may arise and address as needed. Common misconceptions are listed in bold type. The subsequent text explains the misconceptions.

- An ecosystem is simply a collection of organisms living together. Reinforce the concept that an ecosystem includes not only biotic and abiotic factors, but also the interactions between living and nonliving organisms in their environment.

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 1540 of 3538

- Organisms higher in a food web eat all the organisms lower in the food web. Explain that organisms higher in the food web may eat some, but not necessarily all, of the organisms below them in the web. For example, consumers at the top of a food web would not necessarily eat plants, and certainly not all plants.

Updated Text: Preview the Topic

In this topic, students learn about patterns, cycles, systems, and relationships within environments and ecosystems. First, in Experience 1, students describe how organisms survive by interacting with biotic and abiotic factors in a healthy ecosystem. Then, in Experience 2, students explain and predict how changes in an ecosystem can affect the cycling of matter and the flow of energy in a food web. Finally, in Experience 3, students describe a healthy ecosystem and explain how human activities can be beneficial or harmful to an ecosystem.

(Insert new paragraph)As you progress through the topic, connect the activities back to Topic 3, Energy. Students can apply what they learned in Topic 3 about the transfer of energy within a system (TEKS 5.8A) to the flow of energy through ecosystem interactions in Topic 6 (TEKS 5.12B).

PREVIEW ANCHORING PHENOMENON

Students watch and respond to a short Anchoring Phenomenon Video of animals crossing a wildlife bridge. As students progress through the Experiences, they will use sense-making activities to help them answer the Anchoring Phenomenon question How can animals live safely near roads in Texas?

Topic Readiness Test and Remediation

Students answer questions to show what they already know about Matter by completing a printed or online Topic Readiness Test. For students who have difficulty on the test, assign the corresponding remediation items on Realize.

Teacher Background

Watch the Teacher Background Video Ecosystems to refresh your knowledge of topic content. Key concepts to support instruction of this topic:

- An ecosystem consists of all the organisms living in a particular place as well as the nonliving parts of the environment.
- A healthy ecosystem contains suitable types and amounts of biotic and abiotic factors needed to support the organisms that live there.

Teacher Prep

In addition to the Teacher Background Video, there are Teacher Prep Videos to help you prepare for every Experience. These include a preview of the Experience as well as classroom management strategies to make every Science Experience a success!

Common Misconceptions

As students explore the content, be attentive to common misconceptions that may arise and address as needed. Common misconceptions are listed in bold type. The subsequent text explains the misconceptions.

- An ecosystem is simply a collection of organisms living together. Reinforce the concept that an ecosystem includes biotic and abiotic factors, and the interactions between living and nonliving things in their environment.
- Organisms higher in a food web eat all the organisms lower in the food web. Explain that organisms higher in the food web may eat some, but not necessarily all, of the organisms below them. For example, consumers at the top of a food web would not necessarily eat plants.

Component: *Grade 5 Teacher Guide*

ISBN: 9781323223369

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 1541 of 3538

Current Page Number(s): 164

Location: blue box

Original Text: Objective
Students will observe and describe how a variety of organisms survive by interacting with biotic and abiotic factors in a healthy ecosystem.

Updated Text: Objectives

Students will observe and describe how a variety of organisms survive by interacting with biotic and abiotic factors in a healthy ecosystem.

Students will listen actively as the class compares terrarium designs and decides on one design the whole class could use to build a habitat for worms.

Component: *Grade 5 Teacher Guide*

ISBN: 9781323223369

Current Page Number(s): 167

Location: Address Prior Knowledge

Original Text: Review the exit tickets collected from the Engage activity. Identify prior knowledge about the living and nonliving resources organisms need to survive in their ecosystems.

Updated Text: Review the exit tickets collected from the Engage activity. If the exit tickets reveal gaps in understanding or misconceptions, use this scaffolding and guidance for just-in-time learning acceleration.

Component: *Grade 5 Teacher Guide*

ISBN: 9781323223369

Current Page Number(s): 168

Location: major column, starting at WHAT TO EXPECT

Original Text: WHAT TO EXPECT Students will conduct research to determine what earthworms need to survive. They will draw a design for a terrarium that will be an ecosystem for earthworms and explain why specific items were included. Students will then compare plans as a class and decide on one design the whole class could use to build a small habitat for earthworms.

GUIDE STUDENT PLANNING Remind students that an ecosystem contains both living and nonliving things. Point out that animals live in areas where the temperature and moisture are suitable to their needs. Encourage students to include these conditions in their research. Ask:

- Where do earthworms usually live?
- What are the characteristics of their natural habitat?
- What living and nonliving things do earthworms need to survive?

GUIDED INQUIRY PROCEDURE If students need help to design their ecosystem, suggest these guided inquiry steps to model and support the inquiry process:

1. Place soil and sand in the container in alternating layers. Start with a layer of

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 1542 of 3538

sand on the bottom and finish with a layer of soil. Leave some empty space at the top of the container for food items.

2. Spray the top of the container with water in a spray bottle so the air inside the container stays humid. Continue spraying water on the soil until it is moist.
3. Place plant clippings or leaf litter on top of the soil.
4. Put a lid with holes in it on top of the container.
5. Store the terrarium in a well-lit space out of direct sunlight.
6. Using a spray bottle, add water to the habitat every few days so the soil stays moist.

Updated Text: WHAT TO EXPECT Students will conduct research to determine what earthworms need to survive. They will draw a design for a terrarium ecosystem for earthworms and explain their choices. Students will compare plans and decide on one design the whole class could use.

GUIDE STUDENT PLANNING Remind students that an ecosystem contains living and nonliving things where temperature and moisture and suitable to their needs. If students need additional support, use this scaffolding and guidance for just-in-time learning acceleration. Ask:

- Where do earthworms usually live?
- What are the characteristics of their natural habitat?
- What living and nonliving things do earthworms need to survive?

GUIDED INQUIRY PROCEDURE If students need help to design their ecosystem, suggest these guided inquiry steps to model and support the inquiry process:

1. Place soil and sand in the container in alternating layers. Start with sand on the bottom and finish with soil. Leave empty space at the top for food items.
2. Spray the top of the container with water so the air inside the container stays humid. Spray until the soil is moist.
3. Place plant clippings on the soil. Put a lid with holes on the container.
4. Store the terrarium in a well-lit space out of direct sunlight.
5. Using a spray bottle, add water to the habitat every few days so the soil stays moist.

Component: *Grade 5 Teacher Guide*

ISBN: 9781323223369

Current Page Number(s): 168

Location: DIFFERENTIATED INSTRUCTION

Original Text: STRIVING: Designing an Ecosystem To guide students in planning and designing an ecosystem, draw a T-chart on the board. Ask What do earthworms need to survive? Have students share their research about the living and nonliving things earthworms need. Record students' answers on the board. Ask What type of container should we use? Facilitate a discussion about potential containers. Point out that the container should meet the air, moisture, and temperature needs of the worms. Remind students that the container should also allow for observation of the worms.

Updated Text: STRIVING: Designing an Ecosystem To guide students in planning and designing an ecosystem, draw a T-chart on the board. Ask What do earthworms need to survive? Have students share their research about the living and nonliving things earthworms need. Record students' answers on the board. Ask What type of container should we use? Facilitate a discussion about potential containers. Point out that the container should meet the air, moisture, and temperature needs of the worms. Remind students that the container should also allow for observation of the worms.

(add additional DI note)SPECIAL NEEDS To assist students with hearing disabilities, have each group display their proposed habitat for the class. As the groups orally describe their habitat, write key words from their explanation on the

board.

Component: *Grade 5 Teacher Guide*

ISBN: 9781323223369

Current Page Number(s): 171

Location: ELPS TARGETED SUPPORT

Original Text: Reading 4C, Writing 5B Guide students to develop basic sight vocabulary used routinely in the Read About It text.

- Beginning Read the text on page 2 aloud to students and pause at the highlighted vocabulary words predator and prey. Ask yes/no questions about the words' meanings to ensure student understanding.
- Intermediate Have student pairs read aloud these sentence frames to demonstrate their understanding of the terms predator and prey:

A red-tailed hawk is a . Adult bats are the hawk's .

Updated Text: Reading 4C, Writing 5B Guide students to develop basic sight vocabulary used routinely in the Read About It text.

- Beginning Have students write the sentence frames and then in pairs read them aloud to demonstrate their understanding of the terms predator and prey: A red-tailed hawk is a _____. Adult bats are the hawk's _____. Then have students write a sentence with each word.
- Intermediate Read the text on page 2 aloud to students and pause at the highlighted vocabulary words predator and prey. Ask yes/no questions about the words' meanings to ensure student understanding. Have students write each vocabulary word and a definition. Then have students write a sentence with each word.

Component: *Grade 5 Teacher Guide*

ISBN: 9781323223369

Current Page Number(s): 172

Location: blue box

Original Text: Objectives
Students will explain that changes can affect the matter and energy in an ecosystem. Students will predict how changes in the ecosystem will affect the cycling of matter and flow of energy in a food web.

Updated Text: Objectives
Students will explain that changes can affect the matter and energy in an ecosystem.

Students will predict how changes in the ecosystem will affect the cycling of matter and flow of energy in a food web.

Component: *Grade 5 Teacher Guide*

ISBN: 9781323223369

Current Page Number(s): 175

Location: Address Prior Knowledge

Original Text: Review the exit tickets collected from the Engage activity. Identify prior knowledge about energy in ecosystems.

Updated Text: Review the exit tickets collected from the Engage activity. If the exit tickets reveal gaps in understanding or misconceptions, use this scaffolding and guidance for just-in-time learning acceleration.

Component: *Grade 5 Teacher Guide*

ISBN: 9781323223369

Current Page Number(s): 176

Location: major column, starting at Guide Student Planning

Original Text: GUIDE STUDENT PLANNING Remind students that it is important that they follow the directions closely and carefully. Encourage students to make predictions about how changes in the ecosystem would affect the organisms that live there.

Ask:

- How might changes in water quality affect the health of animals that live in a coastal ecosystem?
- How could you model the flow of energy in a coastal ecosystem?

GUIDED INQUIRY PROCEDURE If students are struggling to design their model, suggest these guided inquiry steps to model and support the inquiry process:

1. Arrange the cards with the organisms that produce their own food at the bottom of the desk.
2. Place cards above other cards to show what organisms eat.
3. Attach yarn to the cards to show which organisms eat other organisms.
4. The cards should be arranged as follows, top to bottom: bull sharks; king mackerel and blackfin tuna; pink shrimp and copepods; diatoms and dinoflagellates.

DIFFERENTIATED INSTRUCTION

Developing Models To help students set up the activity, begin by placing the diatoms card at the bottom of the table or desk. Ask What organisms eat diatoms? Place the cards for pink shrimp and copepods above the card for diatoms, and model how to connect the cards with string. Ask What other organisms are producers? (dinoflagellates) Ask students where the card for dinoflagellates should be placed and which cards should be connected to it.

Updated Text: GUIDE STUDENT PLANNING Encourage students to make predictions about how changes in the ecosystem would affect the organisms that live there. If students need additional support, use this scaffolding and guidance for just-in-time learning acceleration.

Ask:

- How might changes in water quality affect the health of animals that live in a coastal ecosystem?
- How could you model the flow of energy in a coastal ecosystem?

GUIDED INQUIRY PROCEDURE If students are struggling to design their model, suggest these guided inquiry steps to model and support the inquiry process: Arrange the cards so the organisms that produce their own food are at the bottom. Place organisms above the organisms they eat. Attach yarn between organisms and the organisms they eat.

DIFFERENTIATED INSTRUCTION

STRIVING: Developing Models To help students set up the activity, begin by placing the diatoms card at the bottom of the table or desk. Ask What organisms eat

diatoms? Place the cards for pink shrimp and copepods above the card for diatoms, and model how to connect the cards with string. Ask What other organisms are producers? (dinoflagellates) Ask students where the card for dinoflagellates should be placed and which cards should be connected to it. (add additional DI note)CHALLENGE Have interested students research an invasive species common in your area or in Texas. Have them find out how the species affected the natural food web in the area. They can present their information orally or in a visual presentation, such as a poster, presentation slides, or newspaper article.

Component: *Grade 5 Teacher Guide*

ISBN: 9781323223369

Current Page Number(s): 177

Location: Guide Student Thinking

Original Text: GUIDE STUDENT THINKING Explain to students that asking questions before, during, and after reading can help them better understand a text. Before they read, have students generate questions about the text and write them in their Science Notebooks. After reading, ask students to write questions they would like to investigate further. Have students ask themselves questions such as these during reading:

Updated Text: GUIDE STUDENT THINKING Explain to students that asking questions before, during, and after reading can help them better understand a text. Have students generate questions about the text. After reading, have students write questions they want to investigate. If students need additional support, use this scaffolding and guidance for just-in-time learning acceleration. Students can ask:

Component: *Grade 5 Teacher Guide*

ISBN: 9781323223369

Current Page Number(s): 179

Location: ELPS TARGETED SUPPORT

Original Text: Learning Strategies 1F, Listening 2I Have students demonstrate listening comprehension by summarizing information about organisms and food chains.

- Beginning Ask simple yes/no questions about the interactions between organisms in the food chain. Further, encourage students to use accessible language as they are able.
- Intermediate Have students summarize the interactions between the organisms in the food chain to a partner. Students should use the words producer, consumer, and decomposer in their sentences. Then have students switch roles.
- Advanced Have students discuss with a partner the cycling of matter through the food web. Students should demonstrate understanding of the terms producer, consumer, and decomposer in their sentences.
- Advanced High Have students take turns summarizing a specific change in the food web and how that change would affect the flow of energy through the ecosystem.

Updated Text: Learning Strategies 1F, Listening 2I Display a simple food chain or food web. Have students demonstrate listening comprehension by following increasingly complex directions as needed throughout the summarizing activity about organism interactions.

- Beginning Instruct students to point to producers, consumers, and decomposers when prompted. Further, encourage

students to use accessible language as they are able. Monitor for the student's ability to follow your directions in order to complete the task.

- Intermediate Instruct students to write the letter “P” beside producers, the letter “C” beside consumers, and the letter “D” beside decomposers on the model. Monitor for the student's ability to follow your directions in order to correctly label all of the organisms present.
- Advanced Verbally instruct students to choose three colors with which to represent producers, consumers, and decomposers. Instruct students to create a legend that explains what each color will represent (for example, green may represent producers). After students have created a legend, instruct students to circle the producers, consumers, and decomposers in their chosen colors. Monitor for the student's ability to follow your directions in order to create the legend and circle the correct organisms.
- Advanced High Verbally instruct students to draw one additional producer, consumer, and decomposer on the food web, label each organism accordingly, and include arrows indicating the flow of energy to and from each additional organism. Monitor for the student's ability to follow this complex set of directions in order to complete the complex task provided.

Component: *Grade 5 Teacher Guide*

ISBN: 9781323223369

Current Page Number(s): 180

Location: blue box

Original Text: Objectives
Students will describe a healthy ecosystem and how human activities can be harmful and beneficial to an ecosystem.

Updated Text: Objectives
Students will describe a healthy ecosystem and how human activities can be harmful and beneficial to an ecosystem.

Students will identify and investigate cause-and-effect relationships to explain the impacts of habitat preservation versus habitat fragmentation.

Component: *Grade 5 Teacher Guide*

ISBN: 9781323223369

Current Page Number(s): 183

Location: Address Prior Knowledge

Original Text: Review the exit tickets collected from the Engage activity. Identify prior knowledge about human impact on ecosystems.

Updated Text: Review the exit tickets collected from the Engage activity. If the exit tickets reveal gaps in understanding or misconceptions, use this scaffolding and guidance for just-in-time learning acceleration.

Component: *Grade 5 Teacher Guide*

ISBN: 9781323223369

Current Page Number(s): 187

Location: ELPS TARGETED SUPPORT

Original Text: Learning Strategies 1D, 1E Write the terms habitat, conservation, and pollution on the board and briefly define them. Guide students to internalize new vocabulary by using and reusing it in speaking and writing activities that build concept and language attainment.

- Beginning Draw a T-chart on the board with the headings beneficial and harmful. Display pictures of human activities that impact ecosystems and ask students to classify them as helpful or harmful. Record the activities in the T-chart based on the students' answers. Encourage students to speak using learning strategies by asking for assistance or by conveying ideas by using synonyms or descriptions for English words.
- Intermediate Have students orally complete these sentence frames with the words on the board: can be harmful to an ecosystem. can be beneficial to an ecosystem. Cutting down trees can destroy and decrease the health of an ecosystem.
- Advanced/Advanced High Have pairs of students take turns choosing a human activity and describing its impact on an ecosystem. Have the other student classify the activity as beneficial or harmful. Then have students work together to describe ways in which harmful impacts could be lessened.

Updated Text: Learning Strategies 1D, 1E Write the terms habitat, conservation, and pollution on the board and briefly define them. Guide students to internalize new vocabulary by using and reusing it in speaking and writing activities that build concept and language attainment.

- Beginning Display pictures of human activities that impact ecosystems and ask students to classify them as helpful or harmful verbally. Then have students demonstrate their understanding of a beneficial and a harmful activity by writing and completing this sentence frame: _____ is a _____ activity.
- Intermediate Have students orally complete these sentence frames with the words on the board: _____ can be harmful to an ecosystem. _____ can be beneficial to an ecosystem. Then have students use the terms beneficial and harmful to write new sentences.
- Advanced/Advanced High Have pairs of students take turns choosing a human activity and describing its impact on an ecosystem. Have the other student classify the activity as beneficial or harmful. Then have students work together to write a summary describing ways in which harmful impacts could be lessened.

Component: *Grade 5 Teacher Guide*

ISBN: 9781323223369

Current Page Number(s): 189

Location: major column, starting at TEKS Practice

Original Text: TEKS Practice

Help prepare your students for standardized testing! Conduct a short mini-lesson on the test-taking strategy of Unlocking the Data:

- Tell students that they will answer questions on a test based on data in graphs and tables. Make sure students understand that graphs are visual representations of data from tables.
- Instruct students to read a question on their TEKS Practice Activity and all of the associated answer choices. Before students read the question and answer choices a second time, tell them to make sure they understand the kind of information that the graph or table contains. Students should look for mathematical relationships within the data.
- Students should read the title of the graph and any headings of columns and rows. If there is text that accompanies the graph, students should also think

about how the text relates to the data.

- Once students have chosen an answer, they should look back at the graph or table to make sure there is evidence to support the answer they selected. Remind students that they can use the strategy of unlocking the data on any quizzes or tests that include graphs and tables.

Updated Text: TEKS Practice

Help prepare your students for standardized testing! Conduct a short mini-lesson on the test-taking strategy of Unlocking the Data:

- Tell students that they will answer some test questions based on data in graphs and tables. Make sure students understand that graphs are visual representations of data from tables.
- Instruct students to read a TEKS Practice Test question and all of the associated answer choices. Before students read the question and answer choices a second time, they should focus on the information in the graph or table. Students should look for mathematical relationships within the data.
- Students should read the title of the graph and any headings of columns and rows. Students should consider how any text relates to the data.

Component: *Grade 5 Teacher Guide*

ISBN: 9781323223369

Current Page Number(s): 190

Location: Preview the Topic

Original Text: Preview the Topic

In this topic, students learn about the structures and behaviors that help organisms survive within their environments. First, in Experience 1, they analyze and explain how structures and their functions allow different species to survive in the same environment. Then, in Experience 2, they identify and explain how instinctual and learned behaviors increase organisms' chances of survival.

PREVIEW ANCHORING PHENOMENON

Students watch and respond to a short Anchoring Phenomenon Video of newly hatched sea turtles crawling toward the ocean. As students progress through the Experiences, they will answer the Anchoring Phenomenon question How does crawling help baby sea turtles in Texas?

Updated Text: Preview the Topic

In this topic, students learn about the structures and behaviors that help organisms survive within their environments. First, in Experience 1, they analyze and explain how structures and their functions allow different species to survive in the same environment. Then, in Experience 2, they identify and explain how instinctual and learned behaviors increase organisms' chances of survival.

(new second paragraph in Preview the Topic here)As you progress through the topic, connect the activities back to Topic 6, Interactions in Ecosystems. Students can apply what they learned about organisms interact in ecosystems (TEKS 5.12A) to what they learn in Topic 7 about how structures and functions of different species help them survive (TEKS 5.13A).

PREVIEW ANCHORING PHENOMENON

Students watch and respond to a short Anchoring Phenomenon Video of newly hatched sea turtles crawling toward the ocean. As students progress through the Experiences, they will answer the Anchoring Phenomenon question How does crawling help baby sea turtles in Texas?

Proclamation 2024: Report of Editorial Changes (11/08/2023)

(insert new blue head)Topic Readiness Test and Remediation

Students answer questions to show what they already know about Matter by completing a printed or online Topic Readiness Test. For students who have difficulty on the test, assign the corresponding remediation items on Realize.

Component: *Grade 5 Teacher Guide*

ISBN: 9781323223369

Current Page Number(s): 196

Location: blue box

Original Text: Objective

Students will explain how structures and their functions allow different species to survive in the same environment.

Updated Text: Objectives

Students will explain how structures and their functions allow different species to survive in the same environment.

Students will use models to represent different mouth structures of animals in different environments and assess which structures work best for picking up food in each environment.

Component: *Grade 5 Teacher Guide*

ISBN: 9781323223369

Current Page Number(s): 199

Location: Address Prior Knowledge

Original Text: Review the exit tickets collected from the Engage activity. Identify prior knowledge about structures and functions.

Updated Text: Review the exit tickets collected from the Engage activity. If the exit tickets reveal gaps in understanding or misconceptions, use this scaffolding and guidance for just-in-time learning acceleration.

Component: *Grade 5 Teacher Guide*

ISBN: 9781323223369

Current Page Number(s): 204

Location: blue box

Original Text: Objectives

Students will identify and describe instinctual and learned behaviors and explain how these behaviors increase organisms' chances of survival.

Updated Text: Objectives

Students will identify and describe instinctual and learned behaviors and explain how these behaviors increase

organisms' chances of survival.

Students will explain how grouping and non-grouping behaviors impact the stability of a population of fish.

Component: *Grade 5 Teacher Guide*

ISBN: 9781323223369

Current Page Number(s): 207

Location: Address Prior Knowledge

Original Text: Review the exit tickets collected from the Engage activity. Identify prior knowledge about animal behavior.

Updated Text: Review the exit tickets collected from the Engage activity. If the exit tickets reveal gaps in understanding or misconceptions, use this scaffolding and guidance for just-in-time learning acceleration.

Component: *Grade 5 Teacher Guide*

ISBN: 9781323223369

Current Page Number(s): 213

Location: major column, starting at TEKS Practice

Original Text: TEKS Practice

Help prepare your students for standardized testing! Conduct a short mini-lesson on the test-taking strategy of Identifying Key Words:

- Remind students that while every word on a test is important, some words are extra important. These are the key words.
- Instruct students to read a question and all of the associated answer choices. Before students read the question and answer choices a second time, tell them to look for key words such as vocabulary words, repeated descriptive words, and any important science words.
- Suggest that students highlight or underline as they read to help them identify key words throughout the question and answer choices.
- As students practice the strategy remind them to pay attention to words that are used in both the question and the answer choices.
- When students determine the correct answers, have them explain how identifying the key words helped them. Remind students that they can use the strategy of identifying key words on any quizzes or tests.

Updated Text: TEKS Practice

Help prepare your students for standardized testing! Conduct a short mini-lesson on the test-taking strategy of Identifying Key Words:

- Remind students that while every word on a test is important, some words are extra important. These are the key words.
- Instruct students to read a question and all of the associated answer choices. Before students read the question and answer choices a second time, tell them to look for key words such as vocabulary words, repeated descriptive words, and any important science words.
- Suggest that students highlight or underline as they read to help them identify key words throughout the question and answer choices.
- As students practice the strategy remind them to pay attention to words that are used in both the question and the answer choices.
- When students determine the correct answers, have them explain how

identifying the key words helped them. Remind students that they can use the strategy of identifying key words on any quizzes or tests.

Component: *Grade 5 Teacher Guide*

ISBN: 9781323223369

Current Page Number(s): xvi

Location: It's So Flexible page

Original Text: (outdated example page)

Updated Text: (updated example page)

Component: *Grade 5 Digital Components*

ISBN: 9781428553811

Current Page Number(s): N/A

Location: SEPS and Themes Activity: Plan and Conduct an Investigation, page 4, 5 Graphic Organizers, B-C

Original Text: B. Explain how a bar graph could help someone analyze this data.

(answer in drawing space)Sample answer: A bar graph could show the final height of each plant. The x-axis would be the type of soil and the y-axis would be the final height of the plant. The tallest plant would have the tallest bar on the graph.

Updated Text: (Teacher Version)

B. Use the data you collected to construct a bar graph. Label your x-axis and y-axis.

(answer in drawing space)Sample Graph: Students should construct a bar graph that shows the final height of each plant. The x-axis should be labeled Type of Soil and the y-axis should be labeled Final Plant Height (cm). A bar should be drawn showing the final height of each plant.

C. How does the bar graph help you analyze your data?

Sample answer: The bar graph quickly shows me which plant is the tallest because I can see which plant has the tallest bar.

Component: *Grade 5 Teacher Guide*

ISBN: 9781323223369

Current Page Number(s): 80

Location: Hands-On Station, SAFETY

Original Text: SAFETY Have students wear safety goggles and use care when working with glass bulbs and circuits. Instruct students to disconnect the circuit after short use to demonstrate safe practices during investigations as outlined in Texas Education Agency–approved safety standards.

Updated Text: SAFETY Have students wear safety goggles and gloves and use care when working with glass bulbs and circuits. Instruct students to disconnect the circuit after short use to demonstrate safe practices during investigations as outlined in Texas Education Agency–approved safety standards.

Component: *Grade 5 Teacher Guide*

ISBN: 9781323223369

Current Page Number(s): 136

Location: Hands-On Station, SAFETY

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 1552 of 3538

Original Text: SAFETY Remind students to wipe up spills immediately to demonstrate safe practices during investigations as outlined in Texas Education Agency–approved safety standards.

Updated Text: SAFETY Remind students to wear goggles and wipe up spills immediately to demonstrate safe practices during investigations as outlined in Texas Education Agency–approved safety standards.

Publisher: Studies Weekly

Science, Grade 5

Program: *Texas Science Studies Weekly: Fifth Grade: TEKS*

Component: *Texas Science Studies Weekly: 5th Grade Student Edition with Online Access*

ISBN: 9781649783851SE8

Link to Current Content:

[View Current Content](#)

Current Page Number(s): Pg. 4 (PDF pg. 3)

Location: Student Edition, Studies Weekly Online, Unit 1, Week 1, You Can Be a Scientist! You Can Be an Engineer!; Activity 5; Vocabulary (PDF pg. 3)

Original Text:

new _____ that are _____ or _____ in thinking

Updated Text: new _____ that are _____ and _____ in thinking

Component: *Texas Science Studies Weekly: Fifth Grade Teacher Edition with Online Access*

ISBN: 9781649783844TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): pg. 1.12 (PDF pg. 12)

Location: Teacher Edition, Studies Weekly Online, Unit 1, Week 1, You Can Be a Scientist! You Can Be an Engineer!; Activity 2; Reading to Learn; Step 4a (PDF pg. 12)

Original Text: Optional: You may wish to present the Scientific Tools Intro and Science Safety videos.

Updated Text: Optional: You may wish to present the Scientific Tools Intro video.

Component: *Texas Science Studies Weekly: Fifth Grade Teacher Edition with Online Access*

ISBN: 9781649783844TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): pg. 1.12 (PDF pg. 12)

Location: Teacher Edition, Studies Weekly Online, Unit 1, Week 1, You Can Be a Scientist! You Can Be an Engineer!; Activity 2 (PDF pg. 12)

Original Text: (left hand column)

Optional:

Scientific Tools Intro

Science Safety

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 1553 of 3538

Updated Text: (left hand column)

Optional:

Scientific Tools Intro

Component: *Texas Science Studies Weekly: 5th Grade Student Edition with Online Access*

ISBN: 9781649783851SE8

Link to Current Content:

[View Current Content](#)

Current Page Number(s): PDF pg. 1

Location: Printable: Studies Weekly Online, Unit 1, Week 1, Activity 2, "Problem-Solving Devices" (PDF pg. 1)

Original Text: Balance Scale/Graduated Cylinder

Updated Text: Graduated Cylinder/Balance Scale

Component: *Texas Science Studies Weekly: Fifth Grade Teacher Edition with Online Access*

ISBN: 9781649783844TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): PDF pg. 1

Location: Printable: Unit 1, Week 1, "Fifth Grade: Discipline: General Science Answer Keys" (PDF pg. 1)

Original Text: (header)

Fifth Grade: Discipline: General Science

Updated Text: (header)

Fifth Grade: You Can Be a Scientist! You Can Be an Engineer!

Component: *Texas Science Studies Weekly: Fifth Grade Teacher Edition with Online Access*

ISBN: 9781649783844TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): PDF pg. 1, 2

Location: Printable: Unit 1, Week 1, "Fifth Grade: Discipline: General Science Answer Keys" (PDF pg. 1, 2)

Original Text: (footer)

Unit Title: Discipline: General Science - Fifth Grade

Updated Text: (footer)

You Can Be a Scientist! You Can Be an Engineer! - Fifth Grade

Component: *Texas Science Studies Weekly: Fifth Grade Teacher Edition with Online Access*

ISBN: 9781649783844TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): PDF pg. 2

Location: Printable: Unit 1 Week 1, Activity 3, "Fifth Grade: Discipline: General Science Answer Keys" (PDF pg. 2)

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 1554 of 3538

Original Text: Formative Assessment
(description)

Use students' responses about the "Building Blocks" activity to check for mastery of the success criteria.

Updated Text: Formative Assessment
(description)

Use students' responses from the "Building Blocks" activity to check for mastery of the success criteria.

Component: *Texas Science Studies Weekly: Fifth Grade Teacher Edition with Online Access*

ISBN: 9781649783844TE

Link to Current Content:
[View Current Content](#)

Current Page Number(s): PDF pg. 2

Location: Printable: Unit 1 Week 1 , Activity 4, "Fifth Grade: Discipline: General Science Answer Keys" (PDF pg. 2)

Original Text: Formative Assessment
(description)

Use the "Reflect and Connect" questions to check for the proficiency of the success criteria.

Updated Text: Formative Assessment
(description)

Use students' responses to the "Reflect and Connect" section to check for proficiency of the success criteria.

Component: *Texas Science Studies Weekly: Fifth Grade Teacher Edition with Online Access*

ISBN: 9781649783844TE

Link to Current Content:
[View Current Content](#)

Current Page Number(s): PDF pg. 1

Location: Printable: Studies Weekly Online, Unit 1, Week 1, "What Do Scientists Do?" (PDF pg. 1)

Original Text: (title)
Texas Science
What Do Scientists Do?

Updated Text: (title)
Texas Science
You Can Be a Scientist! You Can Be an Engineer!

Component: *Texas Science Studies Weekly: Fifth Grade Teacher Edition with Online Access*

ISBN: 9781649783844TE

Link to Current Content:
[View Current Content](#)

Current Page Number(s): PDF pg. 5

Location: Printable: Studies Weekly Online, Unit 1, Week 1, Activity 5, "What Do Scientists Do? (PDF Pg. 5)

Original Text: (title)
Activity 5: Thomas Edison

Updated Text: (title)

Activity 5: Resources, Discoveries, and Innovations

Component: *Texas Science Studies Weekly: Fifth Grade Teacher Edition with Online Access*

ISBN: 9781649783844TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): Pg. 1.22 (PDF pg. 2)

Location: Teacher Edition, Unit 1, Week 2, Standards Coverage Chart (PDF pg. 2)

Original Text: (The RTC list does not have corresponding activity numbers listed.)

Updated Text: (Added corresponding activity numbers to the RTC list)

Component: *Texas Science Studies Weekly: Fifth Grade Teacher Edition with Online Access*

ISBN: 9781649783844TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): Pg. 1.7-1.41 (PDF pg. 7-41)

Location: Teacher Edition, Unit 1, Week 2, Activities 1-5 (PDF pg. 7-41)

Original Text: (n/a)

Updated Text: (Added thumbnails in the left hand column)

Component: *Texas Science Studies Weekly: Fifth Grade Teacher Edition with Online Access*

ISBN: 9781649783844TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): Pg. 1.24 (PDF pg. 4)

Location: Teacher Edition, Studies Weekly Online, Unit 1, Week 2 (PDF pg. 4)

Original Text: (n/a)

Updated Text: Student Support Resources

Title: Falling Dominoes: Content Video

Media: Video

Description: This video shows dominoes falling as an example of cause and effect. This video is used in Activity 2.

Title: How Does an Ocean Wave Transfer Energy Across the Ocean: Content Video

Media: Video

Description: This video supports understanding of energy and matter by showing waves on a beach. This video is used in Activity 4.

Component: *Texas Science Studies Weekly: Fifth Grade Teacher Edition with Online Access*

ISBN: 9781649783844TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): Pg. 1.23 (PDF pg. 3)

Location: Teacher Edition, Studies Weekly Online, Unit 1, Week 2 (PDF pg. 3)

Original Text: New Vocabulary

(no asterisk on the vocabulary words or disclaimer)

Updated Text: (Added an asterisk to each vocabulary word and added the disclaimer listed below.)

*Vocabulary may be previously taught from prior grades.

Component: *Texas Science Studies Weekly: Fifth Grade Teacher Edition with Online Access*

ISBN: 9781649783844TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): PDF pg. 2

Location: Printable, Studies Weekly Online, Unit 1, Week 3, "What Do Scientists Do? Week Assessment" (PDF pg. 2)

Original Text: (Census Pie Charts)

Based on the data in the graph, which conclusion is reasonable from the 2020 census versus the 2010 census?

- a. A larger percentage of white people voted in 2020.
- b. A smaller percentage of Asian people voted in 2020.
- c. A larger percentage of Hispanic people voted in 2020.
- d. An equal number of African Americans voted each year.

Updated Text: (World Population Pie Charts)

Which conclusion is reasonable based on the data in the pie charts?

- a. A larger percentage of the world's population lived in Europe in 2019 than in 1950.
- b. A smaller percentage of the world's population lived in Asia in 2019 than in 1950.
- c. A larger percentage of the world's population lived in Africa in 2019 than in 1950.
- d. A smaller percentage of the world's population lived in South America in 2019 than in 1950.

Component: *Texas Science Studies Weekly: Fifth Grade Teacher Edition with Online Access*

ISBN: 9781649783844TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): PDF pg. 1

Location: Printable, Studies Weekly Online, Unit 1, Week 3, "What Do Scientists Do? Week Assessment Answer Keys" (PDF pg. 2)

Original Text: (Census Pie Charts)

Based on the data in the graph, which conclusion is reasonable from the 2020 census versus the 2010 census?

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 1557 of 3538

- A. A larger percentage of white people voted in 2020.
- B. A smaller percentage of Asian people voted in 2020.
- C. A larger percentage of Hispanic people voted in 2020. (bolded and red text to indicate the correct answer)
- D. An equal number of African Americans voted each year.

Updated Text: (World Population Pie Charts)

Which conclusion is reasonable based on the data in the pie charts?

- a. A larger percentage of the world's population lived in Europe in 2019 than in 1950.
- b. A smaller percentage of the world's population lived in Asia in 2019 than in 1950.
- c. A larger percentage of the world's population lived in Africa in 2019 than in 1950. (bolded and red text to indicate the correct answer)
- d. A smaller percentage of the world's population lived in South America in 2019 than in 1950.

Component: Texas Science Studies Weekly: Fifth Grade Teacher Edition with Online Access

ISBN: 9781649783844TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): PDF pg. 4

Location: Printable: Studies Weekly Online, Unit 1, Week 3, Activity 5, "Texas Science: What Do Scientists Do?" (PDF pg. 4)

Original Text: (Page 4 is flipped upside down.)

Updated Text: (Page 4 is flipped right side up.)

Component: Texas Science Studies Weekly: Fifth Grade Teacher Edition with Online Access

ISBN: 9781649783844TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): Pg. 1.49 (PDF pg. 8)

Location: Teacher Edition, Unit 1, Week 3, Activity 1 (PDF pg. 8)

Original Text: Teacher Note

Prior to the activity, use the Ask Questions: Teacher Instruction Page to prepare.

Collaborative Learning

4. Have students follow the instructions at each station to complete each rotation.

Updated Text: Teacher Note

Prior to the activity, use the Ask Questions: Teacher Instruction Page and the Ask Questions: Station Instructions to prepare the necessary materials.

Collaborative Learning

4. Have students follow the Ask Questions: Stations Instructions at each station to complete each rotation.

Component: Texas Science Studies Weekly: Fifth Grade Teacher Edition with Online Access

ISBN: 9781649783844TE

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 1558 of 3538

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 1.46 (PDF pg. 5)

Location: Teacher Edition, Unit 1, Week 3 (PDF pg. 5)

Original Text: Student Support Resources

Melting Popsicle

Updated Text: Student Support Resources

Melting Popsicle (Added registered trademark symbol)

Component: *Texas Science Studies Weekly: Fifth Grade Teacher Edition with Online Access*

ISBN: 9781649783844TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): Pg. 1.42, 1.43, 1.44, 1.47, 1.49, 1.50, 1.56 (PDF pg. 1,2,3,6,8,9,15)

Location: Teacher Edition, Unit 1, Week 3 (PDF pg. 1,2,3,6,8,9,15)

Original Text: Science and Engineering Practices

Updated Text: (Replaced all instances of "science and engineering practices" with "scientific and engineering practices")

Component: *Texas Science Studies Weekly: Fifth Grade Teacher Edition with Online Access*

ISBN: 9781649783844TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): PDF pg. 2

Location: Printable: Studies Weekly Online, Unit 1, Week 3, Activity 3, "Fifth Grade: What Do Scientists Do? Answer Keys" (PDF pg. 2)

Original Text: Activity 3, Student Edition Answers: Identify the disadvantages of the model.

Updated Text: Activity 3, Student Edition Answers: Identify the limitations of the model.

Component: *Texas Science Studies Weekly: Fifth Grade Teacher Edition with Online Access*

ISBN: 9781649783844TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): PDF pg. 4

Location: Printable: Studies Weekly Online, Unit 1, Week 3, Activity 4, "Fifth Grade: What Do Scientists Do? Answer Keys" (PDF pg. 4)

Original Text: Use the student edition responses to check for proficiency of the success criteria.

Updated Text: Use the graphing questions to check for proficiency of the success criteria.

Component: *Texas Science Studies Weekly: Fifth Grade Teacher Edition with Online Access*

ISBN: 9781649783844TE

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 1559 of 3538

Link to Current Content:

[View Current Content](#)

Current Page Number(s): Pg. 1.82 (PDF pg. 17)

Location: Teacher Edition, Unit 1, Week 4, Activity 4, (PDF pg. 17)

Original Text: (left hand column)

Printable

How to Organize Data (Observations and Evidence)

(Lesson Guide)

Introduce Activity

7. Display the How to Organize Data (Observations and Evidence) printable.

Updated Text: (left hand column)

Printable

How to Organize Data

(Lesson Guide)

Introduce Activity

7. Display the How to Organize Data printable.

Component: *Texas Science Studies Weekly: Fifth Grade Teacher Edition with Online Access*

ISBN: 9781649783844TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): Pg. 1.80 (PDF pg. 15)

Location: Teacher Edition, Unit 1, Week 4, Activity 3, (PDF pg. 15)

Original Text: n/a

Updated Text: (Added Develop and Use Models to left-hand column)

Component: *Texas Science Studies Weekly: Fifth Grade Teacher Edition with Online Access*

ISBN: 9781649783844TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): Pg. 1.67 (PDF pg. 2)

Location: Teacher Edition, Unit 1, Week 4, Standards Coverage Chart (PDF pg. 2)

Original Text: (n/a)

Updated Text: ELPS

4: Reading

F. Use visual and contextual support and support from peers and teachers to read grade-appropriate content area text, enhance and confirm understanding, and develop vocabulary, grasp of language structures, and background knowledge needed to comprehend increasingly challenging language. (Activity 1)

Component: *Texas Science Studies Weekly: Fifth Grade Teacher Edition with Online Access*

ISBN: 9781649783844TE

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 1560 of 3538

Link to Current Content:
[View Current Content](#)

Current Page Number(s): Pg. 1.77 (PDF pg. 12)

Location: Teacher Edition, Unit 1, Week 4, Activity 2 (PDF pg. 12)

Original Text: (left hand column)

Vocabulary

ideate: to use the process of forming ideas

Updated Text: (left hand column)

Vocabulary

ideate: the process of forming ideas

Component: *Texas Science Studies Weekly: Fifth Grade Teacher Edition with Online Access*

ISBN: 9781649783844TE

Link to Current Content:
[View Current Content](#)

Current Page Number(s): Pg. 1.82 (PDF pg. 17)

Location: Teacher Edition, Unit 1, Week 4, Activity 4 (PDF pg. 17)

Original Text: Introduce Activity

6. Explain to students that there are many ways to organize data that has been collected from investigation and engineering design tests.

7. Display the How to Organize Data (Observations and Evidence) printable.

8. Assign each student pair to a type of graphic organizer and have them briefly discuss it.

a. Let students know they will be expected to teach the rest of the class about their graphic organizer type.

9. Allow pairs to share each type of graphic organizer.

Updated Text: Introduce Activity

6. Remind students that there are many ways to organize data that has been collected from investigations and engineering design tests.

7. Display the How to Organize Data printable.

8. Discuss: What type of graphic organizer do you think would be best for displaying your data?

Component: *Texas Science Studies Weekly: Fifth Grade Teacher Edition with Online Access*

ISBN: 9781649783844TE

Link to Current Content:
[View Current Content](#)

Current Page Number(s): PDF pg. 1

Location: Printable: Studies Weekly Online, Unit 1, Week 1, Activity 1, "What do Engineers Do: Reading Comprehension" (PDF pg. 1)

Original Text: 1. How do humans make their daily activities easier through engineering?

a. by creating solutions

b. by using products

c. by building structures

d. by taking out the trash

Updated Text: 1. How do humans make their daily activities easier through engineering?

a. by creating problems

Proclamation 2024: Report of Editorial Changes (11/08/2023)

- b. by taking out the trash
- c. by using engineered products
- d. by removing engineered structures

Component: *Texas Science Studies Weekly: Fifth Grade Teacher Edition with Online Access*

ISBN: 9781649783844TE

Link to Current Content:
[View Current Content](#)

Current Page Number(s): PDF pg. 1

Location: Printable: Studies Weekly Online, Unit 1, Week 1, Activity 1, "Fifth Grade: What Do Engineers Do? Reading Comprehension Answer Keys" (PDF pg. 1)

Original Text: 1. How do humans make their daily activities easier through engineering?

- a. by creating solutions
- b. by using products (bolded and red text to indicate the correct answer)
- c. by building structures
- d. by taking out the trash

Updated Text: 1. How do humans make their daily activities easier through engineering?

- a. by creating problems
- b. by taking out the trash
- c. by using engineered products (bolded and red text to indicate the correct answer)
- d. by removing engineered structures

Component: *Texas Science Studies Weekly: Fifth Grade Teacher Edition with Online Access*

ISBN: 9781649783844TE

Current Page Number(s): N/A

Location: Studies Weekly Online, Teacher Edition, Unit Level "Teacher Resources," ELD Student Edition (All Units)

Original Text: N/A

Updated Text: (Removed all publisher design notes from "Speaker Notes")
(Removed all answer keys from student-facing slides)
(Removed leveling indicators from student-facing slides)

Component: *Texas Science Studies Weekly: Fifth Grade Teacher Edition with Online Access*

ISBN: 9781649783844TE

Current Page Number(s): N/A

Location: Studies Weekly Online, Teacher Edition, Unit Level "Teacher Resources," ELD Teacher Edition (All Units)

Original Text: N/A

Updated Text: (Removed all publisher design notes from "Speaker Notes")

Component: *Texas Science Studies Weekly: 5th Grade Student Edition with Online Access*

ISBN: 9781649783851SE8

Link to Current Content:

[View Current Content](#)

Current Page Number(s): Pg. 3 (PDF pg. 2)

Location: Student Edition, Unit 2, Activity 3 (PDF pg. 2)

Original Text: (The Activity 3 directions are incorrectly numbered.)

Plan Your Investigation

Updated Text: (Changed the Activity 3 directions to be correctly numbered)

(Added the word "descriptive" in the heading) Plan Your Descriptive Investigation

Component: *Texas Science Studies Weekly: Fifth Grade Teacher Edition with Online Access*

ISBN: 9781649783844TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): Pg. 2.27, 2.32 (PDF pg. 27, 32)

Location: Teacher Edition, Unit 2, Activities 6 and 8 (PDF pg. 27 and 32)

Original Text: (first subheading) Whole Group
(left hand column) RTC: Patterns; Structure and Function

Updated Text: (first subheading) Student-Driven Inquiry
(left hand column) RTC: Patterns; Structure and Function; (Added RTC) Energy and Matter

Component: *Texas Science Studies Weekly: Fifth Grade Teacher Edition with Online Access*

ISBN: 9781649783844TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): Pg. 2.3, 2.4 (PDF pg. 3, 4)

Location: Teacher Edition, Unit 2, Standards Coverage Chart (PDF pg. 3, 4)

Original Text: (n/a)

Updated Text: SEP 5.4B: **Research and explore resources such as** museums, libraries, professional organizations, **private companies**, online platforms, and mentors employed in a science, technology, engineering, and mathematics (STEM) field to investigate STEM careers. (Activity 1)

ELAR 5.7: Response Skills B: **Write responses that demonstrate understanding of texts, including comparing and contrasting ideas across a variety of sources.** (Activity 8)

Component: *Texas Science Studies Weekly: Fifth Grade Teacher Edition with Online Access*

ISBN: 9781649783844TE

Link to Current Content:

[View Current Content](#)

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 1563 of 3538

Current Page Number(s): Pg. 2.27, 2.28 (PDF pg. 27, 28)

Location: Teacher Edition, Unit 2, Activity 6 (PDF pg. 27, 28)

Original Text: (Left Hand Column, PDF pg. 27)

Vocabulary

conductivity: a property of matter that describes materials that allow electricity to flow

insulation: a property of matter that describes a material that stops the flow of electricity

(Vocabulary, PDF pg. 27)

7. Say: In science, materials that allow electricity to flow have the property of conductivity.

(Vocabulary, PDF Pg. 28)

9. Say: In science, when a material stops the flow of electricity, it has the property of insulation.

Updated Text: (Left Hand Column, PDF pg. 27)

Vocabulary

conductivity: a property of matter that describes materials that allow electricity and heat to flow

insulation: a property of matter that describes a material that stops the flow of electricity and heat

(Vocabulary, PDF pg. 27)

7. Say: In science, materials that allow electricity and heat to flow have the property of conductivity.

(Vocabulary, PDF Pg. 28)

9. Say: In science, when a material stops the flow of electricity and heat, it has the property of insulation.

Component: *Texas Science Studies Weekly: Fifth Grade Teacher Edition with Online Access*

ISBN: 9781649783844TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): PDF pg. 1, 5

Location: Printable: Studies Weekly Online, Unit 2, Activity 3, "Density Investigation" (PDF pg. 1, 5)

Original Text: (PDF pg. 1)

2. Both _____ and _____ floated in water because it was less/more dense than water.

(PDF pg. 5)

2. Both air and oil floated in water because it was less/more dense than water.

3. The density of the plastic is more than water. I could tell this because I observed...

Updated Text: (PDF pg. 1)

(Changed "it was" to "they were")

2. Both _____ and _____ floated in water because they were less/more dense than water.

(PDF pg. 5)

2. Both air and oil floated in water because they were less (less circled)/more dense than water.

3. The density of the plastic is more than water. I could tell this because I observed...the plastic sank in water.

Component: *Texas Science Studies Weekly: Fifth Grade Teacher Edition with Online Access*

ISBN: 9781649783844TE

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 1564 of 3538

Link to Current Content:

[View Current Content](#)

Current Page Number(s): PDF pg. 1

Location: Printable: Studies Weekly Online, Unit 2, Activity 4, "Creating Solutions" (PDF pg. 1)

Original Text: 9. Complete the input-out table that describes the possible effects.

Solubility Investigation Plan - Salt, Sand, Oil

Updated Text: 9. Complete the input-out table that describes the possible effects.

(Added a space)

Solubility Investigation Plan - Salt, Sand, Oil

Component: *Texas Science Studies Weekly: Fifth Grade Teacher Edition with Online Access*

ISBN: 9781649783844TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): PDF pg. 2

Location: Printable: Studies Weekly Online, Unit 2, Activity 7 "Properties on the Playground Reading Comprehension" (PDF pg. 2)

Original Text: Activity 7: The Properties of Metals

Updated Text: Activity 7: Thermal Conductivity: Part One

Component: *Texas Science Studies Weekly: Fifth Grade Teacher Edition with Online Access*

ISBN: 9781649783844TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): PDF pg. 1

Location: Printable: Studies Weekly Online, Unit 2, Activity 7 "Properties on the Playground Reading Comprehension Answer Keys" (PDF pg. 1)

Original Text: Activity 7: The Properties of Metals

Updated Text: Activity 7: Thermal Conductivity: Part One

Component: *Texas Science Studies Weekly: Fifth Grade Teacher Edition with Online Access*

ISBN: 9781649783844TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): PDF pg. 2

Location: Printable: Studies Weekly Online, Unit 2, Activity 2, "Properties on the Playground: Answer Keys", Formative Assessment (PDF pg. 2)

Original Text: As an alternative, a STAAR-style assessment question is provided as an exit ticket.

Updated Text: Alternatively, use the STAAR (added a registered trademark) style assessment Measuring Size: Exit Ticket to check for proficiency of the success criteria.

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 1565 of 3538

Component: *Texas Science Studies Weekly: 5th Grade Student Edition with Online Access*

ISBN: 9781649783851SE8

Link to Current Content:

[View Current Content](#)

Current Page Number(s): PDF pg. 1, 2

Location: Printable: Studies Weekly Online, Unit 2, "Home Learning Letter" (PDF pg. 1, 2)

Original Text:

conductivity: a property of matter that describes materials that allow electricy

insoluble: substances that do not dissolve in water

insulation: a property of matter that describes material stops the flow electricity

soluble: substances that dissolve in water

Updated Text: (Adjusted vocabulary definitions of conductivity, insoluble, insulation, and soluble; Added "volume" and its definition)

conductivity: a property of matter that describes materials that allow electricity and heat to flow

insoluble: describes substances that do not dissolve in water

insulation: a property of matter that describes a material that stops the flow of electricity and heat

soluble: describes substances that dissolve in water

volume: the amount of space that a substance takes up

Component: *Texas Science Studies Weekly: Fifth Grade Teacher Edition with Online Access*

ISBN: 9781649783844TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): PDF pg. 8

Location: Printable: Studies Weekly Online, Unit 2, Activity 6, Vocabulary, "Properties on the Playground: Answer Keys" (PDF pg. 8)

Original Text: A material that conducts electricity or allows electrical energy to flow has the property of conductivity.

Insulation is the property of matter that stops the flow of electricity.

Updated Text: (added "heat" to each definition)

A material that conducts electricity or allows electrical energy and heat to flow has the property of conductivity.

Insulation is a property of matter that describes a material that stops the flow of electricity and heat.

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 1566 of 3538

Component: Texas Science Studies Weekly: 5th Grade Student Edition with Online Access

ISBN: 9781649783851SE8

Link to Current Content:

[View Current Content](#)

Current Page Number(s): Pg. 1 (PDF pg. 1)

Location: Student Edition, Unit 2, Activity 6 (PDF pg. 1)

Original Text: Vocabulary:

A material that _____ electricity or allows electrical energy to flow has the property of _____.
_____ is the property of matter that stops the flow of electrical energy. These materials are known as _____.

Updated Text: (added "heat" to each fill-in-the-blank definition)

Vocabulary:

A material that _____ electricity or allows electrical energy and heat to flow has the property of _____.
_____ is the property of matter that stops the flow of electrical energy and heat. These materials are known as _____.

Component: Texas Science Studies Weekly: Fifth Grade Teacher Edition with Online Access

ISBN: 9781649783844TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): PDF pg. 1-2; 4-6

Location: Printable: Studies Weekly Online, Unit 2, Performance Task Answer Key (PDF pg. 1-2; 4-6)

Original Text: (Pgs. 1-2; 4-6 contain the student performance task.)

Updated Text: (Removed student facing performance task)

Component: Texas Science Studies Weekly: Fifth Grade Teacher Edition with Online Access

ISBN: 9781649783844TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): PDF pg. 1-2

Location: Printable: Studies Weekly Online, Unit 2, Activity 2, "Exit Ticket" (PDF pg. 1-2)

Original Text: Unit Title: Activity 2

Updated Text: Properties on the Playground: Activity 2

Component: Texas Science Studies Weekly: Fifth Grade Teacher Edition with Online Access

ISBN: 9781649783844TE

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 1567 of 3538

Link to Current Content:

[View Current Content](#)

Current Page Number(s): pg. 3.8-3.32 (PDF pg. 8-32)

Location: Teacher Edition, Unit 3 (PDF pg. 8-32)

Original Text: (n/a)

Updated Text: (Added thumbnails in the left hand column)

Component: *Texas Science Studies Weekly: Fifth Grade Teacher Edition with Online Access*

ISBN: 9781649783844TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): Pg. 3.16, 3.26, 3.28 (PDF pg. 16, 21, 26, 28)

Location: Teacher Edition, Unit 3, Activities 3, 8 and 9 (PDF pg. 16, 21, 26, 28)

Original Text: (n/a)

Updated Text:

(Added a Printable to left hand column, PDF pg. 16)

Ruff Toy Materials: Research Graphic Organizer

(Added to the left hand column, PDF pg. 21)

Printable

Ruff Toy Materials: Criteria and Constraints

(Added a tag to the left hand column, PDF pg. 26)

ELAR 5.13A: Generate and clarify questions on a topic for formal and informal inquiry.

(Added a tag to the left hand column, PDF pg. 28)

ELAR 5.13A: Generate and clarify questions on a topic for formal and informal inquiry.

Component: *Texas Science Studies Weekly: Fifth Grade Teacher Edition with Online Access*

ISBN: 9781649783844TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): Pg. 3.7 (PDF pg. 7)

Location: Teacher Edition, Unit 3, Standards Coverage Chart (PDF pg. 7)

Original Text: (n/a)

Updated Text: (Added a Teacher Support Resource at the beginning of the table)

Ruff Toy Materials: ELD Lesson

Differentiated language scaffolds that can be projected to students and taught before or after the core science activities

Component: *Texas Science Studies Weekly: Fifth Grade Teacher Edition with Online Access*

ISBN: 9781649783844TE

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 1568 of 3538

Link to Current Content:

[View Current Content](#)

Current Page Number(s): Pg. 3.28 (PDF pg. 28)

Location: Teacher Edition, Unit 3, Activity 9 (PDF pg. 28)

Original Text: (left hand column)

Printable

How to Organize Data (Observations and Measurements)

Lesson Guide

Test the Prototype

(Step 1) Tip: You may provide the printable How to Organize Data (Observations and Measurements) to provide guidance to students.

Updated Text: (Removed (Observations and Measurements) from the title)

(left hand column)

Printable

How to Organize Data

Lesson Guide

Test the Prototype

(Step 1) Tip: You may provide the printable How to Organize Data to provide guidance to students.

Component: *Texas Science Studies Weekly: Fifth Grade Teacher Edition with Online Access*

ISBN: 9781649783844TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): Pg. 3.4 (PDF pg. 4)

Location: Teacher Edition, Unit 3, Standards Coverage Chart (PDF pg. 4)

Original Text:

RTC

5.5: Cause and Effect

B: Identify and Investigate cause-and-effect relationships to explain scientific phenomena or analyze problems. (Activities 1, 2, 4, 8, 9, 10)

5.5: Systems and System Models

D: Examine and model the parts of a system and their interdependence in the function of the system. (Activities 3, 6, 7, 9)

Updated Text: (Updated the activities claimed to match the Lesson Guide)

RTC

5.5: Cause and Effect

B: Identify and Investigate cause-and-effect relationships to explain scientific phenomena or analyze problems. (Activities 1, 4, 8, 9, 10)

5.5: Systems and System Models

D: Examine and model the parts of a system and their interdependence in the function of the system. (Activities 2, 3, 6, 7, 9)

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 1569 of 3538

Component: *Texas Science Studies Weekly: Fifth Grade Teacher Edition with Online Access*

ISBN: 9781649783844TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): Pg. 3.13, 3.19 (PDF pg. 13, 19)

Location: Teacher Edition, Unit 3, Activities 2 and 4 (PDF pg. 13, 19)

Original Text: (left hand column, PDF pg. 13)

(n/a)

(left hand column, PDF pg. 19)

Vocabulary

proposal: a formal plan or suggestion of a solution or idea, usually written and supported by a model or data

Updated Text: (Added Stability and Change to the left-hand column; PDF pg. 13)

(Added the word "engineering" to the definition of proposal in the left hand column; See below. PDF pg. 19)

Vocabulary

proposal: a formal plan or suggestion of an engineering solution or idea, usually written and supported by a model or data

Component: *Texas Science Studies Weekly: Fifth Grade Teacher Edition with Online Access*

ISBN: 9781649783844TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): Pg. 3.21 (PDF pg. 21)

Location: Teacher Edition, Unit 3, Activity 5 (PDF pg. 21)

Original Text: (n/a)

Lesson Guide

Make a Plan

5. Materials Analysis: Provide support, as necessary, to students in creating multiplication equations to complete totals for each material.

Updated Text: (Added the Printable, Ruff Toy Materials: Criteria and Constraints, to the left hand column)

Lesson Guide

Make a Plan

5. Materials Analysis: Provide support, as necessary, to students in creating multiplication equations to complete totals for each material using the Ruff Toy Materials: Criteria and Constraints printable.

Component: *Texas Science Studies Weekly: 5th Grade Student Edition with Online Access*

ISBN: 9781649783851SE8

Link to Current Content:

[View Current Content](#)

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 1570 of 3538

Current Page Number(s): Pg. 3, 4 (PDF pg. 2, 3)

Location: Student Edition, Unit 3, Activities 4 and 5 (PDF pg. 2, 3)

Original Text: (PDF pg. 2)

Vocabulary

A proposal is a formal _____ or _____ of a solution or idea usually written and supported by a _____ or _____.

(PDF pg. 3)

Printable

Dog Toys Criteria and Constraints

Updated Text: (Added the word "engineering" to the definition; PDF pg. 2)

Vocabulary

A proposal is a formal _____ or _____ of an engineering solution or idea usually written and supported by a _____ or _____.

(PDF pg. 3)

Printable

Ruff Toy Materials: Criteria and Constraints

Component: *Texas Science Studies Weekly: 5th Grade Student Edition with Online Access*

ISBN: 9781649783851SE8

Link to Current Content:

[View Current Content](#)

Current Page Number(s): PDF Pg. 3-5

Location: Printable: Studies Weekly Online, Unit 3, Performance Task (PDF pg. 3-5)

Original Text: Performance Task Answer Key

(all answers for the tasks)

Updated Text: (Removed answer key)

Component: *Texas Science Studies Weekly: Fifth Grade Teacher Edition with Online Access*

ISBN: 9781649783844TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): Pg. 4.6 (PDF pg. 6)

Location: Teacher Edition, Unit 4, Teacher Support Resources (PDF pg. 6)

Original Text: (n/a)

Updated Text: (Added a Teacher Support Resource at the beginning of the table)

Magnetic Powers: ELD Lesson

Differentiated language scaffolds that can be projected to students and taught before or after the core science activities

Component: *Texas Science Studies Weekly: Fifth Grade Teacher Edition with Online Access*

ISBN: 9781649783844TE

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 1571 of 3538

Link to Current Content:

[View Current Content](#)

Current Page Number(s): Pg. 4.14, 4.19 (PDF pg. 14, 19)

Location: Teacher Edition, Unit 4, Activities 3 and 5 (PDF pg. 14, 19)

Original Text: (n/a)

Updated Text: (Added ELPS 1D to the left hand column, PDF pg. 14)

(Added RTC Cause and Effect to left hand column, PDF pg. 19)

Component: *Texas Science Studies Weekly: 5th Grade Student Edition with Online Access*

ISBN: 9781649783851SE8

Link to Current Content:

[View Current Content](#)

Current Page Number(s): PDF pg. 2

Location: Printable: Studies Weekly Online, Unit 4, "Magnetic Powers: Unit Assessment", Question 4 (PDF pg. 2)

Original Text: James dropped a metal spoon down the drain.

Updated Text: James dropped a metal spoon made of steel down the drain.

Component: *Texas Science Studies Weekly: Fifth Grade Teacher Edition with Online Access*

ISBN: 9781649783844TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): PDF pg. 1

Location: Printable: Studies Weekly Online, Unit 4, "Magnetic Powers: Unit Assessment Answer Keys", Question 4 (PDF pg. 2)

Original Text: James dropped a metal spoon down the drain.

Updated Text: James dropped a metal spoon made of steel down the drain.

Component: *Texas Science Studies Weekly: 5th Grade Student Edition with Online Access*

ISBN: 9781649783851SE8

Link to Current Content:

[View Current Content](#)

Current Page Number(s): PDF pg. 2

Location: Printable: Studies Weekly Online, Unit 4, "Home Learning Letter" (PDF pg. 2)

Original Text: The vocabulary terms that students need to know are:

conductivity: a property of matter than describes materials that allow electricity to flow

displace: when a substance or object pushes out water to make room for itself

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 1572 of 3538

insoluble: substances that do not dissolve in water

insulation: a property of matter that describes material stops the flow of electricity

magnetism: an attracting or repelling force between two objects

mixture: the process of combining two or more substances

property: the quality or how we describe something

solubility: the ability to dissolve

soluble: substances that dissolve in water

Updated Text: (Removed: conductivity, displace, insoluble, insulation, magnetism, solubility, soluble; Added: magnetic; Adjusted definitions for: mixture, property)

Review the following terms:

magnetic: attracted or repelled by a magnet

mixture: a combination of two or more substances. Each substance keeps its own physical properties and can be easily separated.

property: a characteristic of a given material

Component: *Texas Science Studies Weekly: Fifth Grade Teacher Edition with Online Access*

ISBN: 9781649783844TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): PDF pg. 1, 5

Location: Printable: Studies Weekly Online, Unit 4, "Magnetic Powers: Unit Answer Keys" (PDF pg. 1, 5)

Original Text: (PDF pg. 1)

Student Edition Answers

(in the box and below the box)

I think magnets in water will no longer be magnetic.

(PDF pg. 1)

Formative Assessment: Self-Assessment (description)

Self-assessments may vary depending on students' responses. Students should be at proficiency level for each category.

(PDF pg. 5)

Formative Assessment: Student Edition Response

Updated Text: (PDF pg. 1)

Student Edition Answers

(in the box and below the box)

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 1573 of 3538

I think iron filings in water will no longer be magnetic.

(PDF pg. 1)

Formative Assessment: Self-Assessment (description)

Have students grade themselves using the Questioning Rubric to check for proficiency of the success criteria.

(PDF pg. 5)

Formative Assessment: Student Artifact and Student Edition Response

Component: *Texas Science Studies Weekly: Fifth Grade Teacher Edition with Online Access*

ISBN: 9781649783844TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): PDF pg. 5, 6

Location: Printable: Studies Weekly Online, Unit 5, "Magical Mixing Matter: Unit Answer Keys" (PDF pg. 5, 6)

Original Text: Student Edition Answers

Write a compare-and-contrast paragraph describing the properties of the salt before and after it was mixed with the water.

Was the weight of the salt conserved when mixed with water? Use evidence from your investigation to support your response.

What property of salt causes a change in its appearance when combined with water to create a solution?

Updated Text: (Added numbers)

Student Edition Answers

1. Write a compare-and-contrast paragraph describing the properties of the salt before and after it was mixed with the water.

2. Was the weight of the salt conserved when mixed with water? Use evidence from your investigation to support your response.

3. What property of salt causes a change in its appearance when combined with water to create a solution?

Component: *Texas Science Studies Weekly: Fifth Grade Teacher Edition with Online Access*

ISBN: 9781649783844TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): PDF pg. 7

Location: Printable: Studies Weekly Online, Unit 5, "Magical Mixing Matter: Unit Answer Keys" (PDF pg. 7)

Original Text: Student Edition Answers

Was the weight of the sugar conserved when it was mixed with water?

Updated Text: Student Edition Answers

Was the weight of the sugar conserved when it was mixed with water? Use evidence from the investigation and explain your reasoning.

Component: *Texas Science Studies Weekly: Fifth Grade Teacher Edition with Online Access*

ISBN: 9781649783844TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): PDF pg. 3, 5

Location: Printable: Studies Weekly Online, Unit 5, "Magical Mixing Matter: Unit Answer Keys" (PDF pg. 7)

Original Text: Activity 3 (PDF pg. 3)

Student Edition Answers

Weights of Ingredients (bar graph)

Salt (no bar)

Water (no bar)

Calculated sum of ingredient weights (no bar)

Prediction of weight when combined (no bar)

Actual weight when combined (no bar)

Activity 4 (PDF pg. 5)

(n/a)

Updated Text: Activity 3 (PDF pg. 3)

Student Edition Answers

Weights of Ingredients (bar graph)

Salt (bar showing) 17 grams

Water (bar showing) 110 grams

Calculated sum of ingredient weights (bar showing) 127 grams

Prediction of weight when combined (bar showing) 127

Actual weight when combined (no bar)

Activity 4 (PDF pg. 5)

Student Edition Answers

Weights of Ingredients (bar graph)

Salt (bar showing) 17 grams

Water (bar showing) 110 grams

Calculated sum of ingredient weights (bar showing) 127 grams

Prediction of weight when combined (bar showing) 127 grams

Actual weight when combined (bar showing) 127 grams

Component: *Texas Science Studies Weekly: 5th Grade Student Edition with Online Access*

ISBN: 9781649783851SE8

Link to Current Content:

[View Current Content](#)

Current Page Number(s): PDF pg. 1, 2

Location: Printable: Studies Weekly Online, Unit 5, "Home Learning Letter" (PDF pg. 1, 2)

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 1575 of 3538

Original Text: (PDF pg. 1)

I can demonstrate that some matter is conserved in solutions by comparing the mass before and after.

(PDF pg. 2)

The vocabulary terms that students need to know are:

mixture: the process of combining two or more substances

property: the quality or how we describe something

solution: mixture of two or more substances that can not be separated

conserve: to avoid wastefulness

Updated Text: (PDF pg. 1)

I can demonstrate that some matter is conserved in solutions by comparing the mass before and after being combined.

(PDF pg. 2)

Review the following terms:

(Adjusted definitions for mixture, property, and solution; changed "can not" to "cannot" in the definition of solution)

mixture: a combination of two or more substances. Each substance keeps its own physical properties and can be easily separated.

property: a characteristic of a given material

solution: mixture of two or more substances that cannot be separated

conserve: maintain or stay the same

Component: *Texas Science Studies Weekly: Fifth Grade Teacher Edition with Online Access*

ISBN: 9781649783844TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): Pg. 5.6 (PDF pg. 6)

Location: Teacher Edition, Unit 5, Teacher Support Resources (PDF pg. 6)

Original Text: (n/a)

Updated Text: (Added a Teacher Support Resource at the beginning of the table)

Magical Mixing Matter: ELD Lesson

Differentiated language scaffolds that can be projected to students and taught before or after the core science activities

Component: *Texas Science Studies Weekly: Fifth Grade Teacher Edition with Online Access*

ISBN: 9781649783844TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): Pg. 5.7-5.23 (PDF pg. 7-23)

Location: Teacher Edition, Unit 5 (PDF pg. 7-23)

Original Text: (n/a)

Updated Text: (Added thumbnails in the left hand column)

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 1576 of 3538

Component: Texas Science Studies Weekly: Fifth Grade Teacher Edition with Online Access

ISBN: 9781649783844TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): Pg. 5.3, 5.4 (PDF pg. 3, 4)

Location: Teacher Edition, Unit 5, Standards Coverage Chart (PDF pg. 3, 4)

Original Text: RTC 5.5: Cause and Effect B: Identify and investigate cause-and-effect relationships to explain scientific phenomena or analyze problems. (Activities 1, 3, 4)

RTC 5.5: Scale, Proportion, and Quantity C: Use scale, proportion, and quantity to describe, compare, or model different systems. (Activities 2, 4)

RTC 5.5: Stability and Change F: Explain how factors or conditions impact stability and change in objects, organisms, and systems. (Activities 1, 2, 3, 4, 5, 6)

ELAR 5.10: Author's Purpose and Craft (Activity 5) C: Analyze the author's use of print and graphic features to achieve specific purposes.

Math 5.1: Mathematical Process Standards C: Select tools, including real objects, manipulatives, paper and pencil, and technology as appropriate, and techniques, including mental math, estimation, and number sense as appropriate, to solve problems. (Activities 3, 5)

Updated Text: (Adjusted the Standards Coverage Chart to match the Activities within the lesson guide)

(Removed RTC 5.5: Scale, Proportion, and Quantity, description, and corresponding activities from the coverage chart)

Component: Texas Science Studies Weekly: Fifth Grade Teacher Edition with Online Access

ISBN: 9781649783844TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): Pg. 5.12 (PDF pg. 12)

Location: Teacher Edition, Unit 5, Activity 2 (PDF pg. 12)

Original Text: (n/a)

Updated Text: (added the SEP Plan and Conduct Investigations to the left hand column)

Component: Texas Science Studies Weekly: Fifth Grade Teacher Edition with Online Access

ISBN: 9781649783844TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): PDF pg. 1, 2

Location: Printable, Studies Weekly Online, Unit 6, Activity 10, "Cutting Onions Investigation" (PDF pg. 1, 2)

Original Text: (PDF pg. 1)

Lesson Guide

Student-Driven Inquiry

6. Make a Prediction: Prompt students to complete this section in their student editions.

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 1577 of 3538

a. Point out the word "prediction," routinely used in classroom materials. Throughout the year, continue to ask students to read this word as basic sight vocabulary. [ELPS 4C]

(PDF pg. 2)

(Whole Group)

3. Draw the class's final scale legend on the board and have the class create this in the space provided in their student editions.

4. Prompt students to complete step two from their student editions to record the names of their group members.

Collaborative Learning

3b. Tip: From the investigation, students should have further evidence that unseen particles of gas released from an onion have mass and substance because they cannot pass through solid goggles.

Updated Text: (PDF pg. 1)

Lesson Guide

Student-Driven Inquiry

6. Make a Prediction: Prompt students to complete the first two questions on the student handout included with this printable.

(PDF pg. 2)

(Whole Group)

3. Draw the class's final scale legend on the board and have the class create this in the space provided on the student handout.

4. Prompt students to complete step two in the directions for the activity.

Collaborative Learning

3b. Tip: From the investigation, students should have further evidence that unseen particles of gas released from an onion have mass and substance because they cannot pass through solid goggles.

4. Direct students to answer the final question on the student handout.

Component: *Texas Science Studies Weekly: 5th Grade Student Edition with Online Access*

ISBN: 9781649783851SE8

Link to Current Content:

[View Current Content](#)

Current Page Number(s): PDF pg. 5

Location: Printable, Studies Weekly Online, Unit 6, "Texas Science: Invisible Matter" (PDF pg. 5)

Original Text: Activity 5: Thomas Edison

Updated Text: (Removed this article - no updated text)

Component: *Texas Science Studies Weekly: Fifth Grade Teacher Edition with Online Access*

ISBN: 9781649783844TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): Pg. 6.32 (PDF pg. 32)

Location: Teacher Edition, Unit 6, Activity 8 (PDF pg. 32)

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 1578 of 3538

Original Text: (left hand column)
Printable
How Particles Move Discussion Questions

Updated Text: (left hand column)
Printable
How Particles Move Discussion Questions
Baking Soda, Vinegar, and Candle Demonstration: Teacher Instruction Page

Component: *Texas Science Studies Weekly: Fifth Grade Teacher Edition with Online Access*

ISBN: 9781649783844TE

Link to Current Content:
[View Current Content](#)

Current Page Number(s): Pg. 6.3-6.5 (PDF pg. 3-5)

Location: Teacher Edition, Unit 6, Standards Coverage Chart (PDF pg. 3-5)

Original Text:
SEP

5.1: Develop and Use Models

G: Develop and use models to represent phenomena, objects, processes or design a prototype for a solution to a problem. (Activities 1, 2, 3, 4, 5, 8, 9, 11)

5.2: Identify Advantages and limitations of models such as their size, scale, properties, and materials. (Activities 5, 6, 11)

RTC

5.5: Stability and Change

F: Explain how factors or conditions impact stability and change in objects, organisms, and systems. (Activity 10)

Math Connection

5.9: Data Analysis

A: Represent categorical data with bar graphs or frequency tables and numerical data, including data sets of measurements in fractions or decimals, with dot plots or stem-and-leaf plots. (Activities 2, 3)

Updated Text: (Updated Standards Coverage Chart to match the lesson guide)

Component: *Texas Science Studies Weekly: Fifth Grade Teacher Edition with Online Access*

ISBN: 9781649783844TE

Link to Current Content:
[View Current Content](#)

Current Page Number(s): PDF pg. 14

Location: Printable: Studies Weekly Online, Unit 6, "Invisible Matter: Answer Keys" (PDF pg. 14)

Original Text: Formative Assessment
(description)

Use questions 1 and 2 and models to check for proficiency of the success criteria.

Updated Text: Formative Assessment
(description)

Use questions 1 and 3 to check for proficiency of the success criteria.

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 1579 of 3538

Component: *Texas Science Studies Weekly: 5th Grade Student Edition with Online Access*

ISBN: 9781649783851SE8

Link to Current Content:

[View Current Content](#)

Current Page Number(s): PDF pg. 1, 2

Location: Printable: Studies Weekly Online, Unit 6, "Home Learning Letter" (PDF pg. 1, 2)

Original Text: (PDF pg. 1)

Unit 6: Observing Invisible Matter?

(PDF pg. 2)

The vocabulary terms that students need to know are:

particle: a tiny portion or piece of matter so small it can't be seen

substance: describing something that is real and can be changed or manipulated

Updated Text: (PDF pg. 1)

Unit 6: Invisible Matter

(PDF pg. 2)

The vocabulary terms that students need to know are:

particle: a tiny unseen piece of matter

substance: the matter or material from which something is made; describing something that is real and can be changed or manipulated

Component: *Texas Science Studies Weekly: 5th Grade Student Edition with Online Access*

ISBN: 9781649783851SE8

Link to Current Content:

[View Current Content](#)

Current Page Number(s): PDF pg. 2

Location: Printable: Studies Weekly Online, Unit 6, "Sorting States of Matter" (PDF pg. 2)

Original Text: Drawing Particles of Matter

Updated Text: Sorting States of Matter

Component: *Texas Science Studies Weekly: Fifth Grade Teacher Edition with Online Access*

ISBN: 9781649783844TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): Pg. 6.5 (PDF pg. 5)

Location: Teacher Edition, Unit 6, Standards Coverage Chart (PDF pg. 5)

Original Text: New Vocabulary

particle: a tiny portion or piece of matter

substance*: describing something that is real and can be changed or manipulated

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 1580 of 3538

Updated Text: New Vocabulary

particle: a tiny unseen piece of matter

substance*: the matter or material from which something is made; describing something that is real and can be changed or manipulated

Component: *Texas Science Studies Weekly: Fifth Grade Teacher Edition with Online Access*

ISBN: 9781649783844TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): Pg. 6.17, 6.23 (PDF pg. 17, 23)

Location: Teacher Edition, Unit 6, Activities 3 and 5 (PDF pg. 17, 23)

Original Text: (PDF pg. 17)

(left hand column)

Vocabulary

substance: describing something that is real and can be changed or manipulated

(PDF pg. 23)

(left hand column)

Vocabulary

particle: a tiny portion or piece of matter

Multi-Meaning Word

a piece of matter so small that it can't be seen

Updated Text: (PDF pg. 17)

(left hand column)

Vocabulary

substance: the matter or material from which something is made; describing something that is real and can be changed or manipulated

(PDF pg. 23)

(left hand column)

Vocabulary

particle: a tiny unseen piece of matter

Multi-Meaning Word

a tiny unseen piece of matter

Component: *Texas Science Studies Weekly: 5th Grade Student Edition with Online Access*

ISBN: 9781649783851SE8

Link to Current Content:

[View Current Content](#)

Current Page Number(s): PDF pg. 2

Location: Printable, Studies Weekly Online, Unit 6, "Invisible Matter: Flash Cards" (PDF pg. 2)

Original Text: a tiny portion or piece of matter

describing something that is real and can be changed or manipulated

Updated Text: a tiny unseen piece of matter

the matter or material from which something is made; describing something that is real and can be changed or manipulated

Component: *Texas Science Studies Weekly: Fifth Grade Teacher Edition with Online Access*

ISBN: 9781649783844TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): (n/a)

Location: Studies Weekly Online, Unit 7, "Force of the Athlete: Topic Background Podcast"

Original Text: If there is a magnetic object within the magnet's magnetic field, it will attract the magnetic material toward it.

Updated Text: If there is a metallic object within the magnet's magnetic field, it will attract the material toward it.

Component: *Texas Science Studies Weekly: Fifth Grade Teacher Edition with Online Access*

ISBN: 9781649783844TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): PDF pg. 2

Location: Printable: Studies Weekly Online, Unit 7, Activity 3, "Force of the Athlete: Unit Answer Keys" (PDF pg. 2)

Original Text: Student Edition Answers

Vocabulary

unequal force: when two pushes or pulls are acting on one object in opposite directions with opposite amounts of strength

Updated Text: Student Edition Answers

Vocabulary

unequal force: when two pushes or pulls are acting on one object in opposite directions with different amounts of strength

Component: *Texas Science Studies Weekly: Fifth Grade Teacher Edition with Online Access*

ISBN: 9781649783844TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): Pg. 7.26 (PDF pg. 26)

Location: Teacher Edition, Unit 7, "Optional: Extension Activities" (PDF pg. 26)

Original Text: (left hand column)

Basketball and Tennis Ball

2. Basketball and Tennis Ball (20 minutes): Students will use a basketball and tennis ball to conduct an investigation about collisions.

Updated Text: (Removed Basketball and Tennis Ball Extension Activity)

Component: *Texas Science Studies Weekly: Fifth Grade Teacher Edition with Online Access*

ISBN: 9781649783844TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): Pg. 7.9, 7.24 (PDF pg. 9, 24)

Location: Teacher Edition, Unit 7, Activities 1 and 6 (PDF pg. 9, 24)

Original Text: (n/a)

Updated Text:

(Added RTC Stability and Change to the left hand column; PDF pg. 9)

(Added SEP Develop Explanations to the left hand column; PDF pg. 24)

Component: *Texas Science Studies Weekly: Fifth Grade Teacher Edition with Online Access*

ISBN: 9781649783844TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): PDF pg. 2, 4

Location: Printable: Studies Weekly Online, Unit 7, Activity 4, "Walking with Water Investigation" (PDF pg. 2, 4)

Original Text: Investigation Chart

Part 2

Updated Text: Investigation Questions

Part 2

Component: *Texas Science Studies Weekly: Fifth Grade Teacher Edition with Online Access*

ISBN: 9781649783844TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): Pg. 8.33 (PDF pg. 33)

Location: Teacher Edition, Unit 8, Activity 10 (PDF pg. 33)

Original Text: (n/a)

Updated Text: (Added SEP Develop and Use Models to the left hand column)

Component: *Texas Science Studies Weekly: Fifth Grade Teacher Edition with Online Access*

ISBN: 9781649783844TE

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 1583 of 3538

Link to Current Content:

[View Current Content](#)

Current Page Number(s): PDF pg. 1-2

Location: Printable: Studies Weekly Online, Unit 8, Extension Activity, "Movement and Speed in Cars" (PDF pg. 1-2)

Original Text: (PDF pg. 1 article)

When an object is in motion, more force in the direction it's moving will cause the object to accelerate, or speed up.

(PDF pg. 2 article)

When an object is in motion, more force in the direction it's moving will cause the object to accelerate, or speed up.

Updated Text: (Removed the term "accelerate")

(PDF pg. 1 article)

When an object is in motion, more force in the direction it's moving will cause the object to speed up.

(PDF pg. 2 article)

When an object is in motion, more force in the direction it's moving will cause the object to speed up.

Component: *Texas Science Studies Weekly: Fifth Grade Teacher Edition with Online Access*

ISBN: 9781649783844TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): PDF pg. 4, 7

Location: Printable: Studies Weekly Online, Unit 9, "The Sun's Energy Makes Sugar!" (PDF pg. 4, 7)

Original Text: 3. Plants change glucose into a special sugar or fruit. What is the name of that special sugar?

- a. dextrose
- b. fructose (bolded and red text to indicate correct answer on PDF pg. 7)
- c. galactose
- d. sucrose

Updated Text: 3. What is the first ingredient in photosynthesis?

- a. air
- b. water (bolded and red text to indicate correct answer on PDF pg. 7)
- c. glucose
- d. sunlight

Component: *Texas Science Studies Weekly: 5th Grade Student Edition with Online Access*

ISBN: 9781649783851SE8

Link to Current Content:

[View Current Content](#)

Current Page Number(s): PDF pg. 2

Location: Printable, Studies Weekly Online, Unit 9, "Home Learning Letter" (PDF pg. 2)

Original Text: chemical reaction: when two or more chemicals are changed into something different

Updated Text: chemical reaction: when two or more substances combine and change into a new substance

Component: Texas Science Studies Weekly: Fifth Grade Teacher Edition with Online Access

ISBN: 9781649783844TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): PDF pg. 5, 6

Location: Printable, Studies Weekly Online, Unit 9, "Shining a Light on Energy Changes: Unit Answer Keys" (PDF pg. 5, 6)

Original Text: Formative Assessment (descriptions)

(PDF pg. 5)

Use students' energy flow diagrams and responses to the investigation questions in their student editions to check for proficiency of the success criteria.

(PDF pg. 6)

Use students' models and final explanations to check for proficiency of the success criteria.

Updated Text: (Changed formative assessment descriptions. See below.)

(PDF pg. 5)

Use the energy flow diagrams and investigation questions to check for proficiency of the success criteria. Alternatively, or in addition, use the ins and Outs of Energy: Exit Ticket to check for proficiency of the success criteria.

(PDF pg. 6)

Use students' models and final explanations to check for proficiency of the success criteria. Use the rubric for guidance.

Component: Texas Science Studies Weekly: Fifth Grade Teacher Edition with Online Access

ISBN: 9781649783844TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): PDF pg. 6

Location: Printable, Studies Weekly Online, Unit 9, "Shining a Light on Energy Changes: Unit Answer Keys" (PDF pg. 6)

Original Text: (n/a)

Updated Text: (Added Applied Science Writing prompt and sample answer. See below.)

Applied Science Writing

Have students write in their student edition about an energy transformation they can observe in a system in their home, school, or community.

Answers may vary. Example: In my house, we have a toaster plugged into the wall. The toaster is a system made of components. It has a cord, which is plugged into the wall, where it gets electricity. When the button is pushed down on the toaster, the electrical energy is transformed into thermal energy. I know this because I feel the toaster getting hot, and my bread gets toasted. There is also an energy transformation from electrical energy to light energy because I can see the coils inside getting red when they get hot. The coils are metal, so they conduct the thermal energy from the toaster to the bread. This gives me toast.

Component: Texas Science Studies Weekly: Fifth Grade Teacher Edition with Online Access

ISBN: 9781649783844TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): Pg. 9.2 (PDF pg. 2)

Location: Teacher Edition, Unit 9, Activity Summary (PDF pg. 2)

Original Text: (n/a)

Updated Text: (Added pages numbers to the Activity Summary)

Component: Texas Science Studies Weekly: Fifth Grade Teacher Edition with Online Access

ISBN: 9781649783844TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): Pg. 9.24 (PDF pg. 24)

Location: Teacher Edition, Unit 9, Activity 5 (PDF pg. 24)

Original Text: (left hand column has two Discussion Expectations thumbnails and no Energy Transformations thumbnail)

Updated Text: (Removed one Discussion Expectations Thumbnail and Added an Energy Transformations thumbnail)

Component: Texas Science Studies Weekly: Fifth Grade Teacher Edition with Online Access

ISBN: 9781649783844TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): PDF pg. 1

Location: Studies Weekly Online, Unit 9, "Shining a Light on Energy Changes: Performance Task Answer Key" (PDF pg. 1)

Original Text:

(number 1 in each box of the Component column)

(n/a)

Updated Text:

(Removed the number 1 in each box of the Component column)

(Placed text above the Investigation Table. See below.)

Answers may vary. Example:

Component: Texas Science Studies Weekly: Fifth Grade Teacher Edition with Online Access

ISBN: 9781649783844TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): PDF pg. 1

Location: Studies Weekly Online, Unit 9, "Shining a Light on Energy Changes: Performance Task Answer Key" (PDF pg. 1)

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 1586 of 3538

Original Text: The flashlight comes from the flash from the camera.

Switch/Button

can be on or off

When pushed the phone turns on. When the button is held the phone turns off.

The button makes a connection to other parts.

Updated Text: (Removed sentence - No updated text)

Switch/Button

The switch is made of metal. It is round and can be pressed in when touched.

The switch is a metal conductor.

The switch connects to the battery to turn the phone on and off.

Component: *Texas Science Studies Weekly: Fifth Grade Teacher Edition with Online Access*

ISBN: 9781649783844TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): PDF pg. 1, 2

Location: Studies Weekly Online, Unit 9, "Shining a Light on Energy Changes: Performance Task Answer Key" (PDF pg. 1, 2)

Original Text: Case

plastic, rubber, hard

I know that plastic and/or rubber is/are a thermal insulator.

I discovered plastic and rubber make good materials for a case because they do not get hot.

The case is hard so it keeps the phone from breaking.

Updated Text: Case

The case is smooth and hard, but flexible.

The case is made of rubber, which is an insulator.

The case protects the phone from damage if it is dropped.

Component: *Texas Science Studies Weekly: Fifth Grade Teacher Edition with Online Access*

ISBN: 9781649783844TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): PDF pg. 2

Location: Studies Weekly Online, Unit 9, "Shining a Light on Energy Changes: Performance Task Answer Key" (PDF pg. 2)

Original Text: Charging Wire

metal; runs inside the phone and connects its components

The contacts connect the other pieces and allow energy/electricity to travel throughout.

Updated Text: Charging Wire

The outside of the charging wire is covered with plastic. There are metal prongs to connect to an outlet on one end and a metal piece to connect to the phone on the other end. Although they are not visible, I know there are metal wires inside the plastic.

The cord connects the outlet to the phone, allowing energy to flow from the outlet to the phone. This charges the battery and powers the phone.

Component: Texas Science Studies Weekly: Fifth Grade Teacher Edition with Online Access

ISBN: 9781649783844TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): (n/a)

Location: Studies Weekly Online, Unit 10, "Baking Up Electricity: Topic Background Information Podcast"

Original Text: (1) These circuits provide us with motion, light, sound, and heat.

(2) Examples of conductors include most metals and water.

(3) (N/A)

(4) Consider plugging a fan into an outlet.

(5) Similarly, when you plug in an electric tea kettle, the electrical energy transforms into thermal energy and heats the water inside the kettle.

Updated Text: (1) These circuits provide us with energy in the form of electricity that can be transformed into motion, light, sound, or heat.

(2) Examples of conductors include salt or tap water and most metals, such as copper, silver, and aluminum.

(3) In this example, the light bulb would stay lit continuously. In order to turn the light on and off, a switch would be needed. When the switch is closed, the circuit would be complete and the bulb would light up. When the switch is opened, the circuit would be incomplete and the bulb would be unlit.

(4) Consider plugging a fan into an outlet and turning on (or closing) the switch.

(5) Similarly, when you plug in an electric tea kettle and turn on (or close) the switch, the electrical energy transforms into thermal energy and heats the water inside the kettle.

Component: Texas Science Studies Weekly: Fifth Grade Teacher Edition with Online Access

ISBN: 9781649783844TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): Pg. 10.18, 10.37 (PDF pg. 18, 37)

Location: Teacher Edition, Unit 10, Activities 3 and 9 (PDF pg. 18, 37)

Original Text: (n/a)

Updated Text: (PDF pg. 18; Added Structure and Function to the RTC list in the left hand column)

(PDF pg. 37; Added the Circuit Construction Simulation: Teacher Instruction Page in the left hand column)

Component: Texas Science Studies Weekly: 5th Grade Student Edition with Online Access

ISBN: 9781649783851SE8

Link to Current Content:

[View Current Content](#)

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 1588 of 3538

Current Page Number(s): Pg. 2 (PDF pg. 2)

Location: Student Edition, Unit 10, Activity 4 (PDF pg. 2)

Original Text: (n/a)

Updated Text: (Added an ELAR button)

Component: *Texas Science Studies Weekly: Fifth Grade Teacher Edition with Online Access*

ISBN: 9781649783844TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): Pg. 11.2 (PDF pg. 2)

Location: Teacher Edition, Unit 11, Activity Summary (PDF pg. 2)

Original Text: (n/a)

Updated Text: (Added pages numbers to the Activity Summary)

Component: *Texas Science Studies Weekly: Fifth Grade Teacher Edition with Online Access*

ISBN: 9781649783844TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): Pg. 11.7-11.27 (PDF pg. 7-27)

Location: Teacher Edition, Unit 11 (PDF pg. 7-27)

Original Text: (n/a)

Updated Text: (Added thumbnails in the left hand column)

Component: *Texas Science Studies Weekly: 5th Grade Student Edition with Online Access*

ISBN: 9781649783851SE8

Link to Current Content:

[View Current Content](#)

Current Page Number(s): Pg. 4 (PDF pg. 3)

Location: Student Edition, Unit 11, Activity 5, Station 3 (PDF pg. 3)

Original Text: (n/a)

Updated Text: Investigation Question: Why do you think this happened? Use information from the article to support your ideas.

Component: *Texas Science Studies Weekly: Fifth Grade Teacher Edition with Online Access*

ISBN: 9781649783844TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): Pg. 11.27 (PDF pg. 27)

Location: Teacher Edition, Unit 11, Optional: Extension Activities (PDF pg. 27)

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 1589 of 3538

Original Text: (left hand column) Seeing Colors; The Sextant; Light Pollution

1. Bending Light Simulation

Updated Text: (Removed "Seeing Colors; The Sextant; and Light Pollution" from the left hand column)

1. Bending Light Simulation (20 minutes)

Component: *Texas Science Studies Weekly: Fifth Grade Teacher Edition with Online Access*

ISBN: 9781649783844TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): PDF pg. 5

Location: Studies Weekly Online, Unit 11, Performance Task (PDF pg. 5)

Original Text:

Task 3:

Maria wants to observe a light on a table by looking through two different cardboard tubes as shown. (image)

Which tube will allow the light to be seen and why?

Updated Text:

Task 3:

Amy is conducting an experiment to see which tube will allow light to be seen.

(Removed original image and replaced with new one)

Which tube will allow Amy to see the light and why?

Component: *Texas Science Studies Weekly: Fifth Grade Teacher Edition with Online Access*

ISBN: 9781649783844TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): PDF pg. 2

Location: Studies Weekly Online, Unit 11, Performance Task (PDF pg. 2)

Original Text: (Contains the Performance Task Answer Key)

Updated Text: (Removed Performance Task Answer Key)

Component: *Texas Science Studies Weekly: Fifth Grade Teacher Edition with Online Access*

ISBN: 9781649783844TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): PDF pg. 5

Location: Studies Weekly Online, Unit 11, Performance Task Answer Key (PDF pg. 1)

Original Text: Task 3:

Answers may vary but could include:

Maria would want to choose the straight tube only. Light travels in a straight line and will not go through the bent tube.

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 1590 of 3538

With the straight line, the light will go directly to Maria's eye.

Updated Text: Task 3:

Answers may vary. Example:

The straight tube will allow Amy to see the light. This is because light travels in a straight line and will be absorbed by the bent tube.

Component: *Texas Science Studies Weekly: Fifth Grade Teacher Edition with Online Access*

ISBN: 9781649783844TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): PDF pg. 1, 2, 4, 6, 10

Location: Printable: Studies Weekly Online, Unit 11, "Light Interactions: Unit Answer Keys" (PDF pg. 1, 2, 4, 6, 10)

Original Text: (PDF pg. 1)

Use student's responses from the Questioning Rubric to check for proficiency of the success criteria.

(PDF pg. 2)

Formative Assessment: Student Edition Response

(PDF pg. 4)

Use student edition responses to check for proficiency of the success criteria.

(PDF pg. 6)

Formative Assessment: Student Edition Response

Use students' responses to "Investigation Questions" and "Reflect and Connect" prompts in the student edition to check for proficiency of the success criteria.

(PDF. pg. 10)

Formative Assessment: Student Edition Response

Use students' final explanations in the student edition to check for proficiency of the success criteria. A rubric is provided for guidance.

Updated Text: (PDF pg. 1)

Have students grade themselves using the Questioning Rubric to check for proficiency of the success criteria.

(PDF pg. 2)

Formative Assessment: Student Edition Response and Writing Sample

(PDF pg. 4)

Use students' models in the "Investigation Table" and responses to the "Investigation Questions" to check for proficiency of the success criteria.

(PDF pg. 6)

Formative Assessment: Writing Sample

Use Students' "Reflect and Connect" responses to check for proficiency of the success criteria.

(PDF pg. 10)

Formative Assessment: Writing Sample

Use student's final explanations of the phenomenon to check for proficiency of the success criteria. A rubric is provided

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 1591 of 3538

for guidance.

Component: *Texas Science Studies Weekly: Fifth Grade Teacher Edition with Online Access*

ISBN: 9781649783844TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): PDF pg. 5, 10

Location: Printable: Studies Weekly Online, Unit 11, "Light Interactions: Unit Answer Keys" (PDF 5, 10)

Original Text: (PDF pg. 5)

Predict how the light hitting a mirror is related to light reflecting off a mirror.

(a duplicate table is right after the first Investigation Table)

(PDF Pg. 10)

Explain how the light travels and how it is affected as it interacts.

Updated Text: (PDF pg. 5)

Predict what will happen to the path of light when it reflects off the mirror.

(Removed duplicate table)

(PDF pg. 10)

Explain how the light travels and how it is affected as it interacts with the object or material.

Component: *Texas Science Studies Weekly: Fifth Grade Teacher Edition with Online Access*

ISBN: 9781649783844TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): Pg. 12.3 (PDF pg. 3)

Location: Teacher Edition, Unit 12, Standards Coverage Chart (PDF pg. 3)

Original Text: RTC

Cause and Effect

Patterns

(n/a)

Updated Text: RTC

5.5: Cause and Effect

5.5: Patterns

ELAR

5.6: Comprehension Skills:

B: Generate questions about text before, during, and after reading to deepen understanding and gain information.
(Activity 4)

Component: *Texas Science Studies Weekly: Fifth Grade Teacher Edition with Online Access*

ISBN: 9781649783844TE

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 1592 of 3538

Link to Current Content:

[View Current Content](#)

Current Page Number(s): PDF pg. 2

Location: Studies Weekly Online, Unit 12, Performance Task

Original Text: (Contains the Performance Task Answer Key)

Updated Text: (Removed Performance Task Answer Key)

Component: *Texas Science Studies Weekly: Fifth Grade Teacher Edition with Online Access*

ISBN: 9781649783844TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): Pg. 12.7-12.25 (PDF pg. 7-25)

Location: Teacher Edition, Unit 12 (PDF pg. 7-25)

Original Text: (n/a)

Updated Text: (Added thumbnails in the left hand column)

Component: *Texas Science Studies Weekly: Fifth Grade Teacher Edition with Online Access*

ISBN: 9781649783844TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): Pg. 12.12, 12.16 (PDF pg. 12, 16)

Location: Teacher Edition, Unit 12, Activities 2 and 3 (PDF pg. 12, 16)

Original Text: (PDF pg. 12, n/a)

(PDF pg. 16, n/a)

Updated Text: (PDF pg. 12; added Patterns to the RTC list in the left-hand column)

(PDF pg. 16, added Protractor Printable to the left-hand column)

Component: *Texas Science Studies Weekly: 5th Grade Student Edition with Online Access*

ISBN: 9781649783851SE8

Link to Current Content:

[View Current Content](#)

Current Page Number(s): Pg. 4 (PDF pg. 3)

Location: Student Edition, Unit 12, Activity 5 (PDF pg. 3)

Original Text: (n/a)

Updated Text: (added an ELAR button)

Component: *Texas Science Studies Weekly: Fifth Grade Teacher Edition with Online Access*

ISBN: 9781649783844TE

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 1593 of 3538

Link to Current Content:

[View Current Content](#)

Current Page Number(s): PDF pg. 5, 6

Location: Printable, Studies Weekly Online, Unit 12, "Patterns in the Sky: Unit Answer Keys" (PDF pg. 5, 6)

Original Text: (PDF pg. 5)

Formative Assessment:

Participation Student Edition Response

(PDF pg. 6)

Formative Assessment:

Student Edition Response Presentation

Updated Text: (PDF pg. 5)

Formative Assessment:

Participation and Student Edition Response

(PDF pg. 6)

Formative Assessment:

Student Edition Response and Presentation

Component: *Texas Science Studies Weekly: Fifth Grade Teacher Edition with Online Access*

ISBN: 9781649783844TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): Pg. 13.7-13.22 (PDF pg. 7-22)

Location: Teacher Edition, Unit 13 (PDF pg. 7-22)

Original Text: (n/a)

Updated Text: (Added thumbnails in the left hand column)

Component: *Texas Science Studies Weekly: Fifth Grade Teacher Edition with Online Access*

ISBN: 9781649783844TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): Pg. 13.3 (PDF pg. 3)

Location: Teacher Edition, Unit 13, Standards Coverage Chart (PDF pg. 3)

Original Text: 5.3: Develop Explanations and Propose Solutions

5.3: Communicate Explanations and Solutions (Activities 4, 5)

Updated Text: 5.3: Develop Explanations and Propose Solutions (Activities 4, 5)

5.3: Communicate Explanations and Solutions

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 1594 of 3538

Component: Texas Science Studies Weekly: Fifth Grade Teacher Edition with Online Access

ISBN: 9781649783844TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): Pg. 13.12 (PDF pg. 12)

Location: Teacher Edition, Unit 13, Activity 2 (PDF pg. 12)

Original Text: (n/a)

Updated Text: (Added Step 4b. See below)

b. Optional: Show the "Science in 60 Seconds: Water Cycle" video.

Component: Texas Science Studies Weekly: 5th Grade Student Edition with Online Access

ISBN: 9781649783851SE8

Link to Current Content:

[View Current Content](#)

Current Page Number(s): PDF pg. 2

Location: Printable, Studies Weekly Online, Unit 13, "Home Learning Letter" (PDF pg. 2)

Original Text: The vocabulary terms that students need to know are:

condensation: the process of a substance going from a gas to a liquid

evaporation: the process of a liquid going from a liquid to a gas

precipitation: when any water or frozen water falls back to Earth

water cycle: the pathway that water takes as it travels the Earth in different forms

(n/a)

Updated Text: Review the following terms:

condensation: when a gas changes to a liquid

evaporation: when a liquid changes to a gas

precipitation: when liquid or frozen water falls to Earth in the form of rain, hail, sleet, or snow

water cycle: the process that all water follows as it moves between land and air on Earth

What role does the ocean have in the water cycle?

Component: Texas Science Studies Weekly: Fifth Grade Teacher Edition with Online Access

ISBN: 9781649783844TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): PDF pg. 1, 6, 7

Location: Printable, Studies Weekly Online, Unit 13, "Wonders of Weather: Unit Answer Keys" (PDF pg. 1, 6, 7)

Original Text: (PDF pg. 1)

Formative Assessment (description)

Self-assessments may vary depending on student responses.

(PDF pg. 6)

(Rubric for Phenomenon Explanation is split across two pages)

Updated Text: (PDF pg. 1)

Formative Assessment (description)

Have students grade themselves using the Questioning Rubric to check for proficiency of the success criteria.

(PDF pg. 6)

(Adjusted the Rubric for Phenomenon Explanation to be on one page)

Component: *Texas Science Studies Weekly: Fifth Grade Teacher Edition with Online Access*

ISBN: 9781649783844TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): PDF pg. 3

Location: Printable, Studies Weekly Online, Unit 13, "Wonders of Weather: Unit Answer Keys" (PDF pg. 3)

Original Text: (n/a)

Updated Text: Investigation Questions: How does the sun affect weather? Explain.

Answers may vary. Example: The sun heats the ocean causing liquid water to evaporate into water vapor (gas). Eventually, the water vapor rises high into the atmosphere, cools, and condenses into clouds. When clouds become too heavy, precipitation occurs.

How does the ocean affect weather? Explain.

Answers may vary. Example: Oceans are the largest sources of water on Earth. Without ocean water, much less liquid would be heated by the sun. This would result in very little precipitation.

Component: *Texas Science Studies Weekly: Fifth Grade Teacher Edition with Online Access*

ISBN: 9781649783844TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): PDF pg. 4

Location: Printable, Studies Weekly Online, Unit 13, "Wonders of Weather: Unit Answer Keys" (PDF pg. 4)

Original Text: (n/a)

Updated Text: (Added the chart currently on Activity 3/PDF pg. 2 and included answers for Activity 4. See below.)

Day 2: Weight of Bag and Water: Bag One: 484 g - may vary slightly

Day 2: Weight of Bag and Water: Bag Two: 484 g - may vary slightly

Sketch Observations - Answers may vary.

Component: *Texas Science Studies Weekly: Fifth Grade Teacher Edition with Online Access*

ISBN: 9781649783844TE

Link to Current Content:

[View Current Content](#)

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 1596 of 3538

Current Page Number(s): PDF pg. 2-3

Location: Studies Weekly Online, Unit 13, "Wonders of Weather: Performance Task Answer Key" (PDF pg. 2-3)

Original Text: (PDF pg. 2, 3 Contains the Performance Task Answer Key)

Updated Text: (Removed Performance Task Answer Key)

Component: *Texas Science Studies Weekly: Fifth Grade Teacher Edition with Online Access*

ISBN: 9781649783844TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): (n/a)

Location: Studies Weekly Online, Unit 14, "Limestone Footprints: Topic Background Information Podcast"

Original Text: They drag pieces of Earth's surface along with them.

Updated Text: They drag pieces of Earth's surface along with them, which is an example of erosion.

Component: *Texas Science Studies Weekly: 5th Grade Student Edition with Online Access*

ISBN: 9781649783851SE8

Link to Current Content:

[View Current Content](#)

Current Page Number(s): Pg. 1 (PDF pg. 1)

Location: Student Edition, Unit 15, Activity 6 (PDF pg. 1)

Original Text: 3. After your class discussion, add information from the Landform Graphic Organizer to the "canyons" column of the T-chart in your science notebook.

Updated Text: (Removed step 3 - no updated text)

Component: *Texas Science Studies Weekly: Fifth Grade Teacher Edition with Online Access*

ISBN: 9781649783844TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): Pg. 15.22, 15.30, 15.33, 15.41 (PDF pg. 22, 30, 33, 41)

Location: Teacher Edition, Unit 15, Activities 4, 6, 7, 9 (PDF pg. 22, 30, 33, 41)

Original Text: (n/a)

Updated Text: (PDF pg. 22; Added the Land Dips: Investigation Plan printable to the left hand column)

(PDF pg. 30; Added the Landform Graphic Organizer printable to the left hand column)

(PDF pg. 33; Added U-shaped Valley Flipbook Model Sort and U-shaped Valley Flipbook Model: Instruction Page printables to the left hand column)

(PDF pg. 41; Added the Landform Graphic Organizer printable to the left hand column)

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 1597 of 3538

Component: *Texas Science Studies Weekly: Fifth Grade Teacher Edition with Online Access*

ISBN: 9781649783844TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): Pg. 15.22 (PDF pg. 22)

Location: Teacher Edition, Unit 15, Activity 4 (PDF pg. 22)

Original Text: (left hand column)

SEP Conduct Investigations

Updated Text: (left hand column)

SEP Plan and Conduct Investigations

Component: *Texas Science Studies Weekly: Fifth Grade Teacher Edition with Online Access*

ISBN: 9781649783844TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): Pg. 15.15 (PDF pg. 15)

Location: Teacher Edition, Unit 15, Activity 2 (PDF pg. 15)

Original Text: Investigation alternatives are listed on this page as well.

Updated Text: (Removed this sentence from the Teacher Note)

Component: *Texas Science Studies Weekly: Fifth Grade Teacher Edition with Online Access*

ISBN: 9781649783844TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): Pg. 15.37, 15.44 (PDF pg. 37, 44)

Location: Teacher Edition, Unit 15, Activities 7 and 10 (PDF pg. 37, 44)

Original Text: (PDF pg. 37)

Formative Assessment Printable (icon)

(PDF pg. 44; left hand column)

ELPS 2I, 3D, 3E

Updated Text: (PDF pg. 37)

(Removed Formative Assessment Printable icon)

(PDF pg. 44; left hand column)

ELPS 2I, 5B

Component: *Texas Science Studies Weekly: Fifth Grade Teacher Edition with Online Access*

ISBN: 9781649783844TE

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 1598 of 3538

Link to Current Content:

[View Current Content](#)

Current Page Number(s): Pg. 15.15-15.44 (PDF pg. 15-44)

Location: Teacher Edition, Unit 15, Activities 2, 3, 4, 5, 6, 9, 10 (PDF pg. 15-44)

Original Text: (left hand column)

Image Postcard Posters

Updated Text: (Changed the Postcard Posters to a printable in the left hand column of each lesson)

Component: *Texas Science Studies Weekly: Fifth Grade Teacher Edition with Online Access*

ISBN: 9781649783844TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): Pg. 15.9-15.46 (PDF pg. 9-46)

Location: Teacher Edition, Unit 15 (PDF pg. 9-46)

Original Text: (n/a)

Updated Text: (Added thumbnails in the left hand column)

Component: *Texas Science Studies Weekly: Fifth Grade Teacher Edition with Online Access*

ISBN: 9781649783844TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): PDF pg. 1

Location: Printable: Studies Weekly Online, Unit 15, Activity 8, "Highest Peaks Bar Graph: Investigation Instructions" (PDF pg. 1)

Original Text:

(PDF pg. 1) Directions

2. Round the height of each highest peak to the nearest thousands place.
3. Complete the bar graph in your student edition to represent data from Step #2.
4. Answer the questions in your student edition.

(Each range in North America and Asia has its own "Highest Peak Rounded" box.)

(PDF pg. 2) Answer Key

(All North America highest peaks are individually rounded to 20,000; All Asia highest peaks are individually rounded to 29,000.)

(No answers contain the unit "feet".)

Updated Text: (PDF pg. 1) Directions

2. Round the height of the highest peak in each continent to the nearest thousands place.
3. Place each rounded height in the "Highest Peak Rounded" column.
4. Complete the bar graph in your student edition to represent your data from Step #3.
5. Answer the questions in your student edition.

(Combined the "Highest Peak Rounded" boxes for all ranges in North America and for all ranges in Asia)

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 1599 of 3538

(PDF pg. 2) Answer Key

(Combined "Highest Peak Rounded" boxes for all North America ranges and placed 20,000 feet in the box; Combined "Highest Peak Rounded" boxes for all Asia ranges and placed 29,000 feet in the box.)

(Added feet as the unit for all answers)

Component: *Texas Science Studies Weekly: Fifth Grade Teacher Edition with Online Access*

ISBN: 9781649783844TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): PDF pg. 4, 5

Location: Printable: Studies Weekly Online, Unit 15, "There is No U in Texas: Unit Answer Keys" (PDF pg. 4, 5)

Original Text: (PDF pg. 4)

Formative Assessment (description):

Use students' Landform Graphic Organizers and models in the student edition to check for proficiency of the success criteria.

(PDF pg. 5)

Look at the Palo Duro Canyon Satellite image. What is the main source of water erosion in the image?

(all text in red except for "Palo Duro Canyon Satellite" in blue)

Updated Text: (PDF pg. 4)

Formative Assessment (description):

Use students' Landform Graphic Organizers to check for proficiency of the success criteria.

(PDF pg. 5)

Look at the Palo Duro Canyon Satellite image. What is the main source of water erosion in the image?

(all text in black except for "Palo Duro Canyon Satellite" in blue)

Component: *Texas Science Studies Weekly: Fifth Grade Teacher Edition with Online Access*

ISBN: 9781649783844TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): PDF pg. 2-6

Location: Studies Weekly Online, Unit 15, Performance Task (PDF pg. 2-6)

Original Text: (PDF pg. 2, 3 contains the answer key)

(PDF pg. 5, 6 image of valley with river)

Updated Text: (Removed answer key)

(PDF pg. 3,4 image of valley forming by a glacier)

Component: *Texas Science Studies Weekly: Fifth Grade Teacher Edition with Online Access*

ISBN: 9781649783844TE

Link to Current Content:

[View Current Content](#)

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 1600 of 3538

Current Page Number(s): PDF pg. 1

Location: Studies Weekly Online, Unit 15, Performance Task Answer Key (PDF pg. 1)

Original Text: (Tasks 1 and 2 have a valley image with a river)

Updated Text: (Replaced valley image in task 1 and 2 with a valley forming by a glacier)

Component: *Texas Science Studies Weekly: Fifth Grade Teacher Edition with Online Access*

ISBN: 9781649783844TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): Pg. 16.3, 16.4 (PDF pg. 3, 4)

Location: Teacher Edition, Unit 16, Standards Coverage Chart (PDF pg. 3, 4)

Original Text: (PDF pg. 3)

SEP 5.1: Plan and Conduct Investigations and Design Solutions

B: Use scientific practices to plan and conduct simple descriptive and simple experimental investigations and use engineering practices to design solutions to problems. (Activity 4, 8, 10)

(PDF pg. 4; n/a)

Updated Text: (PDF pg. 3; Added activity 9 to SEP Plan and Conduct Investigations and Design Solutions)

(PDF pg. 4; Added two ELAR standards and corresponding activities. See below.)

5.1: Developing and Sustaining Foundational Language Skills

D: Work collaboratively with others to develop a plan of shared responsibilities. (Activity 7)

5.13: inquiry and Research

A: Develop and follow a research plan with adult assistance. (Activity 7)

Component: *Texas Science Studies Weekly: Fifth Grade Teacher Edition with Online Access*

ISBN: 9781649783844TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): Pg. 16.33 (PDF pg. 33)

Location: Teacher Edition, Unit 16, Activity 7 (PDF pg. 33)

Original Text: (left hand column)

Printable

Plastic Problem-Solving: Research

Updated Text: (left hand column)

Printable

Plastic Problem-Solving: Research Graphic Organizer

Component: *Texas Science Studies Weekly: Fifth Grade Teacher Edition with Online Access*

ISBN: 9781649783844TE

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 1601 of 3538

Link to Current Content:

[View Current Content](#)

Current Page Number(s): Pg. 16.37 (PDF pg. 37)

Location: Teacher Edition, Unit 16, Activity 8 (PDF pg. 37)

Original Text:

How to Organize Data (Observations and Measurements)

Updated Text: (Changed printable title in the left hand column and Developing Differentiation section. See below.)

How to Organize Data

Component: *Texas Science Studies Weekly: Fifth Grade Teacher Edition with Online Access*

ISBN: 9781649783844TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): Pg. 16.7 (PDF pg. 7)

Location: Teacher Edition, Unit 16, Student Support Resources (PDF pg. 7)

Original Text: Plastic Problem-Solving: Engineering Design Scenario Video

This video will introduce students to the engineering design scenario.

Updated Text: (Removed Plastic Problem-Solving: Engineering Design Scenario Video and description)

Component: *Texas Science Studies Weekly: Fifth Grade Teacher Edition with Online Access*

ISBN: 9781649783844TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): PDF pg. 3-5

Location: Studies Weekly Online, Unit 16, Performance Task

Original Text: (Contains the Performance Task Answer Key)

Updated Text: (Removed the Performance Task Answer Key)

Component: *Texas Science Studies Weekly: Fifth Grade Teacher Edition with Online Access*

ISBN: 9781649783844TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): PDF pg. 6, 9, 12

Location: Studies Weekly Online, Unit 16, Performance Task

Original Text: (PDF pg. 6; Word "constraints" currently on two lines)

(PDF pg. 9; Disposal Dilemma Image and Design Dilemma Ideas not on individual pages)

(PDF pg. 12-14; Rubric is too large with awkward page breaks)

(PDF pg. 12; Rubric title box) Subtotal

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 1602 of 3538

Updated Text: (Corrected "constraints" to only be on one line)

(Placed Disposal Dilemma Image and Design Dilemma Ideas both on their own pages)

(Adjusted the rubric to fit on one or two pages)

(Removed the word "Subtotal" from the rubric title box)

Component: *Texas Science Studies Weekly: Fifth Grade Teacher Edition with Online Access*

ISBN: 9781649783844TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): PDF pg. 15

Location: Printable: Studies Weekly Online, Unit 16, "Plastic Problem-Solving Answer Keys" (PDF pg. 15)

Original Text: General Formative Assessment Rubric

Updated Text: (Moved General Formative Assessment Rubric to the next page and added the EDP Rubric)

Component: *Texas Science Studies Weekly: Fifth Grade Teacher Edition with Online Access*

ISBN: 9781649783844TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): (n/a)

Location: Studies Weekly Online, Unit 17, "Survival on the Texas Prairie: Topic Background Information" Podcast

Original Text: These are all factors in a healthy ecosystem - in this case, your ecosystem!

They include plants, animals, and bacteria.

Biotic factors include, but are not limited to, prairie dogs, deer, lizards, birds, coyotes, flowers, and grasses.

Updated Text: These are all factors in a healthy ecosystem - in this case, the ecosystem where you live!

They include plants, animals, fungi, and bacteria.

Biotic factors include, but are not limited to, prairie dogs, deer, lizards, birds, coyotes, and plants.

Component: *Texas Science Studies Weekly: Fifth Grade Teacher Edition with Online Access*

ISBN: 9781649783844TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): Pg. 17.3 (PDF pg. 3, 4)

Location: Teacher Edition, Unit 17, Standards Coverage Chart (PDF pg. 3, 4)

Original Text:

5.3: Listen Actively and Discuss

Activities 5, 7, 8

ELPS 3B

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 1603 of 3538

Activities 1, 8, 9

ELAR 5.6: Comprehension Skills

C: Make and correct or confirm predictions using text features, characteristics of genre, and structures. Activity 3

Updated Text: 5.3: Listen Actively and Discuss (Added Activity 10)

Activities 5, 7, 8, 10

ELPS 3B (Added Activity 4)

Activities 1, 4, 8, 9

(Removed ELAR 5.6C and the corresponding activity from the standards coverage chart)

Component: *Texas Science Studies Weekly: Fifth Grade Teacher Edition with Online Access*

ISBN: 9781649783844TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): Pg. 17.17, 17.20, 17.34 (PDF pg. 17, 20, 34)

Location: Teacher Edition, Unit 17, Activities 3, 4, and 8 (PDF pg. 17, 20, 34)

Original Text: (PDF pg. 17; left hand column) ELPS 4G

(PDF pg. 20, n/a)

(PDF pg. 34; left hand column) Video Prairie Dog

Updated Text: (PDF pg. 17; Removed ELPS 4G from the left hand column)

(PDF pg. 20; Added ELPS 4G to the left hand column)

(PDF pg. 34; Changed the video "Prairie Dog" to "Prairie Dogs on the Texas Prairie")

Component: *Texas Science Studies Weekly: Fifth Grade Teacher Edition with Online Access*

ISBN: 9781649783844TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): PDF pg. 1-3

Location: Studies Weekly Online, Unit 17, Survival on the Texas Prairie: Performance Task (PDF pg. 1-3)

Original Text: (Depth of Knowledge not filled out on the Assessment Map)

(Ecosystem Cards are on two pages.)

(Contains the answer key)

Updated Text: (Added Depth of Knowledge as follows: Both Tasks 1 and 2 are assigned a DOK of 2.)

(Adjusted the Ecosystem Cards to be on one page)

(Removed the answer key)

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 1604 of 3538

Component: Texas Science Studies Weekly: Fifth Grade Teacher Edition with Online Access

ISBN: 9781649783844TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): PDF pg. 2

Location: Studies Weekly Online, Unit 17, Survival on the Texas Prairie: Performance Task (PDF pg. 2)

Original Text: Streams

(Image of a Stream)

Streams make up an important part of a healthy ecosystem. They are home to different types of fish, frogs, and even some plants, such as algae. Streams also provide drinking water to a variety of forest animals, such as squirrels and deer. Beavers build dams and lodges in streams to sleep, stay warm, hide from predators, and raise their babies. Predators, like some birds and bears, use rivers to hunt for fish. The temperature of the water in a stream affects how well algae can create its own food. If the temperature of the water is warmer and there is more sunlight shining on the stream, the algae can thrive and create more nutrients for other organisms.

Updated Text: Great Horned Owl

(Image of Great Horned Owl and Owlets)

Great Horned Owls are mighty forest predators. These skilled hunters feed on a variety of other forest creatures, such as mice, rabbits, and snakes. They build their nests high in trees where they raise their young, safely hidden by leaves and tree branches. By using different calls, or hoots, Great Horned Owls communicate a variety of messages to other owls in the area. Great Horned Owls are nocturnal creatures, meaning they do most of their hunting at night. Under the cover of darkness, these amazing creatures glide silently through the air to catch their next meal. These unique birds also adjust their behaviors to thrive in a variety of temperatures. For instance, in overcast, cool weather, they may hunt earlier in the day while their prey is more active.

Component: Texas Science Studies Weekly: Fifth Grade Teacher Edition with Online Access

ISBN: 9781649783844TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): Pg. 18.7-18.26 (PDF pg. 7-26)

Location: Teacher Edition, Unit 18 (PDF pg. 7-26)

Original Text: (n/a)

Updated Text: (Added thumbnails in the left hand column)

Component: Texas Science Studies Weekly: Fifth Grade Teacher Edition with Online Access

ISBN: 9781649783844TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): PDF pg. 2, 5

Location: Printable: Studies Weekly Online, Unit 18, "Wolves and Webs: Unit Answer Keys" (PDF pg. 2, 5)

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 1605 of 3538

Original Text: (PDF pg. 2)

Matter Model

How does matter cycle through a wolf's food web?

(PDF pg. 5)

Questions

How did the removal of the top predator in the food web affect the population of organisms below it?

(There were more of the animals that wolves eat and fewer of other plants and animals.)

Predict how the change in population of organisms in the ecosystem would affect the cycling of matter and flow of energy in the food web.

(With a decrease in the population of many animals, there would be less matter to cycle in the food web. With the increase in elk, too many plants would be eaten. With fewer plants, there would be less energy to flow in the food web.)

How does the removal of a top predator affect stability in an ecosystem over time?

(The ecosystem isn't stable. There are too many elk and not enough plants or other animals. Animals would not have enough to eat, and they would die. Eventually, there wouldn't be enough plants, and the elk would die, too.)

Updated Text: (PDF pg. 2)

Matter Model

Draw a revised model of the wolf's food chain from Activity 2 to show how matter cycles through a wolf's food web.

Write a sentence beneath your model explaining why this is a cycle.

(PDF pg. 5)

(Removed the questions and answers from this location)

Component: *Texas Science Studies Weekly: Fifth Grade Teacher Edition with Online Access*

ISBN: 9781649783844TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): PDF pg. 1-3

Location: Printable: Studies Weekly Online, Unit 18, Performance Task (PDF pg. 1-3)

Original Text:

(PDF pg. 1) Spinner of Changes (with external link)

(PDF pg. 2,3 contains an answer key)

Updated Text:

(PDF pg. 1) Spinner of Changes (no link)

(removed answer key)

Component: *Texas Science Studies Weekly: Fifth Grade Teacher Edition with Online Access*

ISBN: 9781649783844TE

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 1606 of 3538

Link to Current Content:

[View Current Content](#)

Current Page Number(s): Pg. 19.3 (PDF pg. 3)

Location: Teacher Edition, Unit 19, Standards Coverage Chart (PDF pg. 3)

Original Text: (n/a)

Updated Text: (Updated the Standards Coverage Chart to match the left hand column of the Lesson Guides for SEP and RTC coverage; Added complete ELPS standards)

Component: *Texas Science Studies Weekly: Fifth Grade Teacher Edition with Online Access*

ISBN: 9781649783844TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): Pg. 19.6-19.19 (PDF pg. 6-19)

Location: Teacher Edition, Unit 19 (PDF pg. 6-19)

Original Text: (n/a)

Updated Text: (Added thumbnails in the left hand column)

Component: *Texas Science Studies Weekly: Fifth Grade Teacher Edition with Online Access*

ISBN: 9781649783844TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): Pg. 19.6, 19.18 (PDF pg. 6,18)

Location: Teacher Edition, Unit 19, Activity Summary Chart and Activity 5 (PDF pg. 6, 18)

Original Text: (PDF pg. 6) I can define how humans cause instability and positive change in the Dead Zone in the Gulf of Mexico.

(PDF pg. 18) I can explain how human activities can be beneficial or harmful to the dead zone and affect the stability of the ocean ecosystem.

Updated Text: (PDF pg. 6) I can explain how human activities can be beneficial or harmful to the Dead Zone and affect the stability of the ocean ecosystem.

(PDF pg. 18) I can explain how human activities can be beneficial or harmful to the Dead Zone and affect the stability of the ocean ecosystem.

Component: *Texas Science Studies Weekly: 5th Grade Student Edition with Online Access*

ISBN: 9781649783851SE8

Link to Current Content:

[View Current Content](#)

Current Page Number(s): PDF pg. 2

Location: Printable: Studies Weekly Online, Unit 19, "Home Learning Letter" (PDF pg. 2)

Original Text: The vocabulary terms that students need to know are:

impact: having a strong effect on something

Review the following terms: ecosystem, organism, predator, prey

Updated Text: Review the following terms:

ecosystem: a community of living things interacting with their environment

organism: a living thing

Component: *Texas Science Studies Weekly: Fifth Grade Teacher Edition with Online Access*

ISBN: 9781649783844TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): PDF pg. 1-3

Location: Printable: Studies Weekly Online, Unit 19, "The Dead Zone: Performance Task" (PDF pg. 1-3)

Original Text: (PDF pg. 1: No Depth of Knowledge numbers provided)

(PDF pg. 2-3: Contains the answer key)

Updated Text: (PDF pg. 1: Provided Depth of Knowledge numbers for each task)

(Removed answer key)

Component: *Texas Science Studies Weekly: Fifth Grade Teacher Edition with Online Access*

ISBN: 9781649783844TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): PDF pg. 1

Location: Printable: Studies Weekly online, Unit 19, "The Dead Zone: Effective Discussion Guide" (PDF pg. 1)

Original Text: (The discussion guide is in the incorrect template.)

Updated Text: (Updated the discussion guide with the correct template.)

Component: *Texas Science Studies Weekly: Fifth Grade Teacher Edition with Online Access*

ISBN: 9781649783844TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): Pg. 20.23 (PDF pg. 23)

Location: Teacher Edition, Unit 20, Extension Activities (PDF pg. 23)

Original Text: Peppered Moths (45 minutes): Students will read an article about peppered moths and answer questions.

Updated Text: Peppered Moths (20 minutes): Students will read an article about peppered moths.

Component: *Texas Science Studies Weekly: 5th Grade Student Edition with Online Access*

ISBN: 9781649783851SE8

Link to Current Content:

[View Current Content](#)

Current Page Number(s): PDF pg. 2

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 1608 of 3538

Location: Printable: Studies Weekly Online, Unit 20, "Home Learning Letter" (PDF pg. 2)

Original Text: The vocabulary terms that students need to know are:

average: the central number in a dataset

Review the following terms: conserve, predator, structure, and function.

What is a predator?

Updated Text: Review the following terms:

conserve: to save

structure - a part of an organism

function - intended purpose

What are some examples of structures of organisms?

What is the function of each structure?

Component: *Texas Science Studies Weekly: Fifth Grade Teacher Edition with Online Access*

ISBN: 9781649783844TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): PDF pg. 2-4

Location: Printable: Studies Weekly Online, Unit 20, "Built for Desert Life: Performance Task" (PDF pg. 2-4)

Original Text: (Contains answer key and scoring rubric)

Updated Text: (Removed answer key and scoring rubric)

Component: *Texas Science Studies Weekly: Fifth Grade Teacher Edition with Online Access*

ISBN: 9781649783844TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): Pg. 21.11-21.20 (PDF pg. 11-20)

Location: Teacher Edition, Unit 21, Activities 2-5 (PDF pg. 11-20)

Original Text: (n/a)

Updated Text: (Added thumbnails in the left hand column)

Component: *Texas Science Studies Weekly: Fifth Grade Teacher Edition with Online Access*

ISBN: 9781649783844TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): Pg. 21.3, 21.4

Location: Teacher Edition, Unit 21, Standards Coverage Chart (PDF pg. 3, 4)

Original Text: (PDF pg. 3)

RTC

5.5: Patterns

A: Identify and use patterns to explain scientific phenomena or to design solutions. (Activities 1, 2, 3, 4)

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 1609 of 3538

(PDF pg. 4)

Misconceptions

Animals have behavioral traits that do not serve any purpose.

Updated Text: (PDF pg. 3)

RTC

5.5: Patterns

A: Identify and use patterns to explain scientific phenomena or to design solutions. (All Activities)

(PDF pg. 4; Removed the misconception.)

Component: *Texas Science Studies Weekly: Fifth Grade Teacher Edition with Online Access*

ISBN: 9781649783844TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): PDF pg. 1

Location: Printable: Studies Weekly Online, Unit 21, Activity 3, "Hunting as an Orca Simulation: Teacher Instruction Page" (PDF pg. 1)

Original Text: (formatted as an Effective Discussion Guide)

Updated Text: (Changed formatting to the correct format for a Teacher Instruction Page)

Component: *Texas Science Studies Weekly: Fifth Grade Teacher Edition with Online Access*

ISBN: 9781649783844TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): PDF pg. 4

Location: Printable: Studies Weekly Online, Unit 21, "There's a Trait for That!: Performance Task" (PDF pg. 4)

Original Text: (BEEhavior Explanation and Oral Explanation Rubric on two pages)

("Notes" page embedded with "Parent:" and "Offspring")

Updated Text: (BEEhavior Explanation with Oral Explanation Rubric on one page)

(Removed embedded "Notes" and included as a full page of its own; Removed "Parent" and "Offspring")

Component: *Texas Science Studies Weekly: Fifth Grade Teacher Edition with Online Access*

ISBN: 9781649783844TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): PDF pg. 3, 4

Location: Printable: Studies Weekly Online, Unit 21, "There's a Trait for That!: Performance Task" (PDF pg. 3, 4)

Original Text: (Contains the answer key)

Updated Text: (Removed the answer key)

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 1610 of 3538

Component: *Texas Science Studies Weekly: Fifth Grade Teacher Edition with Online Access*

ISBN: 9781649783844TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): PDF pg. 2, 3

Location: Printable: Studies Weekly Online, Unit 21, "There's a Trait for That!: Performance Task Answer Key" (PDF pg. 2, 3)

Original Text: (Contains the BEEhavior Explanation and Oral Explanation Rubric)

Updated Text: (Removed the BEEhavior Explanation and Oral Explanation Rubric)

Component: *Texas Science Studies Weekly: Fifth Grade Teacher Edition with Online Access*

ISBN: 9781649783844TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): Pg. 7.7-7.26 (Pg. 7-26)

Location: Teacher Edition, Unit 7 (PDF pg. 7-26)

Original Text: (n/a)

Updated Text: (Added thumbnails in the left hand column)

Component: *Texas Science Studies Weekly: Fifth Grade Teacher Edition with Online Access*

ISBN: 9781649783844TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): Pg. 8.10 (PDF pg. 10)

Location: Teacher Edition, Unit 8, Activity 1 (PDF pg. 10)

Original Text: (n/a)

Updated Text: (Added a thumbnail for the image in the sidebar)

Component: *Texas Science Studies Weekly: Fifth Grade Teacher Edition with Online Access*

ISBN: 9781649783844TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): Pg. 13.8 (PDF pg. 8)

Location: Teacher Edition, Unit 13 (PDF pg. 8)

Original Text: (Incorrect thumbnail for the first week of the SE)

Updated Text: (Removed the incorrect thumbnail and replaced with the correct thumbnail)

Publisher: TPS Publishing

Science, Grade 5

Program: *STEAM into Science - Grade 5 Edition: TEKS*

Component: *Learn By Doing STEAM Activity Reader Book - Grade 5 Teacher Edition*

ISBN: 9781788057745

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 137

Location: Turn on Answer Layer

Original Text: n/a

Updated Text: Answer layer

Component: *Learn By Doing STEAM Activity Reader Book - Grade 5 Student Edition*

ISBN: 9781788057752

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 20

Location: First paragraph

Original Text: Write your notes on your endangered species to be researched answering questions listed below as well as your own questions. Delete the paragraph following the questions and replace with -Write your report that addresses the question-Why is species x endangered and how is it being helped to recover?

Updated Text: Write your notes on your endangered species to be researched answering questions listed below as well as your own questions.

Component: *STEAM Activity Guide - Grade 5 Teacher Edition*

ISBN: 9781788057783

Current Page Number(s): 43, 56, 81, 83, 121, 126, 141, 168, 175, 178, 197, 247, 251, 306, 308, 325, 340, 405, 409, 415, 433, 474, 476, 482, 483

Location: Digital Frog

Original Text: n/a

Updated Text: Remove reference to Digital Frog

Component: *Teacher Textbook - Grade 5 Science*

ISBN: 9781788057769

Current Page Number(s): ii, xiv, xv, xxxii, 283

Location: Digital Frog

Original Text: n/a

Updated Text: Remove reference to Digital Frog

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 1612 of 3538

Component: *Teacher Textbook - Grade 5 Science*

ISBN: 9781788057769

Link to Current Content:

[View Current Content](#)

Current Page Number(s): Page I

Location: Unit Column

Original Text: Unit 1 – Scientific and Engineering Practices

The student asks questions, identifies problems, and plans and safely conducts classroom, laboratory, and field investigations to answer questions, explain phenomena, or design solutions using appropriate tools and models.

The student analyzes and interprets data to derive meaning, identify features and patterns, and discover relationships or correlations to develop evidence-based arguments or evaluate designs.

The student knows the contributions of scientists and recognizes the importance of scientific research and innovation for society.

The student understands that recurring themes and concepts provide a framework for making connections across disciplines

Updated Text: Unit 1 – Scientific and Engineering Practices

The student asks questions, identifies problems, and plans and safely conducts classroom, laboratory, and field investigations to answer questions, explain phenomena, or design solutions using appropriate tools and models.

The student analyzes and interprets data to derive meaning, identify features and patterns, and discover relationships or correlations to develop evidence-based arguments or evaluate designs.

The student develops evidence-based explanations and communicates findings, conclusions, and proposed solutions.

The student knows the contributions of scientists and recognizes the importance of scientific research and innovation for society.

The student understands that recurring themes and concepts provide a framework for making connections across disciplines.

Note: Content for TEKS 1 to 5 appears within all other Units.

Examples are provided in the Texas Essential Knowledge and Skills section and detailed in correlations.

Component: *Teacher Textbook - Grade 5 Science*

ISBN: 9781788057769

Link to Current Content:

[View Current Content](#)

Current Page Number(s): Page Iv

Location: Text

Original Text: Unit 1 – Scientific and Engineering Practices

The student asks questions, identifies problems, and plans and safely conducts classroom, laboratory, and field investigations to answer questions, explain phenomena, or design solutions using appropriate tools and models.

The student analyzes and interprets data to derive meaning, identify features and patterns, and discover relationships or correlations to develop evidence-based arguments or evaluate designs.

The student knows the contributions of scientists and recognizes the importance of scientific research and innovation for society.

The student understands that recurring themes and concepts provide a framework for making connections across disciplines

Updated Text: Unit 1 – Scientific and Engineering Practices

The student asks questions, identifies problems, and plans and safely conducts classroom, laboratory, and field investigations to answer questions, explain phenomena, or design solutions using appropriate tools and models.

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 1613 of 3538

The student analyzes and interprets data to derive meaning, identify features and patterns, and discover relationships or correlations to develop evidence-based arguments or evaluate designs.

The student develops evidence-based explanations and communicates findings, conclusions, and proposed solutions.

The student knows the contributions of scientists and recognizes the importance of scientific research and innovation for society.

The student understands that recurring themes and concepts provide a framework for making connections across disciplines.

Note: Content for TEKS 1 to 5 appears within all other Units.

Component: *Learn By Doing STEAM Activity Reader Book - Grade 5 Teacher Edition*

ISBN: 9781788057745

Link to Current Content:

[View Current Content](#)

Current Page Number(s): Page 3

Location: Add to Idea box guidance

Original Text: N/A

Updated Text: Idea Boxes

Idea boxes placed throughout the chapter text function to provide opportunities for collaborative discussion of content, review of content introduced, and focus on certain content that is harder to grasp. Guidance on how to use the idea boxes can be found in the Comprehension Skills section. However, before reading each chapter prepare for the idea boxes by:

- Reviewing the chapter and idea boxes and planning for the time taken for each box to be implemented (guidance on how long each idea box will take to implement can be found in the Learn by Doing Activity Reader Books Scope and Sequence that can be found in the TPS Online Library Teacher Support).
- Reading the chapter and planning where in the text to stop for the Idea box; this should be an appropriate break from the text that can be used to implement the idea box.
- Planning to have at hand any materials needed to implement the Idea box.
- Reviewing the task information contained within the Idea boxes.

Component: *Assessment Guide - Grade 5 Teacher Edition*

ISBN: 9781788058117

Link to Current Content:

[View Current Content](#)

Current Page Number(s): Page 282

Location: Question 1

Original Text: 1. Fossil fuels such as coal, oil or wood are finite resources. What are the implications of this statement?

Updated Text: 1. Fossil fuels such as coal and oil are finite resources. What are the implications of this statement?

Component: *Assessment Guide - Grade 5 Teacher Edition*

ISBN: 9781788058117

Link to Current Content:

[View Current Content](#)

Current Page Number(s): Page 222

Location: Question 1

Original Text: 1. Why do some materials block light, while other materials let light through?

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 1614 of 3538

Updated Text: 1. Why do some materials block light travel, while other materials let light travel through?

Publisher: Accelerate Learning Inc.

Science, Grade 6

Program: *STEMscopes Science TX - Grade 6 : TEKS*

Component: *STEMscopes Science TX - Grade 6 (Online)*

ISBN: 9798888266892

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 1

Location: Periodic Table of Elements section

Link to Updated Content:

[View Updated Content](#)

Original Text: images were next to each other

Updated Text: image adjusted to recolor SC and rare earth elements image moved to below appropriate paragraph

Publisher: Discovery Education Inc

Science, Grade 6

Program: *Science Techbook for Texas by Discovery Education - Grade 6: TEKS*

Component: *Science Techbook for Texas by Discovery Education - Grade 6*

ISBN: 9781616291488

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/aa3803da-61ef-47a5-ad51-c3a34eb8fbee>

Location: Unit 1 > Concept 3 > Lesson 2 > Materials List

Original Text: Plastic sandwich bags, 6

Updated Text: Plastic zip-top bags, 6

Component: *Science Techbook for Texas by Discovery Education - Grade 6*

ISBN: 9781616291488

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/aa3803da-61ef-47a5-ad51-c3a34eb8fbee>

Location: Unit 1 > Concept 3 > Lesson 2 > Lesson Planning > Materials List

Original Text: Plastic sandwich bags, 6

Updated Text: Plastic zip-top bags, 6

Component: *Science Techbook for Texas by Discovery Education: Grade 6 Unit 1 Student Edition*

ISBN: 9781616292393

Current Page Number(s): 101

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 1615 of 3538

Location: Materials List

Original Text: Plastic sandwich bags, 6

Updated Text: Plastic zip-top bags, 6

Component: *Science Techbook for Texas by Discovery Education: Grade 6 Unit 1 Teacher Edition*

ISBN: 9781616292386

Current Page Number(s): 96

Location: Materials List

Original Text: Plastic sandwich bags, 6

Updated Text: Plastic zip-top bags, 6

Component: *Science Techbook for Texas by Discovery Education: Grade 6 Unit 1 Teacher Edition*

ISBN: 9781616292386

Current Page Number(s): 97

Location: Investigate > 3.

Original Text: sandwich bag

Updated Text: zip-top bag

Component: *Science Techbook for Texas by Discovery Education: Grade 6 Unit 1 Teacher Edition*

ISBN: 9781616292386

Current Page Number(s): xxxi

Location: Lesson 2: Investigating Chemical Changes

Original Text: Plastic sandwich bags, 6

Updated Text: Plastic zip-top bags, 6

Component: *Science Techbook for Texas by Discovery Education - Grade 6*

ISBN: 9781616291488

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/6a798a63-cf9b-4b81-add6-ed22b5d6459d>

Location: Unit 2 > Concept 1 > Lesson 2 > Materials List

Original Text: Plastic wand, 1

Updated Text: PVC pipe, 1

Component: *Science Techbook for Texas by Discovery Education - Grade 6*

ISBN: 9781616291488

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/6a798a63-cf9b-4b81-add6-ed22b5d6459d>

Location: Unit 2 > Concept 1 > Lesson 2 > Lesson Planning > Materials List

Original Text: Plastic wand, 1

Updated Text: PVC pipe, 1

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 1616 of 3538

Component: *Science Techbook for Texas by Discovery Education: Grade 6 Unit 2 Student Edition*

ISBN: 9781616292416

Current Page Number(s): 9

Location: Materials List

Original Text: Plastic wand, 1

Updated Text: PVC pipe, 1

Component: *Science Techbook for Texas by Discovery Education: Grade 6 Unit 2 Teacher Edition*

ISBN: 9781616292409

Current Page Number(s): xxiv

Location: Lesson 2: Investigating Types of Forces

Original Text: Plastic wand, 1

Updated Text: PVC pipe, 1

Component: *Science Techbook for Texas by Discovery Education: Grade 6 Unit 2 Teacher Edition*

ISBN: 9781616292409

Current Page Number(s): 10

Location: Materials List

Original Text: Plastic wand, 1

Updated Text: PVC pipe, 1

Component: *Science Techbook for Texas by Discovery Education - Grade 6*

ISBN: 9781616291488

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/67048246-f25c-47ef-9709-e93c97348e72>

Location: Unit 2 > Concept 1 > Lesson 4 > Materials List

Original Text: Materials List (2 sets of the following)

Updated Text: Materials List (whole class)

Component: *Science Techbook for Texas by Discovery Education - Grade 6*

ISBN: 9781616291488

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/67048246-f25c-47ef-9709-e93c97348e72>

Location: Unit 2 > Concept 1 > Lesson 4 > Lesson Planning > Materials List

Original Text: Materials List (per group)

Updated Text: Materials List (whole class)

Component: *Science Techbook for Texas by Discovery Education: Grade 6 Unit 2 Student Edition*

ISBN: 9781616292416

Current Page Number(s): 27

Location: Materials List

Original Text: Materials List (2 sets of the following)

Updated Text: Materials List (whole class)

Component: *Science Techbook for Texas by Discovery Education: Grade 6 Unit 2 Teacher Edition*

ISBN: 9781616292409

Current Page Number(s): 26

Location: Materials List

Original Text: Materials List (per group)

Updated Text: Materials List (whole class)

Component: *Science Techbook for Texas by Discovery Education - Grade 6*

ISBN: 9781616291488

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/67048246-f25c-47ef-9709-e93c97348e72>

Location: Unit 2 > Concept 1 > Lesson 4 > Materials List

Original Text: Hook, 1

Updated Text: Hooked mass, 2

Component: *Science Techbook for Texas by Discovery Education - Grade 6*

ISBN: 9781616291488

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/67048246-f25c-47ef-9709-e93c97348e72>

Location: Unit 2 > Concept 1 > Lesson 4 > Lesson Planning > Materials List

Original Text: Hook, 1

Updated Text: Hooked mass, 2

Component: *Science Techbook for Texas by Discovery Education: Grade 6 Unit 2 Student Edition*

ISBN: 9781616292416

Current Page Number(s): 27

Location: Materials List

Original Text: Hook, 1

Updated Text: Hooked mass, 2

Component: *Science Techbook for Texas by Discovery Education: Grade 6 Unit 2 Teacher Edition*

ISBN: 9781616292409

Current Page Number(s): 26

Location: Materials List

Original Text: Hook, 1

Updated Text: Hooked mass, 2

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 1618 of 3538

Component: Science Techbook for Texas by Discovery Education: Grade 6 Unit 2 Teacher Edition

ISBN: 9781616292409

Current Page Number(s): xxiv

Location: Lesson 4: Investigating Force Pairs > Hands-On Lab

Original Text: Hook, 1

Updated Text: Hooked mass, 2

Component: Science Techbook for Texas by Discovery Education - Grade 6

ISBN: 9781616291488

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/67048246-f25c-47ef-9709-e93c97348e72>

Location: Unit 2 > Concept 1 > Lesson 4 > Materials List

Original Text: • Force spring, 2

- Hook, 1
- Mass, 1
- Cork, 1

Updated Text: • Force spring, 2

- Hook, 1
- Cork, 1

Component: Science Techbook for Texas by Discovery Education - Grade 6

ISBN: 9781616291488

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/67048246-f25c-47ef-9709-e93c97348e72>

Location: Unit 2 > Concept 1 > Lesson 4 > Lesson Planning > Materials List

Original Text: • Force spring, 2

- Hook, 1
- Mass, 1
- Cork, 1

Updated Text: • Force spring, 2

- Hook, 1
- Cork, 1

Component: Science Techbook for Texas by Discovery Education: Grade 6 Unit 2 Student Edition

ISBN: 9781616292416

Current Page Number(s): 27

Location: Materials List

Original Text: • Force spring, 2

- Hook, 1
- Mass, 1
- Cork, 1

Updated Text: • Force spring, 2

- Hook, 1
- Cork, 1

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 1619 of 3538

Component: *Science Techbook for Texas by Discovery Education: Grade 6 Unit 2 Teacher Edition*

ISBN: 9781616292409

Current Page Number(s): 26

Location: Materials List

Original Text: • Force spring, 2

- Hook, 1
- Mass, 1
- Cork, 1

Updated Text: • Force spring, 2

- Hook, 1
- Cork, 1

Component: *Science Techbook for Texas by Discovery Education: Grade 6 Unit 2 Teacher Edition*

ISBN: 9781616292409

Current Page Number(s): xxiv

Location: Lesson 4: Investigating Force Pairs > Hands-On Lab

Original Text: • Force spring, 2

- Hook, 1
- Mass, 1
- Cork, 1

Updated Text: • Force spring, 2

- Hook, 1
- Cork, 1

Component: *Science Techbook for Texas by Discovery Education: Grade 6 Unit 2 Teacher Edition*

ISBN: 9781616292409

Current Page Number(s): 55

Location: Go online to explore the following STEM Project Starters:

Original Text: Mars or Death

Updated Text: Parachuting Forces

Component: *Science Techbook for Texas by Discovery Education: Grade 6 Unit 2 Teacher Edition*

ISBN: 9781616292409

Current Page Number(s): 113

Location: First paragraph, first sentence

Original Text: Depending on students' prior knowledge of energy, they may mistakenly say that the person has potential energy in their hands and this energy is transferred and transformed into kinetic energy.

Updated Text: Depending on students' prior knowledge of energy, they may say that the person has potential energy in their hands and this energy is transferred and transformed into kinetic energy.

Component: *Science Techbook for Texas by Discovery Education: Grade 6 Unit 2 Teacher Edition*

ISBN: 9781616292409

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 1620 of 3538

Current Page Number(s): 116

Location: First paragraph, first sentence

Original Text: Inform students that they will now have an opportunity to construct an initial explanation to show their initial ideas about how energy and matter is transferred, transformed, and conserved during the Ball Drop Investigation.

Updated Text: Inform students that they will now have an opportunity to construct an initial explanation to show their initial ideas about how energy and matter are transferred, transformed, and conserved during the Ball Drop Investigation.

Component: *Science Techbook for Texas by Discovery Education: Grade 6 Unit 2 Teacher Edition*

ISBN: 9781616292409

Current Page Number(s): 114

Location: Last paragraph, third sentence

Original Text: Once a system is defined, it is easier to identify what energy and matter is coming into the system, what energy and matter is leaving the system, and what processes occur to rearrange the matter and transform the energy when it is in the system.

Updated Text: Once a system is defined, it is easier to identify what energy and matter are coming into the system, what energy and matter are leaving the system, and what processes occur to rearrange the matter and transform the energy when they are in the system.

Component: *Science Techbook for Texas by Discovery Education: Grade 6 Unit 2 Teacher Edition*

ISBN: 9781616292409

Current Page Number(s): 119

Location: Investigate, first sentence

Original Text: Explain to students that they will make a marshmallow catapult, and then use their catapults to plan and carry two controlled experiments.

Updated Text: Explain to students that they will make a marshmallow catapult, and then use their catapults to plan and carry out two controlled experiments.

Component: *Science Techbook for Texas by Discovery Education: Grade 6 Unit 2 Teacher Edition*

ISBN: 9781616292409

Current Page Number(s): 120

Location: Data Table, first bullet anno

Original Text: When testing the effect of mass, the distance catapult arm is bent back should be constant; the smaller marshmallow should travel farther.

Updated Text: When testing the effect of mass, the distance the catapult arm is bent back should be constant; the smaller marshmallow should travel farther.

Component: *Science Techbook for Texas by Discovery Education: Grade 6 Unit 2 Teacher Edition*

ISBN: 9781616292409

Current Page Number(s): 121

Location: Analyze, second sentence

Original Text: Facilitate a brief class discussion for groups to describe their understanding of energy and how it can transfer and change forms (transforms).

Updated Text: Facilitate a brief class discussion for groups to describe their understanding of energy and how it can transfer and change forms (transform).

Component: *Science Techbook for Texas by Discovery Education: Grade 6 Unit 2 Teacher Edition*

ISBN: 9781616292409

Current Page Number(s): 122

Location: Energy and Catapults, last sentence

Original Text: The farther back we pull the catapult arm back, the more potential energy there is to transfer to the marshmallow and transform into kinetic energy.

Updated Text: The farther back we pull the catapult arm, the more potential energy there is to transfer to the marshmallow and transform into kinetic energy.

Component: *Science Techbook for Texas by Discovery Education - Grade 6*

ISBN: 9781616291488

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/dc50f714-e9d9-4cf8-8fc2-f9f167d8a0c8>

Location: Unit 2 > Concept 3 > Lesson 2 > Materials List

Original Text: Mini marshmallows

Updated Text: Mini pom-poms

Component: *Science Techbook for Texas by Discovery Education - Grade 6*

ISBN: 9781616291488

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/dc50f714-e9d9-4cf8-8fc2-f9f167d8a0c8>

Location: Unit 2 > Concept 3 > Lesson 2 > Materials List

Original Text: Large marshmallows

Updated Text: Ping pong balls

Component: *Science Techbook for Texas by Discovery Education - Grade 6*

ISBN: 9781616291488

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/dc50f714-e9d9-4cf8-8fc2-f9f167d8a0c8>

Location: Unit 2 > Concept 3 > Lesson 2 > Lesson Planning > Materials List

Original Text: Mini marshmallows

Updated Text: Mini pom-poms

Component: *Science Techbook for Texas by Discovery Education - Grade 6*

ISBN: 9781616291488

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/dc50f714-e9d9-4cf8-8fc2-f9f167d8a0c8>

Location: Unit 2 > Concept 3 > Lesson 2 > Lesson Planning > Materials List

Original Text: Large marshmallows

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 1622 of 3538

Updated Text: Ping pong balls

Component: *Science Techbook for Texas by Discovery Education - Grade 6*

ISBN: 9781616291488

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/dc50f714-e9d9-4cf8-8fc2-f9f167d8a0c8>

Location: Unit 2 > Concept 3 > Lesson 2 > Investigate > 5.

Original Text: a marshmallow

Updated Text: one of the objects

Component: *Science Techbook for Texas by Discovery Education - Grade 6*

ISBN: 9781616291488

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/dc50f714-e9d9-4cf8-8fc2-f9f167d8a0c8>

Location: Unit 2 > Concept 3 > Lesson 2 > Investigate > 6.

Original Text: distance the marshmallow travels.

Updated Text: distance traveled.

Component: *Science Techbook for Texas by Discovery Education - Grade 6*

ISBN: 9781616291488

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/dc50f714-e9d9-4cf8-8fc2-f9f167d8a0c8>

Location: Unit 2 > Concept 3 > Lesson 2 > Investigate > 8.

Original Text: distance the marshmallow travels.

Updated Text: distance each object travels.

Component: *Science Techbook for Texas by Discovery Education - Grade 6*

ISBN: 9781616291488

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/dc50f714-e9d9-4cf8-8fc2-f9f167d8a0c8>

Location: Unit 2 > Concept 3 > Lesson 2 > Investigate > Data Table > prompt

Original Text: Record your results as you to test the effects of mass and the catapult arm on the distance the marshmallow traveled.

Updated Text: Record your results as you test the effects of mass and the catapult arm on the distance the object traveled.

Component: *Science Techbook for Texas by Discovery Education - Grade 6*

ISBN: 9781616291488

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/dc50f714-e9d9-4cf8-8fc2-f9f167d8a0c8>

Location: Unit 2 > Concept 3 > Lesson 2 > Investigate > Data Table > second column header

Original Text: Marshmallow Size

Updated Text: Object Size

Component: *Science Techbook for Texas by Discovery Education - Grade 6*

ISBN: 9781616291488

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/dc50f714-e9d9-4cf8-8fc2-f9f167d8a0c8>

Location: Unit 2 > Concept 3 > Lesson 2 > Investigate > Data Table > fourth column header

Original Text: Distance Marshmallow Traveled (cm)

Updated Text: Distance Object Traveled (cm)

Component: *Science Techbook for Texas by Discovery Education - Grade 6*

ISBN: 9781616291488

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/dc50f714-e9d9-4cf8-8fc2-f9f167d8a0c8>

Location: Unit 2 > Concept 3 > Lesson 2 > Investigate > Data Table > Sample student response> bullets 1 and 1

Original Text: When testing the effect of mass, the distance the catapult arm is bent back should be constant; the smaller marshmallow should travel farther.

When testing the effect of bending the catapult arm, the size of the marshmallow should be constant; the further the arm is bent, the further the marshmallow should travel.

Updated Text: When testing the effect of mass, the distance the catapult arm is bent back should be constant; the smaller object should travel farther.

When testing the effect of bending the catapult arm, the size of the object should be constant; the further the arm is bent, the further the object should travel.

Component: *Science Techbook for Texas by Discovery Education - Grade 6*

ISBN: 9781616291488

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/dc50f714-e9d9-4cf8-8fc2-f9f167d8a0c8>

Location: Unit 2 > Concept 3 > Lesson 2 > Analyze > discourse bullet 5

Original Text: What factors affect how far a marshmallow travels?

Updated Text: What factors affect how far an object travels?

Component: *Science Techbook for Texas by Discovery Education - Grade 6*

ISBN: 9781616291488

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/dc50f714-e9d9-4cf8-8fc2-f9f167d8a0c8>

Location: Unit 2 > Concept 3 > Lesson 2 > Analyze > Energy and Catapults

Original Text: Explain what causes a marshmallow on a catapult to travel the farthest using what you know about energy transfer and transformation.

Updated Text: Explain what causes an object on a catapult to travel the farthest using what you know about energy transfer and transformation.

Component: *Science Techbook for Texas by Discovery Education - Grade 6*

ISBN: 9781616291488

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/dc50f714-e9d9-4cf8-8fc2-f9f167d8a0c8>

Location: Unit 2 > Concept 3 > Lesson 2 > Analyze > Energy and Catapults > Sample answer

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 1624 of 3538

Original Text: Sample answer: The more kinetic energy a marshmallow has, the farther it will travel. The farther back we pull the catapult arm, the more potential energy there is to transfer to the marshmallow and transform into kinetic energy.

Updated Text: Sample answer: The more kinetic energy an object has, the farther it will travel. The farther back we pull the catapult arm, the more potential energy there is to transfer to the object and transform into kinetic energy.

Component: *Science Techbook for Texas by Discovery Education - Grade 6*

ISBN: 9781616291488

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/dc50f714-e9d9-4cf8-8fc2-f9f167d8a0c8>

Location: Unit 2 > Concept 3 > Lesson 2 > Check for Understanding > Energy Transformations

Original Text: Which statements are true about the marshmallow catapult? Select two correct answers.

Updated Text: Which statements are true about the catapult? Select two correct answers.

Component: *Science Techbook for Texas by Discovery Education - Grade 6*

ISBN: 9781616291488

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/dc50f714-e9d9-4cf8-8fc2-f9f167d8a0c8>

Location: Unit 2 > Concept 3 > Lesson 2 > Check for Understanding > Energy Transformations > answer choice E.

Original Text: The energy in the moving marshmallow was all kinetic energy.

Updated Text: The energy in the moving object was all kinetic energy.

Component: *Science Techbook for Texas by Discovery Education - Grade 6*

ISBN: 9781616291488

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/dc50f714-e9d9-4cf8-8fc2-f9f167d8a0c8>

Location: Unit 2 > Concept 3 > Lesson 2 > Check for Understanding > Energy Transfers passage

Original Text: The marshmallow catapult illustrated the change from potential to [kinetic] energy. Energy was stored in the catapult arm as elastic [potential] energy. The more you bent (compressed & tensioned) the arm, the more elastic [potential] energy it stored. When you released the arm, the energy in the arm transformed into [kinetic] energy, pushing the marshmallow forward. The distance the marshmallow traveled depended on the amount of [potential] energy you transferred to the arm.

Updated Text: The catapult illustrated the change from potential to [kinetic] energy. Energy was stored in the catapult arm as elastic [potential] energy. The more you bent (compressed and tensioned) the arm, the more elastic [potential] energy it stored. When you released the arm, the energy in the arm transformed into [kinetic] energy, pushing the object forward. The distance the object traveled depended on the amount of [potential] energy you transferred to the arm.

Component: *Science Techbook for Texas by Discovery Education - Grade 6*

ISBN: 9781616291488

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/dc50f714-e9d9-4cf8-8fc2-f9f167d8a0c8>

Location: Unit 2 > Concept 3 > Lesson 2 > What Did You Figure Out? > Redesigning Your Catapult > prompt

Original Text: Think about your marshmallow catapult results. What could you do to improve how far the catapult launches a marshmallow?

Updated Text: Think about your catapult results. What could you do to improve how far the catapult launches an object?

Component: *Science Techbook for Texas by Discovery Education - Grade 6*

ISBN: 9781616291488

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/dc50f714-e9d9-4cf8-8fc2-f9f167d8a0c8>

Location: Unit 2 > Concept 3 > Lesson 2 > What Did You Figure Out? > Redesigning Your Catapult > sample response

Original Text: Student responses will vary but may include these ideas: increase the arm length; cut the marshmallow in half to reduce mass; change the angle of the catapult so it launches the marshmallow farther; a 45-degree angle launch will go the greatest distance; tighten the rubber bands on the catapult.

Updated Text: Student responses will vary but may include these ideas: increase the arm length; use a smaller object to reduce mass; change the angle of the catapult so it launches the object farther; a 45-degree angle launch will go the greatest distance; tighten the rubber bands on the catapult.

Component: *Science Techbook for Texas by Discovery Education - Grade 6*

ISBN: 9781616291488

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/dc50f714-e9d9-4cf8-8fc2-f9f167d8a0c8>

Location: Unit 2 > Concept 3 > Lesson 2 > Lesson Planning > Setting the Purpose > second paragraph

Original Text: In this lesson, students will investigate how energy is transformed, transferred, and conserved using a marshmallow catapult.

Updated Text: In this lesson, students will investigate how energy is transformed, transferred, and conserved using a catapult.

Component: *Science Techbook for Texas by Discovery Education - Grade 6*

ISBN: 9781616291488

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/dc50f714-e9d9-4cf8-8fc2-f9f167d8a0c8>

Location: Unit 2 > Concept 3 > Lesson 2 > Lesson Planning > Predict > first paragraph, first sentence

Original Text: Ask students to make a prediction about conditions that will cause their marshmallow to go the farthest on their catapult.

Updated Text: Ask students to make a prediction about conditions that will cause their object to go the farthest on their catapult.

Component: *Science Techbook for Texas by Discovery Education - Grade 6*

ISBN: 9781616291488

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/dc50f714-e9d9-4cf8-8fc2-f9f167d8a0c8>

Location: Unit 2 > Concept 3 > Lesson 2 > Lesson Planning > Investigate > first paragraph, first sentence

Original Text: Explain to students that they will make a marshmallow catapult, and then use their catapults to plan and carry out two controlled experiments.

Updated Text: Explain to students that they will make a catapult and then use their catapults to plan and carry out two controlled experiments.

Component: *Science Techbook for Texas by Discovery Education - Grade 6*

ISBN: 9781616291488

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 1626 of 3538

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/dc50f714-e9d9-4cf8-8fc2-f9f167d8a0c8>

Location: Unit 2 > Concept 3 > Lesson 2 > Lesson Planning > Investigate > numbers 5-8

Original Text: 5. Test your catapult by placing a marshmallow on the spoon, bending the catapult arm 5 centimeters back, and releasing the arm.

6. Discuss how you can test the effect of mass on the distance the marshmallow travels.

7. Conduct your investigation and record your results in your data table.

8. Discuss how you can test the effect of the distance the catapult arm is bent back on the distance the marshmallow travels.

Updated Text: 5. Test your catapult by placing an object on the spoon, bending the catapult arm 5 centimeters back, and releasing the arm.

6. Discuss how you can test the effect of mass on the distance the object travels.

7. Conduct your investigation and record your results in your data table.

8. Discuss how you can test the effect of the distance the catapult arm is bent back on the distance the object travels.

Component: *Science Techbook for Texas by Discovery Education - Grade 6*

ISBN: 9781616291488

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/dc50f714-e9d9-4cf8-8fc2-f9f167d8a0c8>

Location: Unit 2 > Concept 3 > Lesson 2 > Lesson Planning > Investigate > Data Table

Original Text: Record your results as you test the effects of mass and the catapult arm on the distance the marshmallow traveled.

Student responses will vary. Look for the following:

When testing the effect of mass, the distance the catapult arm is bent back should be constant; the smaller marshmallow should travel farther.

When testing the effect of bending the catapult arm, the size of the marshmallow should be constant; the further the arm is bent, the further the marshmallow should travel.

Updated Text: Record your results as you test the effects of mass and the catapult arm on the distance the object traveled.

Student responses will vary. Look for the following:

When testing the effect of mass, the distance the catapult arm is bent back should be constant; the smaller object should travel farther.

When testing the effect of bending the catapult arm, the size of the object should be constant; the further the arm is bent, the further the object should travel.

Component: *Science Techbook for Texas by Discovery Education - Grade 6*

ISBN: 9781616291488

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/dc50f714-e9d9-4cf8-8fc2-f9f167d8a0c8>

Location: Unit 2 > Concept 3 > Lesson 2 > Lesson Planning > Investigate > Differentiation Advanced Learners > first sentence

Original Text: Challenge students who have a solid understanding of the concepts to modify and test their catapult and marshmallow system to increase the distance traveled by the marshmallow.

Updated Text: Challenge students who have a solid understanding of the concepts to modify and test their catapult system to increase the distance traveled by the objects.

Component: Science Techbook for Texas by Discovery Education - Grade 6

ISBN: 9781616291488

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/dc50f714-e9d9-4cf8-8fc2-f9f167d8a0c8>

Location: Unit 2 > Concept 3 > Lesson 2 > Lesson Planning > Investigate > Misconceptions

Original Text: Students may think that a larger marshmallow will travel farther because it has more mass. But the same amount of energy is transferred from the spoon to a large marshmallow as a small marshmallow. Therefore, the larger marshmallow does not travel as fast because of its size, so it does not go as far. Reinforce this concept as students work through the discussion questions.

Updated Text: Students may think that a larger object will travel farther because it has more mass. But the same amount of energy is transferred from the spoon to a large object as a small object. Therefore, the larger object does not travel as fast because of its size, so it does not go as far. Reinforce this concept as students work through the discussion questions.

Component: Science Techbook for Texas by Discovery Education - Grade 6

ISBN: 9781616291488

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/dc50f714-e9d9-4cf8-8fc2-f9f167d8a0c8>

Location: Unit 2 > Concept 3 > Lesson 2 > Lesson Planning > Investigate > English Language Proficiency Support > Beginning

Original Text: Have students examine the diagram of the marshmallow catapult. Have students use sentence frames to describe what they learned. The bent _____ stored potential energy. This energy was transferred to the _____ as kinetic energy. This _____ energy caused the marshmallow to travel through the air. When the marshmallow came to a stop, all of the _____ had been transferred. Have students share their answers orally in a small group or with the class.

Updated Text: Have students examine the diagram of the catapult. Have students use sentence frames to describe what they learned. The bent _____ stored potential energy. This energy was transferred to the _____ as kinetic energy. This _____ energy caused the object to travel through the air. When the object came to a stop, all of the _____ had been transferred. Have students share their answers orally in a small group or with the class.

Component: Science Techbook for Texas by Discovery Education - Grade 6

ISBN: 9781616291488

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/dc50f714-e9d9-4cf8-8fc2-f9f167d8a0c8>

Location: Unit 2 > Concept 3 > Lesson 2 > Lesson Planning > Investigate > English Language Proficiency Support > Intermediate

Original Text: Have students examine the diagram of the marshmallow catapult as necessary. Then, have students describe the energy transfer of the marshmallow catapult. Allow students to use the following sentence frames or their own words to share their ideas with the class. According to the image, the bent spoon stored _____ energy. When the spoon was released, this potential energy was transferred to the marshmallow as _____ energy, which caused the marshmallow to travel through the air. Although the energy changed form, the total _____ stayed the same.

Updated Text: Have students examine the diagram of the catapult as necessary. Then, have students describe the energy transfer of the catapult. Allow students to use the following sentence frames or their own words to share their ideas with the class. According to the image, the bent spoon stored _____ energy. When the spoon was released, this potential energy was transferred to the object as _____ energy, which caused the object to travel through the air. Although the energy changed form, the total _____ stayed the same.

Component: Science Techbook for Texas by Discovery Education - Grade 6

ISBN: 9781616291488

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 1628 of 3538

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/dc50f714-e9d9-4cf8-8fc2-f9f167d8a0c8>

Location: Unit 2 > Concept 3 > Lesson 2 > Lesson Planning > Investigate > English Language Proficiency Support > Advanced

Original Text: Have students note key ideas from the diagram. Then, have students work with a partner to describe features of catapults that make marshmallows travel greater and lesser distances. Students should record their answers and report to the class. One partner should serve as recorder and one as reporter.

Updated Text: Have students note key ideas from the diagram. Then, have students work with a partner to describe features of catapults that make objects travel greater and lesser distances. Students should record their answers and report to the class. One partner should serve as recorder and one as reporter.

Component: *Science Techbook for Texas by Discovery Education - Grade 6*

ISBN: 9781616291488

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/dc50f714-e9d9-4cf8-8fc2-f9f167d8a0c8>

Location: Unit 2 > Concept 3 > Lesson 2 > Lesson Planning > Analyze > discourse bullets 3-5

Original Text: Where can you observe these two types of energy in your catapult system? The bent plastic spoon has elastic potential energy. When the marshmallow launches and is moving, it has kinetic energy.

How does your catapult show that energy can transfer and change forms (transform)? The potential energy stored in the catapult when its arm was bent was transferred to the marshmallow when it was launched. Potential energy from the catapult transforms into kinetic energy in the moving marshmallow.

What factors affect how far a marshmallow travels? The more the arm is pulled back, the farther the marshmallow travels. The less mass of the marshmallow, the farther it travels.

Updated Text: Where can you observe these two types of energy in your catapult system? The bent plastic spoon has elastic potential energy. When the object launches and is moving, it has kinetic energy.

How does your catapult show that energy can transfer and change forms (transform)? The potential energy stored in the catapult when its arm was bent was transferred to the object when it was launched. Potential energy from the catapult transforms into kinetic energy in the moving object.

What factors affect how far an object travels? The more the arm is pulled back, the farther the object travels. The less mass of the object, the farther it travels.

Component: *Science Techbook for Texas by Discovery Education - Grade 6*

ISBN: 9781616291488

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/dc50f714-e9d9-4cf8-8fc2-f9f167d8a0c8>

Location: Unit 2 > Concept 3 > Lesson 2 > Lesson Planning > Analyze > last two paragraphs

Original Text: Tell students they will be using what they know to explain what causes a marshmallow on a catapult to travel the farthest.

Energy and Catapults Explain what causes a marshmallow on a catapult to travel the farthest using what you know about energy transfer and transformation. Sample answer: The more kinetic energy a marshmallow has, the farther it will travel. The farther back we pull the catapult arm, the more potential energy there is to transfer to the marshmallow and transform into kinetic energy.

Updated Text: Tell students they will be using what they know to explain what causes an object on a catapult to travel the farthest.

Energy and Catapults Explain what causes an object on a catapult to travel the farthest using what you know about energy transfer and transformation. Sample answer: The more kinetic energy an object has, the farther it will travel. The

farther back we pull the catapult arm, the more potential energy there is to transfer to the object and transform into kinetic energy.

Component: *Science Techbook for Texas by Discovery Education - Grade 6*

ISBN: 9781616291488

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/dc50f714-e9d9-4cf8-8fc2-f9f167d8a0c8>

Location: Unit 2 > Concept 3 > Lesson 2 > Lesson Planning > Check for Understanding > Energy Transformations

Original Text: Which statements are true about the marshmallow catapult? Select two correct answers.

Updated Text: Which statements are true about the catapult? Select two correct answers.

Component: *Science Techbook for Texas by Discovery Education - Grade 6*

ISBN: 9781616291488

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/dc50f714-e9d9-4cf8-8fc2-f9f167d8a0c8>

Location: Unit 2 > Concept 3 > Lesson 2 > Lesson Planning > Check for Understanding > Energy Transformations > answer choice E.

Original Text: The energy in the moving marshmallow was all kinetic energy.

Updated Text: The energy in the moving object was all kinetic energy.

Component: *Science Techbook for Texas by Discovery Education - Grade 6*

ISBN: 9781616291488

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/dc50f714-e9d9-4cf8-8fc2-f9f167d8a0c8>

Location: Unit 2 > Concept 3 > Lesson 2 > Lesson Planning > Check for Understanding > Energy Transfers passage

Original Text: The marshmallow catapult illustrated the change from potential to [kinetic] energy. Energy was stored in the catapult arm as elastic [potential] energy. The more you bent (compressed & tensioned) the arm, the more elastic [potential] energy it stored. When you released the arm, the energy in the arm transformed into [kinetic] energy, pushing the marshmallow forward. The distance the marshmallow traveled depended on the amount of [potential] energy you transferred to the arm.

Updated Text: The catapult illustrated the change from potential to [kinetic] energy. Energy was stored in the catapult arm as elastic [potential] energy. The more you bent (compressed and tensioned) the arm, the more elastic [potential] energy it stored. When you released the arm, the energy in the arm transformed into [kinetic] energy, pushing the object forward. The distance the object traveled depended on the amount of [potential] energy you transferred to the arm.

Component: *Science Techbook for Texas by Discovery Education - Grade 6*

ISBN: 9781616291488

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/dc50f714-e9d9-4cf8-8fc2-f9f167d8a0c8>

Location: Unit 2 > Concept 3 > Lesson 2 > Lesson Planning > Check for Understanding > Differentiation > sentences 3 and 4

Original Text: Ask where the kinetic energy of the marshmallow comes from. Students should say that the kinetic energy of the marshmallow comes from the potential energy from bending the catapult arm.

Updated Text: Ask where the kinetic energy of the object comes from. Students should say that the kinetic energy of the object comes from the potential energy from bending the catapult arm.

Component: *Science Techbook for Texas by Discovery Education - Grade 6*

ISBN: 9781616291488

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/dc50f714-e9d9-4cf8-8fc2-f9f167d8a0c8>

Location: Unit 2 > Concept 3 > Lesson 2 > Lesson Planning > What Did You Figure Out? > Redesigning Your Catapult

Original Text: Think about your marshmallow catapult results. What could you do to improve how far the catapult launches a marshmallow? Student responses will vary but may include these ideas: increase the arm length; cut the marshmallow in half to reduce mass; change the angle of the catapult so it launches the marshmallow farther; a 45-degree angle launch will go the greatest distance; tighten the rubber bands on the catapult.

Updated Text: Think about your catapult results. What could you do to improve how far the catapult launches an object? Student responses will vary but may include these ideas: increase the arm length; use a smaller object to reduce mass; change the angle of the catapult so it launches the object farther; a 45-degree angle launch will go the greatest distance; tighten the rubber bands on the catapult.

Component: *Science Techbook for Texas by Discovery Education: Grade 6 Unit 2 Student Edition*

ISBN: 9781616292416

Current Page Number(s): 134-141

Location: Unit 2 > Concept 3 > Lesson 2

Link to Updated Content:

[View Updated Content](#)

Original Text: See original text in URL_for_Updated_Text

Updated Text: See updated text in URL_for_Updated_Text

Component: *Science Techbook for Texas by Discovery Education: Grade 6 Unit 2 Teacher Edition*

ISBN: 9781616292409

Current Page Number(s): 118-123

Location: Unit 2 > Concept 3 > Lesson 2

Link to Updated Content:

[View Updated Content](#)

Original Text: See original text in URL_for_Updated_Text

Updated Text: See updated text in URL_for_Updated_Text

Component: *Science Techbook for Texas by Discovery Education: Grade 6 Unit 2 Student Edition*

ISBN: 9781616292416

Current Page Number(s): 142-147

Location: Unit 2 > Concept 3 > Lesson 3

Link to Updated Content:

[View Updated Content](#)

Original Text: See original text in URL_for_Updated_Text

Updated Text: See updated text in URL_for_Updated_Text

Component: *Science Techbook for Texas by Discovery Education: Grade 6 Unit 2 Teacher Edition*

ISBN: 9781616292409

Current Page Number(s): 124-129

Location: Unit 2 > Concept 3 > Lesson 3

Link to Updated Content:

[View Updated Content](#)

Original Text: See original text in URL_for_Updated_Text

Updated Text: See updated text in URL_for_Updated_Text

Component: *Science Techbook for Texas by Discovery Education - Grade 6*

ISBN: 9781616291488

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/0d1e88d6-10e0-41ec-bb0a-0526d87da863>

Location: Unit 2 > Concept 3 > Lesson 3 > Intro > Image caption

Original Text: In this lesson, you will investigate how energy is transformed, transferred, and conserved in a virtual game of marbles.

Updated Text: In this lesson, you will investigate how energy is transformed, transferred, and conserved.

Component: *Science Techbook for Texas by Discovery Education: Grade 6 Unit 2 Teacher Edition*

ISBN: 9781616292409

Current Page Number(s): 133

Location: Unit 2 > Concept 3 > Lesson 4 > Lesson Planning > Analyze > How Energy Is Conserved anno

Original Text: Sample response: Electrical energy from the outlet is transferred to the bulb. The bulb transforms electrical energy into heat energy and light energy. Light energy transfers to the wall and transforms into heat energy.

Updated Text: Responses will vary. An example response could include a diagram of an electric lamp plugged into an outlet. Arrows along the cord show the transfer of electrical energy into the light bulb. Blue darts from the bulb indicate the transformation of electrical energy to electromagnetic energy. Red darts from the bulb represent the transformation of electrical energy to heat, which then transfers to air molecules and the surrounding walls. Labels explain the transfers and transformations.

Component: *Science Techbook for Texas by Discovery Education: Grade 6 Unit 2 Teacher Edition*

ISBN: 9781616292409

Current Page Number(s): 135

Location: Unit 2 > Concept 3 > Lesson 4 > Lesson Planning > Phenomenon Check-In > Revisit Your Questions > bullet 2, anno sentence 2

Original Text: Once the heavier ball collides with the clay the energy is transferred from the ball to the clay causing a deeper depression.

Updated Text: Once the heavier ball collides with the clay, the energy is transferred from the ball to the clay causing a deeper depression with a longer diameter.

Component: *Science Techbook for Texas by Discovery Education: Grade 6 Unit 4 Teacher Edition*

ISBN: 9781616292447

Current Page Number(s): 66

Location: Unit 4 > Concept 2 > Lesson 3 > Revisit Your Questions > bullet 1 anno sentence 3

Original Text: Some wild bees live in tress.

Updated Text: Some wild bees live in trees.

Component: *Science Techbook for Texas by Discovery Education: Grade 6 Unit 4 Student Edition*

ISBN: 9781616292461

Current Page Number(s): 10

Location: Materials List

Original Text: Microscope

Microscope slides, 2

Water

Forceps

Elodea, 1–2 leaves

Yeast, 1–2 drops

Optional: Video and images of cells

Updated Text: Specimen Card Set

Component: *Science Techbook for Texas by Discovery Education: Grade 6 Unit 4 Teacher Edition*

ISBN: 9781616292447

Current Page Number(s): xxiv

Location: Lesson 2: Investigating the Theory of Cells

Original Text: Microscope

Microscope slides, 2

Water

Forceps

Elodea, 1–2 leaves

Yeast, 1–2 drops

Optional: Video and images of cells

Updated Text: Specimen Card Set

Component: *Science Techbook for Texas by Discovery Education: Grade 6 Unit 4 Teacher Edition*

ISBN: 9781616292447

Current Page Number(s): 10

Location: Materials List

Original Text: Microscope

Microscope slides, 2

Water

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 1633 of 3538

Forceps
Elodea, 1–2 leaves
Yeast, 1–2 drops
Optional: Video and images of cells
Updated Text: Specimen Card Set

Component: *Science Techbook for Texas by Discovery Education - Grade 6*

ISBN: 9781616291488

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/c0633e29-1f83-4d5f-bc18-66852ea271c6>

Location: Unit 2 > Concept 2 > Lesson 3 > Data Tables, Table 1

Original Text: Table 1: Effects of Mass. Row 3 Mass: 3 kilograms

Updated Text: Table 1: Effects of Mass. Change "3" in 3rd row Mass column to 4.

Component: *Science Techbook for Texas by Discovery Education: Grade 6 Unit 2 Student Edition*

ISBN: 9781616292416

Current Page Number(s): 80

Location: Table 1

Original Text: Table 1: Effects of Mass. Row 3 Mass: 3 kilograms

Updated Text: Table 1: Effects of Mass. Change "3" in 3rd row Mass column to 4.

Component: *Science Techbook for Texas by Discovery Education: Grade 6 Unit 4 Student Edition*

ISBN: 9781616292461

Current Page Number(s): 32

Location: Interact

Original Text: Launch the interactive and complete the following:

1. Select a protist.
2. Read the information about how the protists in that category obtain their food or move around.
3. Select another protist until all categories have been explored.
4. Complete the data table.

Updated Text: Interact: Delete existing instructions. New instructions:

1. Select a way in which protists move.
2. Read the information about how protists move this way.
3. Select a method of how protists get food.
4. Read the information about how protists get food this way.
5. Note the type of protists that move and get their food in this way.
6. Select other ways in which protists move and get their food until all protists.
7. Use the information to infer which protists are unicellular or multicellular, and which are . autotrophs or heterotrophs.
8. Record your results from the interactive in the table.

Component: *Science Techbook for Texas by Discovery Education - Grade 6*

ISBN: 9781616291488

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 1634 of 3538

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/7e37b96a-d32f-43e6-bf80-66ad6b63527d>

Location: Unit 4 > Concept 1 > Lesson 5 > Interact

Original Text: Launch the interactive and complete the following:

1. Select a protist.
2. Read the information about how the protists in that category obtain their food or move around.
3. Select another protist until all categories have been explored.
4. Complete the data table.

Updated Text: Launch the interactive and complete the following:

1. Select a way in which protists move.
2. Read the information about how protists move this way.
3. Select a method of how protists get food.
4. Read the information about how protists get food this way.
5. Note the type of protists that move and get their food in this way.
6. Select other ways in which protists move and get their food until all protists.
7. Use the information to infer which protists are unicellular or multicellular, and which are . autotrophs or heterotrophs.
8. Record your results from the interactive in the table.

Component: *Science Techbook for Texas by Discovery Education: Grade 6 Unit 4 Teacher Edition*

ISBN: 9781616292447

Current Page Number(s): 28

Location: Interact

Original Text: Direct students to work in pairs or groups and follow the steps to explore the interactive and collect data. 1. Select a protist. 2. Read the information about how the protists in that category obtain their food or move around. 3. Select another protist until all categories have been explored. 4. Complete the data table.

Updated Text: Direct students to work in pairs or groups and follow the steps to explore the interactive and collect data.

1. Select a way in which protists move.
2. Read the information about how protists move this way.
3. Select a method of how protists get food.
4. Read the information about how protists get food this way.
5. Note the type of protists that move and get their food in this way.
6. Select other ways in which protists move and get their food until all protists.
7. Use the information to infer which protists are unicellular or multicellular, and which are . autotrophs or heterotrophs.
8. Record your results from the interactive in the table.

Component: *Science Techbook for Texas by Discovery Education - Grade 6*

ISBN: 9781616291488

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/7e37b96a-d32f-43e6-bf80-66ad6b63527d>

Location: Unit 4 > Concept 1 > Lesson 5 > Interact > Lesson Planning

Original Text: Direct students to work in pairs or groups and follow the steps to explore the interactive and collect data. 1. Select a protist. 2. Read the information about how the protists in that category obtain their food or move around. 3. Select another protist until all categories have been explored. 4. Complete the data table.

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 1635 of 3538

Updated Text: Direct students to work in pairs or groups and follow the steps to explore the interactive and collect data.

1. Select a way in which protists move.
2. Read the information about how protists move this way.
3. Select a method of how protists get food.
4. Read the information about how protists get food this way.
5. Note the type of protists that move and get their food in this way.
6. Select other ways in which protists move and get their food until all protists.
7. Use the information to infer which protists are unicellular or multicellular, and which are . autotrophs or heterotrophs.
8. Record your results from the interactive in the table.

Component: *Science Techbook for Texas by Discovery Education - Grade 6*

ISBN: 9781616291488

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/15b8bc75-1320-46bd-9024-c221586f1b9c>

Location: Unit 3 > Concept 4 > Lesson 3 > interact

Original Text: Launch the interactive and complete the following steps.

1. Select a time of year and a location.
Start the simulation.
2. bserve Earth as it rotates on its axis and revolves around the sun. 3. 3. Notice where Earth is positioned from the sun for the time of year selected.
4. Record the hours of sunlight, strength of sunlight, and direction of 5. Earth’s tilt in the data table.
6. Repeat the steps to collect data for each time of year for both locations.

Updated Text: Launch the interactive and complete the following steps.

1. Select location and a month of the year.
Start the simulation.
2. bserve Earth as it rotates on its axis and revolves around the sun. 3. 3. Notice where Earth is positioned from the sun for the time of year selected.
4. Record the hours of sunlight, strength of sunlight, and direction of 5. Earth’s tilt in the data table.
6. Repeat the steps to collect data for each time of year for both locations.

Component: *Science Techbook for Texas by Discovery Education - Grade 6*

ISBN: 9781616291488

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/15b8bc75-1320-46bd-9024-c221586f1b9c>

Location: Unit 3 > Concept 4 > Lesson 3 > Lesson Planning > interact

Original Text: Launch the interactive and complete the following steps.

1. Select a time of year and a location.
Start the simulation.
2. bserve Earth as it rotates on its axis and revolves around the sun. 3. 3. Notice where Earth is positioned from the sun for the time of year selected.
4. Record the hours of sunlight, strength of sunlight, and direction of 5. Earth’s tilt in the data table.
6. Repeat the steps to collect data for each time of year for both locations.

Updated Text: Launch the interactive and complete the following steps.

1. Select location and a month of the year.

Start the simulation.

2. bserve Earth as it rotates on its axis and revolves around the sun. 3. 3. Notice where Earth is positioned from the sun for the time of year selected.

4. Record the hours of sunlight, strength of sunlight, and direction of 5. Earth’s tilt in the data table.

6. Repeat the steps to collect data for each time of year for both locations.

Component: *Science Techbook for Texas by Discovery Education: Grade 6 Unit 3 Teacher Edition*

ISBN: 9781616292423

Current Page Number(s): 133

Location: Unit 3 > Concept 4 > Lesson 3 > interact

Original Text: Launch the interactive and complete the following steps.

1. Select a time of year and a location.

Start the simulation.

2. bserve Earth as it rotates on its axis and revolves around the sun. 3. 3. Notice where Earth is positioned from the sun for the time of year selected.

4. Record the hours of sunlight, strength of sunlight, and direction of 5. Earth’s tilt in the data table.

6. Repeat the steps to collect data for each time of year for both locations.

Updated Text: Launch the interactive and complete the following steps.

1. Select location and a month of the year.

Start the simulation.

2. bserve Earth as it rotates on its axis and revolves around the sun. 3. 3. Notice where Earth is positioned from the sun for the time of year selected.

4. Record the hours of sunlight, strength of sunlight, and direction of 5. Earth’s tilt in the data table.

6. Repeat the steps to collect data for each time of year for both locations.

Component: *Science Techbook for Texas by Discovery Education: Grade 6 Unit 3 Student Edition*

ISBN: 9781616292430

Current Page Number(s): 165

Location: Unit 3 > Concept 4 > Lesson 3 > interact

Original Text: Launch the interactive and complete the following steps.

1. Select a time of year and a location.

Start the simulation.

2. bserve Earth as it rotates on its axis and revolves around the sun. 3. 3. Notice where Earth is positioned from the sun for the time of year selected.

4. Record the hours of sunlight, strength of sunlight, and direction of 5. Earth’s tilt in the data table.

6. Repeat the steps to collect data for each time of year for both locations.

Updated Text: Launch the interactive and complete the following steps.

1. Select location and a month of the year.

Start the simulation.

2. bserve Earth as it rotates on its axis and revolves around the sun. 3. 3. Notice where Earth is positioned from the sun for the time of year selected.

- Record the hours of sunlight, strength of sunlight, and direction of 5. Earth's tilt in the data table.
- Repeat the steps to collect data for each time of year for both locations.

Component: *Science Techbook for Texas by Discovery Education - Grade 6*

ISBN: 9781616291488

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/1f484744-45c6-4990-b574-39fd63148761>

Location: Unit 3 > Concept 2 > Lesson 8 > STEM Career

Original Text: Video Title "What Are Igneous Rocks?"

Updated Text: Video Title "Types of Igneous Rocks"

Component: *Science Techbook for Texas by Discovery Education - Grade 6*

ISBN: 9781616291488

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/4a1ecc28-c33e-4db7-a1ef-f98e289f1c4c>

Location: Unit 4 > Concept 1 > Extension > STEM Project

Original Text: Specialized Cells in Humans

Updated Text: STEM Project Starter: Specialized Cells in Humans

Component: *Science Techbook for Texas by Discovery Education - Grade 6*

ISBN: 9781616291488

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/77b1086e-f68e-46f6-8474-340cdadd8c11>

Location: Unit 4 > Concept 1 > Lesson 9 > Review

Original Text: I can summarize my learning by completing a series of assessments.

Updated Text: I can summarize key ideas about the characteristics and discovery of cells.

Component: *Science Techbook for Texas by Discovery Education: Grade 6 Unit 1 Teacher Edition*

ISBN: 9781616292386

Current Page Number(s): 34

Location: Student Objective

Original Text: I can summarize key ideas about states of matter

Updated Text: I can summarize key ideas about states of matter.

Component: *Science Techbook for Texas by Discovery Education: Grade 6 Unit 1 Teacher Edition*

ISBN: 9781616292386

Current Page Number(s): 112

Location: Unit: 1 > Concept: 3 > Lesson 5: Making New Medicines > Gather Information

Original Text: Have students read the text, watch the videos, and answer the questions. You may wish to have students read in pairs or small groups, and work with partners to respond to the questions.

Updated Text: Have students read the text, watch the videos, and answer the questions. You may wish to have students read in pairs or small groups, and work with partners to respond to the questions. Students can be grouped based on their interests in various types of pharmacology.

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 1638 of 3538

Component: *Science Techbook for Texas by Discovery Education: Grade 6 Unit 1 Teacher Edition*

ISBN: 9781616292386

Current Page Number(s): 8

Location: Unit: 1 > Concept: 1 > Lesson 1: Observing the Water Cycle > Revising Our Models of Phenomenon

Original Text: Have students form small groups of three to four students.

Updated Text: Have students form small groups of three to four students. You may wish to group students based on their responses to the Structure and Function item in the lesson. Consider grouping students who need more support with representing the structure of solids, liquids and gases in one group and work with the group to describe their refined models using language indicating the structure of water throughout the water cycle.

Component: *Science Techbook for Texas by Discovery Education: Grade 6 Unit 3 Teacher Edition*

ISBN: 9781616292423

Current Page Number(s): 9

Location: Unit: 3 > Concept: 1 > Lesson 2: Investigating Earth's Spheres > Predict

Original Text: Before students begin the nature walk, encourage small groups to work together to make a prediction about the relationships they will find between the components in the environment.

Updated Text: Organize the students into small groups based on students' needs, interests, or preferences. Before students begin the nature walk, encourage the groups to work together to make a prediction about the relationships they will find between the components in the environment. Group students with similar predictions.

Component: *Science Techbook for Texas by Discovery Education: Grade 6*

ISBN: 9781616291488

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/612f7bfb-5f4d-48e5-9c79-2cab5c78628e>

Location: Unit: 1 > Concept: 3 > Lesson 5: Making New Medicines > Lesson Planning > Gather Information

Original Text: Have students read the text, watch the videos, and answer the questions. You may wish to have students read in pairs or small groups, and work with partners to respond to the questions.

Updated Text: Have students read the text, watch the videos, and answer the questions. You may wish to have students read in pairs or small groups, and work with partners to respond to the questions. Students can be grouped based on their interests in various types of pharmacology.

Component: *Science Techbook for Texas by Discovery Education: Grade 6*

ISBN: 9781616291488

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/36a185f8-c290-4a32-9d26-e8861f5aa50d>

Location: Unit: 1 > Concept: 1 > Lesson 1: Observing the Water Cycle > Lesson Planning > Revising Our Models of Phenomenon

Original Text: Have students form small groups of three to four students.

Updated Text: Have students form small groups of three to four students. You may wish to group students based on their responses to the Structure and Function item in the lesson. Consider grouping students who need more support with representing the structure of solids, liquids and gases in one group and work with the group to describe their refined models using language indicating the structure of water throughout the water cycle.

Component: *Science Techbook for Texas by Discovery Education: Grade 6*

ISBN: 9781616291488

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/12c9e573-a3f7-4a81-b34b-6bce27400c28>

Location: Unit: 3 > Concept: 1 > Lesson 2: Investigating Earth's Spheres > Lesson Planning > Predict

Original Text: Before students begin the nature walk, encourage small groups to work together to make a prediction about the relationships they will find between the components in the environment.

Updated Text: Organize the students into small groups based on students' needs, interests, or preferences. Before students begin the nature walk, encourage the groups to work together to make a prediction about the relationships they will find between the components in the environment. Group students with similar predictions.

Component: *Science Techbook for Texas by Discovery Education: Grade 6 Unit 4 Teacher Edition*

ISBN: 9781616292447

Current Page Number(s): 42

Location: Unit: 4 > Concept: 1 > Lesson 8: Stem Cell Technology > Analyze

Original Text: Direct students to complete the activities Researching Stem Cells and Studying Stem Cells.

Updated Text: Have students work in groups to conduct research to answer the questions. Allow them to collaborate on Studio to build a simple presentation using text and media to share their findings. Turn on the Chat feature for students to leave questions, comments, and feedback for each other.

Component: *Science Techbook for Texas by Discovery Education: Grade 6 Unit 3 Teacher Edition*

ISBN: 9781616292423

Current Page Number(s): 66

Location: Unit: 3 > Concept: 2 > Lesson 6: Rock Cycle > Analyze

Original Text: Have students complete a summary table, using information about the rock cycle from the reading.

Updated Text: Have students complete a summary table, using information about the rock cycle from the reading. You may also allow students to work together to complete their summary in the form of a simple presentation in Studio.

Component: *Science Techbook for Texas by Discovery Education: Grade 6 Unit 2 Teacher Edition*

ISBN: 9781616292409

Current Page Number(s): 129

Location: Unit: 2 > Concept: 3 > Lesson 3: Persistent Energy > What Did You Figure Out?

Original Text: At the end of the activity, ask students to look at the diagram to show what they have learned about energy conservation in this lesson. To close the lesson, have students think about one thing they are "walking away" from the lesson with. Call on one student to share their reflection. Have that student call on another student to share, and repeat this process until a handful of students have shared their reflections.

Updated Text: Ask students to answer that the What Did You Figure Out? question based on the diagram. To close the lesson, have students work in groups to create a simple presentation in Studio. Their presentation should explain what happens to the energy of the tossed ball at each position in the diagram. You may allow students to share their presentations with other groups or the class. Turn on the Chat feature for students to leave questions, comments, and feedback for each other.

Component: *Science Techbook for Texas by Discovery Education: Grade 6*

ISBN: 9781616291488

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/b880e30c-9f74-43e7-a4f1-806e7438390d>

Location: Unit: 4 > Concept: 1 > Lesson 8: Stem Cell Technology > Lesson Planning > Analyze

Original Text: Direct students to complete the activities Researching Stem Cells and Studying Stem Cells.

Updated Text: Have students work in groups to conduct research to answer the questions. Allow them to collaborate on Studio to build a simple presentation using text and media to share their findings. Turn on the Chat feature for students to leave questions, comments, and feedback for each other.

Component: *Science Techbook for Texas by Discovery Education: Grade 6*

ISBN: 9781616291488

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/dd589060-c0e7-4e89-be1b-c07fe26ab438>

Location: Unit: 3 > Concept: 2 > Lesson 6: Rock Cycle > Lesson Planning > Analyze

Original Text: Have students complete a summary table, using information about the rock cycle from the reading.

Updated Text: Have students complete a summary table, using information about the rock cycle from the reading. You may also allow students to work together to complete their summary in the form of a simple presentation in Studio.

Component: *Science Techbook for Texas by Discovery Education: Grade 6*

ISBN: 9781616291488

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/4ef6a340-d660-46d9-943a-60c24f017ae3>

Location: Unit: 2 > Concept: 3 > Lesson 3: Persistent Energy > Lesson Planning > What Did You Figure Out?

Original Text: At the end of the activity, ask students to look at the diagram to show what they have learned about energy conservation in this lesson. To close the lesson, have students think about one thing they are “walking away” from the lesson with. Call on one student to share their reflection. Have that student call on another student to share, and repeat this process until a handful of students have shared their reflections.

Updated Text: Ask students to answer that the What Did You Figure Out? question based on the diagram. To close the lesson, have students work in groups to create a simple presentation in Studio. Their presentation should explain what happens to the energy of the tossed ball at each position in the diagram. You may allow students to share their presentations with other groups or the class. Turn on the Chat feature for students to leave questions, comments, and feedback for each other.

Component: *Science Techbook for Texas by Discovery Education: Grade 6 Unit 1 Teacher Edition*

ISBN: 9781616292386

Current Page Number(s): xxix

Location: Lesson 1: Teacher Demonstration Material List

Original Text: Materials:

Light corn syrup

Dish soap (blue)

Honey

Food baster

Water

Rubbing alcohol (mixed with food coloring)

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 1641 of 3538

Glass cylinder
Vegetable oil
Lamp oil or kerosene

Updated Text: Materials:

Light corn syrup
Dish soap (blue)
Honey
Food baster
Water
Rubbing alcohol (mixed with food coloring)
Glass cylinder
Vegetable oil

Component: *Science Techbook for Texas by Discovery Education: Grade 6 Unit 1 Teacher Edition*

ISBN: 9781616292386

Current Page Number(s): 40

Location: Teacher Demonstration Material List

Original Text: Materials:

Light corn syrup
Dish soap (blue)
Honey
Food baster
Water
Rubbing alcohol (mixed with food coloring)
Glass cylinder
Vegetable oil
Lamp oil or kerosene

Updated Text: Materials:

Light corn syrup
Dish soap (blue)
Honey
Food baster
Water
Rubbing alcohol (mixed with food coloring)
Glass cylinder
Vegetable oil

Component: *Science Techbook for Texas by Discovery Education: Grade 6 Unit 1 Teacher Edition*

ISBN: 9781616292386

Current Page Number(s): 81

Location: Revised Explanation Sample Student Response

Original Text: Revised Explanation Now that you have learned more about the rainbow column, write a final explanation for this phenomenon. The liquids do not mix together because of their composition and density. The different liquids are all homogeneous mixtures, which means that they are evenly mixed and hard to separate. This means when they are poured on top of each other, the pure substances within the homogeneous mixture still want to stick to each other

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 1642 of 3538

instead of mixing with the other liquids. We also know that density is a measure of how much mass is in a given unit of volume. Substances that are denser will sink, and substances that are less dense will float. This means that the honey has more mass per unit of volume, so it sits at the bottom of the column. On the other hand, the kerosene has the least mass per unit of volume, which is why it sits at the top of the column and won't sink down and mix with the other substances.

Updated Text: Revised Explanation Now that you have learned more about the rainbow column, write a final explanation for this phenomenon. The liquids do not mix together because of their composition and density. The different liquids are all homogeneous mixtures, which means that they are evenly mixed and hard to separate. This means when they are poured on top of each other, the pure substances within the homogeneous mixture still want to stick to each other instead of mixing with the other liquids. We also know that density is a measure of how much mass is in a given unit of volume. Substances that are denser will sink, and substances that are less dense will float. This means that the honey has more mass per unit of volume, so it sits at the bottom of the column.

Component: *Science Techbook for Texas by Discovery Education: Grade 6*

ISBN: 9781616291488

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/b880e30c-9f74-43e7-a4f1-806e7438390d>

Location: Unit 1 > Concept 2 > Lesson 7 > Explaining a Rainbow Column > Revised Explanation Sample Student Response

Original Text: Revised Explanation Now that you have learned more about the rainbow column, write a final explanation for this phenomenon. The liquids do not mix together because of their composition and density. The different liquids are all homogeneous mixtures, which means that they are evenly mixed and hard to separate. This means when they are poured on top of each other, the pure substances within the homogeneous mixture still want to stick to each other instead of mixing with the other liquids. We also know that density is a measure of how much mass is in a given unit of volume. Substances that are denser will sink, and substances that are less dense will float. This means that the honey has more mass per unit of volume, so it sits at the bottom of the column. On the other hand, the kerosene has the least mass per unit of volume, which is why it sits at the top of the column and won't sink down and mix with the other substances.

Updated Text: Revised Explanation Now that you have learned more about the rainbow column, write a final explanation for this phenomenon. The liquids do not mix together because of their composition and density. The different liquids are all homogeneous mixtures, which means that they are evenly mixed and hard to separate. This means when they are poured on top of each other, the pure substances within the homogeneous mixture still want to stick to each other instead of mixing with the other liquids. We also know that density is a measure of how much mass is in a given unit of volume. Substances that are denser will sink, and substances that are less dense will float. This means that the honey has more mass per unit of volume, so it sits at the bottom of the column.

Component: *Science Techbook for Texas by Discovery Education: Grade 6*

ISBN: 9781616291488

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/f127a832-e7da-4517-b2f3-6542daa6160d>

Location: Unit 3 > Concept 3 > Lesson 3 > Gather Information > Passage: Population Needs and Pollution (last sentence in passage)

Original Text: The solution is not to stop using our natural resources but to find creative ways to manage them so they continue to benefit us, our planet, and future generations.

Updated Text: The solution is not to stop using our natural resources but to find creative ways to manage and conserve them so they continue to benefit us, our planet, and future generations.

Component: *Science Techbook for Texas by Discovery Education: Grade 6 Unit 3 Student Edition*

ISBN: 9781616292430

Current Page Number(s): 113

Location: Gather Information > Passage: Population Needs and Pollution (last sentence in passage)

Original Text: The solution is not to stop using our natural resources but to find creative ways to manage them so they continue to benefit us, our planet, and future generations.

Updated Text: The solution is not to stop using our natural resources but to find creative ways to manage and conserve them so they continue to benefit us, our planet, and future generations.

Component: *Science Techbook for Texas by Discovery Education: Grade 6*

ISBN: 9781616291488

Current Page Number(s): <https://app.discoveryeducation.com/learn/assessment/0481ea93-249c-4021-8a81-f9b25b9f39cf/preview>

Location: Unit 2 > Concept 2 > Lesson Evaluate > Concept Summative > Item Number 5

Original Text: By the time they hit the water, most of their [chemical energy] has gone. [. . .] Now, their [heat energy] is at a maximum.

Updated Text: By the time they hit the water, most of their [potential energy] has gone. [. . .] Now, their [kinetic energy] is at a maximum.

Component: *Science Techbook for Texas by Discovery Education: Grade 6*

ISBN: 9781616291488

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/ccae0a33-40ad-4f8f-9d89-77e4aaff0dd5>

Location: Unit 2 > Concept 2 > Lesson Extension 2 > Engineering Design Process > Item: Designing Solutions

Original Text: in terms of types of energy

Updated Text: in terms of types of forces

Component: *Science Techbook for Texas by Discovery Education: Grade 6*

ISBN: 9781616291488

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/74531b63-934a-4f27-b5af-4f742cc50f8e>

Location: Unit 2 > Concept 1 > Lesson 3 > Gather Information

Original Text: These are called electromagnetics

Updated Text: These are called electromagnets

Component: *Science Techbook for Texas by Discovery Education: Grade 6 Unit 2 Student Edition*

ISBN: 9781616292416

Current Page Number(s): 18

Location: Gather Information

Original Text: These are called electromagnetics

Updated Text: These are called electromagnets

Component: *Science Techbook for Texas by Discovery Education: Grade 6*

ISBN: 9781616291488

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/ba1a3a0c-fe0b-409d-8db7-120acfa17d74>

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 1644 of 3538

Location: Unit 2 > Concept 1 > Lesson 5 > Gather Information

Original Text: The third law always helps to explain why we move.

Updated Text: The third law can explain how things move.

Component: *Science Techbook for Texas by Discovery Education: Grade 6 Unit 2 Student Edition*

ISBN: 9781616292416

Current Page Number(s): 34

Location: Gather Information

Original Text: The third law always helps to explain why we move.

Updated Text: The third law can explain how things move.

Component: *Science Techbook for Texas by Discovery Education: Grade 6*

ISBN: 9781616291488

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/432244fa-e76a-4123-a504-ac348e57b9ad>

Location: Unit 4 > Concept 3 > Lesson 6 > Gather Information

Original Text: How to do we know

Updated Text: How do we know

Component: *Science Techbook for Texas by Discovery Education: Grade 6 Unit 4 Student Edition*

ISBN: 9781616292461

Current Page Number(s): 162

Location: Gather Information

Original Text: How to do we know

Updated Text: How do we know

Component: *Science Techbook for Texas by Discovery Education: Grade 6*

ISBN: 9781616291488

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/432244fa-e76a-4123-a504-ac348e57b9ad>

Location: Unit 4 > Concept 3 > Lesson 6 > Gather Information

Original Text: Examples of marketing include the creation of marketing campaigns

Updated Text: Examples of marketing include the creation of advertising campaigns

Component: *Science Techbook for Texas by Discovery Education: Grade 6 Unit 4 Student Edition*

ISBN: 9781616292461

Current Page Number(s): 163

Location: Gather Information

Original Text: Examples of marketing include the creation of marketing campaigns

Updated Text: Examples of marketing include creating advertising campaigns

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 1645 of 3538

Component: *Science Techbook for Texas by Discovery Education: Grade 6*

ISBN: 9781616291488

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/432244fa-e76a-4123-a504-ac348e57b9ad>

Location: Unit 4 > Concept 3 > Lesson 6 > Gather Information

Original Text: They may test samples of food and beverage to ensure that laws regulating food are followed and check ingredients used in food for safety.

Updated Text: They may test samples of food and beverages for quality, ensure that food regulation laws are followed, and check the safety of ingredients.

Component: *Science Techbook for Texas by Discovery Education: Grade 6 Unit 4 Student Edition*

ISBN: 9781616292461

Current Page Number(s): 163

Location: Gather Information

Original Text: They may test samples of food and beverage to ensure that laws regulating food are followed and check ingredients used in food for safety.

Updated Text: They may test samples of food and beverages for quality, ensure that food regulation laws are followed, and check the safety of ingredients.

Component: *Science Techbook for Texas by Discovery Education: Grade 6*

ISBN: 9781616291488

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/432244fa-e76a-4123-a504-ac348e57b9ad>

Location: Unit 4 > Concept 3 > Lesson 6 > Gather Information

Original Text: fast food industry

Updated Text: fast-food industry

Component: *Science Techbook for Texas by Discovery Education: Grade 6 Unit 4 Student Edition*

ISBN: 9781616292461

Current Page Number(s): 162

Location: Gather Information

Original Text: fast food industry

Updated Text: fast-food industry

Component: *Science Techbook for Texas by Discovery Education: Grade 6*

ISBN: 9781616291488

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/53df40e6-0a75-4bfe-8467-ffe8b18da5de>

Location: Unit 1 > Concept 4 > Lesson 4 > Gather Information

Original Text: Each group (column) of elements share similar properties. Group 1 elements are all shiny metals called alkali metals that can be cut with a butter knife and explode in water. Group 18 elements, on the other hand, are called the noble gases because they do not react or bond with other atoms. Argon gas, helium gas, and neon gases are all types of noble gases.

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 1646 of 3538

Updated Text: Elements of the same group (column) share similar properties. Group 1 elements are all shiny metals called alkali metals that can be cut with a butter knife and explode in water. Lithium, sodium, and potassium are alkali metals. Group 18 elements, on the other hand, are called the noble gases because they do not react or bond with other atoms. Argon, helium, and neon are noble gases.

Component: *Science Techbook for Texas by Discovery Education: Grade 6 Unit 1 Student Edition*

ISBN: 9781616292393

Current Page Number(s): 152

Location: Gather Information

Original Text: Each group (column) of elements share similar properties. Group 1 elements are all shiny metals called alkali metals that can be cut with a butter knife and explode in water. Group 18 elements, on the other hand, are called the noble gases because they do not react or bond with other atoms. Argon gas, helium gas, and neon gases are all types of noble gases.

Updated Text: Elements of the same group (column) share similar properties. Group 1 elements are all shiny metals called alkali metals that can be cut with a butter knife and explode in water. Lithium, sodium, and potassium are alkali metals. Group 18 elements, on the other hand, are called the noble gases because they do not react or bond with other atoms. Argon, helium, and neon are noble gases.

Component: *Science Techbook for Texas by Discovery Education: Grade 6 Unit 2 Teacher Edition*

ISBN: 9781616292409

Current Page Number(s): 122

Location: Energy and Catapults, last sentence

Original Text: The farther back we pull the catapult arm back, the more potential energy there is to transfer to the marshmallow and transform into kinetic energy.

Updated Text: The farther back we pull the catapult arm, the more potential energy there is to transfer to the object and transform into kinetic energy.

Component: *Science Techbook for Texas by Discovery Education: Grade 6 Unit 2 Teacher Edition*

ISBN: 9781616292409

Current Page Number(s): 120

Location: Data Table, first bullet anno

Original Text: When testing the effect of mass, the distance catapult arm is bent back should be constant; the smaller marshmallow should travel farther.

Updated Text: When testing the effect of mass, the distance the catapult arm is bent back should be constant; the smaller object should travel farther.

Component: *Science Techbook for Texas by Discovery Education: Grade 6 Unit 3 Student Edition*

ISBN: 9781616292430

Current Page Number(s): 76

Location: Reading Passage, 2nd paragraph on page, last sentence

Original Text: Pumice is

Updated Text: Pumice is rough and porous. It is

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 1647 of 3538

Component: *Science Techbook for Texas by Discovery Education: Grade 6*

ISBN: 9781616291488

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/dd589060-c0e7-4e89-be1b-c07fe26ab438>

Location: Unit 3 > Concept 2 > Lesson 6 > Reading Passage

Original Text: Pumice is

Updated Text: Pumice is rough and porous. It is

Component: *Science Techbook for Texas by Discovery Education: Grade 6 Unit 2 Teacher Edition*

ISBN: 9781616292409

Current Page Number(s): 140

Location: Gather Information, ASK questions, second question, pink italic text

Original Text: Hydroelectric power can damage river ecosystems.

Updated Text: Hydroelectric power generation can damage river ecosystems.

Component: *Science Techbook for Texas by Discovery Education: Grade 6 Unit 2 Teacher Edition*

ISBN: 9781616292409

Current Page Number(s): 139

Location: Revised Explanation, second paragraph, second sentence

Original Text: When it hits the clay, the kinetic energy is converted into other forms of energy that dents the clay, heats up the clay, and makes a sound.

Updated Text: When it hits the clay, the kinetic energy is converted into other forms of energy that dent the clay, heat up the clay, and make noise.

Component: *Science Techbook for Texas by Discovery Education: Grade 6 Unit 3 Student Edition*

ISBN: 9781616292430

Current Page Number(s): 59

Location: Materials list

Original Text: • Soft taffy candy, 3 colors

- Paper towel
- Plastic knife, scissors, or grater
- Foil
- Textbook
- Hot plate (for teacher use only)
- Timer

Updated Text: • Soft taffy candy, 3 colors

- Paper towel
- Plastic knife, scissors, or grater
- Foil
- Textbook
- Hot plate (for teacher use only)

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 1648 of 3538

- Pan (for teacher use only)
- Timer

Component: *Science Techbook for Texas by Discovery Education: Grade 6 Unit 3 Teacher Edition*

ISBN: 9781616292423

Current Page Number(s): xxviii

Location: The Rock Cycle, Lesson 4, Investigating the Rock Cycle, materials list

Original Text: • Soft taffy candy, 3 colors

- Paper towel
- Plastic knife, scissors, or grater
- Foil
- Textbook
- Hot plate (for teacher use only)
- Timer

Updated Text: • Soft taffy candy, 3 colors

- Paper towel
- Plastic knife, scissors, or grater
- Foil
- Textbook
- Hot plate (for teacher use only)
- Pan (for teacher use only)
- Timer

Component: *Science Techbook for Texas by Discovery Education: Grade 6 Unit 3 Teacher Edition*

ISBN: 9781616292423

Current Page Number(s): 52

Location: Materials List

Original Text: • Soft taffy candy, 3 colors

- Paper towel
- Plastic knife, scissors, or grater
- Foil
- Textbook
- Hot plate (for teacher use only)
- Timer

Updated Text: • Soft taffy candy, 3 colors

- Paper towel
- Plastic knife, scissors, or grater
- Foil
- Textbook
- Hot plate (for teacher use only)
- Pan (for teacher use only)
- Timer

Component: *Science Techbook for Texas by Discovery Education: Grade 6 Unit 3 Teacher Edition*

ISBN: 9781616292423

Current Page Number(s): 52

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 1649 of 3538

Location: Preparation, 2nd paragraph, first sentence

Original Text: Crayons may be used in place of soft candy.

Updated Text: Crayons or modeling clay may be used in place of soft candy.

Component: *Science Techbook for Texas by Discovery Education: Grade 6 Unit 3 Teacher Edition*

ISBN: 9781616292423

Current Page Number(s): 53

Location: Investigate, first paragraph, fourth sentence

Original Text: During the hot plate step, have students bring their rock models to you and heat the models just enough to melt the candy

Updated Text: During the hot plate step, have students bring their rock models to you and place the models on the pan to heat them just enough to melt the candy.

Component: *Science Techbook for Texas by Discovery Education: Grade 6*

ISBN: 9781616291488

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/2be98859-e85d-40fa-89d7-d270180c4d57>

Location: Unit 3 > Concept 2 > Lesson 4 > Lesson Planning > Materials list

Original Text: • Soft taffy candy, 3 colors

- Paper towel
- Plastic knife, scissors, or grater
- Foil
- Textbook
- Hot plate (for teacher use only)
- Timer

Updated Text: • Soft taffy candy, 3 colors

- Paper towel
- Plastic knife, scissors, or grater
- Foil
- Textbook
- Hot plate (for teacher use only)
- Pan (for teacher use only)
- Timer

Component: *Science Techbook for Texas by Discovery Education: Grade 6*

ISBN: 9781616291488

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/2be98859-e85d-40fa-89d7-d270180c4d57>

Location: Unit 3 > Concept 2 > Lesson 4 > Lesson Planning > Preparation, 2nd paragraph, first sentence

Original Text: Crayons may be used in place of soft candy.

Updated Text: Crayons or modeling clay may be used in place of candy.

Component: *Science Techbook for Texas by Discovery Education: Grade 6*

ISBN: 9781616291488

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/2be98859-e85d-40fa-89d7-d270180c4d57>

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 1650 of 3538

Location: Unit 3 > Concept 2 > Lesson 4 > Materials List

Original Text: • Soft taffy candy, 3 colors

- Paper towel
- Plastic knife, scissors, or grater
- Foil
- Textbook
- Hot plate (for teacher use only)
- Timer

Updated Text: • Soft taffy candy, 3 colors

- Paper towel
- Plastic knife, scissors, or grater
- Foil
- Textbook
- Hot plate (for teacher use only)
- Pan (for teacher use only)
- Timer

Component: *Science Techbook for Texas by Discovery Education: Grade 6*

ISBN: 9781616291488

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/2be98859-e85d-40fa-89d7-d270180c4d57>

Location: Unit 3 > Concept 2 > Lesson 4 > Lesson Planning > Investigate, first paragraph, fourth sentence

Original Text: During the hot plate step, have students bring their rock models to you and heat the models just enough to melt the candy

Updated Text: During the hot plate step, have students bring their rock models to you and place the models on the pan to heat them just enough to melt the candy.

Component: *Science Techbook for Texas by Discovery Education: Grade 6*

ISBN: 9781616291488

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/1cc969b6-83d4-411f-b8d4-c2588d04e368>

Location: Unit 3 > Concept 2 > Extension: Classifying Minerals > TEI #3 > Title

Original Text: Minerals Circle Graph

Updated Text: Metallic Ores

Component: *Science Techbook for Texas by Discovery Education: Grade 6*

ISBN: 9781616291488

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/10d604d6-703b-4e97-ae7a-bdfc0af27626>

Location: Unit 3 > Concept 2 > Lesson 2 > Whiteboard: Organizing Earth's Interior

Original Text: Complete the 3-2-1 Pyramid graphic organizer to summarize what you learned from the interactive. Save a snapshot of your graph when you are finished. Then, upload your sketch below.

Updated Text: Complete the 3-2-1 Pyramid graphic organizer to summarize what you learned from the interactive. Save a snapshot of your graphic organizer when you are finished. Then, upload your graphic organizer below.

Component: *Science Techbook for Texas by Discovery Education: Grade 6*

ISBN: 9781616291488

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/10d604d6-703b-4e97-ae7a-bdfc0af27626>

Location: Unit 3 > Concept 2 > Lesson 2 > TEI Organizing Earth's Interior

Original Text: Attach your 3-2-1 Pyramid graphic organizer from Whiteboard: Organizing Earth's Interior.

Updated Text: Upload your snapshot from Whiteboard: Organizing Earth's Interior.

Component: *Science Techbook for Texas by Discovery Education: Grade 6*

ISBN: 9781616291488

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/2be98859-e85d-40fa-89d7-d270180c4d57>

Location: Unit 3 > Concept 2 > Lesson 4 > Whiteboard: Three Types of Rocks

Original Text: Create a drawing and caption for sedimentary rock, metamorphic rock and igneous rock. In the captions, include key ideas about each rock based on the investigation.

Updated Text: Create a drawing and caption for sedimentary rock, metamorphic rock and igneous rock. In the captions, include key ideas about each rock based on the investigation. Save a snapshot when you are finished. Then, upload your sketch below.

Component: *Science Techbook for Texas by Discovery Education: Grade 6*

ISBN: 9781616291488

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/dd589060-c0e7-4e89-be1b-c07fe26ab438>

Location: Unit 3 > Concept 2 > Lesson 6 > TEI: The Rock Story

Original Text: Write a story to summarize the rock cycle, using just six words.

Updated Text: Write a story to summarize the rock cycle, using just six words. Upload your snapshot from Whiteboard: The Rock Story.

Component: *Science Techbook for Texas by Discovery Education: Grade 6*

ISBN: 9781616291488

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/05a0df0a-554d-4e40-99e2-f4ec93f979e1>

Location: Unit 2 > Concept 1 > Lesson 7 > TEI Pushing a Boulder

Original Text: Upload your snapshot from Whiteboard: Force Diagram.

Updated Text: Upload your snapshot from Whiteboard: Pushing a Boulder

Component: *Science Techbook for Texas by Discovery Education: Grade 6*

ISBN: 9781616291488

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/f9101060-f8d9-48fe-8332-2adb4368f63a>

Location: Unit 2 > Concept 1 > Lesson 1 > Science Themes

Original Text: Understanding why the cube and feather landed at different times in the air but at the same time in the vacuum will require thinking about the cause-and-effect relationships between forces and objects. In considering each case, you will need to think about events and the possible connections that can explain predictable changes with regard to the motion of objects.

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 1652 of 3538

Ask students how they think cause and effect are related to each other. As students share their thinking, you may ask them to provide an example of how they think these terms are related. You may suggest that they state the effect first and then what caused it. For example, the playground is wet (effect). This happened because a thunderstorm had just passed over the playground (cause). If students do not share why the playground is wet when the thunderstorm passes, then ask, why does the playground get wet when the thunderstorm passes? This gets students thinking about the underlying mechanism or process for how the cause brings about the effect.

As students begin to organize their ideas about causes of the feather and the cube landing at the same time in the vacuum, have them think about how each of those causes makes the effect happen. Asking students to focus on how the cause brings about the effect gets them thinking about how cause and effect are connected.

Updated Text: Understanding why the cube and feather landed at different times in the air but at the same time in the vacuum will require thinking about the cause-and-effect relationships between forces and objects. In considering each case, you will need to think about events and the possible connections that can explain predictable changes with regard to the motion of objects.

Component: *Science Techbook for Texas by Discovery Education: Grade 6*

ISBN: 9781616291488

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/67048246-f25c-47ef-9709-e93c97348e72>

Location: Unit 2 > Concept 1 > Lesson 4 > TEI More True Forces

Original Text: Which of the statements are true about unbalanced forces?

- A. The net force on the object is not zero.
- B. The net force on the object is greater than zero.
- C. Unbalanced forces are always opposite in direction.
- D. Unbalanced forces are always the same in direction.

Correct answers: A, B

Updated Text: Which of the statements are true about the pair of forces between any two interacting objects?

- A. They are equal in strength.
- B. They are opposite in direction.
- C. They can be different in strength.
- D. They can act in the same direction.
- E. Forces do not come in pairs.

Correct answers: A, B

Component: *Science Techbook for Texas by Discovery Education: Grade 6*

ISBN: 9781616291488

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/67048246-f25c-47ef-9709-e93c97348e72>

Location: Unit 2 > Concept 1 > Lesson 4 > Lesson Planning > TEI More True Forces

Original Text: Which of the statements are true about unbalanced forces?

- A. The net force on the object is not zero.
- B. The net force on the object is greater than zero.

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 1653 of 3538

- C. Unbalanced forces are always opposite in direction.
- D. Unbalanced forces are always the same in direction.

Correct answers: A, B

Updated Text: Which of the statements are true about the pair of forces between any two interacting objects?

- A. They are equal in strength.
- B. They are opposite in direction.
- C. They can be different in strength.
- D. They can act in the same direction.
- E. Forces do not come in pairs.

Correct answers: A, B

Component: *Science Techbook for Texas by Discovery Education: Grade 6 Unit 1 Student Edition*

ISBN: 9781616292393

Current Page Number(s): 102

Location: Investigate > item 3

Original Text: Place a thermometer in a clean sandwich bag.

Updated Text: Place a thermometer in a clean zip-top bag.

Component: *Science Techbook for Texas by Discovery Education: Grade 6 Unit 2 Teacher Edition*

ISBN: 9781616292409

Current Page Number(s): 12

Location: Investigate, item 2, 4th bullet

Original Text: Plastic wand and string: This pairing shows the force of static electricity between the wand and the string as the string is attracted to the wand.

Updated Text: PVC pipe and string: This pairing shows the force of static electricity between the pipe and the string as the string is attracted to the pipe.

Component: *Science Techbook for Texas by Discovery Education: Grade 6 Unit 2 Teacher Edition*

ISBN: 9781616292409

Current Page Number(s): 55

Location: STEM Project Starters, second box, activity description

Original Text: What is the best design for the wheels on a vehicle for exploring Mars?

Updated Text: How does a parachute change the forces acting on an object?

Component: *Science Techbook for Texas by Discovery Education: Grade 6 Unit 2 Teacher Edition*

ISBN: 9781616292409

Current Page Number(s): 127

Location: Analyze > ELPS chart

Link to Updated Content:

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 1654 of 3538

[View Updated Content](#)

Original Text: Beginning

Have students play the interactive several times. Stop the interactive frequently to check for understanding. Have students use the text to speech tool to listen to the text and read simultaneously. Have students use sentence frames to describe what happens with one, two, and three shooters. With one shooter, the amount of potential energy at the beginning is _____. The amount of kinetic energy transferred is _____. With two shooters, the amount of potential energy at the beginning is _____. The amount of kinetic energy transferred is _____. With three shooters, the amount of potential energy at the beginning is _____. The amount of kinetic energy transferred is _____.

Intermediate

Have students play the interactive allowing them to repeat it as necessary. Have students use the text to speech tool to listen to the text and read simultaneously. Then have students look at their data table to describe their observations. Allow students to use the following sentence frames or their own words to share their ideas with the class. According to the interactive, with one shooter, the amount of potential energy at the beginning is _____, and amount of kinetic energy transferred is _____. The energy is transformed from potential to kinetic _____. The kinetic energy is transferred when _____.

Advanced

Have students take notes of key ideas as they run the interactive. Then, have students work with a partner to describe the two types of energy and when and where energy is transformed or transferred. Students should record their answers and report to the class. One partner should serve as recorder and one as reporter.

Advanced High

Have students take notes of key ideas as they use the interactive. Then have students describe with a partner the two types of energy and when and where energy was transformed or transferred. After the partner discussion, have students share answers with the class.

Updated Text: [see revised content in [URL_for_Updated_Text](#)]

Component: *Science Techbook for Texas by Discovery Education: Grade 6*

ISBN: 9781616291488

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/0d1e88d6-10e0-41ec-bb0a-0526d87da863>

Location: U2 > C3 > L3 Persistent Energy >Lesson Planning > Analyze > ELPS chart

Link to Updated Content:

[View Updated Content](#)

Original Text: Beginning

Have students play the interactive several times. Stop the interactive frequently to check for understanding. Have students use the text to speech tool to listen to the text and read simultaneously. Have students use sentence frames to describe what happens with one, two, and three shooters. With one shooter, the amount of potential energy at the beginning is _____. The amount of kinetic energy transferred is _____. With two shooters, the amount of potential energy at the beginning is _____. The amount of kinetic energy transferred is _____. With three shooters, the amount of potential energy at the beginning is _____. The amount of kinetic energy transferred is _____.

Intermediate

Have students play the interactive allowing them to repeat it as necessary. Have students use the text to speech tool to listen to the text and read simultaneously. Then have students look at their data table to describe their observations. Allow students to use the following sentence frames or their own words to share their ideas with the class. According to the interactive, with one shooter, the amount of potential energy at the beginning is _____, and amount of kinetic energy transferred is _____. The energy is transformed from potential to kinetic _____. The kinetic energy is transferred when _____.

Advanced

Have students take notes of key ideas as they run the interactive. Then, have students work with a partner to describe

the two types of energy and when and where energy is transformed or transferred. Students should record their answers and report to the class. One partner should serve as recorder and one as reporter.

Advanced High

Have students take notes of key ideas as they use the interactive. Then have students describe with a partner the two types of energy and when and where energy was transformed or transferred. After the partner discussion, have students share answers with the class.

Updated Text: [see revised content in URL_for_Updated_Text]

Component: *Science Techbook for Texas by Discovery Education: Grade 6 Unit 2 Teacher Edition*

ISBN: 9781616292409

Current Page Number(s): 73

Location: Data Tables, Table 1

Original Text: Table 1: Effects of Mass. Row 3 Mass: 3 kilograms

Updated Text: Table 1: Effects of Mass. Change "3" in 3rd row Mass column to 4.

Component: *Science Techbook for Texas by Discovery Education: Grade 6 Unit 1 Teacher Edition*

ISBN: 9781616292386

Current Page Number(s): xiv

Location: Unit Standards

Link to Updated Content:

[View Updated Content](#)

Original Text: new content

Updated Text: See updated content in URL_for_Updated_Text

Component: *Science Techbook for Texas by Discovery Education: Grade 6 Unit 1 Teacher Edition*

ISBN: 9781616292386

Current Page Number(s): xxxii

Location: Standards Alignment

Link to Updated Content:

[View Updated Content](#)

Original Text: new content

Updated Text: See updated content in URL_for_Updated_Text

Component: *Science Techbook for Texas by Discovery Education: Grade 6 Unit 2 Teacher Edition*

ISBN: 9781616292409

Current Page Number(s): xii

Location: Unit Standards

Link to Updated Content:

[View Updated Content](#)

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 1656 of 3538

Original Text: new content

Updated Text: See updated content in URL_for_Updated_Text

Component: *Science Techbook for Texas by Discovery Education: Grade 6 Unit 2 Teacher Edition*

ISBN: 9781616292409

Current Page Number(s): xxvi

Location: Standards Alignment

Link to Updated Content:

[View Updated Content](#)

Original Text: new content

Updated Text: See updated content in URL_for_Updated_Text

Component: *Science Techbook for Texas by Discovery Education: Grade 6 Unit 3 Teacher Edition*

ISBN: 9781616292423

Current Page Number(s): xiv

Location: Unit Standards

Link to Updated Content:

[View Updated Content](#)

Original Text: new content

Updated Text: See updated content in URL_for_Updated_Text

Component: *Science Techbook for Texas by Discovery Education: Grade 6 Unit 3 Teacher Edition*

ISBN: 9781616292423

Current Page Number(s): xxx

Location: Standards Alignment

Link to Updated Content:

[View Updated Content](#)

Original Text: new content

Updated Text: See updated content in URL_for_Updated_Text

Component: *Science Techbook for Texas by Discovery Education: Grade 6 Unit 4 Teacher Edition*

ISBN: 9781616292447

Current Page Number(s): xii

Location: Unit Standards

Link to Updated Content:

[View Updated Content](#)

Original Text: new content

Updated Text: See updated content in URL_for_Updated_Text

Component: *Science Techbook for Texas by Discovery Education: Grade 6 Unit 4 Teacher Edition*

ISBN: 9781616292447

Current Page Number(s): xxvi

Location: Standards Alignment

Link to Updated Content:

[View Updated Content](#)

Original Text: new content

Updated Text: See updated content in URL_for_Updated_Text

Component: *Science Techbook for Texas by Discovery Education: Grade 6 Unit 1 Teacher Edition*

ISBN: 9781616292386

Current Page Number(s): 97

Location: Investigate > item 3

Original Text: Place a thermometer in a clean sandwich bag.

Updated Text: Place a thermometer in a clean zip-top bag.

Publisher: EduSmart

Science, Grade 6

Program: *2024 EduSmart Science Grade 6: TEKS*

Component: *2024 EduSmart Science Grade 6*

ISBN: 9781939511218-G6

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 1

Location: background information

Link to Updated Content:

[View Updated Content](#)

Original Text: none

Updated Text: In this activity, you will be collecting quantitative data. Quantitative data refers to information or observations that can be measured and expressed numerically. It involves collecting and analyzing data in the form of numbers. Examples of quantitative data include measurements of size, mass, temperature, volume, and time. Some quantities such as mass are measured with the International System of Units (SI). These are standard units used by scientists everywhere.

Component: *2024 EduSmart Science Grade 6*

ISBN: 9781939511218-G6

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 1658 of 3538

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 5

Location: extension

Link to Updated Content:

[View Updated Content](#)

Original Text: none

Updated Text: Students can visit websites dedicated to STEM education and career exploration, such as stem.org, <https://www.careeronestop.org>, or professional organizations related to specific STEM fields, such as <https://www.ieee.org>. These websites often provide comprehensive information on career options, job descriptions, educational requirements, and potential pathways.

Component: 2024 EduSmart Science Grade 6

ISBN: 9781939511218-G6

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 3

Location: extension

Link to Updated Content:

[View Updated Content](#)

Original Text: none

Updated Text: How could you use this knowledge outside of the classroom? You have tested forces inside of class, now share what you know! Make a poster or presentation to share with others at school or home on how they can use forces to win a game or accomplish a task.

Component: 2024 EduSmart Science Grade 6

ISBN: 9781939511218-G6

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 1

Location: background information

Link to Updated Content:

[View Updated Content](#)

Original Text: none

Updated Text: To organize your data, you will be constructing a table and line graph that reflects how far your cars travel. The charts will also reflect the multiple trials that you will run. In some investigations, it is important to run multiple trials so that trends and patterns can be observed.

Component: 2024 EduSmart Science Grade 6

ISBN: 9781939511218-G6

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 1659 of 3538

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 1

Location: background information

Link to Updated Content:

[View Updated Content](#)

Original Text: none

Updated Text: In this activity, you will be collecting quantitative data. Quantitative data refers to information or observations that can be measured and expressed numerically. It involves collecting and analyzing data in the form of numbers. Examples of quantitative data include measurements of size, mass, temperature, volume, and time. Some quantities such as mass are measured with the International System of Units (SI). These are standard units used by scientists everywhere.

Component: 2024 EduSmart Science Grade 6

ISBN: 9781939511218-G6

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 5

Location: extension

Link to Updated Content:

[View Updated Content](#)

Original Text: none

Updated Text: Students can visit websites dedicated to STEM education and career exploration, such as stem.org, <https://www.careeronestop.org>, or professional organizations related to specific STEM fields, such as <https://www.ieee.org>. These websites often provide comprehensive information on career options, job descriptions, educational requirements, and potential pathways.

Component: 2024 EduSmart Science Grade 6

ISBN: 9781939511218-G6

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 3

Location: extension

Link to Updated Content:

[View Updated Content](#)

Original Text: none

Updated Text: How could you use this knowledge outside of the classroom? You have tested forces inside of class, now share what you know! Make a poster or presentation to share with others at school or home on how they can use forces to win a game or accomplish a task.

Component: 2024 EduSmart Science Grade 6

ISBN: 9781939511218-G6

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 1

Location: background information

Link to Updated Content:

[View Updated Content](#)

Original Text: none

Updated Text: To organize your data, you will be constructing a table and line graph that reflects how far your cars travel. The charts will also reflect the multiple trials that you will run. In some investigations, it is important to run multiple trials so that trends and patterns can be observed.

Publisher: Green Ninja

Science, Grade 6

Program: Green Ninja Middle School Science - Texas: TEKS

Component: Online Teacher Portal

ISBN: 9781948845663

Link to Current Content:

[View Current Content](#)

Location: Standards alignment for each lesson component

Original Text: new alignment

Updated Text: Additional lessons are aligned to process standards

Component: Online Teacher Portal

ISBN: 9781948845663

Link to Current Content:

[View Current Content](#)

Location: First two sections

Link to Updated Content:

[View Updated Content](#)

Original Text: We at Green Ninja are very excited to welcome you to our Grade 6 curriculum for Texas! Our materials are designed around the updated TEKS and ELPS. We take to heart the notion that giving students opportunities to work on real-world problems can promote science learning and student engagement and a full description of the research behind the curriculum and the instruction design is provided at <https://www.greenninja.org/texas/>. The core of the curriculum is helping to make science fun and interesting for students. Student motivation is a critical component of learning, so our goal is to help teachers make their classes as engaging for students as possible. We recognize that beginning to teach a new curriculum is not always a smooth process, so we've tried to make this shift to new territory as easy as possible. If you have any questions or comments, urgent or non-urgent, or anywhere in between, please send us a message (e.g., via

the Contact Us button on each webpage or email at contact@greeninja.org).

Grade Storyline

The theme for Grade 6 is Earth Systems. A brief outline of the year-long sequence of units and the associated culminating experiences is provided below.

The year begins with Unit 1, Minerals, where students learn about the components of a smartphone by dismantling one and learning where the parts came from. They build an awareness of the increased use of Earth's resources in smartphones in order to meet the growing demand. They discover how the periodic table is organized and then explore the physical properties of elements used in smartphones. The formation of rocks is seen to be a continuous cycle using materials from deep inside the Earth. The culminating project asks students to design a more sustainable smartphone.

In Unit 2, Ecosystems, moves on to focus on living things and how they interact with the Earth systems around them. A personal ecosystem study location will provide students with the opportunity to be a real ecologist, learning about one small ecosystem by making observations over time, and collecting and analyzing data. Students will also observe how a change in one part of a system can affect other parts of the system. The Carbon Command game shows how the atmosphere, oceans, land surface, and ice are all interacting systems. The importance of traits and variation to survival will also be observed. In the culminating project, students write letters of thanks to local managers of their particular ecosystem study location.

Reducing Pollution and Waste is Unit 3. The start of the unit focuses on trash going into landfills and students begin a personal trash diary. This gives them real data to use when planning how to reduce the amount of trash they generate. Pollution is detrimental in many ways, and in this unit cell theory shows how pollution travels through a watershed, and ultimately enters plants. In the culminating project, students suggest an action plan to reduce pollution and waste thus keeping the environment healthy.

Earth From Space is Unit 4 where students begin with a broad view of Earth from a distance, and then bring that view closer to Earth itself to see how Earth's landscape has been changed by human consumption. Students will learn about waves as they consider satellites and the data they provide. Earth's resources are not infinite so students research how resources can be managed sustainably not only for today but for the future. The culminating project is the design of an infographic to educate others on reducing ecological footprints.

Updated Text: We are excited to welcome you to our Grade 6 curriculum for Texas! Green Ninja's approach learning uses a storyline model where each unit begins with a locally relevant, real-world challenge and culminates in a project in which students showcase how they meet the challenge using the science they've learned in the unit. This is what drives student learning.

As students proceed through the lessons, they'll use various scientific and engineering practices (SEPs) and recurring themes and concepts (RTCs) to help students build a cohesive understanding of science and the core ideas. Additionally, our curriculum meets all English Language Proficiency Standards (ELPS) to ensure that all learners have the opportunity to succeed.

We want to make your teaching experience a success and are here to support you. If you have questions or comments, urgent or non-urgent, or anywhere between, please send us a message via the "Contact Us" button on each webpage or email us at contact@greeninja.org).

Grade Storyline

Each integrated grade level of the Green Ninja Middle School program has a theme, and the theme for Grade 6 is Earth Systems. Unit 1, Minerals, focuses on the geosphere, including the rock cycle and Earth's layers. Unit 2, Ecosystems, expands to include the biosphere and how living things interact in their environment. Unit 3, Reducing Pollution and Waste, follows pollution and trash through different Earth systems including the geosphere, hydrosphere, and biosphere. The final unit, Earth from Space, looks at the Sun-Earth-Moon system to understand phenomena such as tides and

seasons.

We like to think of each unit as a student journey. The journey begins with a challenge, a real-world, locally relevant problem that students are tasked with solving. Students proceed through their journey as they learn the core knowledge through scientific and engineering practices and by utilizing recurring themes and concepts, the three components of the TEKS. The end of the journey is the culminating project, where students showcase how they met the unit challenge. The unit challenge, culminating in an end-of-unit project, is what drives students learning.

Here is a brief outline of the units in Grade 6:

Publisher: Green Ninja

Science, Grade 6

Program: *Green Ninja Middle School Science - Texas: ELPS*

Component: *Online Teacher Portal*

ISBN: 9781948845663

Link to Current Content:
[View Current Content](#)

Location: In the files section at the top of the lesson page, "Mix Different Substances..."

Link to Updated Content:
[View Updated Content](#)

Original Text: Mix Different Substances phenomenon [All text in the file title was previously italicized.]

Updated Text: Mix Different Substances phenomenon [The word "phenomenon" is no longer italicized.]

Publisher: Houghton Mifflin Harcourt

Science, Grade 6

Program: *HMH Into Science Texas Hybrid Classroom Package Grade 6: TEKS*

Component: *HMH Into Science Texas Teacher License Digital Grade 6*

ISBN: 9780358860907

Link to Current Content:
[View Current Content](#)

Current Page Number(s): TEKS 6.1–6.5 Skills & Themes Bank, p. 11

Location: Item 23, images for answer choices A and C

Original Text: Answer choice A image shows map with similar number of species in TX and OK
Answer choice C image shows map with many species in ND, few species in NE

Updated Text: Answer choice A image shows map with many species in ND, few species in NE
Answer choice C image shows map with similar number of species in TX and OK

Component: *HMH Into Science Texas Teacher License Digital Grade 6*

ISBN: 9780358860907

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 1663 of 3538

Link to Current Content:

[View Current Content](#)

Current Page Number(s): TEKS 6.1–6.5 Skills & Themes Bank, p. 27

Location: Item 62, prompt, paragraph 2

Original Text: "The students proposed a number of possible solutions. Which solution could BEST help restore all of the species' populations in the wooded plot?"

Updated Text: "The students proposed a number of possible solutions to decreasing populations. Which solution could BEST help restore all of the species' populations in the wooded plot?"

Component: *HMH Into Science Texas Teacher License Digital Grade 6*

ISBN: 9780358860907

Link to Current Content:

[View Current Content](#)

Current Page Number(s): TEKS 6.1–6.5 Skills & Themes Bank, p. 23

Location: Item 50, prompt, sentence 5

Original Text: "How might the reduction in cost affect the field of medicine?"

Updated Text: "How would the reduction in cost MOST LIKELY affect the field of medicine?"

Component: *HMH Into Science Texas Teacher License Digital Grade 6*

ISBN: 9780358860907

Link to Current Content:

[View Current Content](#)

Current Page Number(s): TEKS 6.1–6.5 Skills & Themes Bank, p. 24

Location: Item 55, prompt, sentences 5–7

Original Text: "There are also alpha females that have social status over other females. They tend to work together to form a group under the alphas. Based on this information, which type of relationship exists in the chimpanzee community?"

Updated Text: "There are also alpha females that have social status over other females who tend to work together to form a group under the alphas. Based on this information, which type of relationship exists in the chimpanzee community?"

Component: *HMH Into Science Texas Teacher Guide Grade 6*

ISBN: 9780358841593

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 8

Location: Column 2, Making Sense of the Phenomenon bullets 2 and 3

Original Text: "• Particles in a solid have less kinetic energy and are closer together than particles in a liquid. (Exploration 2)

• Particles in a solid have more attraction to each other than particles in a liquid. (Exploration 3)"

Updated Text: "• Particles in solid ice vibrate in place, but do not change position relative to each other. Particles in liquid water move around each other, but are held very close together by forces between them. (Exploration 2)

• Particles in a solid have less kinetic energy than particles in a liquid. (Exploration 3)"

Component: *HMH Into Science Texas Teacher Guide Grade 6*

ISBN: 9780358841593

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 12

Location: Column 1, top of page

Original Text: N/A

Updated Text: "Comparing the Shape and Volume of Different States of Matter"

Component: *HMH Into Science Texas Teacher Guide Grade 6*

ISBN: 9780358841593

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 13

Location: Column 1, Sense-Making

Original Text: "Modeling how molecules react allows students..."

Updated Text: "Modeling how molecules move allows students..."

Component: *HMH Into Science Texas Teacher Guide Grade 6*

ISBN: 9780358841593

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 14

Location: Column 2, Quick Lab Scoring Criteria, bullet 3

Original Text: "Students recognized differences in the substance of different states of matter."

Updated Text: "Students recognized differences in the structure of different states of matter."

Component: *HMH Into Science Texas Teacher Guide Grade 6*

ISBN: 9780358841593

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 15

Location: Column 2, Check Your Learning First paragraph after EVALUATE

Original Text: "The image showing the particles packed close together and not moving is the solid. In the image showing the liquid, the particles are close together but can move freely. In the image showing the gas, the particle is far apart from other particles and can move freely."

Updated Text: N/A

Component: *HMH Into Science Texas Teacher Guide Grade 6*

ISBN: 9780358841593

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 16

Location: Column 2, Short on Time

Original Text: "Short on Time

Have one student or student group conduct the activity, and then hold a class discussion about it."

Updated Text: N/A

Component: *HMH Into Science Texas Teacher Guide Grade 6*

ISBN: 9780358841593

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 18

Location: Column 1, Differentiation: Extra Support

Original Text: "Differentiation: Extra Support

Make a list of gases students are familiar with, such as oxygen, carbon monoxide, and helium. Explain that not all gases have a smell people can detect, which makes poisonous gases like carbon monoxide so dangerous. Discuss students' favorite smells, like bread baking or onions cooking. Explain that certain activities like cooking and mowing the grass release gases that can have distinctive pleasant or unpleasant smells"

Updated Text: N/A

Component: *HMH Into Science Texas Teacher Guide Grade 6*

ISBN: 9780358841593

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 28

Location: Column 1, Support for Challenging Concepts - Addressing Misconception, 1st bullet, last 2 sentences

Original Text: "A compound is a substance that is made up of more than one kind of atom. In single compounds, the atoms are bonded together. Because they are still one type of atom bonded together, they can make up pure substances."

Updated Text: "A compound is a substance that is made up of more than one kind of atom bonded together."

Component: *HMH Into Science Texas Teacher Guide Grade 6*

ISBN: 9780358841593

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 33

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 1666 of 3538

Location: Column 1, Differentiation: Challenge text, sentence 1

Original Text: "For students who finish early and could benefit from extra challenge, have them test a fourth cup of water by filling it halfway with water."

Updated Text: "For students who finish early and could benefit from extra challenge, have them test a fourth cup of water by filling it halfway with water and mixing in a spoonful of salt."

Component: *HMH Into Science Texas Teacher Guide Grade 6*

ISBN: 9780358841593

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 45

Location: Column 1, Students as Scientists, last sentence

Original Text: "Explain that frustration and persistence make them a scientist."

Updated Text: "Explain that persisting to overcome difficulties is a skill they use as a scientist."

Component: *HMH Into Science Texas Teacher Guide Grade 6*

ISBN: 9780358841593

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 44

Location: Column 1, Quick Lab Facilitation, between Step 1 and STEP 2

Original Text: N/A

Updated Text: "STEP 2: Advise students to make a dot, wait for it to dry, then repeat the dot for best results."

Component: *HMH Into Science Texas Student Activity Guide Print Consumable Grade 6*

ISBN: 9780358861690

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 26

Location: Vocabulary list, bottom of page

Original Text: solution; pure substance; heterogeneous

Updated Text: heterogeneous; homogeneous; mixture; physical property; pure substance; solution

Component: *HMH Into Science Texas Teacher Guide Grade 6*

ISBN: 9780358841593

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 62

Location: Column 1, Key Learning Activity, at end of Explain and model text

Original Text: N/A

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 1667 of 3538

Updated Text: "Demonstrate to students how to avoid having the ends of the wires touch."

Component: *HMH Into Science Texas Teacher Guide Grade 6*

ISBN: 9780358841593

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 63

Location: Column 1, Support for Student Answers, Step 7 answer

Original Text: N/A

Updated Text: "...Data for the table in STEP 1 should reflect the properties of metals."

Component: *HMH Into Science Texas Teacher Guide Grade 6*

ISBN: 9780358841593

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 65

Location: Column 1, Properties of Metals, Support for Student Answers, Sentence at end of DISCUSS

Original Text: "Observe the metal worker. What property of metal is being displayed? Malleability"

Updated Text: N/A

Component: *HMH Into Science Texas Teacher Guide Grade 6*

ISBN: 9780358841593

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 62

Location: Column 2, Set Up, Sentence 1

Original Text: "Prepare a circuit tester..."

Updated Text: "Use an existing circuit tester or prepare one..."

Component: *HMH Into Science Texas Teacher Guide Grade 6*

ISBN: 9780358841593

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 60

Location: Column 2, top of page/column

Original Text: N/A

Updated Text: Image of cell phone parts

Component: *HMH Into Science Texas Teacher Guide Grade 6*

ISBN: 9780358841593

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 1668 of 3538

Link to Current Content:
[View Current Content](#)

Current Page Number(s): p. 76

Location: Column 1, Image at top of page

Original Text: Image of powdered materials

Updated Text: Image of cell phone parts

Component: *HMH Into Science Texas Student Activity Guide Print Consumable Grade 6*

ISBN: 9780358861690

Link to Current Content:
[View Current Content](#)

Current Page Number(s): p. 42

Location: Vocabulary list, bottom of page

Original Text: metal; nonmetal; metalloid; rare earth element

Updated Text: element; metal; nonmetal; metalloid; rare earth element; periodic table

Component: *HMH Into Science Texas Student Activity Guide Print Consumable Grade 6*

ISBN: 9780358861690

Link to Current Content:
[View Current Content](#)

Current Page Number(s): p. 50

Location: Direction line, top of page

Original Text: Answer these questions to review the lesson and practice for the lesson quiz.

Updated Text: Use the periodic table to help answer question 3.

Component: *HMH Into Science Texas Student Activity Guide Print Consumable Grade 6*

ISBN: 9780358861690

Link to Current Content:
[View Current Content](#)

Current Page Number(s): p. 51

Location: New caption text, right column next to photo

Original Text: n/a

Updated Text: A: antimony; B: red phosphorus; C: white phosphorus; D: arsenic; E: bismuth

Component: *HMH Into Science Texas Teacher Guide Grade 6*

ISBN: 9780358841593

Link to Current Content:
[View Current Content](#)

Current Page Number(s): p. 85

Location: Column 1, Lab Facilitation, Support for Student Answers, before STEP 3

Original Text: N/A

Updated Text: "STEP 1: Examine the objects. Make a prediction about which items you think will float and which will sink. [answer]Students' predictions may be that a marble and paper clip will sink, but a packing pellet will float."

Component: *HMH Into Science Texas Teacher Guide Grade 6*

ISBN: 9780358841593

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 90

Location: Column 1, Key Learning Activity, Model and Explain Content, Sentence 3

Original Text: "...make sure students have converted mL to units for density properly to..."

Updated Text: "...make sure students have subtracted the mass of the beaker to..."

Component: *HMH Into Science Texas Student License Digital Grade 6*

ISBN: 9780358860662

Link to Current Content:

[View Current Content](#)

Current Page Number(s): TEKS Lesson 6.6.D, Engage, Screen 4

Location: Paragraph after Video Interactivity, MOVE TO Video Instruction

Original Text: "At first, a raisin sinks because it is denser than the carbonated liquid. Then bubbles of carbon dioxide attach to the surface of the raisin which increases the volume of the raisin with very little increase to its mass. The density of the raisin with attached bubbles is less than the carbonated liquid so it floats. Once the raisin with bubbles reaches the top, the gas bubbles escape to the surrounding air, the raisin's volume decreases, and it sinks."

Updated Text: "Observe closely to find clues about why these raisins sink and float in the carbonated water."

Component: *HMH Into Science Texas Teacher Guide Grade 6*

ISBN: 9780358841593

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 91

Location: Column 2, Lab Facilitation Steps, after STEP 9

Original Text: N/A

Updated Text: "Teardown: Collect and save salt water for use in The Diver's Problem—Help the Diver Sink! lab."

Component: *HMH Into Science Texas Teacher Guide Grade 6*

ISBN: 9780358841593

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 93

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 1670 of 3538

Location: Column 2, after Safety Information

Original Text: N/A

Updated Text: "SETUP

Reuse salt water from the Will it Float? lab or make more if needed. Use about 1 Tablespoon of salt per each 250 mL of water."

Component: *HMH Into Science Texas Student Activity Guide Print Consumable Grade 6*

ISBN: 9780358861690

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 66

Location: Image caption, top of page to right of photo

Original Text: Raisins sink in carbonated liquid. When carbonated bubbles attach to the surface of the raisin, they become less dense and float to the surface.

Updated Text: n/a [delete caption]

Component: *HMH Into Science Texas Student Activity Guide Print Consumable Grade 6*

ISBN: 9780358861690

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 55

Location: Paragraph below photo

Original Text: "How can an object's density change? At first, a raisin sinks because it is denser than the carbonated liquid. Then bubbles of carbon dioxide attach to the surface of the raisin which increases the volume of the raisin with very little increase to its mass. The density of the raisin with attached bubbles is less than the carbonated liquid so it floats. Once the raisin with bubbles reaches the top, the gas bubbles escape to the surrounding air, the raisin's volume decreases, and it sinks. Then the cycle repeats over and over. Raisins sinking, floating, sinking, and floating!"

Updated Text: Observe the video in the digital Interactive Lesson to find clues about why these raisins sink and float in the carbonated water.

Component: *HMH Into Science Texas Teacher Guide Grade 6*

ISBN: 9780358841593

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 98

Location: Column 1, Collaborate

Original Text: "COLLABORATE: With a partner, find an example of technology in which density is important. Explain the technology to classmates through a prototype, drawing, or an oral presentation."

Updated Text: "COLLABORATE: With a partner, find an example of a technology solution in which density is important. Explain the technology to classmates through a prototype, drawing, or an oral presentation. Then, write up your explanation in the form of a report and submit to your teacher."

Component: *HMH Into Science Texas Teacher Guide Grade 6*

ISBN: 9780358841593

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 97

Location: Column 1, Collaborate

Original Text: "COLLABORATE: Working with a partner, develop an argument that supports or refutes this statement: There is a mathematical formula that represents patterns of density in objects. Use evidence from this lesson and your knowledge of patterns to support your argument. Be creative! Your argument can be in the form of writing, drawing, or an oral presentation.

Students should argue that patterns of density in objects can be found through mathematical formulas. Students could choose to do one or more of the following:

- Describe their argument in writing.
- Develop a mathematical formula showing how to calculate density.
- Communicate their argument orally to the class as part of a discussion or presentation."

Updated Text: "COLLABORATE: Working with a partner, develop an argument that supports or refutes this statement: There is a mathematical formula that represents patterns of density in objects. Use evidence from this lesson and your knowledge of patterns to support your argument.

First, present your argument verbally to a partner. Then, present your argument to your class in written form, such as in a report.

Students should argue that patterns of density in objects can be found through mathematical formulas. Students should communicate their argument verbally to a partner, then present their argument to the class in writing. This could be a written report or an example of a mathematical formula that can be used to calculate density."

Component: *HMH Into Science Texas Teacher Guide Grade 6*

ISBN: 9780358841593

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 89

Location: Column 1, below COMPARE question, new

Original Text: N/A

Updated Text: "COMPARE: Oil is added to the sand-water-air system in the jar. The oil floats in a layer between the water and the air. Use this information to compare the relative densities of the substances and put them in order from least dense to most dense.

[two column, four row table]

Least dense	air
	oil
	water
Most dense	sand"

Component: *HMH Into Science Texas Teacher Guide Grade 6*

ISBN: 9780358841593

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 1672 of 3538

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 108

Location: Column 2, Lab Facilitation, Step 6, after 2nd sentence

Original Text: N/A

Updated Text: "Remind students to wear safety goggles at all times during the activity."

Component: *HMH Into Science Texas Teacher Guide Grade 6*

ISBN: 9780358841593

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 120

Location: Column 1, Lab Facilitation, Before the Lab, after 2nd sentence

Original Text: N/A

Updated Text: "Remind students to wear safety goggles at all times during the activity."

Component: *HMH Into Science Texas Teacher Guide Grade 6*

ISBN: 9780358841593

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 121

Location: Column 2, Setup, add bullet to end

Original Text: N/A

Updated Text: "• Collect empty plastic bottles from students or work with the school cafeteria to source this material. Make sure bottles are clean and have lids or caps."

Component: *HMH Into Science Texas Teacher Guide Grade 6*

ISBN: 9780358841593

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 121

Location: Column 2, top of page, above text

Original Text: N/A

Updated Text: Image of soap scum

Component: *HMH Into Science Texas Student Activity Guide Print Consumable Grade 6*

ISBN: 9780358861690

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 81

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 1673 of 3538

Location: All content on page

Original Text: "Precipitate" heading, paragraph text below, ANALYZE prompt and photo

Updated Text: "Notes" [with write-on lines for students to take notes]

Component: *HMH Into Science Texas Teacher Guide Grade 6*

ISBN: 9780358841593

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 134

Location: Column 1, Build a Card Tower, Materials

Original Text: "Materials (per individual)"

Updated Text: "Materials (per pair)"

Component: *HMH Into Science Texas Teacher Guide Grade 6*

ISBN: 9780358841593

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 136

Location: Column 1, Top of page

Original Text: N/A

Updated Text: Image of hoverboard

Component: *HMH Into Science Texas Teacher Guide Grade 6*

ISBN: 9780358841593

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 155

Location: Column 1, Image

Original Text: Image of hovercraft

Updated Text: Image of hoverboard

Component: *HMH Into Science Texas Teacher Guide Grade 6*

ISBN: 9780358841593

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 141

Location: Column 2, top of page

Original Text: N/A

Updated Text: Image of student pulling book on table

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 1674 of 3538

Component: *HMH Into Science Texas Student Activity Guide Print Consumable Grade 6*

ISBN: 9780358861690

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 90

Location: Caption to the right of image

Original Text: A hoverboard floats and carries the person over different surfaces.

Updated Text: A hoverboard floats and carries the person over different surfaces. Think about how forces act in this situation.

Component: *HMH Into Science Texas Student Activity Guide Print Consumable Grade 6*

ISBN: 9780358861690

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 92

Location: REVIEW interaction, answer choices

Original Text: Force has strength | direction.

Updated Text: Force has strength | direction | strength and direction.

Component: *HMH Into Science Texas Student Activity Guide Print Consumable Grade 6*

ISBN: 9780358861690

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 94

Location: List of vocabulary terms

Original Text: friction; gravity; magnetic force; normal force

Updated Text: force; friction; gravity; magnetic force; normal force

Component: *HMH Into Science Texas Student Activity Guide Print Consumable Grade 6*

ISBN: 9780358861690

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 105

Location: new direction line for set of 5 images

Original Text: n/a

Updated Text: Look at the images for examples of the forces presented in this lesson.

Component: *HMH Into Science Texas Teacher Guide Grade 6*

ISBN: 9780358841593

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 165

Location: Column 1, Differentiation: Challenge

Original Text: "Differentiation: Challenge

For students who finish early and could benefit from extra challenge, have them improve the design of their parachute based on their analysis. This is part of the test and optimize steps in an engineering design process."

Updated Text: N/A

Component: *HMH Into Science Texas Teacher Guide Grade 6*

ISBN: 9780358841593

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 166

Location: Column 1, top of page

Original Text: N/A

Updated Text: Image of skydiver

Component: *HMH Into Science Texas Teacher Guide Grade 6*

ISBN: 9780358841593

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 169

Location: new support for added Step 8

Original Text: N/A

Updated Text: "STEP 8, PROPOSE A SOLUTION: How would you improve the design of your parachute? Remember, the goal is to make the object fall as slowly as possible.

Use the following to help optimize your design

- model from STEP 1
- data from your investigation
- results of your classmates
- understanding of how multiple forces can act on and affect an object

[answer] When I compared my parachute and data with those from other groups, I discovered that parachutes with a larger area generally help the object fall slower. To improve my parachute, I would try making it larger, but also more rectangular. This might help air increase air resistance and increase the upward force on the parachute, which would increase the amount of time it takes for the object to fall."

Component: *HMH Into Science Texas Student Activity Guide Print Consumable Grade 6*

ISBN: 9780358861690

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 119

Location: new Step 8 after Step 7

Original Text: N/A

Updated Text: "STEP 8, PROPOSE A SOLUTION: How would you improve the design of your parachute? Remember, the goal is to make the object fall as slowly as possible.

Use the following to help optimize your design

- model from STEP 1
- data from your investigation
- results of your classmates
- understanding of how multiple forces can act on and affect an object"

Component: *HMH Into Science Texas Teacher Guide Grade 6*

ISBN: 9780358841593

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 192

Location: Column 1, Part 1: Observe Force Pairs, Hands-On Lab Facilitation, STEP 1, Sentence 3

Original Text: "Students should be mindful not to communicate so all students are comfortable."

Updated Text: "Students should be mindful to communicate so all students are comfortable."

Component: *HMH Into Science Texas Teacher Guide Grade 6*

ISBN: 9780358841593

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 193

Location: Column 1, Engineer It! heading

Original Text: "Design a Virtual Ritual Experience"

Updated Text: "Design a Virtual Reality Experience"

Component: *HMH Into Science Texas Teacher Guide Grade 6*

ISBN: 9780358841593

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 196

Location: Column 1, Identify, Answer, Bullet 2, Sentence 5

Original Text: "... These are both contact forces."

Updated Text: N/A

Component: *HMH Into Science Texas Teacher Guide Grade 6*

ISBN: 9780358841593

Link to Current Content:
[View Current Content](#)

Current Page Number(s): p. 218

Location: Column 2, Safety Information

Original Text: Lab Safety icons: Safety Goggles, Sharps, Slip Hazard

Updated Text: Lab Safety icons: Safety Goggles, Apron, Gloves, Chemicals, Breakage, Disposal, Hand Washing.

Component: *HMH Into Science Texas Teacher Guide Grade 6*

ISBN: 9780358841593

Link to Current Content:
[View Current Content](#)

Current Page Number(s): p. 210

Location: Column 1, top of page

Original Text: N/A

Updated Text: Image of a diver jumping from a diving board in time-lapse.

Component: *HMH Into Science Texas Teacher Guide Grade 6*

ISBN: 9780358841593

Link to Current Content:
[View Current Content](#)

Current Page Number(s): p. 216

Location: Column 2, Speed, Mass, and Kinetic Energy, Support for Student Answers, Explain Sample answer

Original Text: "The car has more kinetic energy because it has a larger mass, and is also able to travel at higher speeds. My prediction was correct. because it has a larger mass, and is also able to travel at higher speeds. My prediction was correct."

Updated Text: "The car has more kinetic energy because it has a larger mass, and is also able to travel at higher speeds. My prediction was correct."

Component: *HMH Into Science Texas Teacher Guide Grade 6*

ISBN: 9780358841593

Link to Current Content:
[View Current Content](#)

Current Page Number(s): p. 212

Location: Column 2, Roll, Roll, Rollback Can, Setup, after 2nd sentence

Original Text: "... are ideal. Use a nail or a drill..."

Updated Text: "...are ideal. A cardboard oats container or other cardboard tube with ends that are sufficiently large can also be used. Use a nail or a drill..."

Component: *HMH Into Science Texas Teacher Guide Grade 6*

ISBN: 9780358841593

Link to Current Content:
[View Current Content](#)

Current Page Number(s): p. 218

Location: Column 2, Use Chemical Energy, Setup

Original Text: "... flexible measuring tape."

Updated Text: "...flexible measuring tape. Advise students to hold the balloon securely while executing their procedure. If needed, adhesive tape may be used to secure the balloon to the bottle."

Component: *HMH Into Science Texas Teacher Guide Grade 6*

ISBN: 9780358841593

Link to Current Content:
[View Current Content](#)

Current Page Number(s): p. 213

Location: Column 1, Top of page

Original Text: N/A

Updated Text: Image of the roll back can lab setup students will use in the lab

Component: *HMH Into Science Texas Student License Digital Grade 6*

ISBN: 9780358860662

Link to Current Content:
[View Current Content](#)

Current Page Number(s): TEKS lesson 6.8.A, Evaluate, Screen 6

Location: Kinetic Energy for Objects of Different Masses Moving at Different Speeds Table for practice question 6, far right column heading

Original Text: N/A

Updated Text: "Kinetic energy at faster speed"

Component: *HMH Into Science Texas Student Activity Guide Print Consumable Grade 6*

ISBN: 9780358861690

Link to Current Content:
[View Current Content](#)

Current Page Number(s): p. 142

Location: List of vocabulary terms, bottom half of page

Original Text: kinetic energy; potential energy; gravitational potential energy

Updated Text: chemical potential energy; elastic potential energy; gravitational potential energy; kinetic energy; potential energy

Component: *HMH Into Science Texas Student Activity Guide Print Consumable Grade 6*

ISBN: 9780358861690

Link to Current Content:
[View Current Content](#)

Current Page Number(s): p. 143

Location: Paragraph below SAFETY icons

Original Text: When you move through the air, you can feel something like wind pushing against you. This is the air resisting your motion through the air. Air resistance acts on all objects moving through the air.

Updated Text: n/a [delete paragraph]

Component: *HMH Into Science Texas Student Activity Guide Print Consumable Grade 6*

ISBN: 9780358861690

Link to Current Content:
[View Current Content](#)

Current Page Number(s): pp. 147–148

Location: Bottom of p. 147 (after "Record your plan" prompt) and top of p. 148

Original Text: n/a

Updated Text: STEP 2: Exchange plans with another group and evaluate their experimental design. Recall that experimental design involves consideration of how each variable is related, how many trials should be done, and how you will measure your results.

STEP 3: As a class, evaluate the designs of all the groups. Based on your evaluation, agree on an experimental design that is most likely to help you safely compare different amounts of reactants and the relative amount of chemical energy released in the system. Record your revised plan.

[Renumber remaining steps in the lab to account for added steps; current STEPS 2-5 become new STEPS 4-7.]

Component: *HMH Into Science Texas Teacher Guide Grade 6*

ISBN: 9780358841593

Link to Current Content:
[View Current Content](#)

Current Page Number(s): p. 219

Location: Column 1, under "Lab Facilitation"

Original Text: Lab Facilitation

STEPS 2-3: Review student data tables, and check that students are using personal safety gear.

Updated Text: Lab Facilitation

STEPS 2-3: As experimental design is evaluated first between groups and then as a class, reinforce the concepts of independent versus dependent variables and the importance of taking careful measurements and having multiple trials.

STEPS 4-5: Review student data tables, and check that students are using personal safety gear.

[Renumber remaining steps in the lab to account for added steps; current STEPS 4-5 become new STEPS 6-7.]

Component: *HMH Into Science Texas Teacher Guide Grade 6*

ISBN: 9780358841593

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 236

Location: Column 2, top of page

Original Text: N/A

Updated Text: Image of battery and light bulb connected by wires as used in lab setup.

Component: *HMH Into Science Texas Teacher Guide Grade 6*

ISBN: 9780358841593

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 239

Location: Column 1, Science Words, Preview Lesson Vocabulary image hotspot identifiers

Original Text: Image pointers A, B, C, D, and E

Updated Text: Image pointers N/A, D, A, C, and B

Component: *HMH Into Science Texas Teacher Guide Grade 6*

ISBN: 9780358841593

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 239

Location: Column 1, Science Words, Preview Lesson Vocabulary text following image

Original Text: "[A] Energy transfer is the movement of energy from one object or place to another.

[B] Energy transformation is the process of energy changing from one form into another.

[C] A system is a set of interacting parts that work together, sometimes considered distinct from their surroundings only for the purpose of study.

[D] An output is information, material, or energy resulting from a system or process.

[E] An input is information, material, or energy added to a system or process."ç

Updated Text: "[A] A system is a set of interacting parts that work together, sometimes considered distinct from their surroundings only for the purpose of study.

[B] An input is information, material, or energy added to a system or process.

[C] An output is information, material, or energy resulting from a system or process.

[D] Energy transfer is the movement of energy from one object or place to another. The light energy from the sun transfers to the tree system. In the tree system, this energy transforms into chemical energy in the sugar in the food. Energy transformation is the process of energy changing from one form into another."

Component: *HMH Into Science Texas Student Activity Guide Print Consumable Grade 6*

ISBN: 9780358861690

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 158

Location: Bottom of page, below Driving Question box

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 1681 of 3538

Original Text: n/a

Updated Text: As you explore the lesson, gather data that might be used as evidence to answer the Driving Question. You can use this space to record your data.

Component: *HMH Into Science Texas Student Activity Guide Print Consumable Grade 6*

ISBN: 9780358861690

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 166

Location: Blue band at top of page, second paragraph below lab title

Original Text: n/a

Updated Text: Analyze your model to answer questions about how energy is transferred throughout the web.

Component: *HMH Into Science Texas Student Activity Guide Print Consumable Grade 6*

ISBN: 9780358861690

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 166

Location: STEP 1

Original Text: Read about Antarctic krill and their ecosystem. Take notes to keep track of the relationship between organisms.

Updated Text: In the digital Interactive Lesson, watch the video about Antarctic krill and their ecosystem. Take notes as you watch to keep track of the relationships between organisms. Record your notes.

Component: *HMH Into Science Texas Student Activity Guide Print Consumable Grade 6*

ISBN: 9780358861690

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 173

Location: Trebuchet image at top of page

Original Text: [single image with no labels]

Updated Text: [new labels on first image of trebuchet] latch; throwing arm; sling with payload; counterweight; Trebuchet before launch [new second image of trebuchet] Trebuchet after launch

Component: *HMH Into Science Texas Student License Digital Grade 6*

ISBN: 9780358860662

Link to Current Content:

[View Current Content](#)

Current Page Number(s): TEKS lesson 6.8.B, Exploration 1, Screen 4

Location: Short Text Interactivity, STEP 2

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 1682 of 3538

Original Text: "Explore with the materials to gather evidence to answer the question: Will the ball ever roll higher than the height at which it was released? You may try different half-pipe widths and heights."

Updated Text: "Explore the provided materials to gather evidence to answer the question: Will the ball ever roll higher than the height at which it was released? You may try different half-pipe widths and heights. Record your observations."

Component: *HMH Into Science Texas Student Activity Guide Print Consumable Grade 6*

ISBN: 9780358861690

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 164

Location: Part 2: Half-Pipe, Procedure, STEP 2, MOVE TO p. 165 top.

Original Text: "Explore with the materials to gather evidence to answer the question: Will the ball ever roll higher than the height at which it was released? You may try different half-pipe widths and heights."

Updated Text: "Explore the provided materials to gather evidence to answer the question: Will the ball ever roll higher than the height at which it was released? You may try different half-pipe widths and heights. Record your observations."

Component: *HMH Into Science Texas Teacher Guide Grade 6*

ISBN: 9780358841593

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 248

Location: add to bottom of column 1, underneath Identify support

Original Text: n/a

Updated Text: EXPLAIN: What must be true for matter to be conserved in the plant system during photosynthesis? Select all that apply.

- B. The mass of carbon dioxide and water used in the process must equal the mass of sugar and oxygen produced.
- C. The number of hydrogen atoms in the reactants must equal the number of hydrogen atoms in the products.
- D. The mass of carbon in the reactants must equal the mass of carbon in the products.

Matter is conserved in the plant system because the type and number of atoms in the products and reactants of photosynthesis are the same.

Component: *HMH Into Science Texas Teacher Guide Grade 6*

ISBN: 9780358841593

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 249

Location: add support to first column, before Students as Scientists

Original Text: n/a

Updated Text: EXPLAIN: Explain how matter is conserved in this ecosystem food web. Include an explanation of why the amount of matter that makes up producers may not equal the amount of matter that makes up consumers, but matter is still conserved in the system.

Sample answer: When a consumer eats a producer or other consumer, matter is transferred to the consumer. The amount of matter that the consumer takes in is equal to the amount of matter that the consumer uses to build its own body and conduct life processes, plus the matter it releases to the environment as waste. Because organisms release waste to the environment, it may seem like matter is not conserved in a food web. This is one reason the mass of higher-level consumers in a food web is less than the mass of producers and lower-level consumers. But matter was not destroyed. It was transferred to another part of the system.

Component: *HMH Into Science Texas Teacher Guide Grade 6*

ISBN: 9780358841593

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 269

Location: Column 2, top of page

Original Text: N/A

Updated Text: Image of spring toy used in lab

Component: *HMH Into Science Texas Teacher Guide Grade 6*

ISBN: 9780358841593

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 278

Location: Column 2, top of page

Original Text: N/A

Updated Text: Image of bowl of water in front of a speaker

Component: *HMH Into Science Texas Student License Digital Grade 6*

ISBN: 9780358860662

Link to Current Content:

[View Current Content](#)

Current Page Number(s): TEKS lesson 6.8.C, Evaluate, Screen 4

Location: Short Text Interactivity, Question 3

Original Text: "The person moves the end of the spring coil toy forward and back in the same direction as the length of the toy."

Updated Text: "The person moves the end of the spring coil toy up and down in a direction perpendicular to the length of the toy."

Component: *HMH Into Science Texas Student License Digital Grade 6*

ISBN: 9780358860662

Link to Current Content:

[View Current Content](#)

Current Page Number(s): TEKS lesson 6.8.C, Engage, Screen 7

Location: Drag and Drop Interactivity, Question 2 feedback

Original Text: "A perpendicular line is at a right angle, or 90° , from a horizontal line."

Updated Text: "A perpendicular line is at a right angle, or 90° , from another line."

Component: *HMH Into Science Texas Teacher Guide Grade 6*

ISBN: 9780358841593

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 261

Location: Column 2, Prerequisite Vocabulary, perpendicular

Original Text: "A perpendicular line is at a right angle, or 90° , from a horizontal line."

Updated Text: "A perpendicular line is at a right angle, or 90° , from another line."

Component: *HMH Into Science Texas Student Activity Guide Print Consumable Grade 6*

ISBN: 9780358861690

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 186

Location: Question 3, first sentence

Original Text: "The person moves the end of the spring coil toy forward and back in the same direction as the length of the toy."

Updated Text: "The person moves the end of the spring coil toy up and down in a direction perpendicular to the length of the toy."

Component: *HMH Into Science Texas Teacher Guide Grade 6*

ISBN: 9780358841593

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 273

Location: Column 1, Collaborate prompt

Original Text: "COLLABORATE: Work with a group to explain how people know when to move when performing a "wave" in a stadium as shown in the video. Describe how this flow of energy is similar to a transverse wave, like a light wave, in science. Present your explanation in a format of your choice."

Updated Text: "COLLABORATE: Work with a group to explain how people know when to move when performing a "wave" in a stadium as shown in the video. Describe how this flow of energy is similar to a transverse wave, like a light wave, in science. With your group, present your explanation in both a visual format and a text-based format of your choice."

Component: *HMH Into Science Texas Teacher Guide Grade 6*

ISBN: 9780358841593

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 297

Location: Column 2, Image caption

Original Text: "No esta a escala"

Updated Text: "Not to scale"

Component: *HMH Into Science Texas Teacher Guide Grade 6*

ISBN: 9780358841593

Current Page Number(s): p. 283

Location: Column 1, Lesson Vocabulary, bullet 2

Original Text: "eclipse"

Updated Text: "ellipse"

Component: *HMH Into Science Texas Teacher Guide Grade 6*

ISBN: 9780358841593

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 303

Location: Column 1, Procedure: Part 2, STEP 10 Sample answer

Original Text: "Eccentricity of Ellipse A = 0.11 (focal distance = 2 cm, max width of ellipse = 16 cm)

Eccentricity of Ellipse B = 0.22 (focal distance =

4 cm, max width of ellipse = 18 cm) (based on thread circle with circumference of 32 cm)"

Updated Text: "Eccentricity of Ellipse A: 0.1–0.2

Eccentricity of Ellipse B: 0.3–0.4

Eccentricity may vary depending on the length of the loop of string."

Component: *HMH Into Science Texas Teacher Guide Grade 6*

ISBN: 9780358841593

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 307

Location: Column 1, Path 3 Support, between IDENTIFY and EXPLAIN questions

Original Text: N/A

Updated Text: "ANALYZE: How do seasonal changes occur?

Sample answer: Seasons change when an area receives more or less energy from the sun due to Earth's tilt and Earth's location in its orbit around the sun."

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 1686 of 3538

Component: *HMH Into Science Texas Teacher License Digital Grade 6*

ISBN: 9780358860907

Link to Current Content:

[View Current Content](#)

Current Page Number(s): TEKS Lesson 6.9.A, Quiz, p. 1

Location: Item 3, Answer Choice A

Original Text: "A. Earth follows an oval path around the sun."

Updated Text: "A. Earth follows a highly elliptical path around the sun."

Component: *HMH Into Science Texas Student Activity Guide Print Consumable Grade 6*

ISBN: 9780358861690

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 191

Location: Last sentence of first paragraph under "Can You Explain It?"

Original Text: n/a

Updated Text: In the digital Interactive Lesson, watch the video of the sun going across the sky on a winter day.

Component: *HMH Into Science Texas Student License Digital Grade 6*

ISBN: 9780358860662

Link to Current Content:

[View Current Content](#)

Current Page Number(s): TEKS Lesson 6.9.A, Exploration 4, Screen 3

Location: Materials, bullet 5

Original Text: "strong thread or fine string"

Updated Text: "strong thread or fine string, cut to 27 cm"

Component: *HMH Into Science Texas Teacher Guide Grade 6*

ISBN: 9780358841593

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 302

Location: Materials, bullet 5

Original Text: "strong thread or fine string"

Updated Text: "strong thread or fine string, cut to 27 cm"

Component: *HMH Into Science Texas Student Activity Guide Print Consumable Grade 6*

ISBN: 9780358861690

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 199

Location: Materials, bullet 5

Original Text: "strong thread or fine string"

Updated Text: "strong thread or fine string, cut to 27 cm"

Component: *HMH Into Science Texas Teacher Guide Grade 6*

ISBN: 9780358841593

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 302

Location: Column 2, Image above Lab Facilitation

Original Text: Image of lab setup shows single string attached at both ends to pushpins.

Updated Text: Image of lab setup showing loop of string around two pushpins.

Component: *HMH Into Science Texas Student License Digital Grade 6*

ISBN: 9780358860662

Link to Current Content:

[View Current Content](#)

Current Page Number(s): TEKS Lesson 6.9.A, Exploration 4, Screen 4

Location: Image after STEP 3

Original Text: Image of lab setup shows single string attached at both ends to pushpins.

Updated Text: Image of lab setup showing loop of string around two pushpins.

Component: *HMH Into Science Texas Student Activity Guide Print Consumable Grade 6*

ISBN: 9780358861690

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 200

Location: Image after STEP 3

Original Text: Image of lab setup shows single string attached at both ends to pushpins.

Updated Text: Image of lab setup showing loop of string around two pushpins.

Component: *HMH Into Science Texas Teacher Guide Grade 6*

ISBN: 9780358841593

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 316

Location: Column 2, above Safety Information

Original Text: N/A

Updated Text: Image of a ship stuck in a shipping canal

Component: *HMH Into Science Texas Teacher Guide Grade 6*

ISBN: 9780358841593

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 318

Location: Column 2, above ASK QUESTIONS

Original Text: N/A

Updated Text: Image of a ship stuck in a shipping canal

Component: *HMH Into Science Texas Teacher Guide Grade 6*

ISBN: 9780358841593

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 338

Location: Column 2, above Can You Explain It?

Original Text: N/A

Updated Text: Image of a ship stuck in a shipping canal

Component: *HMH Into Science Texas Student Activity Guide Print Consumable Grade 6*

ISBN: 9780358861690

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 214

Location: Insert missing text at bottom of page, below images

Original Text: n/a

Updated Text: Take notes about each of the lesson vocabulary terms as you encounter them in the lesson. gravity; tide; neap tide; springtide; tidal bore

Component: *HMH Into Science Texas Student Activity Guide Print Consumable Grade 6*

ISBN: 9780358861690

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 225

Location: Blue band at top of page, insert sentence at end of paragraph below lab title

Original Text: n/a

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 1689 of 3538

Updated Text: Use your knowledge of tides to plan the best time for this event to take place.

Component: *HMH Into Science Texas Student Activity Guide Print Consumable Grade 6*

ISBN: 9780358861690

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 227

Location: new paragraph after Materials list

Original Text: N/A

Updated Text: "The dynamic theory of tides states that the tides on Earth are influenced by constantly changing forces from the sun and moon, as well as the Earth's rotation, and the shape of ocean basins. These factors cause patterns in tides, and each location on Earth has a unique pattern."

Component: *HMH Into Science Texas Student Activity Guide Print Consumable Grade 6*

ISBN: 9780358861690

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 228

Location: Step 4, question text

Original Text: "STEP 4: Your boat needs at least two feet of water in order to float clear of the bottom of the channel at the house. According to the maps you have constructed, what is the earliest time of day you can launch your boat?"

Updated Text: "STEP 4: Your boat needs at least two feet of water in order to float clear of the bottom of the channel at the house. Propose a solution for the earliest time of day you can launch your boat. Make sure your solution is consistent with the dynamic theory of tides and supported by the data you have constructed."

Component: *HMH Into Science Texas Teacher Guide Grade 6*

ISBN: 9780358841593

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 334

Location: Column 2, STEP 4, question and answer text

Original Text: "STEP 4: Your boat needs at least two feet of water in order to float clear of the bottom of the channel at the house. According to the maps you have constructed, what is the earliest time of day you can launch your boat?"

Sample answer: The earliest I can launch my boat is at noon, when the water depth near the house reaches 2 feet."

Updated Text: "STEP 4: Your boat needs at least two feet of water in order to float clear of the bottom of the channel at the house. Propose a solution for the earliest time of day you can launch your boat. Make sure your solution is consistent with the dynamic theory of tides and supported by the data you have constructed."

Sample answer: The earliest I can launch my boat is at noon, when the water depth near the house reaches 2 feet. I would need to be back by 8:00 pm, when the tides go out and the water near the house drops back to 2 feet."

Component: *HMH Into Science Texas Student Activity Guide Print Consumable Grade 6*

ISBN: 9780358861690

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 1690 of 3538

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 228

Location: STEP 6, question text

Original Text: "STEP 6: With your group, discuss the earliest you can launch your boat, how many hours can you stay out, and at what time you need to return."

Updated Text: "STEP 6: Make an argument to your group members about the earliest you can launch your boat, how many hours can you stay out, and at what time you need to return. Use evidence from your investigation to support your argument. Be sure to engage respectfully with your group to resolve any disagreements. After your discussion, record your group's decision and the evidence used to support it."

Component: *HMH Into Science Texas Teacher Guide Grade 6*

ISBN: 9780358841593

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 334

Location: Column 2, STEP 6, question text

Original Text: "STEP 6: With your group, discuss the earliest you can launch your boat, how many hours can you stay out, and at what time you need to return."

Updated Text: "STEP 6: Make an argument to your group members about the earliest you can launch your boat, how many hours can you stay out, and at what time you need to return. Use evidence from your investigation to support your argument. Be sure to engage respectfully with your group to resolve any disagreements. After your discussion, record your group's decision and the evidence used to support it."

Component: *HMH Into Science Texas Teacher Guide Grade 6*

ISBN: 9780358841593

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 325

Location: Column 2, Gather Data, question and answer text

Original Text: "How do the positions of the Earth, sun, and moon affect daily, weekly, and monthly tidal cycles? Record your data.

Sample answer: The sun and the moon are aligned on the same side of Earth about once a month. When they are aligned, their gravity causes a tide to be higher than usual. When the sun and moon are at a 90° angle relative to Earth, their gravitational forces do not add together, and the tidal range is smaller. The neap tides happen every quarter moon or about twice a month."

Updated Text: "How do the positions of and gravitational forces among the Earth, sun, and moon cause

- daily tidal cycles?
- weekly tidal cycles?
- monthly tidal cycles?

Record your data.

Sample answer: As the moon orbits around the Earth its gravitational pull affects Earth's daily tidal cycle. A bulge occurs on the sides of the Earth closest to and opposite from the moon, resulting in a high and low tide that occurs twice each

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 1691 of 3538

day. The sun and the moon are aligned on the same side of Earth about once a month. When they are aligned, their gravity causes a tide to be higher than usual. When the sun and moon are at a 90° angle relative to Earth, their gravitational forces do not add together, and the tidal range is smaller. The neap tides happen every quarter moon or about twice a month."

Component: *HMH Into Science Texas Teacher Guide Grade 6*

ISBN: 9780358841593

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 341

Location: Lesson Map, Exploration 2

Original Text: N/A

Updated Text: "Analyzing Interactions of the Atmosphere"

Component: *HMH Into Science Texas Teacher Guide Grade 6*

ISBN: 9780358841593

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 354

Location: Column 1, EdOnline box

Original Text: N/A

Updated Text: "Lab 2 Worksheet"

Component: *HMH Into Science Texas Teacher Guide Grade 6*

ISBN: 9780358841593

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 356

Location: Column 2, above Lab Facilitation

Original Text: N/A

Updated Text: "Setup

Metal lids can be dented ahead of time. One technique is to press or gently tap the blunt head of a nail into the lid to produce the dents."

Component: *HMH Into Science Texas Teacher Guide Grade 6*

ISBN: 9780358841593

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 378

Location: Column 2, above Ask Questions

Original Text: N/A

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 1692 of 3538

Updated Text: Image of the Grand Canyon

Component: *HMH Into Science Texas Teacher Guide Grade 6*

ISBN: 9780358841593

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 372

Location: Lesson Title

Original Text: "Earth's Systems"

Updated Text: "Earth's Layers"

Component: *HMH Into Science Texas Student License Digital Grade 6*

ISBN: 9780358860662

Link to Current Content:

[View Current Content](#)

Current Page Number(s): TEKS Lesson 6.10.B, Engage, Screen 3

Location: STEP 1, 2nd and 3rd sentences

Original Text: "Use a scale of one kilometer to one centimeter. This means 100 kilometer in the real world will be equal to 1 centimeter on your model."

Updated Text: "Use a scale of 100 kilometers to one centimeter. This means 100 kilometers in the real world will be equal to 1 centimeter on your model. "

Component: *HMH Into Science Texas Student Activity Guide Print Consumable Grade 6*

ISBN: 9780358861690

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 255

Location: Diagram of Earth's Layers

Original Text: n/a

Updated Text: [insert missing labels and re-order letters/terms to right so they align vertically with order of layers in diagram] Crust; Crust; Lithosphere (strong); Asthenosphere (weak); Not to scale

Component: *HMH Into Science Texas Student Activity Guide Print Consumable Grade 6*

ISBN: 9780358861690

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 250

Location: STEP 1, 2nd and 3rd sentences

Original Text: Use a scale of one kilometer to one centimeter. This means 100 kilometer in the real world will be equal to 1 centimeter on your model.

Updated Text: Use a scale of 100 kilometers to one centimeter. This means 100 kilometers in the real world will be equal to 1 centimeter on your model.

Component: *HMH Into Science Texas Teacher Guide Grade 6*

ISBN: 9780358841593

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 411

Location: Column 1, Support for student Answers, between EXPLAIN and REFLECT questions

Original Text: N/A

Updated Text: "DIFFERENTIATE: How is a mineral different from a rock? [answer] Minerals have distinct chemical and physical properties, composition, and structure. Rocks are made up of minerals that are mixed together, and rocks have different properties and structures."

Component: *HMH Into Science Texas Student License Digital Grade 6*

ISBN: 9780358860662

Link to Current Content:

[View Current Content](#)

Current Page Number(s): TEKS lesson 6.10.C, Engage, Screen 2

Location: Materials

Original Text: "Materials (per pair or group)"

Updated Text: "Materials (per group)"

Component: *HMH Into Science Texas Student License Digital Grade 6*

ISBN: 9780358860662

Link to Current Content:

[View Current Content](#)

Current Page Number(s): TEKS lesson 6.10.C, Exploration 1, Screen 3

Location: Materials

Original Text: "Materials"

Updated Text: "Materials (per group)"

Component: *HMH Into Science Texas Student Activity Guide Print Consumable Grade 6*

ISBN: 9780358861690

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 267

Location: New direction line below SAFETY icons

Original Text: n/a

Updated Text: Gather a sample of rocks from your teacher or share rocks you gathered from the local area.

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 1694 of 3538

Component: *HMH Into Science Texas Student License Digital Grade 6*

ISBN: 9780358860662

Link to Current Content:

[View Current Content](#)

Current Page Number(s): TEKS lesson 6.10.C, Exploration 2, Screen 2

Location: Paragraph 2, sentence 1

Original Text: "A borax solution can be made by slowly stirring small amounts of borax powder into hot water until no more dissolves."

Updated Text: "A saturated borax solution can be made by slowly stirring small amounts of borax powder into hot water until no more dissolves. "

Component: *HMH Into Science Texas Student Activity Guide Print Consumable Grade 6*

ISBN: 9780358861690

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 277

Location: Paragraph 2, sentence 1

Original Text: "A borax solution can be made by slowly stirring small amounts of borax powder into hot water until no more dissolves."

Updated Text: "A saturated borax solution can be made by slowly stirring small amounts of borax powder into hot water until no more dissolves."

Component: *HMH Into Science Texas Teacher Guide Grade 6*

ISBN: 9780358841593

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 430

Location: Column 1, Addressing Misconceptions, Bullet 1, Last sentence

Original Text: "Humans use Earth's resources at a rate that is faster than Earth's ability to replenish those resources naturally."

Updated Text: "Humans use Earth's resources at a rate that is faster than the rate at which the resources are naturally replenished."

Component: *HMH Into Science Texas Teacher Guide Grade 6*

ISBN: 9780358841593

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 438

Location: Column 1, Sense-making

Original Text: "Students will be able to identify how water becomes polluted and how that pollution plays a role in atmospheric carbon dioxide levels."

Updated Text: "Students will be able to identify the importance of resource management in reducing water pollution."

Component: *HMH Into Science Texas Teacher Guide Grade 6*

ISBN: 9780358841593

Link to Current Content:
[View Current Content](#)

Current Page Number(s): p. 443

Location: Column 1, Management of Air Resources Q1, Sample answer

Original Text: "Individuals affect and manage air resources when making personal decisions about what type of car they drive, how much electrical energy they use, and whether or not they travel by plane."

Updated Text: "Individuals affect and manage air resources when making personal decisions about types of transportation they use, electrical energy use, and how they educate themselves and others."

Component: *HMH Into Science Texas Teacher Guide Grade 6*

ISBN: 9780358841593

Link to Current Content:
[View Current Content](#)

Current Page Number(s): p. 448

Location: Column 2, "Differentiation: Support"

Original Text: "Differentiation: Support
Provide students with printed copies of the references they will need to research information on their case studies."

Updated Text: "Differentiation: Extra Support
Help students identify the main ideas of each paragraph in the case study before they answer the research questions."

Component: *HMH Into Science Texas Teacher Guide Grade 6*

ISBN: 9780358841593

Link to Current Content:
[View Current Content](#)

Current Page Number(s): p. 453

Location: Column 2, Management of Land and Food Resources Q1, Sample answer

Original Text: "Individuals affect and manage land and food resources when making personal decisions about what type of diet to have, how large and what type of a home they live in, and where they get their food."

Updated Text: "Individual people may have a choice in where they live, what food they eat, and where they get their food. All of these factors could affect land and food resources."

Component: *HMH Into Science Texas Teacher Guide Grade 6*

ISBN: 9780358841593

Link to Current Content:
[View Current Content](#)

Current Page Number(s): p. 457

Location: Column 2, Differentiation: Challenge, Sentence 2

Original Text: "Guide students to understand that dirtier sources of energy are often more readily available and/or cheaper than cleaner, safer sources and that this can lead to dangerous levels of local air pollution and high levels of greenhouse gas emissions."

Updated Text: "Guide students to understand that the burning of fossil fuels can lead to dangerous levels of local air pollution and high levels of greenhouse gas emissions."

Component: *HMH Into Science Texas Teacher Guide Grade 6*

ISBN: 9780358841593

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 457

Location: Column 2, Students as Scientists, Sentence 1

Original Text: "Many scientists work at government agencies to help influence environmental policies and provide governments with the information and facts they need to make decisions when it comes to conserving the environment."

Updated Text: "Many scientists work at government agencies to provide governments with the information and facts they need to make decisions when it comes to conserving the environment."

Component: *HMH Into Science Texas Teacher Guide Grade 6*

ISBN: 9780358841593

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 462

Location: Column 1, Lesson Summary, Check student understanding, Bullet 1

Original Text: "Read the summary sentences one at a time."

Updated Text: "Read the definitions one at a time."

Component: *HMH Into Science Texas Teacher Guide Grade 6*

ISBN: 9780358841593

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 463

Location: Column 1, Practice Questions, Question 2, Answer option A

Original Text: "Cities can pass together regulations for how industries can store toxic chemicals."

Updated Text: "Cities can pass tighter regulations for how industries can store toxic chemicals."

Component: *HMH Into Science Texas Teacher Guide Grade 6*

ISBN: 9780358841593

Link to Current Content:

[View Current Content](#)

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 1697 of 3538

Current Page Number(s): p. 439

Location: Column 2, Lab Facilitation Step 2, end of paragraph.

Original Text: N/A

Updated Text: "If students need help designing their models, suggest a model that resembles a beach. This fits because they are modeling ocean pollution from land."

Component: *HMH Into Science Texas Student Activity Guide Print Consumable Grade 6*

ISBN: 9780358861690

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 291

Location: List of vocabulary terms, bottom half of page

Original Text: energy resource; natural resource; pollution

Updated Text: air pollution; energy resource; malnutrition; natural resource; water pollution

Component: *HMH Into Science Texas Teacher Guide Grade 6*

ISBN: 9780358841593

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 461

Location: second column, Tragedy of the Commons

Original Text: "COLLABORATE: With a partner or small group, research a resource that has been overused in the past or is currently being overused. Present a poster to the class that describes the resource, how it has been used in the past and by whom, and goals for managing the use of the resource in the future. Explain why education can help manage the use of shared resources.

Look for: Students may choose to do one or more of the following

- describe their resource in writing
- use drawings, pictures, or multimedia to present about the resource being overused
- provide data in the form of graphs on the resource usage"

Updated Text: COLLABORATE: With a small group, research an energy resource that has been overused in the past or is currently being overused on a global level.

With your group, construct an explanation for how education can help manage the use of shared energy resources. Then, with your group, make a presentation to the class that describes the energy resource, how it has been used in the past and by whom, and goals for reducing the global use of the energy resource in the future.

Look for: Students collaborate to communicate their explanations in a variety of settings. Students may choose to do one or more of the following

- describe their resource in writing
- use drawings, pictures, or multimedia to present about the resource being overused
- provide data in the form of graphs on the resource usage"

Component: *HMH Into Science Texas Teacher Guide Grade 6*

ISBN: 9780358841593

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 447

Location: second column, Language Smarts

Original Text: "Researching a Case Study

Students practice researching a case study related to resource management. Students are given a list of questions to focus on for their research."

Updated Text: "Researching How Resource Management Can Reduce Poverty

Students are given a list of questions to focus on for their research."

Component: *HMH Into Science Texas Teacher Guide Grade 6*

ISBN: 9780358841593

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 447

Location: add to bottom of second column

Original Text: n/a

Updated Text: "COLLABORATE: Working with a small group, spend 15 minutes researching an example of resource management being used to reduce poverty. You can use "resource management" and "reduce poverty" as search terms to guide your research.

IDENTIFY: What is the central problem or issue in the example?

DESCRIBE: How did poor resource management contribute to the problem in the example?

ANALYZE: How is the problem in the case study related to human economic activities?

EVALUATE: How have resource management decisions reduced poverty in this example?

Sample answer: The central issue in my example is the decrease in wetlands needed for fishing in Bangladesh, India, and the concentration of fishing income to a small group instead of the larger community. Wetlands used for fishing decreased in quality due to improper management, and fishing leases were allowed to be gathered by a small group of people. The decreasing environmental quality in the wetlands is tied to pollution and other impacts from human development. The wetlands were improved by developing sanctuaries, harvest restrictions, fish passages, and increased water movement. Once wetlands were improved in size and quality, fishing opportunities increased, fish caught increased, and the revenue gained from selling the fish helped the poor in the area."

Component: *HMH Into Science Texas Teacher Guide Grade 6*

ISBN: 9780358841593

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 448

Location: move to right column above Describe

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 1699 of 3538

Original Text: Identify, Describe, Analyze, Evaluate, Propose Solutions questions and answers in the left column of p. 448

Updated Text: Identify, Describe, Analyze, Evaluate, Propose Solutions questions and answers move to the right column of p. 448

Component: *HMH Into Science Texas Teacher Guide Grade 6*

ISBN: 9780358841593

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 449

Location: column 1, after "Case Study" header

Original Text: "Case Study 2: Pollution in the Atmosphere"

Updated Text: "Case Study: Pollution in the Atmosphere

IDENTIFY: What is the central problem or issue in the case study?

DESCRIBE: How did poor resource management contribute to the problem in the case study?

ANALYZE: How is the problem in the case study related to human economic activities?

EVALUATE: How does the problem in the case study negatively affect people and the environment? How have resource management decisions already reduced the negative effects of the activity on people and the environment?

PROPOSE SOLUTIONS: Identify and describe at least one resource management strategy people could use to improve the problem presented in the case study.

Sample answer: Pollution in the atmosphere is the central problem. Human activities such as the burning of fossil fuels have caused an increase in carbon dioxide in the atmosphere. Too much carbon dioxide in the atmosphere can affect Earth's climate. A changing climate can negatively affect people's health. Increased carbon dioxide in the atmosphere also affects Earth's oceans. Changes to the oceans can harm saltwater organisms that people rely on for food. If people reduce carbon emissions by using alternative sources of energy, the problem could be improved."

Component: *HMH Into Science Texas Teacher Guide Grade 6*

ISBN: 9780358841593

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 449

Location: first column, Class Discussion

Original Text: "Lead a group discussion on oral presentation skills and audience etiquette. Remind students that research teams will be welcome to share their information on their case studies and that the audience must practice engaged listening. Since there is only 5 minutes allotted to present on each case study, manage small group work by guiding research teams through the presentation so that more teams have a chance to present their findings."

Updated Text: "Lead a group discussion on oral presentation skills and audience etiquette. Remind students that research teams will be welcome to share their information and that the audience must practice engaged listening. Manage small group work by guiding the pacing so that more teams have a chance to present their findings."

Component: *HMH Into Science Texas Teacher Guide Grade 6*

ISBN: 9780358841593

Link to Current Content:

[View Current Content](#)

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 1700 of 3538

Current Page Number(s): p. 461

Location: Column 2, Tragedy of the Commons, Collaborate

Original Text: "COLLABORATE: With a partner or small group, research a resource that has been overused in the past or is currently being overused. Present a poster to the class that describes the resource, how it has been used in the past and by whom, and goals for managing the use of the resource in the future. Explain why education can help manage the use of shared resources.

Look for: Students may choose to do one or more of the following

- describe their resource in writing
- use drawings, pictures, or multimedia to present about the resource being overused
- provide data in the form of graphs on the resource usage"

Updated Text: "COLLABORATE: With a small group, research an energy resource that has been overused in the past or is currently being overused on a global level.

With your group, construct an explanation for how education can help manage the use of shared energy resources. Then, with your group, make a presentation to the class that describes the energy resource, how it has been used in the past and by whom, and goals for reducing the global use of the energy resource in the future.

Look for: Students collaborate to communicate their explanations in a variety of settings. Students may choose to do one or more of the following

- describe their resource in writing
- use drawings, pictures, or multimedia to present about the resource being overused
- provide data in the form of graphs on the resource usage"

Component: *HMH Into Science Texas Teacher Guide Grade 6*

ISBN: 9780358841593

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 454

Location: first column, Make Informed Decisions question and answer text

Original Text: "MAKE INFORMED DECISIONS: Based on credible evidence from your research, what do you think are cost-effective steps that could be taken to reduce global malnutrition? Identify how resource management strategies could be used to assist in this effort.

Sample answer: I think reducing our reliance on large corporate farms and supporting smaller, local food systems would help reduce global malnutrition. These programs would place resource management decisions in the hands of individuals and neighborhoods instead of at higher levels of government and with corporations, so that people can make economic decisions that also benefit the environment and their health."

Updated Text: "MAKE INFORMED DECISIONS

- Name three or more credible sources you accessed during your research.
- Then, describe three or more solutions for reducing global malnutrition that you learned about from your sources.
- Next, evaluate the cost-effectiveness of each solution. A cost-effective solution is one that delivers good results with low costs. Costs could include material costs, implementation costs, environmental impacts, and many more.
- Which solution do you think is the most cost-effective for reducing global malnutrition?

Look for: A list of credible sources such as government, educational, or non-profit websites with expert information about the topic; three or more solutions, such as increasing reliance on smaller farms and local food systems; and an explanation for which solution for reducing malnutrition is most cost-effective."

Component: *HMH Into Science Texas Teacher Guide Grade 6*

ISBN: 9780358841593

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 1701 of 3538

Link to Current Content:
[View Current Content](#)

Current Page Number(s): p. 457

Location: N/A

Original Text: N/A

Updated Text: "ASSESS THE ACCURACY: How did you assess the accuracy of the data on which you based your decision?
Sample answer: I found similar answers from multiple sources. They seemed to have good methods, so I think the data is accurate."

Component: *HMH Into Science Texas Teacher Guide Grade 6*

ISBN: 9780358841593

Link to Current Content:
[View Current Content](#)

Current Page Number(s): p. 443

Location: middle of Column 2, Make Informed Decisions

Original Text: "MAKE INFORMED DECISIONS: Based on credible evidence from your research, what steps do you believe are necessary to reduce air pollution? Identify how resource management strategies could be used to assist in this effort.

Sample answer: I think the government needs to enact laws that require people to use hybrid or electric vehicles and require corporations to develop more technologies that provide clean energy without burning fossil fuels. Governments could provide grants and training to individuals and corporations that want to learn sustainable engineering principles and could provide guidelines and goals for people and corporations to meet."

Updated Text: "MAKE INFORMED DECISIONS: Fill in the table to document the sources you found and the methods of research those sources used. Then, make an informed decision on which method was the most effective.

[insert table]

[col 1] Source [col 2] Method Used

[row 1]

[row 2]

[row 3]

Look for: Student responses should include three sources, the methods of research those sources used, and a decision about which method was the most effective."

Component: *HMH Into Science Texas Student License Digital Grade 6*

ISBN: 9780358860662

Link to Current Content:
[View Current Content](#)

Current Page Number(s): TEKS Lesson 6.11.A, Elaborate, Screen 1

Location: new path

Original Text: N/A

Updated Text: [new path] "Research"
[new image: school of fish]

Component: *HMH Into Science Texas Teacher Guide Grade 6*

ISBN: 9780358841593

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 1702 of 3538

Link to Current Content:
[View Current Content](#)

Current Page Number(s): p. 459

Location: Column 1, Elaborate Overview, after Path 2

Original Text: N/A

Updated Text: "Path 3: Research Resource Management and Poverty
Students research how resource management can affect poverty.

Component: *HMH Into Science Texas Teacher Guide Grade 6*

ISBN: 9780358841593

Link to Current Content:
[View Current Content](#)

Current Page Number(s): p. 461

Location: Column 2, After Tragedy of the Commons section

Original Text: N/A

Updated Text: "Path 3 Support
[digital page lozenge]
Research Resource Management and Poverty
Communicate Information (6.3.B)
Patterns (6.5.A)

Support for Student Answers

Research solutions for reducing poverty through resource management.

- Farm workers use soil and water to grow crops. People sell trees and animals from forests, use trees and other biomass to fuel cooking fires, and eat and sell fish from fisheries.
- Resource management is related to poverty because many people rely on natural resources for their livelihood. When resources are managed in a way that helps people meet their needs, poverty in an area may be reduced.
- Resource management strategies can help reduce poverty by involving local communities in the management of natural resources and the development of economic policies related to their natural resources. The income poorer communities receive from their natural resources can be increased through tourism or "buy local" initiatives, increasing the productivity of agricultural land, or paying communities to retain areas in their natural states to preserve ecosystem services."

Component: *HMH Into Science Texas Teacher Guide Grade 6*

ISBN: 9780358841593

Link to Current Content:
[View Current Content](#)

Current Page Number(s): p. 456

Location: second column, Describing Greenhouse Gas Emissions

Original Text: "Describing Greenhouse Gas Emissions in the United States

1. What was the total amount of greenhouse gases emitted by the United States in the latest year for which these data are available?

Sample answer: The total U.S. greenhouse gas emissions in 2020 was 5,982 million metric tons of CO₂ equivalent.

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 1703 of 3538

2. What are the major sources of greenhouse gas emissions in the United States?

Sample answer: The major sectors of greenhouse gas emissions are transportation, electric power generation, and industry.

3. What percentage of our country's emissions come from the burning of fossil fuels?

Sample answer: 92% of U.S. greenhouse gas emissions result from burning fossil fuels."

Updated Text: "Describing Greenhouse Gas Emissions

1. What was the total amount of greenhouse gases emitted by your assigned country for the latest year for which these data are available?

Sample answer: The total U.S. greenhouse gas emissions in 2020 was 5,982 million metric tons of CO₂ equivalent.

2. What are the major sources of greenhouse gas emissions in your assigned country?

Sample answer: The major sectors of greenhouse gas emissions are transportation, electric power generation, and industry.

3. What percentage of your assigned country's emissions come from the burning of fossil fuels?

Sample answer: 92% of U.S. greenhouse gas emissions result from burning fossil fuels."

Component: *HMH Into Science Texas Teacher Guide Grade 6*

ISBN: 9780358841593

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 456

Location: Language SmArts, Guided Research

Original Text: "Students will have a lot to cover in this research activity in preparation for the whole-class discussion, and time management will be key. Manage small group work by giving research teams Question 1 as a quick homework assignment ahead of this exploration, which then would also prime students for Questions 2 and 3. Time can be further optimized by creating research teams of four students, having each pair work on Question 2 or 3, and then having pairs swap information in the final 5 minutes."

Updated Text: "Students will have a lot to cover in this research activity in preparation for the whole-class discussion, and time management will be key."

Component: *HMH Into Science Texas Teacher Guide Grade 6*

ISBN: 9780358841593

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 456

Location: second column, Solutions to Greenhouse Gas Emissions

Original Text: "Solutions to Greenhouse Gas Emissions

Describe three strategies the United States could take to lower greenhouse emissions while ensuring that everyone has access to reliable and affordable energy."

Updated Text: "Solutions to Greenhouse Gas Emissions

Describe three strategies your assigned country could take to lower greenhouse emissions while ensuring that everyone has access to reliable and affordable energy."

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 1704 of 3538

Component: *HMH Into Science Texas Teacher Guide Grade 6*

ISBN: 9780358841593

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 457

Location: second column, Make Informed Decisions

Original Text: "MAKE INFORMED DECISIONS: Based on evidence from your research, what steps should the United States take to reduce the harmful effects of global energy use? Identify how resource management strategies could play a role in this effort."

Updated Text: "MAKE INFORMED DECISIONS: Based on evidence from your research, what steps should countries take to reduce the harmful effects of global energy use? Identify how resource management strategies could play a role in this effort."

Component: *HMH Into Science Texas Teacher Guide Grade 6*

ISBN: 9780358841593

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 457

Location: second column, Make Informed Decisions, answer

Original Text: "Sample answer: The U.S. should promote the development and implementation of more alternative energy technologies both in the U.S. and all around the world. This would involve providing incentives to switch from old ways of doing things to new ways, educating people on ways to conserve, and working with other nations to develop strategies for distributing and managing resources equitably."

Updated Text: "Sample answer: Countries should promote the development and implementation of more alternative energy technologies all around the world. This would involve providing incentives to switch from old ways of doing things to new ways, educating people on ways to conserve, and working with other nations to develop strategies for distributing and managing resources equitably."

Component: *HMH Into Science Texas Teacher Guide Grade 6*

ISBN: 9780358841593

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 457

Location: second column, Explain question and answer text

Original Text: "EXPLAIN: With your classmates, explain how energy use in the United States affects people in other parts of the world.

Sample answer: Energy use in the U.S. causes greenhouse gases to be emitted, and those greenhouse gases affect climate everywhere on Earth. In addition, U.S. energy use involves using resources that other parts of the world cannot access once they've been used by the U.S."

Updated Text: "EXPLAIN: With your classmates, explain how energy use in one country affects people in other parts of the world.

Sample answer: Energy use causes greenhouse gases to be emitted, and those greenhouse gases affect climate everywhere on Earth. In addition, fossil fuel energy use involves using resources that other parts of the world cannot access once they've been used by one country."

Component: *HMH Into Science Texas Teacher Guide Grade 6*

ISBN: 9780358841593

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 471

Location: Column 1, Tell, Sample answer

Original Text: "Student experiences and perspectives may include the following:"

Updated Text: "Sample answer:"

Component: *HMH Into Science Texas Teacher Guide Grade 6*

ISBN: 9780358841593

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 471

Location: Column 1, Learn about Students, Sentences 3–4

Original Text: "For example, a student may use an example from a favorite hobby. You can refer to this hobby during your discussions to engage the student and build on their knowledge."

Updated Text: N/A

Component: *HMH Into Science Texas Teacher Guide Grade 6*

ISBN: 9780358841593

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 471

Location: Column 2, Background Information, Sentence 4

Original Text: "When this happens, communities can be healthier and more vibrant."

Updated Text: N/A

Component: *HMH Into Science Texas Teacher Guide Grade 6*

ISBN: 9780358841593

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 475

Location: Column 1, Differentiation: Extra Support, Sentences 4–5

Original Text: "For example, while they may not be in charge of the thermostat at home, they can talk to their adults about the temperature in the house. Similarly, they can ask to carpool with peers or ride a bike to school instead of traveling by car."

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 1706 of 3538

Updated Text: "For example, while they may not be in charge of water use at home, they can talk to adults about ideas for conserving water. Similarly, they can talk to school leaders about ideas for conservation efforts at school."

Component: *HMH Into Science Texas Teacher Guide Grade 6*

ISBN: 9780358841593

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 475

Location: Column 2, second Explain, Sample answer, Sentence 1

Original Text: "By making technology more efficient at generating electrical energy from fossil fuels, the amount of fossil fuels that need to be burned to meet the same or greater energy needs will decrease."

Updated Text: "By making technology more efficient at producing goods while using less energy, the amount of fossil fuels that need to be burned to meet the same or greater energy needs will decrease."

Component: *HMH Into Science Texas Teacher Guide Grade 6*

ISBN: 9780358841593

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 476

Location: Column 1, Predict, question text

Original Text: "What do you think the Aral Sea will look like in 2024?"

Updated Text: "What do you think the Aral Sea will look like in 2024 and beyond?"

Component: *HMH Into Science Texas Teacher Guide Grade 6*

ISBN: 9780358841593

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 476

Location: Column 1, Predict, Sample answer

Original Text: "The Aral Sea will most likely be completely dried up because the human activity that led to the dropping water level has continued."

Updated Text: "The Aral Sea will most likely continue to shrink and may completely dry up because the human activity that led to the dropping water level has continued."

Component: *HMH Into Science Texas Teacher Guide Grade 6*

ISBN: 9780358841593

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 475

Location: Column 2, Describe, Sample answer

Original Text: "Human activities, such as burning fossil fuels, and natural events, such as wildfires, are causing air pollution that reduce air quality."

Updated Text: "Human activities, such as burning fossil fuels, and natural events, such as wildfires, are causing air pollution that reduces air quality."

Component: *HMH Into Science Texas Teacher Guide Grade 6*

ISBN: 9780358841593

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 478

Location: Column 1, Explain, Sample answer, Sentence 3

Original Text: "Water resources are used to process new ore, so recycling reduces the amount of water use and water pollution from mining and processing."

Updated Text: "Water resources are used to process new ore, so recycling reduces water use and water pollution from mining and processing."

Component: *HMH Into Science Texas Teacher Guide Grade 6*

ISBN: 9780358841593

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 479

Location: column 2, Summarize, question text, Sentence 1

Original Text: "Wind turbines are an example of technology that are used to generate energy."

Updated Text: "Wind turbines are an example of technology that is used to generate energy."

Component: *HMH Into Science Texas Teacher Guide Grade 6*

ISBN: 9780358841593

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 484

Location: Column 1, Lab Facilitation, STEP 3

Original Text: "STEP 3: Guide students to consider criteria that is sure to address the issue they are trying to solve."

Updated Text: "STEP 3 and STEP 4: Guide students to consider criteria and constraints that describe an acceptable solution."

Component: *HMH Into Science Texas Teacher Guide Grade 6*

ISBN: 9780358841593

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 487

Location: Column 1, check student understanding, paragraph 1

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 1708 of 3538

Original Text: "At the end of the day, check student understanding of using the engineering design process to design solutions by having students answer these questions."

Updated Text: "At the end of the day, check student understanding of managing solid waste by having students answer these questions."

Component: *HMH Into Science Texas Teacher Guide Grade 6*

ISBN: 9780358841593

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 490

Location: Column 1, support for student answers, paragraph 1

Original Text: "As students present their announcement, review to ensure that students clarify, look for:"

Updated Text: "As students present their announcement, look for:"

Component: *HMH Into Science Texas Teacher Guide Grade 6*

ISBN: 9780358841593

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 494

Location: Column 1, Summarize, question text, sentence 8

Original Text: "Wind turbines and solar panels are technologies that can help conserve fossil fuels to generate electrical energy."

Updated Text: "Wind turbines and solar panels are technologies that can help conserve fossil fuels by generating electrical energy."

Component: *HMH Into Science Texas Teacher Guide Grade 6*

ISBN: 9780358841593

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 470

Location: Column 2, below Step 2 sample answer, MOVE TO column 2, above Support for Student Answers

Original Text: "The issues presented in this lesson require sensitivity around issues of colonization, indigenous rights and culture, and economic inequality, as native Hawaiians continue to seek sovereignty over their land."

Updated Text: "Facilitation Support

The issues presented in this reading require sensitivity around issues of indigenous rights, culture, and economic inequality, as native Hawaiians continue to seek sovereignty over their land."

Component: *HMH Into Science Texas Student Activity Guide Print Consumable Grade 6*

ISBN: 9780358861690

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 305

Location: Below OBSERVE

Original Text: N/A

Updated Text: "DEFINE: Based on your observations, what problem needs to be solved?"

"ASK QUESTIONS: What do you wonder about how plastic affects people and the environment? Brainstorm as many questions as you can."

Component: *HMH Into Science Texas Student Activity Guide Print Consumable Grade 6*

ISBN: 9780358861690

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 306

Location: Before Science Words

Original Text: N/A

Updated Text: "ANALYZE: Group your questions about the effects of plastics into categories. You can also combine or rephrase questions. When you are done refining your questions, pick one or more questions that might help you answer the Driving Question."

Component: *HMH Into Science Texas Student Activity Guide Print Consumable Grade 6*

ISBN: 9780358861690

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 303

Location: Top of page, sentence text below "Analyze the Central Idea."

Original Text: In this activity, you will examine the importance of effective resource conservation and land management.

Updated Text: [delete sentence]

Component: *HMH Into Science Texas Teacher Guide Grade 6*

ISBN: 9780358841593

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 492

Location: second column, collaborate

Original Text: "COLLABORATE: Work with a partner or small group to research landfills and any patterns related to solid waste and landfills in your state or country. Develop a presentation about landfills to educate your community about what happens to their solid waste. Be creative! Your presentation can be in the form of writing, drawing, or an oral presentation.

Look for: Student presentations should include a description of what a landfill is and how it operates. They should include the process of what happens, from disposing of their solid waste through it entering the landfill. Students may mention that it is important to conserve materials because of the effects of solid waste building up in landfills."

Updated Text: "COLLABORATE: Work with a partner or small group to research solutions for reducing solid waste disposal and landfill use in your state or country.

- What sources did you find during your research? How did you know they are credible?
- Describe three current solutions for reducing solid waste disposal.
- Describe at least one solution for reducing solid waste disposal that is not widespread now but may be in the future.
- Evaluate the solutions you described for cost-effectiveness. This is the relationship between how well a solution works and how much it costs.
- Which solution is the most cost-effective way to reduce solid waste disposal?

First, orally communicate your solution to another group. Then present your solution to your class in the form of a drawing, poster, or digital slide show. Work with your teacher or other member of your community to implement your solution.

Look for: Student presentations should include an explanation of the solution they feel is the most cost-effective way to reduce solid waste disposal. Students should use evidence and supporting materials to illustrate why they support this solution. Students may mention that it is important to conserve materials because of the effects of solid waste building up in landfills.

Component: *HMH Into Science Texas Student License Digital Grade 6*

ISBN: 9780358860662

Link to Current Content:

[View Current Content](#)

Current Page Number(s): TEKS Lesson 6.11.B, Evaluate, Screen 1

Location: Summarize, question text, sentence 8

Original Text: "Wind turbines and solar panels are technologies that can help conserve fossil fuels to generate electrical energy."

Updated Text: "Wind turbines and solar panels are technologies that can help conserve fossil fuels by generating electrical energy."

Component: *HMH Into Science Texas Student Activity Guide Print Consumable Grade 6*

ISBN: 9780358861690

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 321

Location: Key Points, bullet 4

Original Text: "Wind turbines and solar panels are technologies that can help conserve fossil fuels to generate electrical energy."

Updated Text: "Wind turbines and solar panels are technologies that can help conserve fossil fuels by generating electrical energy."

Component: *HMH Into Science Texas Student Activity Guide Print Consumable Grade 6*

ISBN: 9780358861690

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 320

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 1711 of 3538

Location: Propose and Communicate Your Solution

Original Text: "Being able to communicate your ideas in an accurate and engaging manner is an essential skill for scientists and engineers. You can present ideas individually or as part of a group. Choose an effective format, such as a written report, poster display, or speech to an audience.

Make a brief public-service announcement to communicate and explain your solution. Your announcement should explain how the solution you developed could be implemented school-wide to reduce the solid waste generated by your school."

Updated Text: "Being able to communicate your ideas in an accurate and engaging manner is an essential skill for scientists and engineers. You can present ideas individually or as part of a group. Choose an effective format, such as a written report or poster display.

After you create your report or poster, make a brief public-service announcement to communicate and explain your solution. Your announcement should explain how the solution you developed could be implemented school-wide to reduce the solid waste generated by your school."

Component: *HMH Into Science Texas Teacher Guide Grade 6*

ISBN: 9780358841593

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 504

Location: Column 2, Support for Student Answers, Analyze, lines 9-10

Original Text: "One question that may help answer the Driving Question is "Why don't corals get washed away?"

Updated Text: N/A

Component: *HMH Into Science Texas Teacher Guide Grade 6*

ISBN: 9780358841593

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 511

Location: Column 2, Support for Student Answers, Describe answer text

Original Text: N/A

Updated Text: "Individuals are part of a population. A population is part of a community. A community is part of an ecosystem."

Component: *HMH Into Science Texas Teacher Guide Grade 6*

ISBN: 9780358841593

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 512

Location: Column 1, STEPs 2-3 Facilitation

Original Text: "...with another group before refining map."

Updated Text: "...with another group before refining their map."

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 1712 of 3538

Component: *HMH Into Science Texas Student License Digital Grade 6*

ISBN: 9780358860662

Link to Current Content:

[View Current Content](#)

Current Page Number(s): TEKS Lesson 6.12.C, Exploration 3, Screen 2

Location: Mark and Recapture Method Formula, blue box

Original Text: "population estimate = (# marked in s1) / (% marked in s2)"

Updated Text: "6. The formula scientists use to estimate population size using the mark-recapture method is shown below.

(number of individuals in Sample 1 X number of individuals in Sample 2) / number of marked individuals in Sample 2"

Component: *HMH Into Science Texas Student License Digital Grade 6*

ISBN: 9780358860662

Link to Current Content:

[View Current Content](#)

Current Page Number(s): TEKS Lesson 6.12.C, Evaluate, Screen 6

Location: Why It Matters, Connections to Consider

Original Text: "What would happen if the population of one of these organisms decreased?"

Updated Text: "What would happen if tree populations in a forest decreased?"

Component: *HMH Into Science Texas Student Activity Guide Print Consumable Grade 6*

ISBN: 9780358861690

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 332

Location: List of vocabulary terms, bottom half of screen

Original Text: organism; population; community

Updated Text: organism; population; community; ecosystem

Component: *HMH Into Science Texas Student Activity Guide Print Consumable Grade 6*

ISBN: 9780358861690

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 342

Location: STEP 9

Original Text: Write an equation to calculate the total population size in your investigation. To divide by a percentage, convert the percentage to a decimal by dividing by 100.

Updated Text: The estimated population size (y) is equal to the number of individuals in sample 1 (s1) multiplied by the number of individuals in sample 2 (s2) divided by the number of marked (or recaptured) individuals in sample 2. Or, $y = (s1 \times s2) / (m2)$.

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Component: *HMH Into Science Texas Student Activity Guide Print Consumable Grade 6*

ISBN: 9780358861690

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 340

Location: Mark and Recapture Method Formula

Original Text: "population estimate = (# marked in s1) / (% marked in s2)"

Updated Text: "6. The formula scientists use to estimate population size using the mark-recapture method is shown below.

(number of individuals in Sample 1 X number of individuals in Sample 2) / number of marked individuals in Sample 2"

Component: *HMH Into Science Texas Teacher Guide Grade 6*

ISBN: 9780358841593

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 524

Location: Standards Overview, Scientific and Engineering Practices, Relate the Impact of Research (6.4.A)

Original Text: "...process of science as related to the content"

Updated Text: "...contributions of diverse scientists as related to the content"

Component: *HMH Into Science Texas Student License Digital Grade 6*

ISBN: 9780358860662

Link to Current Content:

[View Current Content](#)

Current Page Number(s): TEKS Lesson 6.12.A, Exploration 1, Screen 2

Location: INVESTIGATE Hot Spot interactivity, bottom of screen

Original Text: hotspot label: "Trout"

Updated Text: hotspot label: "Salmon"

Component: *HMH Into Science Texas Teacher Guide Grade 6*

ISBN: 9780358841593

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 529

Location: Column 2, Can You Explain It?

Original Text: N/A

Updated Text: Image of woodpecker and nutcracker

Component: *HMH Into Science Texas Student License Digital Grade 6*

ISBN: 9780358860662

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 1714 of 3538

Link to Current Content:

[View Current Content](#)

Current Page Number(s): TEKS Lesson 6.12.B, Exploration 1, Screen 7

Location: APPLY Short Answer interactivity

Original Text: "The gazelle is a [predator | prey]."

Updated Text: "The gazelle is [a predator | prey]."

Component: *HMH Into Science Texas Teacher Guide Grade 6*

ISBN: 9780358841593

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 560

Location: Column 1, Can You Explain It?

Original Text: N/A

Updated Text: Image of a beaver

Component: *HMH Into Science Texas Teacher Guide Grade 6*

ISBN: 9780358841593

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 576

Location: Column 2, Can You Explain It?

Original Text: N/A

Updated Text: Image of a beaver

Component: *HMH Into Science Texas Teacher Guide Grade 6*

ISBN: 9780358841593

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 596

Location: Column 1, Differentiation: Challenge

Original Text: "Challenge students to identify scientific theories that have been dismissed by the public because they are "just theories." For example, Galileo proposed the theory that Earth revolved around the sun, but it was dismissed by people who wanted to believe Earth was the center of the universe. Plate tectonics, handwashing, germ theory, and evolution are other theories that were dismissed. Ask students to research and explain why these scientific theories were eventually accepted."

Updated Text: "Scientists use the word theory to mean a system of ideas supported by scientific testing that explains phenomena. But in nonscientific usage, theory has a less-rigorous meaning that is similar to the meaning of the word idea. For example, someone might say, "I have a theory that my dog can read—it chews up only boxes that are addressed to me." That person is using theory more to mean idea than to mean scientific theory. The theory is not supported by controlled testing and substantial evidence. On the other hand, plate tectonics, handwashing, germ theory, and evolution

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 1715 of 3538

are examples of scientific theories because they are supported by an abundance of scientific evidence gathered by many scientists over many years. Challenge students to select a scientific theory of interest and research some of the evidence that supports it."

Component: *HMH Into Science Texas Teacher Guide Grade 6*

ISBN: 9780358841593

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 588

Location: Column 2, Setup

Original Text: "Prepare all materials for each pair to reduce student prep time and confusion."

Updated Text: "Thinly slice the celery stalk and prepare slides of each material before the lab."

Component: *HMH Into Science Texas Student Activity Guide Print Consumable Grade 6*

ISBN: 9780358861690

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 392

Location: Caption text to the right of the image

Original Text: These animal cells can be distinguished from plant cells because they lack a cell wall.

Updated Text: This photograph shows a close up of human skin! You can see that skin is made up of many cells. A cell is the most basic unit of all living things. According to cell theory, all living things are made up of cells.

Component: *HMH Into Science Texas Teacher Guide Grade 6*

ISBN: 9780358841593

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 598

Location: N/A

Original Text: N/A

Updated Text: "RESEARCH: Identify a scientist who is currently researching scientific and medical ethics.

- What is their education background and research focus?
- What are some current ethics issues in science or medicine?
- How does ethics research impact society?

[anno font] Look for: A verifiable research scientist who is studying scientific and medical ethics, including their education background and current research focus. Student responses should include current ethics issues, and a description of how ethics research affects society."

Component: *HMH Into Science Texas Teacher Guide Grade 6*

ISBN: 9780358841593

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 618

Location: Column 1, Setup

Original Text: "Prepare gelatin cubes and all materials beforehand to facilitate student activity. Make a plan for filling student beakers with warm water."

Updated Text: "For each group use a warm knife to slice one cube that is 2.7 cm on each side. and 27 cubes that are 0.8 cm on each side. Make a plan to fill student beakers with warm water."

Component: *HMH Into Science Texas Teacher Guide Grade 6*

ISBN: 9780358841593

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 614

Location: Column 1, Setup

Original Text: N/A

Updated Text: "Use a drop of iodine on the microscope slide if needed to help visualize the onion skin."

Component: *HMH Into Science Texas Student Activity Guide Print Consumable Grade 6*

ISBN: 9780358861690

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 417

Location: STEP 5

Original Text: n/a

Updated Text: Be sure to cover up the selections that describe your organism when sharing with your partner. You can do this by folding the corner of the page down.

Component: *HMH Into Science Texas Teacher Guide Grade 6*

ISBN: 9780358841593

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 619

Location: Column 1, STEP 9, question text

Original Text: "STEP 9: Describe another way you could model a multicellular organism. Your proposed solution should be supported by your knowledge of cell theory and the model from this lab that relates cell size and function."

Updated Text: "STEP 9: Describe another way you could solve the problem of modeling a multicellular organism. Your proposed solution should be supported by data from your investigation, knowledge of cell theory, and the model from this lab that relates cell size and function."

Component: *HMH Into Science Texas Student Activity Guide Print Consumable Grade 6*

ISBN: 9780358861690

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 415

Location: bottom of page, Step 9, question text

Original Text: "STEP 9: Describe another way you could model a multicellular organism. Your proposed solution should be supported by your knowledge of cell theory and the model from this lab that relates cell size and function."

Updated Text: "STEP 9: Describe another way you could solve the problem of modeling a multicellular organism. Your proposed solution should be supported by data from your investigation, knowledge of cell theory, and the model from this lab that relates cell size and function."

Component: *HMH Into Science Texas Teacher Guide Grade 6*

ISBN: 9780358841593

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 621

Location: Column 2, Support for Student Answers, STEP 4, question text

Original Text: "STEP 4: Discuss with your group what kind of organism you think the flytrap is. Construct an explanation to support your decision."

Updated Text: "STEP 4: Discuss with your group what kind of organism you think the flytrap is. Use scientific explanations of autotrophs and heterotrophs as well as the evidence your group gathered in STEP 2 during your argumentation. Be sure to engage respectfully with your group, whether you are agreeing or disagreeing. Record your final explanation."

Component: *HMH Into Science Texas Teacher Guide Grade 6*

ISBN: 9780358841593

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 627

Location: Column 2, Support for Student Answers, STEP 4

Original Text: "STEP 4: Describe how the structure of the feature helps achieve its function."

Updated Text: "STEP 4: Think about the complementary nature of structure and function. Use this relationship to explain how the structure of the organism's feature helps to achieve its function."

Component: *HMH Into Science Texas Teacher Guide Grade 6*

ISBN: 9780358841593

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 638

Location: Column 2, Making Sense of the Phenomenon

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 1718 of 3538

Original Text: "Making Sense of the Phenomenon" appears before "Support for Student Answers"

Updated Text: Move "Making Sense of the Phenomenon" to come before "At the end of the lesson, students should use the following evidence to answer the Driving Question."

Component: *HMH Into Science Texas Teacher Guide Grade 6*

ISBN: 9780358841593

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 655

Location: Column 2, Support for Student Answers

Original Text: "Support for Student Answers"

Updated Text: N/A

Component: *HMH Into Science Texas Teacher License Digital Grade 6*

ISBN: 9780358860907

Link to Current Content:

[View Current Content](#)

Current Page Number(s): TEKS 6.1–6.5 Skills & Themes Bank, p. 11

Location: Item 23, images for answer choices A and C

Original Text: Answer choice A image shows map with similar number of species in TX and OK
Answer choice C image shows map with many species in ND, few species in NE

Updated Text: Answer choice A image shows map with many species in ND, few species in NE
Answer choice C image shows map with similar number of species in TX and OK

Component: *HMH Into Science Texas Teacher License Digital Grade 6*

ISBN: 9780358860907

Link to Current Content:

[View Current Content](#)

Current Page Number(s): TEKS 6.1–6.5 Skills & Themes Bank, p. 27

Location: Item 62, prompt, paragraph 2

Original Text: "The students proposed a number of possible solutions. Which solution could BEST help restore all of the species' populations in the wooded plot?"

Updated Text: "The students proposed a number of possible solutions to decreasing populations. Which solution could BEST help restore all of the species' populations in the wooded plot?"

Component: *HMH Into Science Texas Teacher License Digital Grade 6*

ISBN: 9780358860907

Link to Current Content:

[View Current Content](#)

Current Page Number(s): TEKS 6.1–6.5 Skills & Themes Bank, p. 23

Location: Item 50, prompt, sentence 5

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 1719 of 3538

Original Text: "How might the reduction in cost affect the field of medicine?"

Updated Text: "How would the reduction in cost MOST LIKELY affect the field of medicine?"

Component: *HMH Into Science Texas Teacher License Digital Grade 6*

ISBN: 9780358860907

Link to Current Content:

[View Current Content](#)

Current Page Number(s): TEKS 6.1–6.5 Skills & Themes Bank, p. 24

Location: Item 55, prompt, sentences 5–7

Original Text: "There are also alpha females that have social status over other females. They tend to work together to form a group under the alphas. Based on this information, which type of relationship exists in the chimpanzee community?"

Updated Text: "There are also alpha females that have social status over other females who tend to work together to form a group under the alphas. Based on this information, which type of relationship exists in the chimpanzee community?"

Component: *HMH Into Science Texas Teacher Guide Grade 6*

ISBN: 9780358841593

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 8

Location: Column 2, Making Sense of the Phenomenon bullets 2 and 3

Original Text: "• Particles in a solid have less kinetic energy and are closer together than particles in a liquid. (Exploration 2)

• Particles in a solid have more attraction to each other than particles in a liquid. (Exploration 3)"

Updated Text: "• Particles in solid ice vibrate in place, but do not change position relative to each other. Particles in liquid water move around each other, but are held very close together by forces between them. (Exploration 2)

• Particles in a solid have less kinetic energy than particles in a liquid. (Exploration 3)"

Component: *HMH Into Science Texas Teacher Guide Grade 6*

ISBN: 9780358841593

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 12

Location: Column 1, top of page

Original Text: N/A

Updated Text: "Comparing the Shape and Volume of Different States of Matter"

Component: *HMH Into Science Texas Teacher Guide Grade 6*

ISBN: 9780358841593

Link to Current Content:

[View Current Content](#)

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 1720 of 3538

Current Page Number(s): p. 13

Location: Column 1, Sense-Making

Original Text: "Modeling how molecules react allows students..."

Updated Text: "Modeling how molecules move allows students..."

Component: *HMH Into Science Texas Teacher Guide Grade 6*

ISBN: 9780358841593

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 14

Location: Column 2, Quick Lab Scoring Criteria, bullet 3

Original Text: "Students recognized differences in the substance of different states of matter."

Updated Text: "Students recognized differences in the structure of different states of matter."

Component: *HMH Into Science Texas Teacher Guide Grade 6*

ISBN: 9780358841593

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 15

Location: Column 2, Check Your Learning First paragraph after EVALUATE

Original Text: "The image showing the particles packed close together and not moving is the solid. In the image showing the liquid, the particles are close together but can move freely. In the image showing the gas, the particle is far apart from other particles and can move freely."

Updated Text: N/A

Component: *HMH Into Science Texas Teacher Guide Grade 6*

ISBN: 9780358841593

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 16

Location: Column 2, Short on Time

Original Text: "Short on Time
Have one student or student group conduct the activity, and then hold a class discussion about it."

Updated Text: N/A

Component: *HMH Into Science Texas Teacher Guide Grade 6*

ISBN: 9780358841593

Link to Current Content:

[View Current Content](#)

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 1721 of 3538

Current Page Number(s): p. 18

Location: Column 1, Differentiation: Extra Support

Original Text: "Differentiation: Extra Support

Make a list of gases students are familiar with, such as oxygen, carbon monoxide, and helium. Explain that not all gases have a smell people can detect, which makes poisonous gases like carbon monoxide so dangerous. Discuss students' favorite smells, like bread baking or onions cooking. Explain that certain activities like cooking and mowing the grass release gases that can have distinctive pleasant or unpleasant smells"

Updated Text: N/A

Component: *HMH Into Science Texas Teacher Guide Grade 6*

ISBN: 9780358841593

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 28

Location: Column 1, Support for Challenging Concepts - Addressing Misconception, 1st bullet, last 2 sentences

Original Text: "A compound is a substance that is made up of more than one kind of atom. In single compounds, the atoms are bonded together. Because they are still one type of atom bonded together, they can make up pure substances."

Updated Text: "A compound is a substance that is made up of more than one kind of atom bonded together."

Component: *HMH Into Science Texas Teacher Guide Grade 6*

ISBN: 9780358841593

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 33

Location: Column 1, Differentiation: Challenge text, sentence 1

Original Text: "For students who finish early and could benefit from extra challenge, have them test a fourth cup of water by filling it halfway with water."

Updated Text: "For students who finish early and could benefit from extra challenge, have them test a fourth cup of water by filling it halfway with water and mixing in a spoonful of salt."

Component: *HMH Into Science Texas Teacher Guide Grade 6*

ISBN: 9780358841593

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 45

Location: Column 1, Students as Scientists, last sentence

Original Text: "Explain that frustration and persistence make them a scientist."

Updated Text: "Explain that persisting to overcome difficulties is a skill they use as a scientist."

Component: *HMH Into Science Texas Teacher Guide Grade 6*

ISBN: 9780358841593

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 44

Location: Column 1, Quick Lab Facilitation, between Step 1 and STEP 2

Original Text: N/A

Updated Text: "STEP 2: Advise students to make a dot, wait for it to dry, then repeat the dot for best results."

Component: *HMH Into Science Texas Student Activity Guide Print Consumable Grade 6*

ISBN: 9780358861690

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 26

Location: Vocabulary list, bottom of page

Original Text: solution; pure substance; heterogeneous

Updated Text: heterogeneous; homogeneous; mixture; physical property; pure substance; solution

Component: *HMH Into Science Texas Teacher Guide Grade 6*

ISBN: 9780358841593

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 62

Location: Column 1, Key Learning Activity, at end of Explain and model text

Original Text: N/A

Updated Text: "Demonstrate to students how to avoid having the ends of the wires touch."

Component: *HMH Into Science Texas Teacher Guide Grade 6*

ISBN: 9780358841593

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 63

Location: Column 1, Support for Student Answers, Step 7 answer

Original Text: N/A

Updated Text: "...Data for the table in STEP 1 should reflect the properties of metals."

Component: *HMH Into Science Texas Teacher Guide Grade 6*

ISBN: 9780358841593

Link to Current Content:
[View Current Content](#)

Current Page Number(s): p. 65

Location: Column 1, Properties of Metals, Support for Student Answers, Sentence at end of DISCUSS

Original Text: "Observe the metal worker. What property of metal is being displayed? Malleability"

Updated Text: N/A

Component: *HMH Into Science Texas Teacher Guide Grade 6*

ISBN: 9780358841593

Link to Current Content:
[View Current Content](#)

Current Page Number(s): p. 62

Location: Column 2, Set Up, Sentence 1

Original Text: "Prepare a circuit tester..."

Updated Text: "Use an existing circuit tester or prepare one..."

Component: *HMH Into Science Texas Teacher Guide Grade 6*

ISBN: 9780358841593

Link to Current Content:
[View Current Content](#)

Current Page Number(s): p. 60

Location: Column 2, top of page/column

Original Text: N/A

Updated Text: Image of cell phone parts

Component: *HMH Into Science Texas Teacher Guide Grade 6*

ISBN: 9780358841593

Link to Current Content:
[View Current Content](#)

Current Page Number(s): p. 76

Location: Column 1, Image at top of page

Original Text: Image of powdered materials

Updated Text: Image of cell phone parts

Component: *HMH Into Science Texas Student Activity Guide Print Consumable Grade 6*

ISBN: 9780358861690

Link to Current Content:
[View Current Content](#)

Current Page Number(s): p. 42

Location: Vocabulary list, bottom of page

Original Text: metal; nonmetal; metalloid; rare earth element

Updated Text: element; metal; nonmetal; metalloid; rare earth element; periodic table

Component: *HMH Into Science Texas Student Activity Guide Print Consumable Grade 6*

ISBN: 9780358861690

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 50

Location: Direction line, top of page

Original Text: Answer these questions to review the lesson and practice for the lesson quiz.

Updated Text: Use the periodic table to help answer question 3.

Component: *HMH Into Science Texas Student Activity Guide Print Consumable Grade 6*

ISBN: 9780358861690

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 51

Location: New caption text, right column next to photo

Original Text: n/a

Updated Text: A: antimony; B: red phosphorus; C: white phosphorus; D: arsenic; E: bismuth

Component: *HMH Into Science Texas Teacher Guide Grade 6*

ISBN: 9780358841593

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 85

Location: Column 1, Lab Facilitation, Support for Student Answers, before STEP 3

Original Text: N/A

Updated Text: "STEP 1: Examine the objects. Make a prediction about which items you think will float and which will sink. [answer]Students' predictions may be that a marble and paper clip will sink, but a packing pellet will float."

Component: *HMH Into Science Texas Teacher Guide Grade 6*

ISBN: 9780358841593

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 90

Location: Column 1, Key Learning Activity, Model and Explain Content, Sentence 3

Original Text: "...make sure students have converted mL to units for density properly to..."

Updated Text: "...make sure students have subtracted the mass of the beaker to..."

Component: *HMH Into Science Texas Student License Digital Grade 6*

ISBN: 9780358860662

Link to Current Content:

[View Current Content](#)

Current Page Number(s): TEKS Lesson 6.6.D, Engage, Screen 4

Location: Paragraph after Video Interactivity, MOVE TO Video Instruction

Original Text: "At first, a raisin sinks because it is denser than the carbonated liquid. Then bubbles of carbon dioxide attach to the surface of the raisin which increases the volume of the raisin with very little increase to its mass. The density of the raisin with attached bubbles is less than the carbonated liquid so it floats. Once the raisin with bubbles reaches the top, the gas bubbles escape to the surrounding air, the raisin's volume decreases, and it sinks."

Updated Text: "Observe closely to find clues about why these raisins sink and float in the carbonated water."

Component: *HMH Into Science Texas Teacher Guide Grade 6*

ISBN: 9780358841593

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 91

Location: Column 2, Lab Facilitation Steps, after STEP 9

Original Text: N/A

Updated Text: "Teardown: Collect and save salt water for use in The Diver's Problem—Help the Diver Sink! lab."

Component: *HMH Into Science Texas Teacher Guide Grade 6*

ISBN: 9780358841593

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 93

Location: Column 2, after Safety Information

Original Text: N/A

Updated Text: "SETUP

Reuse salt water from the Will it Float? lab or make more if needed. Use about 1 Tablespoon of salt per each 250 mL of water."

Component: *HMH Into Science Texas Student Activity Guide Print Consumable Grade 6*

ISBN: 9780358861690

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 66

Location: Image caption, top of page to right of photo

Original Text: Raisins sink in carbonated liquid. When carbonated bubbles attach to the surface of the raisin, they become less dense and float to the surface.

Updated Text: n/a [delete caption]

Component: *HMH Into Science Texas Student Activity Guide Print Consumable Grade 6*

ISBN: 9780358861690

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 55

Location: Paragraph below photo

Original Text: "How can an object's density change? At first, a raisin sinks because it is denser than the carbonated liquid. Then bubbles of carbon dioxide attach to the surface of the raisin which increases the volume of the raisin with very little increase to its mass. The density of the raisin with attached bubbles is less than the carbonated liquid so it floats. Once the raisin with bubbles reaches the top, the gas bubbles escape to the surrounding air, the raisin's volume decreases, and it sinks. Then the cycle repeats over and over. Raisins sinking, floating, sinking, and floating!"

Updated Text: Observe the video in the digital Interactive Lesson to find clues about why these raisins sink and float in the carbonated water.

Component: *HMH Into Science Texas Teacher Guide Grade 6*

ISBN: 9780358841593

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 98

Location: Column 1, Collaborate

Original Text: "COLLABORATE: With a partner, find an example of technology in which density is important. Explain the technology to classmates through a prototype, drawing, or an oral presentation."

Updated Text: "COLLABORATE: With a partner, find an example of a technology solution in which density is important. Explain the technology to classmates through a prototype, drawing, or an oral presentation. Then, write up your explanation in the form of a report and submit to your teacher."

Component: *HMH Into Science Texas Teacher Guide Grade 6*

ISBN: 9780358841593

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 97

Location: Column 1, Collaborate

Original Text: "COLLABORATE: Working with a partner, develop an argument that supports or refutes this statement: There is a mathematical formula that represents patterns of density in objects. Use evidence from this lesson and your knowledge of patterns to support your argument. Be creative! Your argument can be in the form of writing, drawing, or an oral presentation.

Students should argue that patterns of density in objects can be found through mathematical formulas. Students could choose to do one or more of the following:

- Describe their argument in writing.
- Develop a mathematical formula showing how to calculate density.
- Communicate their argument orally to the class as part of a discussion or presentation."

Updated Text: "COLLABORATE: Working with a partner, develop an argument that supports or refutes this statement: There is a mathematical formula that represents patterns of density in objects. Use evidence from this lesson and your knowledge of patterns to support your argument.

First, present your argument verbally to a partner. Then, present your argument to your class in written form, such as in a report.

Students should argue that patterns of density in objects can be found through mathematical formulas. Students should communicate their argument verbally to a partner, then present their argument to the class in writing. This could be a written report or an example of a mathematical formula that can be used to calculate density."

Component: *HMH Into Science Texas Teacher Guide Grade 6*

ISBN: 9780358841593

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 89

Location: Column 1, below COMPARE question, new

Original Text: N/A

Updated Text: "COMPARE: Oil is added to the sand-water-air system in the jar. The oil floats in a layer between the water and the air. Use this information to compare the relative densities of the substances and put them in order from least dense to most dense.

[two column, four row table]

Least dense	air
	oil
	water
Most dense	sand"

Component: *HMH Into Science Texas Teacher Guide Grade 6*

ISBN: 9780358841593

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 108

Location: Column 2, Lab Facilitation, Step 6, after 2nd sentence

Original Text: N/A

Updated Text: "Remind students to wear safety goggles at all times during the activity."

Component: *HMH Into Science Texas Teacher Guide Grade 6*

ISBN: 9780358841593

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 120

Location: Column 1, Lab Facilitation, Before the Lab, after 2nd sentence

Original Text: N/A

Updated Text: "Remind students to wear safety goggles at all times during the activity."

Component: *HMH Into Science Texas Teacher Guide Grade 6*

ISBN: 9780358841593

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 121

Location: Column 2, Setup, add bullet to end

Original Text: N/A

Updated Text: "• Collect empty plastic bottles from students or work with the school cafeteria to source this material. Make sure bottles are clean and have lids or caps."

Component: *HMH Into Science Texas Teacher Guide Grade 6*

ISBN: 9780358841593

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 121

Location: Column 2, top of page, above text

Original Text: N/A

Updated Text: Image of soap scum

Component: *HMH Into Science Texas Student Activity Guide Print Consumable Grade 6*

ISBN: 9780358861690

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 81

Location: All content on page

Original Text: "Precipitate" heading, paragraph text below, ANALYZE prompt and photo

Updated Text: "Notes" [with write-on lines for students to take notes]

Component: *HMH Into Science Texas Teacher Guide Grade 6*

ISBN: 9780358841593

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 134

Location: Column 1, Build a Card Tower, Materials

Original Text: "Materials (per individual)"

Updated Text: "Materials (per pair)"

Component: *HMH Into Science Texas Teacher Guide Grade 6*

ISBN: 9780358841593

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 136

Location: Column 1, Top of page

Original Text: N/A

Updated Text: Image of hoverboard

Component: *HMH Into Science Texas Teacher Guide Grade 6*

ISBN: 9780358841593

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 155

Location: Column 1, Image

Original Text: Image of hovercraft

Updated Text: Image of hoverboard

Component: *HMH Into Science Texas Teacher Guide Grade 6*

ISBN: 9780358841593

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 141

Location: Column 2, top of page

Original Text: N/A

Updated Text: Image of student pulling book on table

Component: *HMH Into Science Texas Student Activity Guide Print Consumable Grade 6*

ISBN: 9780358861690

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 90

Location: Caption to the right of image

Original Text: A hoverboard floats and carries the person over different surfaces.

Updated Text: A hoverboard floats and carries the person over different surfaces. Think about how forces act in this situation.

Component: *HMH Into Science Texas Student Activity Guide Print Consumable Grade 6*

ISBN: 9780358861690

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 92

Location: REVIEW interaction, answer choices

Original Text: Force has strength | direction.

Updated Text: Force has strength | direction | strength and direction.

Component: *HMH Into Science Texas Student Activity Guide Print Consumable Grade 6*

ISBN: 9780358861690

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 94

Location: List of vocabulary terms

Original Text: friction; gravity; magnetic force; normal force

Updated Text: force; friction; gravity; magnetic force; normal force

Component: *HMH Into Science Texas Student Activity Guide Print Consumable Grade 6*

ISBN: 9780358861690

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 105

Location: new direction line for set of 5 images

Original Text: n/a

Updated Text: Look at the images for examples of the forces presented in this lesson.

Component: *HMH Into Science Texas Teacher Guide Grade 6*

ISBN: 9780358841593

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 165

Location: Column 1, Differentiation: Challenge

Original Text: "Differentiation: Challenge

For students who finish early and could benefit from extra challenge, have them improve the design of their parachute based on their analysis. This is part of the test and optimize steps in an engineering design process."

Updated Text: N/A

Component: *HMH Into Science Texas Teacher Guide Grade 6*

ISBN: 9780358841593

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 1731 of 3538

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 166

Location: Column 1, top of page

Original Text: N/A

Updated Text: Image of skydiver

Component: *HMH Into Science Texas Teacher Guide Grade 6*

ISBN: 9780358841593

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 169

Location: new support for added Step 8

Original Text: N/A

Updated Text: "STEP 8, PROPOSE A SOLUTION: How would you improve the design of your parachute? Remember, the goal is to make the object fall as slowly as possible.

Use the following to help optimize your design

- model from STEP 1
- data from your investigation
- results of your classmates
- understanding of how multiple forces can act on and affect an object

[answer] When I compared my parachute and data with those from other groups, I discovered that parachutes with a larger area generally help the object fall slower. To improve my parachute, I would try making it larger, but also more rectangular. This might help air increase air resistance and increase the upward force on the parachute, which would increase the amount of time it takes for the object to fall."

Component: *HMH Into Science Texas Student Activity Guide Print Consumable Grade 6*

ISBN: 9780358861690

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 119

Location: new Step 8 after Step 7

Original Text: N/A

Updated Text: "STEP 8, PROPOSE A SOLUTION: How would you improve the design of your parachute? Remember, the goal is to make the object fall as slowly as possible.

Use the following to help optimize your design

- model from STEP 1
- data from your investigation
- results of your classmates
- understanding of how multiple forces can act on and affect an object"

Component: *HMH Into Science Texas Teacher Guide Grade 6*

ISBN: 9780358841593

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 1732 of 3538

Link to Current Content:
[View Current Content](#)

Current Page Number(s): p. 192

Location: Column 1, Part 1: Observe Force Pairs, Hands-On Lab Facilitation, STEP 1, Sentence 3

Original Text: "Students should be mindful not to communicate so all students are comfortable."

Updated Text: "Students should be mindful to communicate so all students are comfortable."

Component: *HMH Into Science Texas Teacher Guide Grade 6*

ISBN: 9780358841593

Link to Current Content:
[View Current Content](#)

Current Page Number(s): p. 193

Location: Column 1, Engineer It! heading

Original Text: "Design a Virtual Ritual Experience"

Updated Text: "Design a Virtual Reality Experience"

Component: *HMH Into Science Texas Teacher Guide Grade 6*

ISBN: 9780358841593

Link to Current Content:
[View Current Content](#)

Current Page Number(s): p. 196

Location: Column 1, Identify, Answer, Bullet 2, Sentence 5

Original Text: "... These are both contact forces."

Updated Text: N/A

Component: *HMH Into Science Texas Teacher Guide Grade 6*

ISBN: 9780358841593

Link to Current Content:
[View Current Content](#)

Current Page Number(s): p. 218

Location: Column 2, Safety Information

Original Text: Lab Safety icons: Safety Goggles, Sharps, Slip Hazard

Updated Text: Lab Safety icons: Safety Goggles, Apron, Gloves, Chemicals, Breakage, Disposal, Hand Washing.

Component: *HMH Into Science Texas Teacher Guide Grade 6*

ISBN: 9780358841593

Link to Current Content:
[View Current Content](#)

Current Page Number(s): p. 210

Location: Column 1, top of page

Original Text: N/A

Updated Text: Image of a diver jumping from a diving board in time-lapse.

Component: *HMH Into Science Texas Teacher Guide Grade 6*

ISBN: 9780358841593

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 216

Location: Column 2, Speed, Mass, and Kinetic Energy, Support for Student Answers, Explain Sample answer

Original Text: "The car has more kinetic energy because it has a larger mass, and is also able to travel at higher speeds. My prediction was correct. because it has a larger mass, and is also able to travel at higher speeds. My prediction was correct."

Updated Text: "The car has more kinetic energy because it has a larger mass, and is also able to travel at higher speeds. My prediction was correct."

Component: *HMH Into Science Texas Teacher Guide Grade 6*

ISBN: 9780358841593

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 212

Location: Column 2, Roll, Roll, Rollback Can, Setup, after 2nd sentence

Original Text: "... are ideal. Use a nail or a drill..."

Updated Text: "...are ideal. A cardboard oats container or other cardboard tube with ends that are sufficiently large can also be used. Use a nail or a drill..."

Component: *HMH Into Science Texas Teacher Guide Grade 6*

ISBN: 9780358841593

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 218

Location: Column 2, Use Chemical Energy, Setup

Original Text: "... flexible measuring tape."

Updated Text: "...flexible measuring tape. Advise students to hold the balloon securely while executing their procedure. If needed, adhesive tape may be used to secure the balloon to the bottle."

Component: *HMH Into Science Texas Teacher Guide Grade 6*

ISBN: 9780358841593

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 213

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 1734 of 3538

Location: Column 1, Top of page

Original Text: N/A

Updated Text: Image of the roll back can lab setup students will use in the lab

Component: *HMH Into Science Texas Student License Digital Grade 6*

ISBN: 9780358860662

Link to Current Content:

[View Current Content](#)

Current Page Number(s): TEKS lesson 6.8.A, Evaluate, Screen 6

Location: Kinetic Energy for Objects of Different Masses Moving at Different Speeds Table for practice question 6, far right column heading

Original Text: N/A

Updated Text: "Kinetic energy at faster speed"

Component: *HMH Into Science Texas Student Activity Guide Print Consumable Grade 6*

ISBN: 9780358861690

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 142

Location: List of vocabulary terms, bottom half of page

Original Text: kinetic energy; potential energy; gravitational potential energy

Updated Text: chemical potential energy; elastic potential energy; gravitational potential energy; kinetic energy; potential energy

Component: *HMH Into Science Texas Student Activity Guide Print Consumable Grade 6*

ISBN: 9780358861690

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 143

Location: Paragraph below SAFETY icons

Original Text: When you move through the air, you can feel something like wind pushing against you. This is the air resisting your motion through the air. Air resistance acts on all objects moving through the air.

Updated Text: n/a [delete paragraph]

Component: *HMH Into Science Texas Student Activity Guide Print Consumable Grade 6*

ISBN: 9780358861690

Link to Current Content:

[View Current Content](#)

Current Page Number(s): pp. 147–148

Location: Bottom of p. 147 (after "Record your plan" prompt) and top of p. 148

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 1735 of 3538

Original Text: n/a

Updated Text: STEP 2: Exchange plans with another group and evaluate their experimental design. Recall that experimental design involves consideration of how each variable is related, how many trials should be done, and how you will measure your results.

STEP 3: As a class, evaluate the designs of all the groups. Based on your evaluation, agree on an experimental design that is most likely to help you safely compare different amounts of reactants and the relative amount of chemical energy released in the system. Record your revised plan.

[Renumber remaining steps in the lab to account for added steps; current STEPS 2-5 become new STEPS 4-7.]

Component: *HMH Into Science Texas Teacher Guide Grade 6*

ISBN: 9780358841593

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 219

Location: Column 1, under "Lab Facilitation"

Original Text: Lab Facilitation

STEPS 2-3: Review student data tables, and check that students are using personal safety gear.

Updated Text: Lab Facilitation

STEPS 2-3: As experimental design is evaluated first between groups and then as a class, reinforce the concepts of independent versus dependent variables and the importance of taking careful measurements and having multiple trials.

STEPS 4-5: Review student data tables, and check that students are using personal safety gear.

[Renumber remaining steps in the lab to account for added steps; current STEPS 4-5 become new STEPS 6-7.]

Component: *HMH Into Science Texas Teacher Guide Grade 6*

ISBN: 9780358841593

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 236

Location: Column 2, top of page

Original Text: N/A

Updated Text: Image of battery and light bulb connected by wires as used in lab setup.

Component: *HMH Into Science Texas Teacher Guide Grade 6*

ISBN: 9780358841593

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 239

Location: Column 1, Science Words, Preview Lesson Vocabulary image hotspot identifiers

Original Text: Image pointers A, B, C, D, and E

Updated Text: Image pointers N/A, D, A, C, and B

Component: *HMH Into Science Texas Teacher Guide Grade 6*

ISBN: 9780358841593

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 239

Location: Column 1, Science Words, Preview Lesson Vocabulary text following image

Original Text: "[A] Energy transfer is the movement of energy from one object or place to another.

[B] Energy transformation is the process of energy changing from one form into another.

[C] A system is a set of interacting parts that work together, sometimes considered distinct from their surroundings only for the purpose of study.

[D] An output is information, material, or energy resulting from a system or process.

[E] An input is information, material, or energy added to a system or process."

Updated Text: "[A] A system is a set of interacting parts that work together, sometimes considered distinct from their surroundings only for the purpose of study.

[B] An input is information, material, or energy added to a system or process.

[C] An output is information, material, or energy resulting from a system or process.

[D] Energy transfer is the movement of energy from one object or place to another. The light energy from the sun transfers to the tree system. In the tree system, this energy transforms into chemical energy in the sugar in the food. Energy transformation is the process of energy changing from one form into another."

Component: *HMH Into Science Texas Student Activity Guide Print Consumable Grade 6*

ISBN: 9780358861690

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 158

Location: Bottom of page, below Driving Question box

Original Text: n/a

Updated Text: As you explore the lesson, gather data that might be used as evidence to answer the Driving Question. You can use this space to record your data.

Component: *HMH Into Science Texas Student Activity Guide Print Consumable Grade 6*

ISBN: 9780358861690

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 166

Location: Blue band at top of page, second paragraph below lab title

Original Text: n/a

Updated Text: Analyze your model to answer questions about how energy is transferred throughout the web.

Component: *HMH Into Science Texas Student Activity Guide Print Consumable Grade 6*

ISBN: 9780358861690

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 1737 of 3538

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 166

Location: STEP 1

Original Text: Read about Antarctic krill and their ecosystem. Take notes to keep track of the relationship between organisms.

Updated Text: In the digital Interactive Lesson, watch the video about Antarctic krill and their ecosystem. Take notes as you watch to keep track of the relationships between organisms. Record your notes.

Component: *HMH Into Science Texas Student Activity Guide Print Consumable Grade 6*

ISBN: 9780358861690

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 173

Location: Trebuchet image at top of page

Original Text: [single image with no labels]

Updated Text: [new labels on first image of trebuchet] latch; throwing arm; sling with payload; counterweight; Trebuchet before launch [new second image of trebuchet] Trebuchet after launch

Component: *HMH Into Science Texas Student License Digital Grade 6*

ISBN: 9780358860662

Link to Current Content:

[View Current Content](#)

Current Page Number(s): TEKS lesson 6.8.B, Exploration 1, Screen 4

Location: Short Text Interactivity, STEP 2

Original Text: "Explore with the materials to gather evidence to answer the question: Will the ball ever roll higher than the height at which it was released? You may try different half-pipe widths and heights."

Updated Text: "Explore the provided materials to gather evidence to answer the question: Will the ball ever roll higher than the height at which it was released? You may try different half-pipe widths and heights. Record your observations."

Component: *HMH Into Science Texas Student Activity Guide Print Consumable Grade 6*

ISBN: 9780358861690

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 164

Location: Part 2: Half-Pipe, Procedure, STEP 2, MOVE TO p. 165 top.

Original Text: "Explore with the materials to gather evidence to answer the question: Will the ball ever roll higher than the height at which it was released? You may try different half-pipe widths and heights."

Updated Text: "Explore the provided materials to gather evidence to answer the question: Will the ball ever roll higher than the height at which it was released? You may try different half-pipe widths and heights. Record your observations."

Component: *HMH Into Science Texas Teacher Guide Grade 6*

ISBN: 9780358841593

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 248

Location: add to bottom of column 1, underneath Identify support

Original Text: n/a

Updated Text: EXPLAIN: What must be true for matter to be conserved in the plant system during photosynthesis? Select all that apply.

- B. The mass of carbon dioxide and water used in the process must equal the mass of sugar and oxygen produced.
- C. The number of hydrogen atoms in the reactants must equal the number of hydrogen atoms in the products.
- D. The mass of carbon in the reactants must equal the mass of carbon in the products.

Matter is conserved in the plant system because the type and number of atoms in the products and reactants of photosynthesis are the same.

Component: *HMH Into Science Texas Teacher Guide Grade 6*

ISBN: 9780358841593

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 249

Location: add support to first column, before Students as Scientists

Original Text: n/a

Updated Text: EXPLAIN: Explain how matter is conserved in this ecosystem food web. Include an explanation of why the amount of matter that makes up producers may not equal the amount of matter that makes up consumers, but matter is still conserved in the system.

Sample answer: When a consumer eats a producer or other consumer, matter is transferred to the consumer. The amount of matter that the consumer takes in is equal to the amount of matter that the consumer uses to build its own body and conduct life processes, plus the matter it releases to the environment as waste. Because organisms release waste to the environment, it may seem like matter is not conserved in a food web. This is one reason the mass of higher-level consumers in a food web is less than the mass of producers and lower-level consumers. But matter was not destroyed. It was transferred to another part of the system.

Component: *HMH Into Science Texas Teacher Guide Grade 6*

ISBN: 9780358841593

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 269

Location: Column 2, top of page

Original Text: N/A

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 1739 of 3538

Updated Text: Image of spring toy used in lab

Component: *HMH Into Science Texas Teacher Guide Grade 6*

ISBN: 9780358841593

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 278

Location: Column 2, top of page

Original Text: N/A

Updated Text: Image of bowl of water in front of a speaker

Component: *HMH Into Science Texas Student License Digital Grade 6*

ISBN: 9780358860662

Link to Current Content:

[View Current Content](#)

Current Page Number(s): TEKS lesson 6.8.C, Evaluate, Screen 4

Location: Short Text Interactivity, Question 3

Original Text: "The person moves the end of the spring coil toy forward and back in the same direction as the length of the toy."

Updated Text: "The person moves the end of the spring coil toy up and down in a direction perpendicular to the length of the toy."

Component: *HMH Into Science Texas Student License Digital Grade 6*

ISBN: 9780358860662

Link to Current Content:

[View Current Content](#)

Current Page Number(s): TEKS lesson 6.8.C, Engage, Screen 7

Location: Drag and Drop Interactivity, Question 2 feedback

Original Text: "A perpendicular line is at a right angle, or 90°, from a horizontal line."

Updated Text: "A perpendicular line is at a right angle, or 90°, from another line."

Component: *HMH Into Science Texas Teacher Guide Grade 6*

ISBN: 9780358841593

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 261

Location: Column 2, Prerequisite Vocabulary, perpendicular

Original Text: "A perpendicular line is at a right angle, or 90°, from a horizontal line."

Updated Text: "A perpendicular line is at a right angle, or 90°, from another line."

Component: *HMH Into Science Texas Student Activity Guide Print Consumable Grade 6*

ISBN: 9780358861690

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 186

Location: Question 3, first sentence

Original Text: "The person moves the end of the spring coil toy forward and back in the same direction as the length of the toy."

Updated Text: "The person moves the end of the spring coil toy up and down in a direction perpendicular to the length of the toy."

Component: *HMH Into Science Texas Teacher Guide Grade 6*

ISBN: 9780358841593

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 273

Location: Column 1, Collaborate prompt

Original Text: "COLLABORATE: Work with a group to explain how people know when to move when performing a "wave" in a stadium as shown in the video. Describe how this flow of energy is similar to a transverse wave, like a light wave, in science. Present your explanation in a format of your choice."

Updated Text: "COLLABORATE: Work with a group to explain how people know when to move when performing a "wave" in a stadium as shown in the video. Describe how this flow of energy is similar to a transverse wave, like a light wave, in science. With your group, present your explanation in both a visual format and a text-based format of your choice."

Component: *HMH Into Science Texas Teacher Guide Grade 6*

ISBN: 9780358841593

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 297

Location: Column 2, Image caption

Original Text: "No esta a escala"

Updated Text: "Not to scale"

Component: *HMH Into Science Texas Teacher Guide Grade 6*

ISBN: 9780358841593

Current Page Number(s): p. 283

Location: Column 1, Lesson Vocabulary, bullet 2

Original Text: "eclipse"

Updated Text: "ellipse"

Component: *HMH Into Science Texas Teacher Guide Grade 6*

ISBN: 9780358841593

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 303

Location: Column 1, Procedure: Part 2, STEP 10 Sample answer

Original Text: "Eccentricity of Ellipse A = 0.11 (focal distance =

2 cm, max width of ellipse = 16 cm)

Eccentricity of Ellipse B = 0.22 (focal distance =

4 cm, max width of ellipse = 18 cm) (based on thread circle with circumference of 32 cm)"

Updated Text: "Eccentricity of Ellipse A: 0.1–0.2

Eccentricity of Ellipse B: 0.3–0.4

Eccentricity may vary depending on the length of the loop of string."

Component: *HMH Into Science Texas Teacher Guide Grade 6*

ISBN: 9780358841593

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 307

Location: Column 1, Path 3 Support, between IDENTIFY and EXPLAIN questions

Original Text: N/A

Updated Text: "ANALYZE: How do seasonal changes occur?

Sample answer: Seasons change when an area receives more or less energy from the sun due to Earth's tilt and Earth's location in its orbit around the sun."

Component: *HMH Into Science Texas Teacher License Digital Grade 6*

ISBN: 9780358860907

Link to Current Content:

[View Current Content](#)

Current Page Number(s): TEKS Lesson 6.9.A, Quiz, p. 1

Location: Item 3, Answer Choice A

Original Text: "A. Earth follows an oval path around the sun."

Updated Text: "A. Earth follows a highly elliptical path around the sun."

Component: *HMH Into Science Texas Student Activity Guide Print Consumable Grade 6*

ISBN: 9780358861690

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 191

Location: Last sentence of first paragraph under "Can You Explain It?"

Original Text: n/a

Updated Text: In the digital Interactive Lesson, watch the video of the sun going across the sky on a winter day.

Component: *HMH Into Science Texas Student License Digital Grade 6*

ISBN: 9780358860662

Link to Current Content:

[View Current Content](#)

Current Page Number(s): TEKS Lesson 6.9.A, Exploration 4, Screen 3

Location: Materials, bullet 5

Original Text: "strong thread or fine string"

Updated Text: "strong thread or fine string, cut to 27 cm"

Component: *HMH Into Science Texas Teacher Guide Grade 6*

ISBN: 9780358841593

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 302

Location: Materials, bullet 5

Original Text: "strong thread or fine string"

Updated Text: "strong thread or fine string, cut to 27 cm"

Component: *HMH Into Science Texas Student Activity Guide Print Consumable Grade 6*

ISBN: 9780358861690

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 199

Location: Materials, bullet 5

Original Text: "strong thread or fine string"

Updated Text: "strong thread or fine string, cut to 27 cm"

Component: *HMH Into Science Texas Teacher Guide Grade 6*

ISBN: 9780358841593

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 302

Location: Column 2, Image above Lab Facilitation

Original Text: Image of lab setup shows single string attached at both ends to pushpins.

Updated Text: Image of lab setup showing loop of string around two pushpins.

Component: *HMH Into Science Texas Student License Digital Grade 6*

ISBN: 9780358860662

Link to Current Content:

[View Current Content](#)

Current Page Number(s): TEKS Lesson 6.9.A, Exploration 4, Screen 4

Location: Image after STEP 3

Original Text: Image of lab setup shows single string attached at both ends to pushpins.

Updated Text: Image of lab setup showing loop of string around two pushpins.

Component: *HMH Into Science Texas Student Activity Guide Print Consumable Grade 6*

ISBN: 9780358861690

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 200

Location: Image after STEP 3

Original Text: Image of lab setup shows single string attached at both ends to pushpins.

Updated Text: Image of lab setup showing loop of string around two pushpins.

Component: *HMH Into Science Texas Teacher Guide Grade 6*

ISBN: 9780358841593

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 316

Location: Column 2, above Safety Information

Original Text: N/A

Updated Text: Image of a ship stuck in a shipping canal

Component: *HMH Into Science Texas Teacher Guide Grade 6*

ISBN: 9780358841593

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 318

Location: Column 2, above ASK QUESTIONS

Original Text: N/A

Updated Text: Image of a ship stuck in a shipping canal

Component: *HMH Into Science Texas Teacher Guide Grade 6*

ISBN: 9780358841593

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 338

Location: Column 2, above Can You Explain It?

Original Text: N/A

Updated Text: Image of a ship stuck in a shipping canal

Component: *HMH Into Science Texas Student Activity Guide Print Consumable Grade 6*

ISBN: 9780358861690

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 214

Location: Insert missing text at bottom of page, below images

Original Text: n/a

Updated Text: Take notes about each of the lesson vocabulary terms as you encounter them in the lesson. gravity; tide; neap tide; springtide; tidal bore

Component: *HMH Into Science Texas Student Activity Guide Print Consumable Grade 6*

ISBN: 9780358861690

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 225

Location: Blue band at top of page, insert sentence at end of paragraph below lab title

Original Text: n/a

Updated Text: Use your knowledge of tides to plan the best time for this event to take place.

Component: *HMH Into Science Texas Student Activity Guide Print Consumable Grade 6*

ISBN: 9780358861690

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 227

Location: new paragraph after Materials list

Original Text: N/A

Updated Text: "The dynamic theory of tides states that the tides on Earth are influenced by constantly changing forces from the sun and moon, as well as the Earth's rotation, and the shape of ocean basins. These factors cause patterns in tides, and each location on Earth has a unique pattern."

Component: *HMH Into Science Texas Student Activity Guide Print Consumable Grade 6*

ISBN: 9780358861690

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 228

Location: Step 4, question text

Original Text: "STEP 4: Your boat needs at least two feet of water in order to float clear of the bottom of the channel at the house. According to the maps you have constructed, what is the earliest time of day you can launch your boat?"

Updated Text: "STEP 4: Your boat needs at least two feet of water in order to float clear of the bottom of the channel at the house. Propose a solution for the earliest time of day you can launch your boat. Make sure your solution is consistent with the dynamic theory of tides and supported by the data you have constructed."

Component: *HMH Into Science Texas Teacher Guide Grade 6*

ISBN: 9780358841593

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 334

Location: Column 2, STEP 4, question and answer text

Original Text: "STEP 4: Your boat needs at least two feet of water in order to float clear of the bottom of the channel at the house. According to the maps you have constructed, what is the earliest time of day you can launch your boat?"

Sample answer: The earliest I can launch my boat is at noon, when the water depth near the house reaches 2 feet."

Updated Text: "STEP 4: Your boat needs at least two feet of water in order to float clear of the bottom of the channel at the house. Propose a solution for the earliest time of day you can launch your boat. Make sure your solution is consistent with the dynamic theory of tides and supported by the data you have constructed."

Sample answer: The earliest I can launch my boat is at noon, when the water depth near the house reaches 2 feet. I would need to be back by 8:00 pm, when the tides go out and the water near the house drops back to 2 feet."

Component: *HMH Into Science Texas Student Activity Guide Print Consumable Grade 6*

ISBN: 9780358861690

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 228

Location: STEP 6, question text

Original Text: "STEP 6: With your group, discuss the earliest you can launch your boat, how many hours can you stay out, and at what time you need to return."

Updated Text: "STEP 6: Make an argument to your group members about the earliest you can launch your boat, how many hours can you stay out, and at what time you need to return. Use evidence from your investigation to support your argument. Be sure to engage respectfully with your group to resolve any disagreements. After your discussion, record your group's decision and the evidence used to support it."

Component: *HMH Into Science Texas Teacher Guide Grade 6*

ISBN: 9780358841593

Link to Current Content:

[View Current Content](#)

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 1746 of 3538

Current Page Number(s): p. 334

Location: Column 2, STEP 6, question text

Original Text: "STEP 6: With your group, discuss the earliest you can launch your boat, how many hours can you stay out, and at what time you need to return."

Updated Text: "STEP 6: Make an argument to your group members about the earliest you can launch your boat, how many hours can you stay out, and at what time you need to return. Use evidence from your investigation to support your argument. Be sure to engage respectfully with your group to resolve any disagreements. After your discussion, record your group's decision and the evidence used to support it."

Component: *HMH Into Science Texas Teacher Guide Grade 6*

ISBN: 9780358841593

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 325

Location: Column 2, Gather Data, question and answer text

Original Text: "How do the positions of the Earth, sun, and moon affect daily, weekly, and monthly tidal cycles? Record your data.

Sample answer: The sun and the moon are aligned on the same side of Earth about once a month. When they are aligned, their gravity causes a tide to be higher than usual. When the sun and moon are at a 90° angle relative to Earth, their gravitational forces do not add together, and the tidal range is smaller. The neap tides happen every quarter moon or about twice a month."

Updated Text: "How do the positions of and gravitational forces among the Earth, sun, and moon cause

- daily tidal cycles?
- weekly tidal cycles?
- monthly tidal cycles?

Record your data.

Sample answer: As the moon orbits around the Earth its gravitational pull affects Earth's daily tidal cycle. A bulge occurs on the sides of the Earth closest to and opposite from the moon, resulting in a high and low tide that occurs twice each day. The sun and the moon are aligned on the same side of Earth about once a month. When they are aligned, their gravity causes a tide to be higher than usual. When the sun and moon are at a 90° angle relative to Earth, their gravitational forces do not add together, and the tidal range is smaller. The neap tides happen every quarter moon or about twice a month."

Component: *HMH Into Science Texas Teacher Guide Grade 6*

ISBN: 9780358841593

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 341

Location: Lesson Map, Exploration 2

Original Text: N/A

Updated Text: "Analyzing Interactions of the Atmosphere"

Component: *HMH Into Science Texas Teacher Guide Grade 6*

ISBN: 9780358841593

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 354

Location: Column 1, EdOnline box

Original Text: N/A

Updated Text: "Lab 2 Worksheet"

Component: *HMH Into Science Texas Teacher Guide Grade 6*

ISBN: 9780358841593

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 356

Location: Column 2, above Lab Facilitation

Original Text: N/A

Updated Text: "Setup

Metal lids can be dented ahead of time. One technique is to press or gently tap the blunt head of a nail into the lid to produce the dents."

Component: *HMH Into Science Texas Teacher Guide Grade 6*

ISBN: 9780358841593

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 378

Location: Column 2, above Ask Questions

Original Text: N/A

Updated Text: Image of the Grand Canyon

Component: *HMH Into Science Texas Teacher Guide Grade 6*

ISBN: 9780358841593

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 372

Location: Lesson Title

Original Text: "Earth's Systems"

Updated Text: "Earth's Layers"

Component: *HMH Into Science Texas Student License Digital Grade 6*

ISBN: 9780358860662

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 1748 of 3538

Link to Current Content:
[View Current Content](#)

Current Page Number(s): TEKS Lesson 6.10.B, Engage, Screen 3

Location: STEP 1, 2nd and 3rd sentences

Original Text: "Use a scale of one kilometer to one centimeter. This means 100 kilometer in the real world will be equal to 1 centimeter on your model."

Updated Text: "Use a scale of 100 kilometers to one centimeter. This means 100 kilometers in the real world will be equal to 1 centimeter on your model. "

Component: *HMH Into Science Texas Student Activity Guide Print Consumable Grade 6*

ISBN: 9780358861690

Link to Current Content:
[View Current Content](#)

Current Page Number(s): p. 255

Location: Diagram of Earth's Layers

Original Text: n/a

Updated Text: [insert missing labels and re-order letters/terms to right so they align vertically with order of layers in diagram] Crust; Crust; Lithosphere (strong); Asthenosphere (weak); Not to scale

Component: *HMH Into Science Texas Student Activity Guide Print Consumable Grade 6*

ISBN: 9780358861690

Link to Current Content:
[View Current Content](#)

Current Page Number(s): p. 250

Location: STEP 1, 2nd and 3rd sentences

Original Text: Use a scale of one kilometer to one centimeter. This means 100 kilometer in the real world will be equal to 1 centimeter on your model.

Updated Text: Use a scale of 100 kilometers to one centimeter. This means 100 kilometers in the real world will be equal to 1 centimeter on your model.

Component: *HMH Into Science Texas Teacher Guide Grade 6*

ISBN: 9780358841593

Link to Current Content:
[View Current Content](#)

Current Page Number(s): p. 411

Location: Column 1, Support for student Answers, between EXPLAIN and REFLECT questions

Original Text: N/A

Updated Text: "DIFFERENTIATE: How is a mineral different from a rock? [answer] Minerals have distinct chemical and physical properties, composition, and structure. Rocks are made up of minerals that are mixed together, and rocks have different properties and structures."

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 1749 of 3538

Component: *HMH Into Science Texas Student License Digital Grade 6*

ISBN: 9780358860662

Link to Current Content:

[View Current Content](#)

Current Page Number(s): TEKS lesson 6.10.C, Engage, Screen 2

Location: Materials

Original Text: "Materials (per pair or group)"

Updated Text: "Materials (per group)"

Component: *HMH Into Science Texas Student License Digital Grade 6*

ISBN: 9780358860662

Link to Current Content:

[View Current Content](#)

Current Page Number(s): TEKS lesson 6.10.C, Exploration 1, Screen 3

Location: Materials

Original Text: "Materials"

Updated Text: "Materials (per group)"

Component: *HMH Into Science Texas Student Activity Guide Print Consumable Grade 6*

ISBN: 9780358861690

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 267

Location: New direction line below SAFETY icons

Original Text: n/a

Updated Text: Gather a sample of rocks from your teacher or share rocks you gathered from the local area.

Component: *HMH Into Science Texas Student License Digital Grade 6*

ISBN: 9780358860662

Link to Current Content:

[View Current Content](#)

Current Page Number(s): TEKS lesson 6.10.C, Exploration 2, Screen 2

Location: Paragraph 2, sentence 1

Original Text: "A borax solution can be made by slowly stirring small amounts of borax powder into hot water until no more dissolves."

Updated Text: "A saturated borax solution can be made by slowly stirring small amounts of borax powder into hot water until no more dissolves. "

Component: *HMH Into Science Texas Student Activity Guide Print Consumable Grade 6*

ISBN: 9780358861690

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 1750 of 3538

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 277

Location: Paragraph 2, sentence 1

Original Text: "A borax solution can be made by slowly stirring small amounts of borax powder into hot water until no more dissolves."

Updated Text: "A saturated borax solution can be made by slowly stirring small amounts of borax powder into hot water until no more dissolves."

Component: *HMH Into Science Texas Teacher Guide Grade 6*

ISBN: 9780358841593

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 430

Location: Column 1, Addressing Misconceptions, Bullet 1, Last sentence

Original Text: "Humans use Earth's resources at a rate that is faster than Earth's ability to replenish those resources naturally."

Updated Text: "Humans use Earth's resources at a rate that is faster than the rate at which the resources are naturally replenished."

Component: *HMH Into Science Texas Teacher Guide Grade 6*

ISBN: 9780358841593

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 438

Location: Column 1, Sense-making

Original Text: "Students will be able to identify how water becomes polluted and how that pollution plays a role in atmospheric carbon dioxide levels."

Updated Text: "Students will be able to identify the importance of resource management in reducing water pollution."

Component: *HMH Into Science Texas Teacher Guide Grade 6*

ISBN: 9780358841593

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 443

Location: Column 1, Management of Air Resources Q1, Sample answer

Original Text: "Individuals affect and manage air resources when making personal decisions about what type of car they drive, how much electrical energy they use, and whether or not they travel by plane."

Updated Text: "Individuals affect and manage air resources when making personal decisions about types of transportation they use, electrical energy use, and how they educate themselves and others."

Component: *HMH Into Science Texas Teacher Guide Grade 6*

ISBN: 9780358841593

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 448

Location: Column 2, "Differentiation: Support"

Original Text: "Differentiation: Support

Provide students with printed copies of the references they will need to research information on their case studies."

Updated Text: "Differentiation: Extra Support

Help students identify the main ideas of each paragraph in the case study before they answer the research questions."

Component: *HMH Into Science Texas Teacher Guide Grade 6*

ISBN: 9780358841593

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 453

Location: Column 2, Management of Land and Food Resources Q1, Sample answer

Original Text: "Individuals affect and manage land and food resources when making personal decisions about what type of diet to have, how large and what type of a home they live in, and where they get their food."

Updated Text: "Individual people may have a choice in where they live, what food they eat, and where they get their food. All of these factors could affect land and food resources."

Component: *HMH Into Science Texas Teacher Guide Grade 6*

ISBN: 9780358841593

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 457

Location: Column 2, Differentiation: Challenge, Sentence 2

Original Text: "Guide students to understand that dirtier sources of energy are often more readily available and/or cheaper than cleaner, safer sources and that this can lead to dangerous levels of local air pollution and high levels of greenhouse gas emissions."

Updated Text: "Guide students to understand that the burning of fossil fuels can lead to dangerous levels of local air pollution and high levels of greenhouse gas emissions."

Component: *HMH Into Science Texas Teacher Guide Grade 6*

ISBN: 9780358841593

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 457

Location: Column 2, Students as Scientists, Sentence 1

Original Text: "Many scientists work at government agencies to help influence environmental policies and provide governments with the information and facts they need to make decisions when it comes to conserving the environment."

Updated Text: "Many scientists work at government agencies to provide governments with the information and facts they need to make decisions when it comes to conserving the environment."

Component: *HMH Into Science Texas Teacher Guide Grade 6*

ISBN: 9780358841593

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 462

Location: Column 1, Lesson Summary, Check student understanding, Bullet 1

Original Text: "Read the summary sentences one at a time."

Updated Text: "Read the definitions one at a time."

Component: *HMH Into Science Texas Teacher Guide Grade 6*

ISBN: 9780358841593

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 463

Location: Column 1, Practice Questions, Question 2, Answer option A

Original Text: "Cities can pass together regulations for how industries can store toxic chemicals."

Updated Text: "Cities can pass tighter regulations for how industries can store toxic chemicals."

Component: *HMH Into Science Texas Teacher Guide Grade 6*

ISBN: 9780358841593

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 439

Location: Column 2, Lab Facilitation Step 2, end of paragraph.

Original Text: N/A

Updated Text: "If students need help designing their models, suggest a model that resembles a beach. This fits because they are modeling ocean pollution from land."

Component: *HMH Into Science Texas Student Activity Guide Print Consumable Grade 6*

ISBN: 9780358861690

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 291

Location: List of vocabulary terms, bottom half of page

Original Text: energy resource; natural resource; pollution

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 1753 of 3538

Updated Text: air pollution; energy resource; malnutrition; natural resource; water pollution

Component: *HMH Into Science Texas Teacher Guide Grade 6*

ISBN: 9780358841593

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 461

Location: second column, Tragedy of the Commons

Original Text: "COLLABORATE: With a partner or small group, research a resource that has been overused in the past or is currently being overused. Present a poster to the class that describes the resource, how it has been used in the past and by whom, and goals for managing the use of the resource in the future. Explain why education can help manage the use of shared resources.

Look for: Students may choose to do one or more of the following

- describe their resource in writing
- use drawings, pictures, or multimedia to present about the resource being overused
- provide data in the form of graphs on the resource usage"

Updated Text: COLLABORATE: With a small group, research an energy resource that has been overused in the past or is currently being overused on a global level.

With your group, construct an explanation for how education can help manage the use of shared energy resources. Then, with your group, make a presentation to the class that describes the energy resource, how it has been used in the past and by whom, and goals for reducing the global use of the energy resource in the future.

Look for: Students collaborate to communicate their explanations in a variety of settings. Students may choose to do one or more of the following

- describe their resource in writing
- use drawings, pictures, or multimedia to present about the resource being overused
- provide data in the form of graphs on the resource usage"

Component: *HMH Into Science Texas Teacher Guide Grade 6*

ISBN: 9780358841593

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 447

Location: second column, Language Smarts

Original Text: "Researching a Case Study

Students practice researching a case study related to resource management. Students are given a list of questions to focus on for their research."

Updated Text: "Researching How Resource Management Can Reduce Poverty

Students are given a list of questions to focus on for their research."

Component: *HMH Into Science Texas Teacher Guide Grade 6*

ISBN: 9780358841593

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 1754 of 3538

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 447

Location: add to bottom of second column

Original Text: n/a

Updated Text: "COLLABORATE: Working with a small group, spend 15 minutes researching an example of resource management being used to reduce poverty. You can use "resource management" and "reduce poverty" as search terms to guide your research.

IDENTIFY: What is the central problem or issue in the example?

DESCRIBE: How did poor resource management contribute to the problem in the example?

ANALYZE: How is the problem in the case study related to human economic activities?

EVALUATE: How have resource management decisions reduced poverty in this example?

Sample answer: The central issue in my example is the decrease in wetlands needed for fishing in Bangladesh, India, and the concentration of fishing income to a small group instead of the larger community. Wetlands used for fishing decreased in quality due to improper management, and fishing leases were allowed to be gathered by a small group of people. The decreasing environmental quality in the wetlands is tied to pollution and other impacts from human development. The wetlands were improved by developing sanctuaries, harvest restrictions, fish passages, and increased water movement. Once wetlands were improved in size and quality, fishing opportunities increased, fish caught increased, and the revenue gained from selling the fish helped the poor in the area."

Component: *HMH Into Science Texas Teacher Guide Grade 6*

ISBN: 9780358841593

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 448

Location: move to right column above Describe

Original Text: Identify, Describe, Analyze, Evaluate, Propose Solutions questions and answers in the left column of p. 448

Updated Text: Identify, Describe, Analyze, Evaluate, Propose Solutions questions and answers move to the right column of p. 448

Component: *HMH Into Science Texas Teacher Guide Grade 6*

ISBN: 9780358841593

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 449

Location: column 1, after "Case Study" header

Original Text: "Case Study 2: Pollution in the Atmosphere"

Updated Text: "Case Study: Pollution in the Atmosphere

IDENTIFY: What is the central problem or issue in the case study?

DESCRIBE: How did poor resource management contribute to the problem in the case study?

ANALYZE: How is the problem in the case study related to human economic activities?

EVALUATE: How does the problem in the case study negatively affect people and the environment? How have resource

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 1755 of 3538

management decisions already reduced the negative effects of the activity on people and the environment?

PROPOSE SOLUTIONS: Identify and describe at least one resource management strategy people could use to improve the problem presented in the case study.

Sample answer: Pollution in the atmosphere is the central problem. Human activities such as the burning of fossil fuels have caused an increase in carbon dioxide in the atmosphere. Too much carbon dioxide in the atmosphere can affect Earth's climate. A changing climate can negatively affect people's health. Increased carbon dioxide in the atmosphere also affects Earth's oceans. Changes to the oceans can harm saltwater organisms that people rely on for food. If people reduce carbon emissions by using alternative sources of energy, the problem could be improved."

Component: *HMH Into Science Texas Teacher Guide Grade 6*

ISBN: 9780358841593

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 449

Location: first column, Class Discussion

Original Text: "Lead a group discussion on oral presentation skills and audience etiquette. Remind students that research teams will be welcome to share their information on their case studies and that the audience must practice engaged listening. Since there is only 5 minutes allotted to present on each case study, manage small group work by guiding research teams through the presentation so that more teams have a chance to present their findings."

Updated Text: "Lead a group discussion on oral presentation skills and audience etiquette. Remind students that research teams will be welcome to share their information and that the audience must practice engaged listening. Manage small group work by guiding the pacing so that more teams have a chance to present their findings."

Component: *HMH Into Science Texas Teacher Guide Grade 6*

ISBN: 9780358841593

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 461

Location: Column 2, Tragedy of the Commons, Collaborate

Original Text: "COLLABORATE: With a partner or small group, research a resource that has been overused in the past or is currently being overused. Present a poster to the class that describes the resource, how it has been used in the past and by whom, and goals for managing the use of the resource in the future. Explain why education can help manage the use of shared resources.

Look for: Students may choose to do one or more of the following

- describe their resource in writing
- use drawings, pictures, or multimedia to present about the resource being overused
- provide data in the form of graphs on the resource usage"

Updated Text: "COLLABORATE: With a small group, research an energy resource that has been overused in the past or is currently being overused on a global level.

With your group, construct an explanation for how education can help manage the use of shared energy resources. Then, with your group, make a presentation to the class that describes the energy resource, how it has been used in the past and by whom, and goals for reducing the global use of the energy resource in the future.

Look for: Students collaborate to communicate their explanations in a variety of settings. Students may choose to do one or more of the following

Proclamation 2024: Report of Editorial Changes (11/08/2023)

- describe their resource in writing
- use drawings, pictures, or multimedia to present about the resource being overused
- provide data in the form of graphs on the resource usage"

Component: *HMH Into Science Texas Teacher Guide Grade 6*

ISBN: 9780358841593

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 454

Location: first column, Make Informed Decisions question and answer text

Original Text: "MAKE INFORMED DECISIONS: Based on credible evidence from your research, what do you think are cost-effective steps that could be taken to reduce global malnutrition? Identify how resource management strategies could be used to assist in this effort.

Sample answer: I think reducing our reliance on large corporate farms and supporting smaller, local food systems would help reduce global malnutrition. These programs would place resource management decisions in the hands of individuals and neighborhoods instead of at higher levels of government and with corporations, so that people can make economic decisions that also benefit the environment and their health."

Updated Text: "MAKE INFORMED DECISIONS

- Name three or more credible sources you accessed during your research.
- Then, describe three or more solutions for reducing global malnutrition that you learned about from your sources.
- Next, evaluate the cost-effectiveness of each solution. A cost-effective solution is one that delivers good results with low costs. Costs could include material costs, implementation costs, environmental impacts, and many more.
- Which solution do you think is the most cost-effective for reducing global malnutrition?

Look for: A list of credible sources such as government, educational, or non-profit websites with expert information about the topic; three or more solutions, such as increasing reliance on smaller farms and local food systems; and an explanation for which solution for reducing malnutrition is most cost-effective."

Component: *HMH Into Science Texas Teacher Guide Grade 6*

ISBN: 9780358841593

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 457

Location: N/A

Original Text: N/A

Updated Text: "ASSESS THE ACCURACY: How did you assess the accuracy of the data on which you based your decision?

Sample answer: I found similar answers from multiple sources. They seemed to have good methods, so I think the data is accurate."

Component: *HMH Into Science Texas Teacher Guide Grade 6*

ISBN: 9780358841593

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 443

Location: middle of Column 2, Make Informed Decisions

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 1757 of 3538

Original Text: "MAKE INFORMED DECISIONS: Based on credible evidence from your research, what steps do you believe are necessary to reduce air pollution? Identify how resource management strategies could be used to assist in this effort.

Sample answer: I think the government needs to enact laws that require people to use hybrid or electric vehicles and require corporations to develop more technologies that provide clean energy without burning fossil fuels. Governments could provide grants and training to individuals and corporations that want to learn sustainable engineering principles and could provide guidelines and goals for people and corporations to meet."

Updated Text: "MAKE INFORMED DECISIONS: Fill in the table to document the sources you found and the methods of research those sources used. Then, make an informed decision on which method was the most effective.

[insert table]

[col 1] Source [col 2] Method Used

[row 1]

[row 2]

[row 3]

Look for: Student responses should include three sources, the methods of research those sources used, and a decision about which method was the most effective."

Component: *HMH Into Science Texas Student License Digital Grade 6*

ISBN: 9780358860662

Link to Current Content:

[View Current Content](#)

Current Page Number(s): TEKS Lesson 6.11.A, Elaborate, Screen 1

Location: new path

Original Text: N/A

Updated Text: [new path] "Research"

[new image: school of fish]

Component: *HMH Into Science Texas Teacher Guide Grade 6*

ISBN: 9780358841593

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 459

Location: Column 1, Elaborate Overview, after Path 2

Original Text: N/A

Updated Text: "Path 3: Research Resource Management and Poverty
Students research how resource management can affect poverty.

Component: *HMH Into Science Texas Teacher Guide Grade 6*

ISBN: 9780358841593

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 461

Location: Column 2, After Tragedy of the Commons section

Original Text: N/A

Updated Text: "Path 3 Support

[digital page lozenge]

Research Resource Management and Poverty

Communicate Information (6.3.B)

Patterns (6.5.A)

Support for Student Answers

Research solutions for reducing poverty through resource management.

- Farm workers use soil and water to grow crops. People sell trees and animals from forests, use trees and other biomass to fuel cooking fires, and eat and sell fish from fisheries.
- Resource management is related to poverty because many people rely on natural resources for their livelihood. When resources are managed in a way that helps people meet their needs, poverty in an area may be reduced.
- Resource management strategies can help reduce poverty by involving local communities in the management of natural resources and the development of economic policies related to their natural resources. The income poorer communities receive from their natural resources can be increased through tourism or "buy local" initiatives, increasing the productivity of agricultural land, or paying communities to retain areas in their natural states to preserve ecosystem services."

Component: *HMH Into Science Texas Teacher Guide Grade 6*

ISBN: 9780358841593

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 456

Location: second column, Describing Greenhouse Gas Emissions

Original Text: "Describing Greenhouse Gas Emissions in the United States

1. What was the total amount of greenhouse gases emitted by the United States in the latest year for which these data are available?

Sample answer: The total U.S. greenhouse gas emissions in 2020 was 5,982 million metric tons of CO₂ equivalent.

2. What are the major sources of greenhouse gas emissions in the United States?

Sample answer: The major sectors of greenhouse gas emissions are transportation, electric power generation, and industry.

3. What percentage of our country's emissions come from the burning of fossil fuels?

Sample answer: 92% of U.S. greenhouse gas emissions result from burning fossil fuels."

Updated Text: "Describing Greenhouse Gas Emissions

1. What was the total amount of greenhouse gases emitted by your assigned country for the latest year for which these data are available?

Sample answer: The total U.S. greenhouse gas emissions in 2020 was 5,982 million metric tons of CO₂ equivalent.

2. What are the major sources of greenhouse gas emissions in your assigned country?

Sample answer: The major sectors of greenhouse gas emissions are transportation, electric power generation, and industry.

3. What percentage of your assigned country's emissions come from the burning of fossil fuels?

Sample answer: 92% of U.S. greenhouse gas emissions result from burning fossil fuels."

Component: *HMH Into Science Texas Teacher Guide Grade 6*

ISBN: 9780358841593

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 1759 of 3538

Link to Current Content:
[View Current Content](#)

Current Page Number(s): p. 456

Location: Language SmArts, Guided Research

Original Text: "Students will have a lot to cover in this research activity in preparation for the whole-class discussion, and time management will be key. Manage small group work by giving research teams Question 1 as a quick homework assignment ahead of this exploration, which then would also prime students for Questions 2 and 3. Time can be further optimized by creating research teams of four students, having each pair work on Question 2 or 3, and then having pairs swap information in the final 5 minutes."

Updated Text: "Students will have a lot to cover in this research activity in preparation for the whole-class discussion, and time management will be key."

Component: *HMH Into Science Texas Teacher Guide Grade 6*

ISBN: 9780358841593

Link to Current Content:
[View Current Content](#)

Current Page Number(s): p. 456

Location: second column, Solutions to Greenhouse Gas Emissions

Original Text: "Solutions to Greenhouse Gas Emissions

Describe three strategies the United States could take to lower greenhouse emissions while ensuring that everyone has access to reliable and affordable energy."

Updated Text: "Solutions to Greenhouse Gas Emissions

Describe three strategies your assigned country could take to lower greenhouse emissions while ensuring that everyone has access to reliable and affordable energy."

Component: *HMH Into Science Texas Teacher Guide Grade 6*

ISBN: 9780358841593

Link to Current Content:
[View Current Content](#)

Current Page Number(s): p. 457

Location: second column, Make Informed Decisions

Original Text: "MAKE INFORMED DECISIONS: Based on evidence from your research, what steps should the United States take to reduce the harmful effects of global energy use? Identify how resource management strategies could play a role in this effort."

Updated Text: "MAKE INFORMED DECISIONS: Based on evidence from your research, what steps should countries take to reduce the harmful effects of global energy use? Identify how resource management strategies could play a role in this effort."

Component: *HMH Into Science Texas Teacher Guide Grade 6*

ISBN: 9780358841593

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 457

Location: second column, Make Informed Decisions, answer

Original Text: "Sample answer: The U.S. should promote the development and implementation of more alternative energy technologies both in the U.S. and all around the world. This would involve providing incentives to switch from old ways of doing things to new ways, educating people on ways to conserve, and working with other nations to develop strategies for distributing and managing resources equitably."

Updated Text: "Sample answer: Countries should promote the development and implementation of more alternative energy technologies all around the world. This would involve providing incentives to switch from old ways of doing things to new ways, educating people on ways to conserve, and working with other nations to develop strategies for distributing and managing resources equitably."

Component: *HMH Into Science Texas Teacher Guide Grade 6*

ISBN: 9780358841593

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 457

Location: second column, Explain question and answer text

Original Text: "EXPLAIN: With your classmates, explain how energy use in the United States affects people in other parts of the world.

Sample answer: Energy use in the U.S. causes greenhouse gases to be emitted, and those greenhouse gases affect climate everywhere on Earth. In addition, U.S. energy use involves using resources that other parts of the world cannot access once they've been used by the U.S."

Updated Text: "EXPLAIN: With your classmates, explain how energy use in one country affects people in other parts of the world.

Sample answer: Energy use causes greenhouse gases to be emitted, and those greenhouse gases affect climate everywhere on Earth. In addition, fossil fuel energy use involves using resources that other parts of the world cannot access once they've been used by one country."

Component: *HMH Into Science Texas Teacher Guide Grade 6*

ISBN: 9780358841593

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 471

Location: Column 1, Tell, Sample answer

Original Text: "Student experiences and perspectives may include the following:"

Updated Text: "Sample answer:"

Component: *HMH Into Science Texas Teacher Guide Grade 6*

ISBN: 9780358841593

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 471

Location: Column 1, Learn about Students, Sentences 3–4

Original Text: "For example, a student may use an example from a favorite hobby. You can refer to this hobby during your discussions to engage the student and build on their knowledge."

Updated Text: N/A

Component: *HMH Into Science Texas Teacher Guide Grade 6*

ISBN: 9780358841593

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 471

Location: Column 2, Background Information, Sentence 4

Original Text: "When this happens, communities can be healthier and more vibrant."

Updated Text: N/A

Component: *HMH Into Science Texas Teacher Guide Grade 6*

ISBN: 9780358841593

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 475

Location: Column 1, Differentiation: Extra Support, Sentences 4–5

Original Text: "For example, while they may not be in charge of the thermostat at home, they can talk to their adults about the temperature in the house. Similarly, they can ask to carpool with peers or ride a bike to school instead of traveling by car."

Updated Text: "For example, while they may not be in charge of water use at home, they can talk to adults about ideas for conserving water. Similarly, they can talk to school leaders about ideas for conservation efforts at school."

Component: *HMH Into Science Texas Teacher Guide Grade 6*

ISBN: 9780358841593

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 475

Location: Column 2, second Explain, Sample answer, Sentence 1

Original Text: "By making technology more efficient at generating electrical energy from fossil fuels, the amount of fossil fuels that need to be burned to meet the same or greater energy needs will decrease."

Updated Text: "By making technology more efficient at producing goods while using less energy, the amount of fossil fuels that need to be burned to meet the same or greater energy needs will decrease."

Component: *HMH Into Science Texas Teacher Guide Grade 6*

ISBN: 9780358841593

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 476

Location: Column 1, Predict, question text

Original Text: "What do you think the Aral Sea will look like in 2024?"

Updated Text: "What do you think the Aral Sea will look like in 2024 and beyond?"

Component: *HMH Into Science Texas Teacher Guide Grade 6*

ISBN: 9780358841593

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 476

Location: Column 1, Predict, Sample answer

Original Text: "The Aral Sea will most likely be completely dried up because the human activity that led to the dropping water level has continued."

Updated Text: "The Aral Sea will most likely continue to shrink and may completely dry up because the human activity that led to the dropping water level has continued."

Component: *HMH Into Science Texas Teacher Guide Grade 6*

ISBN: 9780358841593

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 475

Location: Column 2, Describe, Sample answer

Original Text: "Human activities, such as burning fossil fuels, and natural events, such as wildfires, are causing air pollution that reduce air quality."

Updated Text: "Human activities, such as burning fossil fuels, and natural events, such as wildfires, are causing air pollution that reduces air quality."

Component: *HMH Into Science Texas Teacher Guide Grade 6*

ISBN: 9780358841593

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 478

Location: Column 1, Explain, Sample answer, Sentence 3

Original Text: "Water resources are used to process new ore, so recycling reduces the amount of water use and water pollution from mining and processing."

Updated Text: "Water resources are used to process new ore, so recycling reduces water use and water pollution from mining and processing."

Component: *HMH Into Science Texas Teacher Guide Grade 6*

ISBN: 9780358841593

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 479

Location: column 2, Summarize, question text, Sentence 1

Original Text: "Wind turbines are an example of technology that are used to generate energy."

Updated Text: "Wind turbines are an example of technology that is used to generate energy."

Component: *HMH Into Science Texas Teacher Guide Grade 6*

ISBN: 9780358841593

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 484

Location: Column 1, Lab Facilitation, STEP 3

Original Text: "STEP 3: Guide students to consider criteria that is sure to address the issue they are trying to solve."

Updated Text: "STEP 3 and STEP 4: Guide students to consider criteria and constraints that describe an acceptable solution."

Component: *HMH Into Science Texas Teacher Guide Grade 6*

ISBN: 9780358841593

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 487

Location: Column 1, check student understanding, paragraph 1

Original Text: "At the end of the day, check student understanding of using the engineering design process to design solutions by having students answer these questions."

Updated Text: "At the end of the day, check student understanding of managing solid waste by having students answer these questions."

Component: *HMH Into Science Texas Teacher Guide Grade 6*

ISBN: 9780358841593

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 490

Location: Column 1, support for student answers, paragraph 1

Original Text: "As students present their announcement, review to ensure that students clarify, look for:"

Updated Text: "As students present their announcement, look for:"

Component: *HMH Into Science Texas Teacher Guide Grade 6*

ISBN: 9780358841593

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 494

Location: Column 1, Summarize, question text, sentence 8

Original Text: "Wind turbines and solar panels are technologies that can help conserve fossil fuels to generate electrical energy."

Updated Text: "Wind turbines and solar panels are technologies that can help conserve fossil fuels by generating electrical energy."

Component: *HMH Into Science Texas Teacher Guide Grade 6*

ISBN: 9780358841593

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 470

Location: Column 2, below Step 2 sample answer, MOVE TO column 2, above Support for Student Answers

Original Text: "The issues presented in this lesson require sensitivity around issues of colonization, indigenous rights and culture, and economic inequality, as native Hawaiians continue to seek sovereignty over their land."

Updated Text: "Facilitation Support

The issues presented in this reading require sensitivity around issues of indigenous rights, culture, and economic inequality, as native Hawaiians continue to seek sovereignty over their land."

Component: *HMH Into Science Texas Student Activity Guide Print Consumable Grade 6*

ISBN: 9780358861690

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 305

Location: Below OBSERVE

Original Text: N/A

Updated Text: "DEFINE: Based on your observations, what problem needs to be solved?"

"ASK QUESTIONS: What do you wonder about how plastic affects people and the environment? Brainstorm as many questions as you can."

Component: *HMH Into Science Texas Student Activity Guide Print Consumable Grade 6*

ISBN: 9780358861690

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 306

Location: Before Science Words

Original Text: N/A

Updated Text: "ANALYZE: Group your questions about the effects of plastics into categories. You can also combine or rephrase questions. When you are done refining your questions, pick one or more questions that might help you answer the Driving Question."

Component: *HMH Into Science Texas Student Activity Guide Print Consumable Grade 6*

ISBN: 9780358861690

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 303

Location: Top of page, sentence text below "Analyze the Central Idea."

Original Text: In this activity, you will examine the importance of effective resource conservation and land management.

Updated Text: [delete sentence]

Component: *HMH Into Science Texas Teacher Guide Grade 6*

ISBN: 9780358841593

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 492

Location: second column, collaborate

Original Text: "COLLABORATE: Work with a partner or small group to research landfills and any patterns related to solid waste and landfills in your state or country. Develop a presentation about landfills to educate your community about what happens to their solid waste. Be creative! Your presentation can be in the form of writing, drawing, or an oral presentation.

Look for: Student presentations should include a description of what a landfill is and how it operates. They should include the process of what happens, from disposing of their solid waste through it entering the landfill. Students may mention that it is important to conserve materials because of the effects of solid waste building up in landfills."

Updated Text: "COLLABORATE: Work with a partner or small group to research solutions for reducing solid waste disposal and landfill use in your state or country.

- What sources did you find during your research? How did you know they are credible?
- Describe three current solutions for reducing solid waste disposal.
- Describe at least one solution for reducing solid waste disposal that is not widespread now but may be in the future.
- Evaluate the solutions you described for cost-effectiveness. This is the relationship between how well a solution works and how much it costs.
- Which solution is the most cost-effective way to reduce solid waste disposal?

First, orally communicate your solution to another group. Then present your solution to your class in the form of a drawing, poster, or digital slide show. Work with your teacher or other member of your community to implement your solution.

Look for: Student presentations should include an explanation of the solution they feel is the most cost-effective way to reduce solid waste disposal. Students should use evidence and supporting materials to illustrate why they support this

solution. Students may mention that it is important to conserve materials because of the effects of solid waste building up in landfills.

Component: *HMH Into Science Texas Student License Digital Grade 6*

ISBN: 9780358860662

Link to Current Content:

[View Current Content](#)

Current Page Number(s): TEKS Lesson 6.11.B, Evaluate, Screen 1

Location: Summarize, question text, sentence 8

Original Text: "Wind turbines and solar panels are technologies that can help conserve fossil fuels to generate electrical energy."

Updated Text: "Wind turbines and solar panels are technologies that can help conserve fossil fuels by generating electrical energy."

Component: *HMH Into Science Texas Student Activity Guide Print Consumable Grade 6*

ISBN: 9780358861690

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 321

Location: Key Points, bullet 4

Original Text: "Wind turbines and solar panels are technologies that can help conserve fossil fuels to generate electrical energy."

Updated Text: "Wind turbines and solar panels are technologies that can help conserve fossil fuels by generating electrical energy."

Component: *HMH Into Science Texas Student Activity Guide Print Consumable Grade 6*

ISBN: 9780358861690

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 320

Location: Propose and Communicate Your Solution

Original Text: "Being able to communicate your ideas in an accurate and engaging manner is an essential skill for scientists and engineers. You can present ideas individually or as part of a group. Choose an effective format, such as a written report, poster display, or speech to an audience.

Make a brief public-service announcement to communicate and explain your solution. Your announcement should explain how the solution you developed could be implemented school-wide to reduce the solid waste generated by your school."

Updated Text: "Being able to communicate your ideas in an accurate and engaging manner is an essential skill for scientists and engineers. You can present ideas individually or as part of a group. Choose an effective format, such as a written report or poster display.

After you create your report or poster, make a brief public-service announcement to communicate and explain your solution. Your announcement should explain how the solution you developed could be implemented school-wide to reduce the solid waste generated by your school."

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Component: *HMH Into Science Texas Teacher Guide Grade 6*

ISBN: 9780358841593

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 504

Location: Column 2, Support for Student Answers, Analyze, lines 9-10

Original Text: "One question that may help answer the Driving Question is "Why don't corals get washed away?""

Updated Text: N/A

Component: *HMH Into Science Texas Teacher Guide Grade 6*

ISBN: 9780358841593

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 511

Location: Column 2, Support for Student Answers, Describe answer text

Original Text: N/A

Updated Text: "Individuals are part of a population. A population is part of a community. A community is part of an ecosystem."

Component: *HMH Into Science Texas Teacher Guide Grade 6*

ISBN: 9780358841593

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 512

Location: Column 1, STEPs 2-3 Facilitation

Original Text: "...with another group before refining map."

Updated Text: "...with another group before refining their map."

Component: *HMH Into Science Texas Student License Digital Grade 6*

ISBN: 9780358860662

Link to Current Content:

[View Current Content](#)

Current Page Number(s): TEKS Lesson 6.12.C, Exploration 3, Screen 2

Location: Mark and Recapture Method Formula, blue box

Original Text: "population estimate = (# marked in s1) / (% marked in s2)"

Updated Text: "6. The formula scientists use to estimate population size using the mark-recapture method is shown below.

(number of individuals in Sample 1 X number of individuals in Sample 2) / number of marked individuals in Sample 2"

Component: *HMH Into Science Texas Student License Digital Grade 6*

ISBN: 9780358860662

Link to Current Content:

[View Current Content](#)

Current Page Number(s): TEKS Lesson 6.12.C, Evaluate, Screen 6

Location: Why It Matters, Connections to Consider

Original Text: "What would happen if the population of one of these organisms decreased?"

Updated Text: "What would happen if tree populations in a forest decreased?"

Component: *HMH Into Science Texas Student Activity Guide Print Consumable Grade 6*

ISBN: 9780358861690

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 332

Location: List of vocabulary terms, bottom half of screen

Original Text: organism; population; community

Updated Text: organism; population; community; ecosystem

Component: *HMH Into Science Texas Student Activity Guide Print Consumable Grade 6*

ISBN: 9780358861690

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 342

Location: STEP 9

Original Text: Write an equation to calculate the total population size in your investigation. To divide by a percentage, convert the percentage to a decimal by dividing by 100.

Updated Text: The estimated population size (y) is equal to the number of individuals in sample 1 (s_1) multiplied by the number of individuals in sample 2 (s_2) divided by the number of marked (or recaptured) individuals in sample 2. Or, $y = (s_1 \times s_2) / (m_2)$.

Component: *HMH Into Science Texas Student Activity Guide Print Consumable Grade 6*

ISBN: 9780358861690

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 340

Location: Mark and Recapture Method Formula

Original Text: "population estimate = (# marked in s_1) / (% marked in s_2)"

Updated Text: "6. The formula scientists use to estimate population size using the mark-recapture method is shown below.

(number of individuals in Sample 1 X number of individuals in Sample 2) / number of marked individuals in Sample 2"

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 1769 of 3538

Component: *HMH Into Science Texas Teacher Guide Grade 6*

ISBN: 9780358841593

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 524

Location: Standards Overview, Scientific and Engineering Practices, Relate the Impact of Research (6.4.A)

Original Text: "...process of science as related to the content"

Updated Text: "...contributions of diverse scientists as related to the content"

Component: *HMH Into Science Texas Student License Digital Grade 6*

ISBN: 9780358860662

Link to Current Content:

[View Current Content](#)

Current Page Number(s): TEKS Lesson 6.12.A, Exploration 1, Screen 2

Location: INVESTIGATE Hot Spot interactivity, bottom of screen

Original Text: hotspot label: "Trout"

Updated Text: hotspot label: "Salmon"

Component: *HMH Into Science Texas Teacher Guide Grade 6*

ISBN: 9780358841593

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 529

Location: Column 2, Can You Explain It?

Original Text: N/A

Updated Text: Image of woodpecker and nutcracker

Component: *HMH Into Science Texas Student License Digital Grade 6*

ISBN: 9780358860662

Link to Current Content:

[View Current Content](#)

Current Page Number(s): TEKS Lesson 6.12.B, Exploration 1, Screen 7

Location: APPLY Short Answer interactivity

Original Text: "The gazelle is a [predator | prey]."

Updated Text: "The gazelle is [a predator | prey]."

Component: *HMH Into Science Texas Teacher Guide Grade 6*

ISBN: 9780358841593

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 560

Location: Column 1, Can You Explain It?

Original Text: N/A

Updated Text: Image of a beaver

Component: *HMH Into Science Texas Teacher Guide Grade 6*

ISBN: 9780358841593

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 576

Location: Column 2, Can You Explain It?

Original Text: N/A

Updated Text: Image of a beaver

Component: *HMH Into Science Texas Teacher Guide Grade 6*

ISBN: 9780358841593

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 596

Location: Column 1, Differentiation: Challenge

Original Text: "Challenge students to identify scientific theories that have been dismissed by the public because they are "just theories." For example, Galileo proposed the theory that Earth revolved around the sun, but it was dismissed by people who wanted to believe Earth was the center of the universe. Plate tectonics, handwashing, germ theory, and evolution are other theories that were dismissed. Ask students to research and explain why these scientific theories were eventually accepted."

Updated Text: "Scientists use the word theory to mean a system of ideas supported by scientific testing that explains phenomena. But in nonscientific usage, theory has a less-rigorous meaning that is similar to the meaning of the word idea. For example, someone might say, "I have a theory that my dog can read—it chews up only boxes that are addressed to me." That person is using theory more to mean idea than to mean scientific theory. The theory is not supported by controlled testing and substantial evidence. On the other hand, plate tectonics, handwashing, germ theory, and evolution are examples of scientific theories because they are supported by an abundance of scientific evidence gathered by many scientists over many years. Challenge students to select a scientific theory of interest and research some of the evidence that supports it."

Component: *HMH Into Science Texas Teacher Guide Grade 6*

ISBN: 9780358841593

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 588

Location: Column 2, Setup

Original Text: "Prepare all materials for each pair to reduce student prep time and confusion."

Updated Text: "Thinly slice the celery stalk and prepare slides of each material before the lab."

Component: *HMH Into Science Texas Student Activity Guide Print Consumable Grade 6*

ISBN: 9780358861690

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 392

Location: Caption text to the right of the image

Original Text: These animal cells can be distinguished from plant cells because they lack a cell wall.

Updated Text: This photograph shows a close up of human skin! You can see that skin is made up of many cells. A cell is the most basic unit of all living things. According to cell theory, all living things are made up of cells.

Component: *HMH Into Science Texas Teacher Guide Grade 6*

ISBN: 9780358841593

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 598

Location: N/A

Original Text: N/A

Updated Text: "RESEARCH: Identify a scientist who is currently researching scientific and medical ethics.

- What is their education background and research focus?
- What are some current ethics issues in science or medicine?
- How does ethics research impact society?

[anno font] Look for: A verifiable research scientist who is studying scientific and medical ethics, including their education background and current research focus. Student responses should include current ethics issues, and a description of how ethics research affects society."

Component: *HMH Into Science Texas Teacher Guide Grade 6*

ISBN: 9780358841593

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 618

Location: Column 1, Setup

Original Text: "Prepare gelatin cubes and all materials beforehand to facilitate student activity. Make a plan for filling student beakers with warm water."

Updated Text: "For each group use a warm knife to slice one cube that is 2.7 cm on each side. and 27 cubes that are 0.8 cm on each side. Make a plan to fill student beakers with warm water."

Component: *HMH Into Science Texas Teacher Guide Grade 6*

ISBN: 9780358841593

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 614

Location: Column 1, Setup

Original Text: N/A

Updated Text: "Use a drop of iodine on the microscope slide if needed to help visualize the onion skin."

Component: *HMH Into Science Texas Student Activity Guide Print Consumable Grade 6*

ISBN: 9780358861690

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 417

Location: STEP 5

Original Text: n/a

Updated Text: Be sure to cover up the selections that describe your organism when sharing with your partner. You can do this by folding the corner of the page down.

Component: *HMH Into Science Texas Teacher Guide Grade 6*

ISBN: 9780358841593

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 619

Location: Column 1, STEP 9, question text

Original Text: "STEP 9: Describe another way you could model a multicellular organism. Your proposed solution should be supported by your knowledge of cell theory and the model from this lab that relates cell size and function."

Updated Text: "STEP 9: Describe another way you could solve the problem of modeling a multicellular organism. Your proposed solution should be supported by data from your investigation, knowledge of cell theory, and the model from this lab that relates cell size and function."

Component: *HMH Into Science Texas Student Activity Guide Print Consumable Grade 6*

ISBN: 9780358861690

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 415

Location: bottom of page, Step 9, question text

Original Text: "STEP 9: Describe another way you could model a multicellular organism. Your proposed solution should be supported by your knowledge of cell theory and the model from this lab that relates cell size and function."

Updated Text: "STEP 9: Describe another way you could solve the problem of modeling a multicellular organism. Your proposed solution should be supported by data from your investigation, knowledge of cell theory, and the model from this lab that relates cell size and function."

Component: *HMH Into Science Texas Teacher Guide Grade 6*

ISBN: 9780358841593

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 621

Location: Column 2, Support for Student Answers, STEP 4, question text

Original Text: "STEP 4: Discuss with your group what kind of organism you think the flytrap is. Construct an explanation to support your decision."

Updated Text: "STEP 4: Discuss with your group what kind of organism you think the flytrap is. Use scientific explanations of autotrophs and heterotrophs as well as the evidence your group gathered in STEP 2 during your argumentation. Be sure to engage respectfully with your group, whether you are agreeing or disagreeing. Record your final explanation."

Component: *HMH Into Science Texas Teacher Guide Grade 6*

ISBN: 9780358841593

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 627

Location: Column 2, Support for Student Answers, STEP 4

Original Text: "STEP 4: Describe how the structure of the feature helps achieve its function."

Updated Text: "STEP 4: Think about the complementary nature of structure and function. Use this relationship to explain how the structure of the organism's feature helps to achieve its function."

Component: *HMH Into Science Texas Teacher Guide Grade 6*

ISBN: 9780358841593

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 638

Location: Column 2, Making Sense of the Phenomenon

Original Text: "Making Sense of the Phenomenon" appears before "Support for Student Answers"

Updated Text: Move "Making Sense of the Phenomenon" to come before "At the end of the lesson, students should use the following evidence to answer the Driving Question."

Component: *HMH Into Science Texas Teacher Guide Grade 6*

ISBN: 9780358841593

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 655

Location: Column 2, Support for Student Answers

Original Text: "Support for Student Answers"

Updated Text: N/A

Publisher: Kiddom

Science, Grade 6

Program: *OpenSciEd 6th grade Science powered by Kiddom - Online and Print: TEKS*

Component: *OpenSciEd 6th grade Science powered by Kiddom - Online and Print: TEKS*

ISBN: 9781960634528

Link to Current Content:

[View Current Content](#)

Location: Omission: Assessment Opportunities: Throughout the lessons, teachers are provided "Assessment Opportunities". In this section, the lesson explains to teachers what to do if students don't understand the content. For example, in Lesson 2 Day 2 of Unit 6.1, the Assessment Opportunity explains that if student's don't have the prior 4th grade knowledge of light bouncing off objects, then do not continue with the building prerequisite understanding discussion. Instead they are redirected to Building Prerequisite Understanding. These alternate activities are provided in most lessons to support teachers in recognizing barriers to student's conceptual development

Please remember to go directly to this link, you must open the demo site first, then open the link above. Reminder of the directions are

here: <https://docs.google.com/document/d/1Mnoeon2e8Qry0vHfT5JTjWjRH6OWxPoTcR1bXKoyOMs/edit?usp=sharing>

Link to Updated Content:

[View Updated Content](#)

Original Text: Omission: Assessment Opportunities: Throughout the lessons, teachers are provided "Assessment Opportunities". In this section, the lesson explains to teachers what to do if students don't understand the content. For example, in Lesson 2 Day 2 of Unit 6.1, the Assessment Opportunity explains that if student's don't have the prior 4th grade knowledge of light bouncing off objects, then do not continue with the building prerequisite understanding discussion. Instead they are redirected to Building Prerequisite Understanding. These alternate activities are provided in most lessons to support teachers in recognizing barriers to student's conceptual development.

Please remember to go directly to this link, you must open the demo site first, then open the link above. Reminder of the directions are

here: <https://docs.google.com/document/d/1Mnoeon2e8Qry0vHfT5JTjWjRH6OWxPoTcR1bXKoyOMs/edit?usp=sharing>

Updated Text: Omission: Assessment Opportunities: Throughout the lessons, teachers are provided "Assessment Opportunities". In this section, the lesson explains to teachers what to do if students don't understand the content. For example, in Lesson 2 Day 2 of Unit 6.1, the Assessment Opportunity explains that if student's don't have the prior 4th grade knowledge of light bouncing off objects, then do not continue with the building prerequisite understanding discussion. Instead they are redirected to Building Prerequisite Understanding. These alternate activities are provided in most lessons to support teachers in recognizing barriers to student's conceptual development.

Please remember to go directly to this link, you must open the demo site first, then open the link above. Reminder of the directions are here: <https://docs.google.com/document/d/1Mnoeon2e8Qry0vHFt5JTJWJRH6OWxPoTcR1bXKoyOMs/edit?usp=sharing>

Publisher: McGraw Hill

Science, Grade 6

Program: *McGraw Hill Texas Science, Grade 6 : TEKS*

Component: *McGraw Hill Texas Science Grade 6 Write-In Print Student Edition*

ISBN: 9780077006747

Current Page Number(s): SEP 4

Location: Quick Launch, Natural Wonders, paragraph 2, after last sentence

Original Text: Record your observations.

Updated Text: Record your observations. Be sure to ask your teacher for clarification as needed.

Component: *McGraw Hill Texas Science Grade 6 Write-In Print Student Edition*

ISBN: 9780077006747

Current Page Number(s): SEP 22

Location: Quick Launch, The Tallest Tower Challenge, paragraph 1, sentence 2

Original Text: Can you make a tall tower that can provide a safe living space for lots of people?

Updated Text: Can you make a tall tower that can provide a safe living space for a large number of people?

Component: *McGraw Hill Texas Science Grade 6 Write-In Print Student Edition*

ISBN: 9780077006747

Current Page Number(s): SEP 22

Location: Quick Launch, The Tallest Tower Challenge, paragraph 1, after last sentence

Original Text: Record your observations.

Updated Text: Record your observations. Be sure to ask your teacher for clarification as needed.

Component: *McGraw Hill Texas Science Grade 6 Write-In Print Student Edition*

ISBN: 9780077006747

Current Page Number(s): SEP 32

Location: Quick Launch, History of the Night Sky, paragraph 2 sentence 2

Original Text: Complete the Quick Launch to compare these models and determine which one best explains what we observe in the night sky.

Updated Text: Complete the Quick Launch to compare these models and determine how the model of the solar system changed over time.

Component: McGraw Hill Texas Science Grade 6 Digital Teacher Edition

ISBN: 9781265564179

Current Page Number(s): SEP 45

Location: Chapter Wrap-Up, Assess, TEKS Review, question 6, answer choice A

Original Text: Incorrect The design does meet the height criterion because the height of the suitcase is less 55 cm.

Updated Text: Incorrect The design does meet the height criterion because the height of the suitcase is less than 55 cm.

Component: McGraw Hill Texas Science Grade 6 Digital Teacher Edition

ISBN: 9781265564179

Current Page Number(s): 1

Location: Quick Launch: Natural Wonders, introduction paragraph, last sentence

Original Text: Record your observations.

Updated Text: Record your observations. Be sure to ask your teacher for clarification as needed.

Component: McGraw Hill Texas Science Grade 6 Digital Teacher Edition

ISBN: 9781265564179

Current Page Number(s): 1

Location: Quick Launch: The Tallest Tower Challenge, introduction paragraph, sentence 2

Original Text: Can you make a tall tower that can provide a safe living space for lots of people?

Updated Text: Can you make a tall tower that can provide a safe living space for a large number of people?

Component: McGraw Hill Texas Science Grade 6 Digital Teacher Edition

ISBN: 9781265564179

Current Page Number(s): 1

Location: Quick Launch: The Tallest Tower Challenge, introduction paragraph, last sentence

Original Text: Record your observations.

Updated Text: Record your observations. Be sure to ask your teacher for clarification as needed.

Component: McGraw Hill Texas Science Grade 6 Digital Teacher Edition

ISBN: 9781265564179

Current Page Number(s): 1

Location: Quick Launch: History of the Night Sky, paragraph 1, sentence 2

Original Text: Complete the Quick Launch to compare these models and determine which one best explains what we observe in the night sky.

Updated Text: Complete the Quick Launch to compare these models and determine how the model of the solar system changed over time.

Component: McGraw Hill Texas Science Grade 6 Write-In Print Student Edition

ISBN: 9780077006747

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 1777 of 3538

Current Page Number(s): 7

Location: Molecules, paragraph 1, sentence 1 and 2

Original Text: Some matter, such as helium, neon, and krypton, consist of individual atoms that are not attached to each other. While other matter, such as water, nitrogen, and carbon dioxide, consist of molecules.

Updated Text: Some matter, such as helium, neon, and krypton, consists of individual atoms that are not attached to each other. Other matter, such as water, nitrogen, and carbon dioxide, consists of molecules.

Component: McGraw Hill Texas Science Grade 6 Write-In Print Student Edition

ISBN: 9780077006747

Current Page Number(s): 7

Location: Characteristics of Matter, paragraph 2, sentence 1

Original Text: The main factors that determine the state of matter are shape and structure, particle motion, and whether it has a definite volume.

Updated Text: The main factors that determine the state of matter are structure and shape, particle motion, and volume.

Component: McGraw Hill Texas Science Grade 6 Write-In Print Student Edition

ISBN: 9780077006747

Current Page Number(s): 10

Location: Liquids, paragraph 1, sentence 1

Original Text: How is the shape, structure, particle motion, and volume of liquids different from solids?

Updated Text: How are the structure, shape, particle motion, and volume of liquids different from solids?

Component: McGraw Hill Texas Science Grade 6 Write-In Print Student Edition

ISBN: 9780077006747

Current Page Number(s): 10

Location: Structure and Shape of Liquids, Describe question

Original Text: How does the structure of liquids affect its shape?

Updated Text: How does the structure of a liquid affect its shape?

Component: McGraw Hill Texas Science Grade 6 Write-In Print Student Edition

ISBN: 9780077006747

Current Page Number(s): 11

Location: History Connection, paragraph 1, last sentence

Original Text: The unit used for volume was hekat, which is approximately 4.8 liters.

Updated Text: The unit used for volume was a hekat, which is about 4.8 liters.

Component: McGraw Hill Texas Science Grade 6 Digital Teacher Edition

ISBN: 9781265564179

Current Page Number(s): 11

Location: Apply It, Compare question sample answer

Original Text: The atoms and molecules in liquids are more spread out, the attractive forces between particles are weaker. This allows the particles to slip past one another and flow.

Updated Text: Liquids can flow because their atoms and molecules are more spread out, the attractive forces between them are weaker, and they have more kinetic energy than in solids.

Component: McGraw Hill Texas Science Grade 6 Digital Teacher Edition

ISBN: 9781265564179

Current Page Number(s): 12

Location: Structure and Shape of Gases, Infer question sample answer

Original Text: The particles would need a container to define a shape.

Updated Text: You could put the gas into a container. The atoms and molecules would then spread out and take the shape of the container.

Component: McGraw Hill Texas Science Grade 6 Write-In Print Student Edition

ISBN: 9780077006747

Current Page Number(s): 12

Location: STEM Connection, Focus on Engineering, Discuss question

Original Text: With a partner, discuss what other type of situations compressed air might be useful for.

Updated Text: With a partner, discuss other situations when compressed air might be useful.

Component: McGraw Hill Texas Science Grade 6 Write-In Print Student Edition

ISBN: 9780077006747

Current Page Number(s): 17

Location: Lesson 1.1 TEKS 6.6A Review, question 4 answer options

Original Text: A The kinetic energy of the particles on the right is the greatest of the three images of particles.

B The particles in the middle have more kinetic energy than the particles on the right.

C The particles in the middle have less space between them than the particles on the left, which means they have more kinetic energy.

D Energy was added to the particles on the left to give them more energy than the particles in the middle.

Updated Text: A The kinetic energy of the atoms on the right is the greatest of the three images of atoms.

B The atoms in the middle have more kinetic energy than the atoms on the right.

C The atoms in the middle have less space between them than the atoms on the left, which means they have more kinetic energy.

D Energy was added to the atoms on the left to give them more energy than the atoms in the middle.

Component: McGraw Hill Texas Science Grade 6 Write-In Print Student Edition

ISBN: 9780077006747

Current Page Number(s): 17

Location: Lesson 1.1 TEKS 6.6A Review, question 5 answer options

Original Text: A Particles in the image are close together and move freely, while particles in solids are far apart and move freely.

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 1779 of 3538

B Particles in the image are close together and vibrate in place, while particles in solids are close together and move freely.

C Particles in the image and particles in solids are far apart and vibrate in place.

D Particles in the image are far apart and move freely, while particles in solids are close together and vibrate in place.

Updated Text: A Atoms in the image are close together and move freely, while atoms in solids are far apart and move freely.

B Atoms in the image are close together and vibrate in place, while atoms in solids are close together and move freely.

C Atoms in the image and atoms in solids are far apart and vibrate in place.

D Atoms in the image are far apart and move freely, while atoms in solids are close together and vibrate in place.

Component: McGraw Hill Texas Science Grade 6 Write-In Print Student Edition

ISBN: 9780077006747

Current Page Number(s): 18

Location: Quick Launch, Sink or Swim, paragraph 1, last sentence

Original Text: Observe the items your teacher presents, and predict whether each item will sink or float. Record your observations.

Updated Text: Observe the items your teacher presents. Predict whether each item will sink or float in water. Then observe what happens when each item is placed in water. Use your observations to evaluate your predictions.

Component: McGraw Hill Texas Science Grade 6 Write-In Print Student Edition

ISBN: 9780077006747

Current Page Number(s): 18

Location: Quick Launch, Sink or Swim, paragraph 2, sentence 1

Original Text: Now check out the video Will It Float to observe real-world examples of the phenomenon you made predictions about in the activity.

Updated Text: Now check out the video Will It Float? to observe additional examples of the phenomenon you made predictions about in the activity.

Component: McGraw Hill Texas Science Grade 6 Write-In Print Student Edition

ISBN: 9780077006747

Current Page Number(s): 22

Location: Apply It, Explain question, sentence 2

Original Text: Are the values of these physical properties greater than, less than, or equal to another?

Updated Text: Are the values of these physical properties greater than, less than, or equal to one another?

Component: McGraw Hill Texas Science Grade 6 Write-In Print Student Edition

ISBN: 9780077006747

Current Page Number(s): 23

Location: Density of Liquids, paragraph 1, sentence 2

Original Text: The density of all liquids is similarly determined by its mass and volume.

Updated Text: The density of a liquid is similarly determined by its mass and volume.

Component: McGraw Hill Texas Science Grade 6 Write-In Print Student Edition

ISBN: 9780077006747

Current Page Number(s): 29

Location: Lesson 1.2 TEKS 6.6D Review, question 6, sentence 2

Original Text: She created the table below from the data she collected.

Updated Text: She organized her collected data in Table 2.

Component: McGraw Hill Texas Science Grade 6 Write-In Print Student Edition

ISBN: 9780077006747

Current Page Number(s): 37

Location: Importance of Metalloids to Modern Life, paragraph 1

Original Text: Pure silicon is used in making semiconductor devices for computers and other electronic products. Germanium is also used as a semiconductor. However, metalloids have other uses. Pure silicon and germanium are used in semiconductors. Boron is used in water softeners and laundry products. Boron also glows bright green in fireworks. Sand, clay, and many rocks and minerals are made of silicon compounds

Updated Text: Metalloids are commonly used in industry as semiconductors. Pure silicon is used in making semiconductor devices for computers and other electronic products. Germanium is also used as a semiconductor. However, metalloids have other uses. Boron is used in water softeners and laundry products. Boron also glows bright green in fireworks. Sand, clay, and many rocks and minerals are made of silicon compounds.

Component: McGraw Hill Texas Science Grade 6 Write-In Print Student Edition

ISBN: 9780077006747

Current Page Number(s): 39

Location: Mining Today, paragraph 1, last sentence

Original Text: You might find cement in homes such as patios, staircases, and driveways.

Updated Text: You might find cement in homes such as in patios, staircases, and driveways.

Component: McGraw Hill Texas Science Grade 6 Write-In Print Student Edition

ISBN: 9780077006747

Current Page Number(s): 42

Location: Show What YOU Know, bullet 1

Original Text: Read the instructions for the science challenge Be a Detective.

Updated Text: Read the instructions for the Science Challenge Be a Detective.

Component: McGraw Hill Texas Science Grade 6 Write-In Print Student Edition

ISBN: 9780077006747

Current Page Number(s): 42

Location: Show What YOU Know, bullet 2

Original Text: Plan an investigation to determine how the densities of diet and regular soda compare.

Updated Text: Plan an investigation to determine physical properties can be used to differentiate between two similar substances.

Component: McGraw Hill Texas Science Grade 6 Write-In Print Student Edition

ISBN: 9780077006747

Current Page Number(s): 42

Location: Show What YOU Know, bullet 4, sentence 1

Original Text: CER Make a claim about the how the densities of diet and regular soda compare.

Updated Text: CER Make a claim about how a physical property can be used to differentiate between two similar substances.

Component: McGraw Hill Texas Science Grade 6 Digital Teacher Edition

ISBN: 9781265564179

Current Page Number(s): 37

Location: Assess, Foldables, Lesson Content, sentence 2

Original Text: On the back, have students research what happens when valuable elements are found.

Updated Text: Have students research what happens when valuable elements are found and record their findings on the back.

Component: McGraw Hill Texas Science Grade 6 Digital Teacher Edition

ISBN: 9781265564179

Current Page Number(s): 1

Location: Quick Launch: Sink or Swim, introduction paragraph

Original Text: What objects do you think will sink into water? Observe the items your teacher presents and make a prediction for each item on if you think it will sink. Record your observations.

Updated Text: What objects do you think will sink in water? Observe the items your teacher presents. Predict whether each item will sink or float in water. Then observe what happens when each item is placed in water. Use your observations to evaluate your predictions.

Component: McGraw Hill Texas Science Grade 6 Digital Teacher Edition

ISBN: 9781265564179

Current Page Number(s): 1

Location: Quick Launch: Sink or Swim, Go Online

Original Text: Now check out the video Will it Float? to see the phenomenon you predicted in the activity happening.

Updated Text: Now check out the video Will it Float? to observe additional examples of the phenomenon you made predictions about in the activity.

Component: McGraw Hill Texas Science Grade 6 Digital Teacher Edition

ISBN: 9781265564179

Current Page Number(s): 1

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 1782 of 3538

Location: Quick Launch: Elementary Materials, introduction paragraph

Original Text: Go Online: Watch the video Modern Materials to observe a day in the life of a student and the materials they interact with. Then, with a partner, identify and list 20 elements you think are important for day-to-day life.

Updated Text: Go Online: What materials do you think are important for modern day life? Watch the video Modern Materials to observe a day in the life of a student and the materials they interact with. Notice the substances, called elements, that make up the materials. Then, with a partner, identify and list 10 elements you think are important for day-to-day life. Explain your reasoning.

Component: McGraw Hill Texas Science Grade 6 Write-In Print Student Edition

ISBN: 9780077006747

Current Page Number(s): 53

Location: Under Making a Solution, Relate box, sentence 2

Original Text: Read the paragraphs about Homogeneous Mixtures and Making a Solution again.

Updated Text: Read the paragraphs about homogeneous mixtures and making a solution again.

Component: McGraw Hill Texas Science Grade 6 Write-In Print Student Edition

ISBN: 9780077006747

Current Page Number(s): 56

Location: Sedimentation, paragraph 2, last sentence

Original Text: The small rocks because they are denser than the sand.

Updated Text: The small rocks will fall first because they are denser than the sand.

Component: McGraw Hill Texas Science Grade 6 Digital Teacher Edition

ISBN: 9781265564179

Current Page Number(s): 64

Location: Physical Changes, Classify question sample answer

Original Text: Wood carving cannot be reversed. Once you remove parts of the wood, it cannot be reattached.

Updated Text: Once pieces are carved from the wood, they cannot be rejoined to form the original piece.

Component: McGraw Hill Texas Science Grade 6 Write-In Print Student Edition

ISBN: 9780077006747

Current Page Number(s): 82

Location: Quick Launch, Roll On, paragraph 1, sentence 2 and 3

Original Text: With the ball provided to you follow your teacher's instructions. Record your observations of the ball's motion.

Updated Text: Follow your teacher's instructions to get some clues. Record your observations. Be sure to ask your teacher for clarification as needed.

Component: McGraw Hill Texas Science Grade 6 Write-In Print Student Edition

ISBN: 9780077006747

Current Page Number(s): 96

Location: Quick Launch, Penny Balance, sentence 1

Original Text: Follow your teacher's instructions and set up the activity.

Updated Text: What happens when the forces on an object suddenly change? Follow your teacher's instructions and set up the activity.

Component: McGraw Hill Texas Science Grade 6 Write-In Print Student Edition

ISBN: 9780077006747

Current Page Number(s): 96

Location: Quick Launch, Penny Balance, sentence 2 and 3

Original Text: Identify the forces acting on the penny. Describe the motion of the penny in terms of forces.

Updated Text: Identify the forces acting on the penny before and after the forces suddenly change. Record your observations of the penny's motion. Be sure to ask your teacher for clarification as needed.

Component: McGraw Hill Texas Science Grade 6 Write-In Print Student Edition

ISBN: 9780077006747

Current Page Number(s): 106

Location: Quick Launch, High Jump, paragraph 1, sentence 2

Original Text: Follow your teacher's instructions and think about the interactions of forces as you jump.

Updated Text: Follow your teacher's instructions to get some clues. Think about the interactions between objects that occur when you jump.

Component: McGraw Hill Texas Science Grade 6 Write-In Print Student Edition

ISBN: 9780077006747

Current Page Number(s): 106

Location: Quick Launch, High Jump, paragraph 1, sentence 3

Original Text: Record observations.

Updated Text: Record your observations. Be sure to ask your teacher for clarification as needed.

Component: McGraw Hill Texas Science Grade 6 Write-In Print Student Edition

ISBN: 9780077006747

Current Page Number(s): 115

Location: Lesson 3.3 TEKS 6.7C Review, question 4

Original Text: A person is pushing to the right on an object.

Updated Text: Determine A person is pushing to the right on an object.

Component: McGraw Hill Texas Science Grade 6 Write-In Print Student Edition

ISBN: 9780077006747

Current Page Number(s): 115

Location: Lesson 3.3 TEKS 6.7C Review, question 6, answer choice A

Original Text: When you pull on the rope in tug-of-war, your opponent pulls on the other side of the rope with equal force.

Updated Text: When you pull on the rope in tug-of-war, your opponent pulls on the other side of the rope.

Component: McGraw Hill Texas Science Grade 6 Digital Teacher Edition

ISBN: 9781265564179

Current Page Number(s): 1

Location: Quick Launch: Roll On, introduction paragraph, sentence 1

Original Text: How does a force affect an object?

Updated Text: What do you think causes a tennis ball to change its motion?

Component: McGraw Hill Texas Science Grade 6 Digital Teacher Edition

ISBN: 9781265564179

Current Page Number(s): 1

Location: Quick Launch: Penny Balance, introduction paragraph, before sentence 1

Original Text: N/A

Updated Text: What happens when the forces on an object suddenly change?

Component: McGraw Hill Texas Science Grade 6 Digital Teacher Edition

ISBN: 9781265564179

Current Page Number(s): 1

Location: Quick Launch: Penny Balance, introduction paragraph, sentence 2 and 3

Original Text: Identify the forces acting on the penny.

Describe the motion of the penny in terms of forces.

Updated Text: Identify the forces acting on the penny, before and after the forces suddenly change. Record your observations of the penny's motion. Be sure to ask your teacher for clarification as needed.

Component: McGraw Hill Texas Science Grade 6 Write-In Print Student Edition

ISBN: 9780077006747

Current Page Number(s): 122

Location: Quick Launch, Energy Evaluation, paragraph 1, last sentence

Original Text: Record your observations.

Updated Text: Record your observations. Be sure to ask your teacher for clarification as needed.

Component: McGraw Hill Texas Science Grade 6 Write-In Print Student Edition

ISBN: 9780077006747

Current Page Number(s): 134

Location: Quick Launch, Popping Good Fun, paragraph 1, last sentence

Original Text: Record your observations.

Updated Text: Record your observations. Be sure to ask your teacher for clarification as needed.

Component: McGraw Hill Texas Science Grade 6 Write-In Print Student Edition

ISBN: 9780077006747

Current Page Number(s): 148

Location: Quick Launch, Make a Wave, paragraph 1, sentence 2

Original Text: Follow your teacher's instructions to create a wave in your classroom.

Updated Text: Follow your teacher's instructions to make a wave in your classroom.

Component: McGraw Hill Texas Science Grade 6 Write-In Print Student Edition

ISBN: 9780077006747

Current Page Number(s): 148

Location: Quick Launch, Make a Wave, paragraph 1, last sentence

Original Text: Record your observations.

Updated Text: Record your observations. Be sure to ask your teacher for clarification as needed.

Component: McGraw Hill Texas Science Grade 6 Write-In Print Student Edition

ISBN: 9780077006747

Current Page Number(s): 160

Location: Show What YOU Know, bullet 2

Original Text: Plan an investigation to determine how energy is being transformed and transferred between the system and its surroundings.

Updated Text: Analyze the system to determine how energy is being transformed and transferred between the system and its surroundings.

Component: McGraw Hill Texas Science Grade 6 Digital Teacher Edition

ISBN: 9781265564179

Current Page Number(s): 1

Location: Quick Launch: Energy Evaluation, introduction paragraph, last sentence

Original Text: Record your observations.

Updated Text: Record your observations. Be sure to ask your teacher for clarification as needed.

Component: McGraw Hill Texas Science Grade 6 Digital Teacher Edition

ISBN: 9781265564179

Current Page Number(s): 1

Location: Quick Launch: Popping Good Fun, introduction paragraph, last sentence

Original Text: Record your observations.

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 1786 of 3538

Updated Text: Record your observations. Be sure to ask your teacher for clarification as needed.

Component: McGraw Hill Texas Science Grade 6 Digital Teacher Edition

ISBN: 9781265564179

Current Page Number(s): 1

Location: Quick Launch: Make a Wave, introduction paragraph, last sentence

Original Text: Record your observations.

Updated Text: Record your observations. Be sure to ask your teacher for clarification as needed.

Component: McGraw Hill Texas Science Grade 6 Write-In Print Student Edition

ISBN: 9780077006747

Current Page Number(s): 176

Location: A Day in the Life, paragraph 2, sentence 2

Original Text: They also do research at locations on Earth that simulate the environments on different planets.

Updated Text: They also conduct research at locations on Earth that simulate the environments on different planets.

Component: McGraw Hill Texas Science Grade 6 Write-In Print Student Edition

ISBN: 9780077006747

Current Page Number(s): 184

Location: Tidal Range, last sentence

Original Text: Since low tides occur between high tides, in many areas low tide occurs 6 hours and 12.5 minutes after high tide.

Updated Text: Since low tides occur between high tides, low tide occurs 6 hours and 12.5 minutes after high tide in many areas.

Component: McGraw Hill Texas Science Grade 6 Digital Teacher Edition

ISBN: 9781265564179

Current Page Number(s): 1

Location: Quick Launch: Interactive Earth, introduction paragraph, sentence 3

Original Text: Classify the components in the image provided into each of Earth's systems.

Updated Text: Classify the components in the image provided by your teacher into each of Earth's systems.

Component: McGraw Hill Texas Science Grade 6 Digital Teacher Edition

ISBN: 9781265564179

Current Page Number(s): 1

Location: Quick Launch: Interactive Earth, image

Original Text: Image of nature, with rocks, water, grass and mountains.

Updated Text: Image removed.

Component: McGraw Hill Texas Science Grade 6 Write-In Print Student Edition

ISBN: 9780077006747

Current Page Number(s): 263

Location: Impacts of Global Energy, paragraph 1, sentence 1

Original Text: Even with the overall growth of global energy usage, there are still many communities who live with insufficient or unreliable energy.

Updated Text: Even with the overall growth of global energy usage, people in many communities still live with insufficient or unreliable energy.

Component: McGraw Hill Texas Science Grade 6 Write-In Print Student Edition

ISBN: 9780077006747

Current Page Number(s): 280

Location: Quick Launch, Let's Get Organized, paragraph 1, sentence 2

Original Text: Follow your teacher's directions to make a model of the different levels of a website.

Updated Text: Follow your teacher's directions to develop a model of the different organizational levels of a website.

Component: McGraw Hill Texas Science Grade 6 Write-In Print Student Edition

ISBN: 9780077006747

Current Page Number(s): 280

Location: Quick Launch, Let's Get Organized, paragraph 1, last sentence

Original Text: Record your observations or draw a sketch to show your understanding.

Updated Text: Record your observations or draw a sketch to show your understanding. Be sure to ask your teacher for clarification as needed.

Component: McGraw Hill Texas Science Grade 6 Write-In Print Student Edition

ISBN: 9780077006747

Current Page Number(s): 308

Location: Quick Launch, Catch Your Lunch, paragraph 1, sentence 2

Original Text: Follow your teacher's directions to complete an activity that models this type of relationship.

Updated Text: Follow your teacher's directions to complete an activity that models feeding relationships between organisms.

Component: McGraw Hill Texas Science Grade 6 Write-In Print Student Edition

ISBN: 9780077006747

Current Page Number(s): 308

Location: Quick Launch, Catch Your Lunch, paragraph 1, last sentence

Original Text: Record your observations.

Updated Text: Record your observations. Be sure to ask your teacher for clarification as needed.

Component: McGraw Hill Texas Science Grade 6 Digital Teacher Edition

ISBN: 9781265564179

Current Page Number(s): 289

Location: Differentiation Options, Extend, Use to Accelerate, Continue Your Education, sentence 1

Original Text: To learn more about a specific biology career, research colleges, universities, or career centers that offer certifications or degrees in biology career options.

Updated Text: To learn more about a specific biology career, ask students to research colleges, universities, or career centers that offer certifications or degrees in biology career options.

Component: McGraw Hill Texas Science Grade 6 Write-In Print Student Edition

ISBN: 9780077006747

Current Page Number(s): 340

Location: Cell Types, paragraph 1, sentence 3

Original Text: These observations helped scientists identify two main types of cells—prokaryotic (proh ka ree AH tihk) cells and eukaryotic (yew ker ee AH tihk) cells.

Updated Text: These observations helped scientists identify two main types of cells—prokaryotic (proh kayr ee AH tihk) cells and eukaryotic (yew ker ee AH tihk) cells.

Component: McGraw Hill Texas Science Grade 6 Write-In Print Student Edition

ISBN: 9780077006747

Current Page Number(s): 350

Location: Quick Launch, Discovering Differences, paragraph 1, last sentence

Original Text: Record your observations.

Updated Text: Record your observations. Be sure to ask your teacher for clarification as needed.

Component: McGraw Hill Texas Science Grade 6 Write-In Print Student Edition

ISBN: 9780077006747

Current Page Number(s): 105

Location: Lesson 3.2 TEKS 6.7B Review, question 5, diagram

Original Text: Image of a box with three force arrows. The force arrows for 30 N and 20 N are the same length.

Updated Text: Image of a box with three force arrows. The force arrow for 30 N is three-quarters the length of the 40 N force arrow. The force arrow for the 20 N is one-half the length of the 40 N force arrow.

Publisher: Savvas Learning

Science, Grade 6

Program: *Texas Experience Science Grade 6 (Print with digital): TEKS*

Component: *Grade 6 Student Activity Companion*

ISBN: 9781418398620

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 2-185

Location: page numbers at bottom of page

Link to Updated Content:

[View Updated Content](#)

Original Text: Topic 1 Exploring Forces; Topic 2 Energy; Topic 3 Properties and Changes of Matter

Updated Text: We have changed the first three topics to the following order: Topic 1 Properties and Changes of Matter; Topic 2 Exploring Forces; Topic 3 Energy

Component: *Grade 6 Student Activity Companion*

ISBN: 9781418398620

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 2-41

Location: page numbers at bottom of page

Link to Updated Content:

[View Updated Content](#)

Original Text: Topic 1 Exploring Forces

Updated Text: Topic 2 Exploring Forces

(Changed order of three topics in a second version of the pre-adoption sample. Topic 1 Exploring Forces becomes Topic 2 Exploring Forces, pages 78-117.)

Component: *Grade 6 Student Activity Companion*

ISBN: 9781418398620

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 42-109

Location: page numbers at bottom of page

Link to Updated Content:

[View Updated Content](#)

Original Text: Topic 2 Energy

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 1790 of 3538

Updated Text: Topic 3 Energy

(Changed order of three topics in a second version of the pre-adoption sample. Topic 2 Energy becomes Topic 3 Energy, pages 119-185.)

Component: *Grade 6 Student Activity Companion*

ISBN: 9781418398620

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 110-185

Location: page numbers at bottom of page

Link to Updated Content:

[View Updated Content](#)

Original Text: Topic 3 Properties and Changes of Matter

Updated Text: Topic 1 Properties and Changes of Matter

(Changed order of three topics in a second version of the pre-adoption sample. Topic 3 Properties and Changes of Matter becomes Topic 1 Properties and Changes of Matter, pages 2-77)

Component: *Grade 6 Student Activity Companion*

ISBN: 9781418398620

Current Page Number(s): iii

Location: page numbers at bottom of page and page references

Link to Updated Content:

[View Updated Content](#)

Original Text: TOC pages for Topic 1 Exploring Forces

Updated Text: This is now on page v and is the TOC for Topic 2 Exploring Forces

Component: *Grade 6 Student Activity Companion*

ISBN: 9781418398620

Current Page Number(s): iv-v

Location: page numbers at bottom of page and page references

Link to Updated Content:

[View Updated Content](#)

Original Text: TOC pages for Topic 2 Energy

Updated Text: This is now on page vi-vii and is the TOC for Topic 3 Energy

Component: *Grade 6 Student Activity Companion*

ISBN: 9781418398620

Current Page Number(s): vi-vii

Location: page numbers at bottom of page and page references

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 1791 of 3538

Link to Updated Content:

[View Updated Content](#)

Original Text: TOC pages for Topic 3 Properties and Changes of Matter

Updated Text: This is now on page iii-iv and is the TOC for Topic 1 Properties and Changes of Matter

Component: *Grade 6 Teacher Guide*

ISBN: 9781418398651

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 10-37

Location: page numbers at bottom of page

Link to Updated Content:

[View Updated Content](#)

Original Text: Topic 1 Exploring Forces

Updated Text: Topic 2 Exploring Forces

(Changed order of three topics in a second version of the pre-adoption sample. Topic 1 Exploring Forces becomes Topic 2 Exploring Forces, pages 58-85.)

Component: *Grade 6 Teacher Guide*

ISBN: 9781418398651

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 38-85

Location: page numbers at bottom of page

Link to Updated Content:

[View Updated Content](#)

Original Text: Topic 2 Energy

Updated Text: Topic 3 Energy

(Changed order of three topics in a second version of the pre-adoption sample. Topic 2 Energy becomes Topic 3 Energy, pages 86-133.)

Component: *Grade 6 Teacher Guide*

ISBN: 9781418398651

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 86-133

Location: page numbers at bottom of page

Link to Updated Content:

[View Updated Content](#)

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 1792 of 3538

Original Text: Topic 3 Properties and Changes of Matter

Updated Text: Topic 1 Properties and Changes of Matter

(Changed order of three topics in a second version of the pre-adoption sample. Topic 3 Properties and Changes of Matter becomes Topic 1 Properties and Changes of Matter, pages 10-57)

Component: *Grade 6 Teacher Guide*

ISBN: 9781418398651

Link to Current Content:

[View Current Content](#)

Current Page Number(s): iv

Location: Table of Contents for Topics 1-3

Link to Updated Content:

[View Updated Content](#)

Original Text: Topic 1 Exploring Forces TOC; Topic 2 Energy TOC; Topic 3 Properties and Changes of Matter TOC

Updated Text: Updated to reflect new order of topics. Topic 1 Properties and Changes of Matter, Topic 2 Exploring Forces, Topic 3 Energy

Component: *Grade 6 Teacher Guide*

ISBN: 9781418398651

Link to Current Content:

[View Current Content](#)

Current Page Number(s): xxvi-xxvii

Location: Course Planner and Pacing Guide, Topics 1-3

Link to Updated Content:

[View Updated Content](#)

Original Text: Topic 1 Exploring Forces; Topic 2 Energy; Topic 3 Properties and Changes of Matter

Updated Text: Topic 1 Properties and Changes of Matter, Topic 2 Exploring Forces, Topic 3 Energy

Component: *Grade 6 Teacher Guide*

ISBN: 9781418398651

Link to Current Content:

[View Current Content](#)

Current Page Number(s): xxx-xxxvi

Location: TEKS correlation, throughout pages

Link to Updated Content:

[View Updated Content](#)

Original Text: Page references to Topics 1-3; pages xxxiv-xxxvi did not reference SEPs and Themes.

Updated Text: Updated page references to reflect the new order of Topics 1-3; added related SEPs and Themes to each content TEKS.

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 1793 of 3538

Component: *Grade 6 Teacher Guide*

ISBN: 9781418398651

Link to Current Content:

[View Current Content](#)

Current Page Number(s): xxxviii-xl

Location: ELPS correlation, throughout pages

Link to Updated Content:

[View Updated Content](#)

Original Text: Page references to Topics 1-3

Updated Text: Updated page references to reflect the new order of Topics 1-3

Component: *Grade 6 Teacher Guide*

ISBN: 9781418398651

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 324-328

Location: Index, throughout pages

Link to Updated Content:

[View Updated Content](#)

Original Text: Page references to Topics 1-3

Updated Text: Updated page references to reflect the new order of Topics 1-3

Component: *Grade 6 Teacher Guide*

ISBN: 9781418398651

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 329

Location: Credits, throughout page

Link to Updated Content:

[View Updated Content](#)

Original Text: Page references to Topics 1-3 and order of Topics

Updated Text: Updated page references and order to reflect the new order of Topics 1-3

Component: *Grade 6 Digital Components*

ISBN: 9781428553880

Current Page Number(s): Realize TOC

Location: Savvas Realize Digital Platform

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 1794 of 3538

Original Text: Topic 1 Exploring Forces

Updated Text: Topic 2 Exploring Forces

Changed order of three topics in a second version of the pre-adoption sample. The TOC and all assets on Savvas Realize were moved accordingly. Topic 1 Exploring Forces becomes Topic 2 Exploring Forces

Component: *Grade 6 Digital Components*

ISBN: 9781428553880

Current Page Number(s): Realize TOC

Location: Savvas Realize Digital Platform

Original Text: Topic 2 Energy

Updated Text: Topic 3 Energy

(Changed order of three topics in a second version of the pre-adoption sample. The TOC and all assets on Savvas Realize were moved accordingly. Topic 2 Energy becomes Topic 3 Exploring Forces)

Component: *Grade 6 Digital Components*

ISBN: 9781428553880

Current Page Number(s): Realize TOC

Location: Savvas Realize Digital Platform

Original Text: Topic 3 Properties and Changes of Matter

Updated Text: Topic 1 Properties and Changes of Matter

(Changed order of three topics in a second version of the pre-adoption sample. The TOC and all assets on Savvas Realize were moved accordingly. Topic 3 Properties and Changes of Matter becomes Topic 1 Properties and Changes of Matter)

Component: *Grade 6 Student Activity Companion*

ISBN: 9781418398620

Current Page Number(s): 198

Location: Revised Q4 prompt to mention map handout

Original Text: Print or download a map of North America and South America.

Identify six cities: two in North America, two near the equator, and two in South America.

Research their latitudes and average high daily temperature in July. Organize your data by adding this information to your map.

Updated Text: Using the map handout of North America and South America, identify six cities: two in North America, two near the equator, and two in South America. Research their latitudes and average high daily temperature in July. Organize your data by adding this information to your map.

Component: *Grade 6 Student Activity Companion*

ISBN: 9781418398620

Current Page Number(s): 193

Location: Added map handout to materials list

Original Text: N/A

Updated Text: map handout

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 1795 of 3538

Component: *Grade 6 Student Activity Companion*

ISBN: 9781418398620

Current Page Number(s): 188

Location: Revised Find Pictures prompt

Original Text: Find an image that shows two of the vocabulary terms. Insert the image in the space provided. Then write two sentences explaining your choice.

Updated Text: Find or draw an image that shows two of the vocabulary terms. Insert the image in the space provided. Then write two sentences explaining how your choice illustrates the vocabulary terms.

Component: *Grade 6 Student Activity Companion*

ISBN: 9781418398620

Current Page Number(s): 218

Location: Revised title of Key Ideas Take Notes asset (SAC)

Original Text: Key Ideas What causes tides?

Updated Text: Key Ideas Tides

Component: *Grade 6 Digital Components*

ISBN: 9781428553880

Current Page Number(s): worksheet, teacher

Location: Revised title of Key Ideas Take Notes asset (TE)

Link to Updated Content:

[View Updated Content](#)

Original Text: Key Ideas What causes tides?

Updated Text: Key Ideas Tides

Component: *Grade 6 Digital Components*

ISBN: 9781428553880

Current Page Number(s): worksheet, student

Location: Revised title of Key Ideas Take Notes asset (SE)

Link to Updated Content:

[View Updated Content](#)

Original Text: Key Ideas What causes tides?

Updated Text: Key Ideas Tides

Component: *Grade 6 Teacher Guide*

ISBN: 9781418398651

Current Page Number(s): 14

Location: Added objective for AP to address TRR rubric feedback. First paragraph on page

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 1796 of 3538

Original Text: Launch the Anchoring Phenomenon

Students watch a video that shows what happens to pizza as it is baked in an oven. Throughout the Topic, students will gain knowledge that should help them explain the physical and chemical changes that occur as the dough and other ingredients become a pizza.

Updated Text: Launch the Anchoring Phenomenon

Students watch a video that shows what happens to pizza as it is baked in an oven. Throughout the Topic, students will compare the states of matter in terms of structure and shape in order to analyze physical changes of the pizza ingredients. Students will also identify the formation of a new substance as evidenced by chemical changes. By investigating indicators of physical and chemical changes throughout the topic, students will understand how dough and other ingredients can be combined physically, then baked and changed chemically in order to become a pizza.

Component: *Grade 6 Teacher Guide*

ISBN: 9781418398651

Current Page Number(s): 16

Location: Objectives section top of page

Original Text: Students compare the atomic structure, shape, volume, and kinetic energy of solids, liquids, and gases.

Updated Text: Students will make observations to identify patterns and compare the atomic structure, shape, volume, and kinetic energy of solids, liquids, and gases.

Students will use models to compare properties of three states of matter and develop an explanation of how energy and matter flow and cycle through, and are conserved in systems.

Component: *Grade 6 Teacher Guide*

ISBN: 9781418398651

Current Page Number(s): 18

Location: Everyday Phenomenon Activity

Original Text: They will revisit this explanation as they proceed through the Experience.

Updated Text: They will revisit this explanation at the end of Explain.

Component: *Grade 6 Teacher Guide*

ISBN: 9781418398651

Current Page Number(s): 21

Location: Bottom of page

Original Text: N/A

Updated Text: DIFFERENTIATED INSTRUCTION

Support Students with Special Needs

Students with hearing impairments may benefit from having a peer act as a notetaker to assist them with recording the information found in the Key Ideas video.

Component: *Grade 6 Teacher Guide*

ISBN: 9781418398651

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 1797 of 3538

Current Page Number(s): 26

Location: Objectives section top of page

Original Text: Objective

Students explore the physical properties of matter, compare densities of substances, and differentiate between pure substances and types of mixtures.

Student compare the relative densities of various fluids.

Updated Text: Objectives

Students will use appropriate tools to investigate the physical properties of matter, compare densities of substances, and differentiate between pure substances and types of mixtures.

Students will compare the relative densities of various fluids to identify patterns and analyze how differences affect a system's structure or performance.

Component: *Grade 6 Teacher Guide*

ISBN: 9781418398651

Current Page Number(s): 28

Location: Everyday Phenomenon Activity

Original Text: They will revisit this explanation as they proceed through the Experience.

Updated Text: They will revisit this explanation at the end of Explain.

Component: *Grade 6 Teacher Guide*

ISBN: 9781418398651

Current Page Number(s): 36

Location: Objectives section top of page

Original Text: Students will identify metals, nonmetals, and metalloids on the period table of elements using their physical properties and describe the position and importance of rare earth elements.

Updated Text: Students will use appropriate tools to identify metals, nonmetals, and metalloids on the periodic table of elements using their physical properties and use data to explain the position and importance of rare earth elements.

Component: *Grade 6 Teacher Guide*

ISBN: 9781418398651

Current Page Number(s): 38

Location: Everyday Phenomenon Activity

Original Text: After students complete the activities in the Experience, they will revise their original explanations.

Updated Text: Students will revisit their original explanations at the end of Explain.

Component: *Grade 6 Teacher Guide*

ISBN: 9781418398651

Current Page Number(s): 42

Location: Read About It, 2nd bullet point

Original Text: Refer students to the figure of copper. Explain that while metals are lustrous, they can be tarnished or made dull by reacting with other metals, including oxygen in the air.

Updated Text: Refer students to the figure of copper. Explain that while metals are lustrous, they can be tarnished or made dull by reacting with nonmetals, including oxygen in the air.

Component: *Grade 6 Teacher Guide*

ISBN: 9781418398651

Current Page Number(s): 46

Location: Objectives section top of page

Original Text: Students will identify the formation of a new substance by recognizing and using the evidence of a possible chemical change.

Updated Text: Students will identify the formation of a new substance by recognizing and using the evidence from investigating a possible chemical change, and communicating an explanation individually and collaboratively.

Component: *Grade 6 Teacher Guide*

ISBN: 9781418398651

Current Page Number(s): 48

Location: Everyday Phenomenon Activity

Original Text: They will revisit this explanation as they proceed through the Experience.

Updated Text: They will revisit this explanation at the end of Explain.

Component: *Grade 6 Teacher Guide*

ISBN: 9781418398651

Current Page Number(s): 140

Location: Objectives section top of page

Original Text: Students will model and explain how Earth's tilt as it revolves around the sun causes the seasons.

Updated Text: Students will develop models of Earth's tilt as it revolves around the sun, and use models to explain how Earth's tilt causes the pattern of the seasons.

Component: *Grade 6 Teacher Guide*

ISBN: 9781418398651

Current Page Number(s): 138

Location: Anchoring Phenomenon Activity

Original Text: Students use the modeling framework . . .

Updated Text: Students develop a model . . .

Component: *Grade 6 Teacher Guide*

ISBN: 9781418398651

Current Page Number(s): 142

Location: Everyday Phenomenon Activity

Original Text: Students eventually should be able to show that, during the summer around the equinox, the “top” of Earth is tilted toward the sun.

Updated Text: Students eventually should be able to show that during summer in the Arctic (around the June solstice), the Northern Hemisphere of Earth is tilted toward the sun.

Component: *Grade 6 Teacher Guide*

ISBN: 9781418398651

Current Page Number(s): 149

Location: Bottom of page

Original Text: N/A

Updated Text: SPECIAL NEEDS Nontraditional Answers

Students with speech impairments may benefit from being allowed to answer questions in nontraditional means, such as with drawings or pictures from the Internet.

Component: *Grade 6 Teacher Guide*

ISBN: 9781418398651

Current Page Number(s): 150

Location: Objectives section top of page

Original Text: Students will describe and predict how Earth’s interaction with the sun’s and moon’s gravitational force causes the cycle of tides.

Updated Text: Students will analyze the relationship between tidal patterns and the Earth’s interaction with the gravitational forces of the sun and the moon to model and describe what causes the tidal cycles.

Component: *Grade 6 Teacher Guide*

ISBN: 9781418398651

Current Page Number(s): 154

Location: Exit ticket

Original Text: Tides are the rising and falling of river water that happen each hour at a location. (replace river with ocean, hour with day)

Updated Text: Tides are the rising and falling of pond water that happen each hour at a location. (replace pond with ocean, hour with day)

Component: *Grade 6 Student Activity Companion*

ISBN: 9781418398620

Current Page Number(s): 80

Location: Share with a Partner

Original Text: If you have the same terms checked off, discuss the definitions with your partner

Updated Text: If you have the same terms highlighted or circled, discuss the definitions with your partner

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 1800 of 3538

Component: *Grade 6 Student Activity Companion*

ISBN: 9781418398620

Current Page Number(s): 97

Location: Q2 Anno

Original Text: N/A

Updated Text: (Anno) Magnetism is a non-contact force. This means that objects do not have to be touching for the force to act on them. When the refrigerator door is cracked open, it will close on its own because the non-contact force of magnetism attracts the door to the refrigerator. The strength of the magnet in the door and the distance between the magnets in the door and the refrigerator influence the strength of the magnetic force.

Component: *Grade 6 Student Activity Companion*

ISBN: 9781418398620

Current Page Number(s): 120

Location: Identify the Meaning

Original Text: Read each sentence. Match the correct definition to the highlighted word. Write the letter in the space provided.

Updated Text: Read each sentence. Match the correct definition to the bold word. Write the letter in the space provided.

Component: *Grade 6 Student Activity Companion*

ISBN: 9781418398620

Current Page Number(s): 397

Location: Academic Vocabulary

Original Text: Read the following sentence and then write a sentence using the term advantage.

Updated Text: Read the following sentence and then write a sentence using the term in bold.

Component: *Grade 6 Teacher Guide*

ISBN: 9781418398651

Current Page Number(s): 64

Location: Objectives

Original Text: Students will identify types of forces and explore how they act on objects using real-world applications.

Updated Text: Students will identify types of forces and use models to investigate how they act on objects using real-world applications. Students will investigate cause-and-effect relationships, and communicate explanations individually and collaboratively in a variety of settings and formats.

Component: *Grade 6 Teacher Guide*

ISBN: 9781418398651

Current Page Number(s): 66

Location: Everyday Phenomenon Activity

Original Text: They will revise this explanation at the end of the Experience..."

Updated Text: They will revise this explanation at the end of Explain

Component: *Grade 6 Teacher Guide*

ISBN: 9781418398651

Current Page Number(s): 74

Location: Objectives

Original Text: Students explore balanced and unbalanced forces, calculate net force, and identify force pairs using Newton's third law of motion.

Updated Text: • Students explore balanced and unbalanced forces, calculate net force, and identify force pairs, using Newton's third law of motion.

- Students conduct experimental investigations to analyze how differences in proportion affect a system.

Component: *Grade 6 Teacher Guide*

ISBN: 9781418398651

Current Page Number(s): 80

Location: Bottom of page

Original Text: N/A

Updated Text: SPECIAL NEEDS

Matching Support Students who need more tactile experiences may benefit from having a physical matching activity where they are given cards and instructed to match the types of forces and other important concepts with their definitions.

Component: *Grade 6 Teacher Guide*

ISBN: 9781418398651

Current Page Number(s): 88

Location: Experience 1

Original Text: N/A

Updated Text: Make Informed Decisions Are rechargeable batteries a better alternative to disposable batteries?

Component: *Grade 6 Teacher Guide*

ISBN: 9781418398651

Current Page Number(s): 90

Location: Launch the Anchoring Phenomenon

Original Text: Students watch a video that introduces the phenomenon of a bouncing rubber ball. Throughout the Topic, students will gain knowledge that should help them compare and contrast kinetic energy and potential energy. In addition, they will be able to explain that the ball's kinetic energy is converted into elastic potential energy when the ball hits the ground. This elastic potential energy is converted back into kinetic energy as the ball moves back up in the air after bouncing.

Updated Text: Students watch a video that introduces the phenomenon of a bouncing rubber ball. Throughout the Topic, students will gain knowledge that should help them compare and contrast kinetic energy and potential energy. Students

will analyze how energy is conserved through transformations and be able to explain that the ball's kinetic energy is converted into elastic potential energy when the ball hits the ground. Students will describe how elastic potential energy is converted back into kinetic energy within the model of the ball moving back up in the air after bouncing.

Component: *Grade 6 Teacher Guide*

ISBN: 9781418398651

Current Page Number(s): 92

Location: Objectives

Original Text: Students will compare and contrast the forms energy can take as kinetic and gravitational potential energy.

Updated Text: Students will compare and contrast the forms energy can take as kinetic and gravitational potential energy, analyze the effects of differences in scale, proportion, and quantity, and evaluate evidence.

Component: *Grade 6 Teacher Guide*

ISBN: 9781418398651

Current Page Number(s): 93

Location: Elaborate

Original Text: N/A

Updated Text: MAKE INFORMED DECISIONS Are rechargeable batteries a better alternative to disposable batteries?

Component: *Grade 6 Teacher Guide*

ISBN: 9781418398651

Current Page Number(s): 94

Location: Everyday Phenomenon Activity

Original Text: They will revise this model at the end of the Experience after they gather new information and evidence.

Updated Text: They will revise this model at the end of the Explain after they gather new information and evidence.

Component: *Grade 6 Teacher Guide*

ISBN: 9781418398651

Current Page Number(s): 102

Location: Objectives

Original Text: Students will compare and contrast elastic and chemical potential energy with other forms of energy.

Updated Text: Students will compare and contrast elastic and chemical potential energy with other forms of energy. Students will plan and conduct investigations to identify and investigate cause and effect relationships.

Component: *Grade 6 Teacher Guide*

ISBN: 9781418398651

Current Page Number(s): 104

Location: Everyday Phenomenon Activity

Original Text: They will revise this model throughout the Topic as they gather new information and evidence.

Updated Text: They will revise this model at the end of Explain as they gather new information and evidence.

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Component: *Grade 6 Teacher Guide*

ISBN: 9781418398651

Current Page Number(s): 112

Location: Objectives

Original Text: Students will analyze how energy is transferred through transverse and longitudinal waves.

Updated Text: Students will analyze and explain how energy is transferred through systems as transverse and longitudinal waves by developing models and explanations.

Component: *Grade 6 Teacher Guide*

ISBN: 9781418398651

Current Page Number(s): 114

Location: Everyday Phenomenon Activity

Original Text: They will revise their explanations and models throughout the Topic as they gather new information and evidence.

Updated Text: They will revise their explanations and models throughout the Experience as they gather new information and evidence.

Component: *Grade 6 Teacher Guide*

ISBN: 9781418398651

Current Page Number(s): 115

Location: bottom of page

Original Text: N/A

Updated Text: SPECIAL NEEDS Organization Support

Students who struggle with organization may benefit from being given multistep tasks, rather than just given the materials, and asked to develop the investigation with their groups.

Component: *Grade 6 Teacher Guide*

ISBN: 9781418398651

Current Page Number(s): 122

Location: Objectives

Original Text: Students will describe how energy is conserved through transfers and transformations in systems.

Updated Text: Students will describe how energy is conserved through transfers and transformations in systems. Students will collect qualitative data to support their explanations of how energy flows through systems and is conserved.

Component: *Grade 6 Teacher Guide*

ISBN: 9781418398651

Current Page Number(s): 124

Location: Everyday Phenomenon Activity

Original Text: They will revisit their choice of explanations throughout the Topic as they gather new information and evidence.

Updated Text: They will revisit their choice of explanations at the end of Explain as they gather new information and evidence.

Component: *Grade 6 Teacher Guide*

ISBN: 9781418398651

Current Page Number(s): 125

Location: Hands-On Lab

Original Text: N/A

Updated Text: Guided Lab Materials empty oatmeal-type container with a cardboard bottom and plastic lid, rubber band, 3 steel 12-inch nuts, 2 nails, pipe cleaners or twist ties, a flat board (made of wood or stiff cardboard), blocks

Component: *Grade 6 Teacher Guide*

ISBN: 9781418398651

Current Page Number(s): 279

Location: Experience 3

Original Text: N/A

Updated Text: Make Informed Decisions Are pesticides safe to use in your garden? p. 310

Component: *Grade 6 Teacher Guide*

ISBN: 9781418398651

Current Page Number(s): 280

Location: Launch the Anchoring Phenomenon

Original Text: Students watch a video that introduces the phenomenon of bear populations competing for resources. These bears, like all living things, need food, water, shelter, and space to survive. Throughout the Topic, students will gain knowledge that should help them make and use observations to predict which bear variation would be more likely to increase in number in this region.

Updated Text: Students watch a video that introduces the phenomenon of bear populations competing for resources. These bears, like all living things, need food, water, shelter, and space to survive. Throughout the Topic, students will gain knowledge that should help them describe and investigate the organization and relationships in ecosystems and describe how variations can be an advantage or disadvantage. In addition, they will also be able to make and use observations to predict which bear variation would be more likely to increase in number in this region.

Component: *Grade 6 Teacher Guide*

ISBN: 9781418398651

Current Page Number(s): 282

Location: Objectives

Original Text: Students will describe the hierarchical organization of an ecosystem in increasingly specific levels from community, to population, to organism.

Updated Text: • Students will describe the hierarchical organization of an ecosystem in increasingly specific levels from community, to population, to organism.

- Students will model the parts of an ecosystem and identify patterns to develop an explanation of its hierarchical organization.

Component: *Grade 6 Teacher Guide*

ISBN: 9781418398651

Current Page Number(s): 284

Location: Everyday Phenomenon Activity

Original Text: Students use the Claim-Evidence-Reasoning framework

Updated Text: Students develop explanations to

Component: *Grade 6 Teacher Guide*

ISBN: 9781418398651

Current Page Number(s): 285

Location: Hands-On Lab

Original Text: N/A

Updated Text: Guided Lab Materials sheet with 9 images, scissors, tape or glue, pencil

Component: *Grade 6 Teacher Guide*

ISBN: 9781418398651

Current Page Number(s): 292

Location: Objectives

Original Text: • Students will investigate how organisms in an ecosystem depend on and compete for biotic factors, such as food, and abiotic factors, such as rocks.

- Students will describe and give examples of competitive relationships between organisms.

Updated Text: • Students will model and investigate how organisms in an ecosystem depend on and compete for biotic factors, such as food, and abiotic factors, such as rocks.

- Students will analyze and explain how competitive relationships between organisms impact stability and change.

Component: *Grade 6 Teacher Guide*

ISBN: 9781418398651

Current Page Number(s): 294

Location: Everyday Phenomenon Activity

Original Text: Students use the Claim-Evidence-Reasoning framework to show

Updated Text: Students use develop explanations to show

Component: *Grade 6 Teacher Guide*

ISBN: 9781418398651

Current Page Number(s): 302

Location: Objectives

Original Text: Students will describe and give examples of predatory, competitive, and symbiotic relationships between organisms.

Updated Text: • Students will describe and give examples of predatory, competitive, and symbiotic relationships between organisms, using evidence from multiple sources.

• Students will model relationships between organisms and identify patterns to develop explanations for the interactions of organisms in ecosystems.

Component: *Grade 6 Teacher Guide*

ISBN: 9781418398651

Current Page Number(s): 304

Location: Everyday Phenomenon Activity

Original Text: Students use the Claim-Evidence-Reasoning framework to explain why they think a tarantula would let a frog live with it. Students use prior knowledge, personal experiences, and observations from the Anchoring Phenomenon video as preliminary evidence.

Updated Text: Students develop explanations to show why they think a tarantula would let a frog live with it. Students use prior knowledge, personal experiences, and observations from the Everyday Phenomenon photo as preliminary evidence.

Component: *Grade 6 Teacher Guide*

ISBN: 9781418398651

Current Page Number(s): 305

Location: entire Page

Original Text: N/A

Updated Text: Guided Lab Materials sheet of organism cards, sheet of emoji cards, tape, pencil, scissors

SPECIAL NEEDS Collaboration Support

Students who struggle working in a group may benefit from having set expectations and roles for each member of the group. This allows each student in the group to know their personal expectations and facilitates collaboration within the group.

Component: *Grade 6 Teacher Guide*

ISBN: 9781418398651

Current Page Number(s): 312

Location: Objectives

Original Text: Students will describe how variations within a population can be an advantage or disadvantage when it comes to survival in a changing environment.

Updated Text: • Students will model how variations within a population can be an advantage or disadvantage when it comes to survival in a changing environment.

- Students will analyze and explain how a variation in an organism is related to its ability to survive and how this relationship impacts stability and change.

Component: *Grade 6 Teacher Guide*

ISBN: 9781418398651

Current Page Number(s): 314

Location: Everyday Phenomenon Activity

Original Text: Students view the video and use the Claim-Evidence-Reasoning framework to explain how they think claw size affects fiddler crab populations as the environment changes. Remind students that when they first answer the questions, they are not expected to know the correct answer. They should use the evidence in the image and prior knowledge to consider the phenomenon.

Updated Text: Students view the video and develop explanations to show how they think claw size affects fiddler crab populations as the environment changes. Remind students that when they first answer the questions, they are not expected to know the correct answer. They should use the evidence in the video and prior knowledge to consider the phenomenon.

Component: *Grade 6 Teacher Guide*

ISBN: 9781418398651

Current Page Number(s): 320

Location: STEAM Activity

Original Text: N/A

Updated Text: Materials computer with Internet access, magazines with nature photos, tape or glue, scissors, assorted building materials

Component: *Grade 6 Teacher Guide*

ISBN: 9781418398651

Current Page Number(s): Throughout Topic Overview Pages

Location: New line at end of Home Connection box

Original Text: N/A

Updated Text: N/A

Component: *Grade 6 Teacher Guide*

ISBN: 9781418398651

Current Page Number(s): Throughout Topic Wrap-Up pages

Location: bottom of 2nd wrap up page

Original Text: N/A

Updated Text: Spiraling Content

Component: *Grade 6 Teacher Guide*

ISBN: 9781418398651

Current Page Number(s): Throughout Topic Wrap-Up pages

Location: Bottom of 2nd wrap up page

Original Text: N/A

Updated Text: STAAR® Preparation

TEKS Practice Tests A and B allow you to monitor students' progress toward mastering Grades 6-7 TEKS. You could assign the tests at the end of the year or specific test questions throughout the year.

Component: *Grade 6 Teacher Guide*

ISBN: 9781418398651

Current Page Number(s): N/A

Location: Experience at a Glance Standards boxes throughout

Original Text: All standards listed as TEKS.

Updated Text: Design changes to the standards box to differentiate SEP TEKS and RTC TEKS.

Component: *Grade 6 Teacher Guide*

ISBN: 9781418398651

Current Page Number(s): N/A

Location: Side column of most pages

Original Text: Asset type title (such as Read About It or Make Meaning)

Updated Text: Throughout we added page references to the Student Activity Companion for ease of use.

Component: *Grade 6 Teacher Guide*

ISBN: 9781418398651

Current Page Number(s): N/A

Location: Side column of most pages, Topic Overview right page, Topic Planners, and Experience at a Glance.

Original Text: Initial list of TEKS standards

Updated Text: Added appropriate standards to many places to include a more comprehensive list.

Component: *Grade 6 Teacher Guide*

ISBN: 9781418398651

Current Page Number(s): N/A

Location: Added labeling to Differentiated Instruction boxes throughout for ease of use

Original Text: Title of activity

Title of activity

Updated Text: STRIVING Title of activity

CHALLENGE Title of activity

Component: *Grade 6 Teacher Guide*

ISBN: 9781418398651

Current Page Number(s): 162

Location: Preview the Topic, second paragraph

Original Text: Students learned about properties of matter, physical and chemical changes, and density in Topic 3. They will build on this knowledge as they learn about the properties of Earth's layers and the rock cycle.

Updated Text: Students learned about properties of matter, physical and chemical changes, and density in Topic 1 (TEKS 6.6B and 6.6D). They will build on this knowledge as they learn about the properties of Earth's layers and the rock cycle.

Component: *Grade 6 Teacher Guide*

ISBN: 9781418398651

Current Page Number(s): 166

Location: Launch the Anchoring Phenomenon

Original Text: Students watch a video that introduces the phenomenon of lava erupting from a volcano. Throughout the Topic, students will gain knowledge that should help them explain that lava is magma, or molten rock, that has melted in Earth's mantle as part of the rock cycle in the geosphere and reaches Earth's surface during a volcanic eruption.

Updated Text: Students watch a video that introduces the phenomenon of lava erupting from a volcano. Throughout the Topic, students will plan and conduct investigations and develop models to explain how matter is conserved and cycles through Earth's systems, and students will develop explanations and describe how lava is magma, or molten rock, that has melted in Earth's mantle as part of the rock cycle in the geosphere and reaches Earth's surface during a volcanic eruption.

Component: *Grade 6 Teacher Guide*

ISBN: 9781418398651

Current Page Number(s): 168

Location: Blue Objective box

Original Text: Objective

- Students will differentiate among Earth's biosphere, hydrosphere, atmosphere, and geosphere and identify the components of each sphere.

Updated Text: Objective

Students will model the Earth's biosphere, hydrosphere, atmosphere, and geosphere to differentiate among each component and identify the interdependence of each within the function of the Earth system.

Component: *Grade 6 Teacher Guide*

ISBN: 9781418398651

Current Page Number(s): 170

Location: Everyday Phenomenon Activity, second to last sentence

Original Text: They will revisit their explanation later in the Experience as they gather new information and evidence.

Updated Text: They will revisit their explanation at the end of Explain.

Component: *Grade 6 Teacher Guide*

ISBN: 9781418398651

Current Page Number(s): 173

Location: N/A

Original Text: N/A

Updated Text: Differentiated Instruction

SPECIAL NEEDS Accommodations Students who struggle with organization may benefit from having fewer questions on a page and from not having to complete all the questions at one time. For example, this may involve giving photocopies of only one section at a time and waiting until one section has been answered before giving the next section to the student.

Component: *Grade 6 Teacher Guide*

ISBN: 9781418398651

Current Page Number(s): 175

Location: Exit Ticket

Original Text: As an alternative exit ticket, ask students the following questions:

1. Everything on Earth is classified into four main systems. What are they? (atmosphere, biosphere, geosphere, hydrosphere)
2. Which component is part of two spheres? (Water vapor in the air is both a component of the hydrosphere, because it is water, and the atmosphere, because water vapor is a gas that makes up the atmosphere.)
3. What are some examples of spheres interacting with each other? (Humans, part of the biosphere, use rocks, part of the geosphere, to make concrete which they then use to build dams, which affect the flow of water, part of the hydrosphere. Storms, which occur in the atmosphere, can cause heavy rains, part of the hydrosphere, which can cause landslides, geosphere.)

Updated Text: Alternative Exit Ticket Give two examples of different spheres interacting with each other. (Sample answers: Beavers [biosphere] building dams that affect the flow of water [hydrosphere]. Storms form in the atmosphere and produce rain [hydrosphere].)

Component: *Grade 6 Teacher Guide*

ISBN: 9781418398651

Current Page Number(s): 176

Location: Blue Objective box

Original Text: Objective

- Students will describe Earth's four layers.

Updated Text: Objectives

- Students will model and describe Earth's four layers.
- Students will analyze data to identify patterns in the density of materials that make up the Earth's layers to explain how it relates to the organization of the Earth's interior.

Component: *Grade 6 Teacher Guide*

ISBN: 9781418398651

Current Page Number(s): 180

Location: Everyday Phenomenon Activity, first paragraph

Original Text: You will find an editable/printable version of this activity online and also in the Experience Science Activity Companion. Students develop a model to explain why the hot springs are hot. They use prior knowledge, personal experiences, and observations from the Anchoring Phenomenon Photo as preliminary evidence. Remind students that when they initially draw their models, they are not expected to know the correct answer. They will revise this model throughout the Topic as they gather new information and evidence.

Updated Text: You will find an editable/printable version of this activity online and also in the Experience Science Activity Companion. Students develop a model to explain why the hot springs are hot. They use prior knowledge, personal experiences, and observations from the Everyday Phenomenon Photo as preliminary evidence. Remind students that when they initially draw their models, they are not expected to know the correct answer. They will revise this model at the end of Explain.

Component: *Grade 6 Teacher Guide*

ISBN: 9781418398651

Current Page Number(s): 185

Location: Exit Ticket

Original Text: As an alternative exit ticket, ask students the following questions:

1. Suppose we had an instrument that could explore all layers of Earth. The probe is descending, moving down, from Earth's crust to the inner core. What sort of changes in density would the probe detect going from one layer to the next? (The probe would detect increasing density.)
2. Is the change in density similar to the changes in heat and pressure? Explain. (Yes. Temperature, pressure, and density all increase the farther down you go, or the closer you get to the inner core.)

Updated Text: Alternative Exit Ticket Ask students to put their thumbs up if the answer is increasing or put their thumbs down if the answer is decreasing.

When going from the crust to the mantle, to the outer core, and then the inner core temperature _____. (thumbs up for increases)

When going from the innermost layer of Earth to the outermost layer of Earth, pressure _____. (thumbs down for decreases)

Component: *Grade 6 Teacher Guide*

ISBN: 9781418398651

Current Page Number(s): 188

Location: Blue Objective box

Original Text: Objective
Students will learn explore how metamorphic, igneous, and

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 1812 of 3538

sedimentary rock form and change through the rock cycle.

Updated Text: Objectives

- Students will model the rock cycle to collect, analyze, and interpret data, to explain the differences between metamorphic, igneous, and sedimentary rocks and how they form.
- Students will explore the cause-and-effect relationships within Earth's materials to describe the flow of energy and matter within the rock cycle.

Component: *Grade 6 Teacher Guide*

ISBN: 9781418398651

Current Page Number(s): 190

Location: Everyday Phenomenon Activity

Original Text: They use prior knowledge, personal experiences, and observations from the Anchoring Phenomenon video as preliminary evidence. Remind students that when they first answer the questions, they are not expected to know the correct answer. They will revise their written explanation or model throughout the Topic as they gather new information and evidence.

Updated Text: They use prior knowledge, personal experiences, and observations from the Everyday Phenomenon video as preliminary evidence. Remind students that when they first answer the questions, they are not expected to know the correct answer. They will revise their written explanation or model at the end of Explain.

Component: *Grade 6 Teacher Guide*

ISBN: 9781418398651

Current Page Number(s): 196

Location: N/A

Original Text: N/A

Updated Text: (adding Materials list to the STEAM Activity information)

Materials model house; stream table or pan; two books; sand, gravel, pebbles, clay, topsoil; water, pitcher, bucket

Component: *Grade 6 Teacher Guide*

ISBN: 9781418398651

Current Page Number(s): 197

Location: Revisit Anchoring Phenomenon

Original Text: As a class, discuss how the Everyday Phenomenon relates to the Anchoring Phenomenon. Students should note that lava is formed during the rock cycle when sedimentary, metamorphic, or igneous rock melts to form magma. Magma can be forced to Earth's surface where it flows as lava.

Updated Text: As a class, discuss how the Everyday Phenomenon relates to the Anchoring Phenomenon. Students should note that lava is magma that has come to the surface of Earth. Magma forms during the rock cycle when sedimentary, metamorphic, or igneous rock melts.

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 1813 of 3538

Component: *Grade 6 Teacher Guide*

ISBN: 9781418398651

Current Page Number(s): 254

Location: Blue Objective box

Original Text: Objective

- Students will investigate how organisms, such as mold growing on bread, are composed of one or more cells, new cells come from preexisting cells, and that cells are the basic unit of structure and function in all living things.

Updated Text: Objective

Students will investigate how organisms are composed of one or more cells, explain why cells are the basic unit of structure and function in all living things, and identify the impact of cause-and-effect relationships on past and current research involving cell theory, including contributions of diverse scientists.

Component: *Grade 6 Teacher Guide*

ISBN: 9781418398651

Current Page Number(s): 256

Location: Last sentence in Everyday Phenomenon Activity

Original Text: Remind students that they will revisit this activity later in the Experience to revise their responses.

Updated Text: Remind students that they will revisit this activity at the end of Explain to revise their responses.

Component: *Grade 6 Teacher Guide*

ISBN: 9781418398651

Current Page Number(s): 257

Location: N/A

Original Text: N/A

Updated Text: DIFFERENTIATED INSTRUCTION

SPECIAL NEEDS Microscope Alternatives Students with visual impairments may struggle with the use of a microscope. Therefore, there should be some alternatives such as high-contrast prints or digital images of what is seen under the microscope.

Component: *Grade 6 Teacher Guide*

ISBN: 9781418398651

Current Page Number(s): 264

Location: Blue Objective box

Original Text: Objective

- Students will identify the characteristics of living things. They will compare unicellular and multicellular organisms, prokaryotic and eukaryotic cells, and autotrophic and heterotrophic organisms.

Updated Text: Objective

Students will identify patterns to understand and develop explanations about the characteristics of living things, based on observations and comparisons of unicellular and multicellular organisms, prokaryotic and eukaryotic cells, and autotrophic and heterotrophic organisms.

Component: *Grade 6 Teacher Guide*

ISBN: 9781418398651

Current Page Number(s): 266

Location: Last sentence in Everyday Phenomenon Activity

Original Text: Remind students that they will come back to this activity later in the Experience to revise their responses.

Updated Text: Remind students that they will come back to this activity at the end of Explain to revise their responses.

Component: *Grade 6 Teacher Guide*

ISBN: 9781418398651

Current Page Number(s): 272

Location: N/A

Original Text: N/A

Updated Text: (adding Materials list to the STEAM Activity information)

Materials

- bottles, containers, boxes, and tubing
 - clay, fabric, foil, plastic wrap, and buttons
 - thick construction paper or card stock
 - chenille stems, streamers, and googly eyes
 - scissors, tape, glue
 - reading material
- art supplies

Component: *Grade 6 Teacher Guide*

ISBN: 9781418398651

Current Page Number(s): 206

Location: Blue objective box

Original Text: Objective

Students will learn about air as a resource, causes and effects of air pollution, air quality monitoring, and resource management and technological approaches to air pollution control.

Updated Text: Objectives

- Students will apply scientific and engineering practices to observe and collect data on air quality and air quality monitoring approaches.
- Students will investigate the cause and effects of air pollution, how air is a resource, and evaluate the technological approaches to air pollution and resource management.

Component: *Grade 6 Teacher Guide*

ISBN: 9781418398651

Current Page Number(s): 215

Location: N/A

Original Text: N/A

Updated Text: (adding after other Differentiated Instruction notes on the page)

SPECIAL NEEDS Selected Questions Students with language impairments may benefit from being given a choice of questions, or fewer questions, instead of completing the entire Experience Review section.

Component: *Grade 6 Teacher Guide*

ISBN: 9781418398651

Current Page Number(s): 216

Location: Blue objective box

Original Text: Objective

- Students will learn about water as a resource, causes and effects of water pollution, water quality monitoring, and resource management and technological approaches to water pollution control.

Updated Text: Objective

Students will develop explanations about how water is used as a resource, model causes and effects of water pollution, conduct investigations involving water quality monitoring, and design technological solutions for water management and pollution control.

Component: *Grade 6 Teacher Guide*

ISBN: 9781418398651

Current Page Number(s): 218

Location: Everyday Phenomenon Activity

Original Text: N/A

Updated Text: (Added a sentence to the end of the paragraph)

Remind students that they will come back to this activity at the end of Explain to revise their answers.

Component: *Grade 6 Teacher Guide*

ISBN: 9781418398651

Current Page Number(s): 219

Location: Materials list

Original Text: Materials pan or tray, spray bottle of water, colored chalk dust, heavy construction paper or printer paper

(Safety, third line) dust

(Expected Outcomes, third line) dust
(Hands-on Lab Video, second bullet) dust

Updated Text: Materials pan or tray, spray bottle of water, colored chalk powder, heavy construction paper or cardstock
(Safety, third line) powder
(And Expected Outcomes, third line) powder
(Hands-on Lab Video, second bullet) powder

Component: *Grade 6 Teacher Guide*

ISBN: 9781418398651

Current Page Number(s): 226

Location: Blue objective box

Original Text: Objective

- Students will learn about soil as a resource, causes and effects of soil pollution, soil quality monitoring, resource management, and technological approaches to soil management.

Updated Text: Objective

(bullet) Students will develop explanations about how soil is a resource, model causes and effects of soil pollution, use quantitative data relationships to conduct investigations involving soil quality monitoring, and design technological solutions for soil management.

Component: *Grade 6 Teacher Guide*

ISBN: 9781418398651

Current Page Number(s): 229

Location: Materials list

Original Text: Materials 6 paper cups, potting soil, pollutant solution, bean seeds, graduated cylinder, ruler, marker

Updated Text: Materials 6 paper cups, potting soil, pollutant solution, sprouted bean seeds, graduated cylinder or beaker, ruler, marker

Component: *Grade 6 Teacher Guide*

ISBN: 9781418398651

Current Page Number(s): 236

Location: Blue objective box

Original Text: Objective

- Students will learn about energy resources, differences between renewable and nonrenewable resources, energy resource management, energy resources as tools to reduce poverty and malnutrition, and the importance of efficiency in energy resource technology.

Updated Text: Objective

- Students will develop explanations for differences between renewable and nonrenewable energy resources, explore

how managing energy resources can reduce poverty and malnutrition, and conduct investigations to analyze how energy efficiency impacts stability and change.

Component: *Grade 6 Teacher Guide*

ISBN: 9781418398651

Current Page Number(s): 244

Location: STEAM Activitybullet 2bullet 3 Careers

Original Text: N/A

Step 2

Step 4

rocks and the rock cycle

Updated Text: (added Materials list to STEAM Activity) Materials poster board, Internet access, markers, other drawing/coloring materials, paper, media software

Step 3

Step 5

managing and conserving energy resources

Component: *Grade 6 Teacher Guide*

ISBN: 9781418398651

Current Page Number(s): 245

Location: Revisit Anchoring Phenomenon

Original Text: As a class, discuss how the Everyday Phenomenon relates to the Anchoring Phenomenon. Students should note that designing processes that generate energy from waste is an example of how design can help manage resources, since most of the waste we generate goes into landfills and can pollute the air, water, and land.

Direct students to revisit their Claim-Evidence-Reasoning chart and revise it based on discoveries they have made during the Experience.

Updated Text: As a class, discuss how the Everyday Phenomenon relates to the Anchoring Phenomenon. Students should note that construction that uses technologies and methods that increase energy efficiency help to manage resources. Students may also note that the trees growing on balconies of the Bosco Verticale building help to conserve energy by creating shade to cool the building without requiring energy.

Direct students to revisit their Claim-Evidence-Reasoning chart and revise it based on discoveries they have made during the Experience.

Publisher: Summit K12 Holdings

Science, Grade 6

Program: *Dynamic Science 6th Grade: TEKS*

Component: *Dynamic Science 6th Grade*

ISBN: 9781616180317

Location: Lesson Guide - Evaluate section

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 1818 of 3538

Original Text: Formative Assessment 1

Updated Text: Assessment 1 (changed name as a result of TRR guidance in every Lesson Guide)

Component: *Dynamic Science 6th Grade*

ISBN: 9781616180317

Location: Lesson Guide - Evaluate section

Original Text: Formative Assessment 2

Updated Text: Assessment 2 (changed name as a result of TRR guidance in every Lesson Guide)

Publisher: TPS Publishing

Science, Grade 6

Program: *STEAM into Science - Grade 6 Edition: TEKS*

Component: *Teacher Textbook - Grade 6 Science*

ISBN: 9781788058490

Current Page Number(s): ii, xiv, xv, xxxii, 736

Location: Digital Frog

Original Text: n/a

Updated Text: Remove reference to Digital Frog

Component: *Learn By Doing STEAM Activity Reader Book - Grade 6 Teacher Edition*

ISBN: 9781788058476

Link to Current Content:

[View Current Content](#)

Current Page Number(s): Page 3

Location: Add to Idea box guidance

Original Text: N/A

Updated Text: Idea Boxes

Idea boxes placed throughout the chapter text function to provide opportunities for collaborative discussion of content, review of content introduced, and focus on certain content that is harder to grasp. Guidance on how to use the idea boxes can be found in the Comprehension Skills section. However, before reading each chapter prepare for the idea boxes by:

- Reviewing the chapter and idea boxes and planning for the time taken for each box to be implemented (guidance on how long each idea box will take to implement can be found in the Learn by Doing Activity Reader Books Scope and Sequence that can be found in the TPS Online Library Teacher Support).
- Reading the chapter and planning where in the text to stop for the Idea box; this should be an appropriate break from the text that can be used to implement the idea box.
- Planning to have at hand any materials needed to implement the Idea box.
- Reviewing the task information contained within the Idea boxes.

Component: *Teacher Program Guide - K-8*

ISBN: 9781788059664

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 1819 of 3538

Link to Current Content:

[View Current Content](#)

Current Page Number(s): Page 107

Location: add under bullets

Original Text: N/A

Updated Text: Throughout the year teachers may wish to ask various caregivers to come into the classroom to discuss how their job roles utilize various STEAM approaches. This will not only help students to see how STEAM can be applied within a career area, but will also enable caregivers to communicate with the students and feel valued within their child's education.

Component: *Teacher Program Guide - K-8*

ISBN: 9781788059664

Link to Current Content:

[View Current Content](#)

Current Page Number(s): Page 107

Location: add under bullets

Original Text: N/A

Updated Text: Teachers are encouraged to include caregivers in as much of the education process as possible. Hold regular meetings and encourage individuals to partake; ensure they know their opinions and voices are valued. For caregivers that may not be able to attend meetings, use another form of communication so their voices are also included. Acknowledge and show gratitude for the time caregivers give to help the students. When schools, and teachers, communicate well with caregivers, everyone involved benefits!

Publisher: Accelerate Learning Inc.

Science, Grade 7

Program: *STEMscopes Science TX - Grade 7: TEKS*

Component: *STEMscopes Science TX - Grade 7 (Online)*

ISBN: 9798888266915

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 1, 2

Location: q 1, choice a

q 4, stem

Link to Updated Content:

[View Updated Content](#)

Original Text: a. Commercial fishing to provide food for human

4. In 1989, The Exxon Valdez, a tanker ship, ran aground and dumped 11 million gallons of oil into an area of Alaskan coastal water. How did this event negatively affect ocean systems?

Updated Text: a. Catching organisms we don't intend to eat while fishing

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 1820 of 3538

4. Shipping accidents can spill chemicals or oil into the ocean. How can such accidents negatively affect ocean systems?

Publisher: Carolina Biological Supply Company

Science, Grade 7

Program: *Science Bits, Grade 7 program: TEKS*

Component: *Science Bits Grade 7*

ISBN: 9781435029972

Current Page Number(s): slide 9

Location: Unit: Elements and Compounds, Lesson 6, slide 9, the chemical formula for iron (ii) chloride

Original Text: (FeCl₃)

Updated Text: (FeCl₃)

Component: *Science Bits Grade 7*

ISBN: 9781435029972

Current Page Number(s): slide 14

Location: Unit: Earth's Internal Processes, Lesson 2, slide 14; the first 2 words

Original Text: You'don't

Updated Text: You don't

Component: *Science Bits Grade 7*

ISBN: 9781435029972

Current Page Number(s): slide 4

Location: Unit: Human Nutrition, Lesson 6, Slide 2, Activity 4, slide 4

Original Text: Conclusiones

Updated Text: Conclusions

Component: *Science Bits Grade 7*

ISBN: 9781435029972

Current Page Number(s): slide 5

Location: Unit: Human Nutrition, Lesson 6, Slide 2, Activity 4, slide 5

Original Text: Instucciones

Updated Text: Instructions

Publisher: Discovery Education Inc

Science, Grade 7

Program: *Science Techbook for Texas by Discovery Education - Grade 7: TEKS*

Component: *Science Techbook for Texas by Discovery Education: Grade 7 Unit 1 Teacher Edition*

ISBN: 9781616292478

Current Page Number(s): iv

Location: Table of Contents > Concept 2 > Lesson 4 > Title

Original Text: Chemical and Physical Change

Updated Text: Chemical and Physical Changes

Component: *Science Techbook for Texas by Discovery Education: Grade 7 Unit 1 Teacher Edition*

ISBN: 9781616292478

Current Page Number(s): viii

Location: Unit Structure and Pacing > Comprehensive Concept Pathway chart > Day 4 > Lesson 4 > lesson title

Original Text: Chemical and Physical Change

Updated Text: Chemical and Physical Changes

Component: *Science Techbook for Texas by Discovery Education: Grade 7 Unit 1 Teacher Edition*

ISBN: 9781616292478

Current Page Number(s): ix

Location: Unit Structure and Pacing > Express Concept Pathway chart > Day 3 > Lesson 4 > lesson title

Original Text: Chemical and Physical Change

Updated Text: Chemical and Physical Changes

Component: *Science Techbook for Texas by Discovery Education: Grade 7 Unit 1 Teacher Edition*

ISBN: 9781616292478

Current Page Number(s): 61

Location: Lesson 4 > lesson title

Original Text: Chemical and Physical Change

Updated Text: Chemical and Physical Changes

Component: *Science Techbook for Texas by Discovery Education: Grade 7 Unit 1 Teacher Edition*

ISBN: 9781616292478

Current Page Number(s): 61-67

Location: Lesson 4 > footer > lesson title

Original Text: Chemical and Physical Change

Updated Text: Chemical and Physical Changes

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 1822 of 3538

Component: *Science Techbook for Texas by Discovery Education: Grade 7 Unit 2 Student Edition*

ISBN: 9781616292508

Current Page Number(s): 27

Location: Investigate > image caption

Original Text: Step 1

Updated Text: Activity Procedure: Step 4

Component: *Science Techbook for Texas by Discovery Education: Grade 7 Unit 2 Student Edition*

ISBN: 9781616292508

Current Page Number(s): 132

Location: Check for Understanding > Convection > fill in the blank section

Original Text: Convection takes place only in [blank] when the [blank] regions that are higher in temperature flow [blank] a heat source, and [blank] regions flow [blank] a heat source.

Updated Text: Convection takes place only in [blank] when the [blank] regions that are higher in temperature flow [blank] a heat source, and [blank] regions that are lower in temperature flow [blank] the heat source.

Component: *Science Techbook for Texas by Discovery Education: Grade 7 Unit 2 Teacher Edition*

ISBN: 9781616292492

Current Page Number(s): 117

Location: Check for Understanding > Convection > fill in the blank section

Original Text: Convection takes place only in fluids when the less dense regions that are higher in temperature flow away from a heat source, and denser regions flow towards a heat source.

Updated Text: Convection takes place only in fluids when the less dense regions that are higher in temperature flow away from a heat source, and denser regions that are lower in temperature flow towards the heat source.

Component: *Science Techbook for Texas by Discovery Education: Grade 7 Unit 3 Student Edition*

ISBN: 9781616292522

Current Page Number(s): 21

Location: Lesson 3 > Check for Understanding > Continental Drift > prompt

Original Text: Which of the following statements are inaccurate or incorrect evidence of continental drift?

Updated Text: Which of the following statements are inaccurate or incorrect evidence of continental drift? Select two.

Component: *Science Techbook for Texas by Discovery Education: Grade 7*

ISBN: 9781616291495

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/9fb2c710-1b20-420f-b061-6031d7859608>

Location: Grade 7 Digital > Unit 3 > Concept 2 > Lesson 3 > Analyze > TEI > 3-2-1 Pyramid > Title

Original Text: 3-2-1 Pyramid

Updated Text: Plate Boundaries and Earthquakes

Component: *Science Techbook for Texas by Discovery Education: Grade 7*

ISBN: 9781616291495

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/9fb2c710-1b20-420f-b061-6031d7859608>

Location: Grade 7 Digital > Unit 3 > Concept 2 > Lesson 3 > Lesson Planning > Analyze > TEI > 3-2-1 Pyramid > Title

Original Text: 3-2-1 Pyramid

Updated Text: Plate Boundaries and Earthquakes

Component: *Science Techbook for Texas by Discovery Education: Grade 7*

ISBN: 9781616291495

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/dd593abb-5f38-46f6-a473-fc30110a0d29>

Location: Grade 7 Digital > Unit 6 > Concept 2 > Lesson 7 > Reading Passage > Phanerozoic Eon > Image "Phanerozoic Eon" > label within image

Original Text: Ordovician Period

Updated Text: Ordovician Period

Component: *Science Techbook for Texas by Discovery Education: Grade 7 Unit 3 Student Edition*

ISBN: 9781616292522

Current Page Number(s): 58

Location: Image "Phanerozoic Eon" > label within image

Original Text: Ordovician Period

Updated Text: Ordovician Period

Component: *Science Techbook for Texas by Discovery Education: Grade 7 Unit 3 Student Edition*

ISBN: 9781616292522

Current Page Number(s): 137

Location: Text above table

Original Text: A scientist suspects that large amounts of nitrogen from fertilizers in runoff are causing algae to grow in lakes and ponds downstream. To test this hypothesis, the scientist conducts an experiment and records the following data.

Updated Text: From your model of the watershed, you observed that water can carry certain substances with it as it flows through a region. Sometimes this runoff contains harmful pollutants. For example, a scientist suspects that large amounts of nitrogen from fertilizers in runoff are causing algae to grow in lakes and ponds downstream. To test this hypothesis, the scientist conducts an experiment and records the following data.

Component: *Science Techbook for Texas by Discovery Education: Grade 7 Unit 3 Teacher Edition*

ISBN: 9781616292515

Current Page Number(s): 108

Location: Concept 3 > Lesson 2 > Text above the heading "Impacts of Runoff"

Original Text: After discussing the pros and cons of dams, ask students to analyze the data from an experiment on the effects of runoff on algal growth.

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 1824 of 3538

Updated Text: After discussing the pros and cons of dams, ask students to use their watershed model to analyze the data from an experiment on the effects of runoff on algal growth.

Component: *Science Techbook for Texas by Discovery Education: Grade 7 Unit 3 Student Edition*

ISBN: 9781616292522

Current Page Number(s): 196

Location: Data Table > 4th row > left column

Original Text: Few Moons

Updated Text: Few or No Moons

Component: *Science Techbook for Texas by Discovery Education: Grade 7 Unit 3 Student Edition*

ISBN: 9781616292522

Current Page Number(s): 196

Location: Rubric > Description column

Original Text: Recording Data
accurately and correctly records data from investigations

Updated Text: Recording Data
accurately and correctly records data

Component: *Science Techbook for Texas by Discovery Education: Grade 7*

ISBN: 9781616291495

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/598df382-9227-4a57-af77-89d320cffd65>

Location: Unit 3 > Concept 4 > Lesson 3 > Data Table > Evaluation Criteria > Description column

Original Text: Recording Data
accurately and correctly records data from investigations

Updated Text: Recording Data
accurately and correctly records data

Component: *Science Techbook for Texas by Discovery Education: Grade 7 Unit 3 Student Edition*

ISBN: 9781616292522

Current Page Number(s): 224

Location: Discourse > first bulleted question

Original Text: How do asteroids and comets move in the solar system?

Updated Text: Where are asteroids and comets found in the solar system, and how do they move?

Component: *Science Techbook for Texas by Discovery Education: Grade 7 Unit 3 Student Edition*

ISBN: 9781616292522

Current Page Number(s): 229

Location: Asteroids and Meteors > first paragraph > first two sentences

Original Text: How many objects orbit the sun in our solar system? A second-grader might say eight for the eight planets. Older students may tell you planets have moons following them as they orbit the sun.

Updated Text: How many objects orbit the sun in our solar system? A second-grader might say eight for the eight planets. Older students may tell you that many planets have moons orbiting them as they in turn orbit the sun.

Component: *Science Techbook for Texas by Discovery Education: Grade 7 Unit 3 Student Edition*

ISBN: 9781616292522

Current Page Number(s): 272

Location: Discourse prompt between reading sections

Original Text: Think about the information you have learned so far about the formation of the solar system. Then, discuss the following questions:

Updated Text: Think about the information you have learned so far about the models of the solar system. Then, discuss the following questions:

Component: *Science Techbook for Texas by Discovery Education: Grade 7 Unit 3 Teacher Edition*

ISBN: 9781616292515

Current Page Number(s): 213

Location: Models of the Solar System > Discourse prompt

Original Text: Think about the information you have learned so far about the formation of the solar system. Then, discuss the following questions:

Updated Text: Think about the information you have learned so far about the models of the solar system. Then, discuss the following questions:

Component: *Science Techbook for Texas by Discovery Education: Grade 7*

ISBN: 9781616291495

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/1e4de591-170e-45aa-bb67-dc45f4e88d7e>

Location: Unit 4 > Concept 4 > Lesson 4 > Gather Information > Evidence for Natural Selection, second paragraph, sentence 4

Original Text: The rock pocket mouse (*Chaetodipus intermedius*) in Mexico and the southwestern United States comes in two color variations: light and dark.

Updated Text: The rock pocket mouse (*Chaetodipus intermedius*) in Mexico and the southwestern United States comes in two color variations: light and dark.

Component: *Science Techbook for Texas by Discovery Education: Grade 7*

ISBN: 9781616291495

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/fe8d2ed2-5cb5-463a-9106-9f68fb3f9246>

Location: Unit 4 > Concept 5 > Lesson 2 > Analyze > Discourse > Bullet 2

Original Text: Which Paramecium had the most advantageous genes and trait?

Updated Text: Which type of Paramecium had the most advantageous genes and traits?

Component: *Science Techbook for Texas by Discovery Education: Grade 7*

ISBN: 9781616291495

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/804579c1-987c-44ca-896d-103f45f9424d>

Location: Unit 4 > Concept 5 > Lesson 3 > Check for Understanding > The Truth About Asexual Reproduction > answer options

Original Text: A. Asexual reproduction creates more variations in traits.
B. Asexual reproduction is a disadvantage for most organisms.
C. Asexual reproduction occurs through a process of cell division.
D. Only plants, bacteria, and fungi can reproduce asexually.

Updated Text: A. Asexual reproduction creates more variations in traits.
B. Asexual reproduction has more disadvantages than advantages.
C. Asexual reproduction can occur through cell division.
D. Only bacteria and fungi reproduce asexually.

Component: *Science Techbook for Texas by Discovery Education: Grade 7*

ISBN: 9781616291495

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/804579c1-987c-44ca-896d-103f45f9424d>

Location: Unit 4 > Concept 5 > Lesson 3 > Lesson Planning > Check for Understanding > The Truth About Asexual Reproduction > answer options

Original Text: A. Asexual reproduction creates more variations in traits.
B. Asexual reproduction is a disadvantage for most organisms.
C. Asexual reproduction occurs through a process of cell division.
D. Only plants, bacteria, and fungi can reproduce asexually.

Updated Text: A. Asexual reproduction creates more variations in traits.
B. Asexual reproduction has more disadvantages than advantages.
C. Asexual reproduction can occur through cell division.
D. Only bacteria and fungi reproduce asexually.

Component: *Science Techbook for Texas by Discovery Education: Grade 7 Unit 4 Teacher Edition*

ISBN: 9781616292539

Current Page Number(s): 226

Location: The Truth About Asexual Reproduction, answer options

Original Text: A. Asexual reproduction creates more variations in traits.
B. Asexual reproduction is a disadvantage for most organisms.
C. Asexual reproduction occurs through a process of cell division.
D. Only plants, bacteria, and fungi can reproduce asexually.

- Updated Text: A. Asexual reproduction creates more variations in traits.
B. Asexual reproduction has more disadvantages than advantages.
C. Asexual reproduction can occur through cell division.
D. Only bacteria and fungi reproduce asexually.

Component: *Science Techbook for Texas by Discovery Education: Grade 7 Unit 4 Student Edition*

ISBN: 9781616292553

Current Page Number(s): 278

Location: The Truth About Asexual Reproduction, answer options

- Original Text: A. Asexual reproduction creates more variations in traits.
B. Asexual reproduction is a disadvantage for most organisms.
C. Asexual reproduction occurs through a process of cell division.
D. Only plants, bacteria, and fungi can reproduce asexually.

- Updated Text: A. Asexual reproduction creates more variations in traits.
B. Asexual reproduction has more disadvantages than advantages.
C. Asexual reproduction can occur through cell division.
D. Only bacteria and fungi reproduce asexually.

Component: *Science Techbook for Texas by Discovery Education: Grade 7*

ISBN: 9781616291495

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/24d54b19-c0e7-4b3a-91c0-83b3a5e68dcb>

Location: Unit 3 > Concept 4 > Lesson 6 > Lesson Planning > Investigate > Length and Width of States table

Original Text: Last row of table:
Rhode Island 80 km 60 km

Updated Text: Delete last row of table (Rhode Island)

Component: *Science Techbook for Texas by Discovery Education: Grade 7*

ISBN: 9781616291495

Current Page Number(s): <https://app.discoveryeducation.com/learn/assessment/0be6c2b3-e87d-4385-9dc8-faccfaf875c2/preview>

Location: Unit 2 > Concept 3 > Thermal Energy Concept Summative Assessment > Item 10

Original Text: On a hot summer day, a person opens their car door and feels a wave of heat. What was the primary method by which the air inside of the car was heated before the person opened the door?

Updated Text: On a hot summer day, a person opens their car door to get inside and feels a wave of heat come out of it. What was the primary method by which the air inside of the car was heated before the person opened the door?

Component: *Science Techbook for Texas by Discovery Education: Grade 7*

ISBN: 9781616291495

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/b8ac3786-f3d3-407b-82bc-105ad4f4b89e>

Location: Unit 4 > Concept 1 > Lesson 2 > Interact, Part 2: Digestive System

Original Text: Part 2: Digestive System

Launch the Follow Your Food interactive and complete the steps below.

1. Discuss and identify the function of each organ in the digestive system
2. Record your results and information in Table 1.
3. Match each body part to its correct location.
4. Watch the animation of food passing through the digestive system.
5. Discuss the new ideas you learned from the interactive.

Updated Text: Part 2: Digestive System

Launch the Follow Your Food interactive and complete the steps below.

1. Discuss and identify the function of each organ in the digestive system.
2. Record your results and information in Table 2.
3. Match each body part to its correct location.
4. Watch the animation of food passing through the digestive system.
5. Discuss the new ideas you learned from the interactive.

Component: *Science Techbook for Texas by Discovery Education: Grade 7 Unit 4 Student Edition*

ISBN: 9781616292553

Current Page Number(s): 10

Location: Interact > Part 2: Digestive System

Original Text: Part 2: Digestive System

Launch the Follow Your Food interactive and complete the steps below.

1. Discuss and identify the function of each organ in the digestive system
2. Record your results and information in Table 1.
3. Match each body part to its correct location.
4. Watch the animation of food passing through the digestive system.
5. Discuss the new ideas you learned from the interactive.

Updated Text: Part 2: Digestive System

Launch the Follow Your Food interactive and complete the steps below.

1. Discuss and identify the function of each organ in the digestive system.
2. Record your results and information in Table 2.
3. Match each body part to its correct location.
4. Watch the animation of food passing through the digestive system.
5. Discuss the new ideas you learned from the interactive.

Component: *Science Techbook for Texas by Discovery Education: Grade 7 Unit 4 Teacher Edition*

ISBN: 9781616292539

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 1829 of 3538

Current Page Number(s): 11

Location: Interact > Part 2: Digestive System

Original Text: Part 2: Digestive System

Launch the Follow Your Food interactive and complete the steps below.

1. Discuss and identify the function of each organ in the digestive system
2. Record your results and information in Table 1.
3. Match each body part to its correct location.
4. Watch the animation of food passing through the digestive system.
5. Discuss the new ideas you learned from the interactive.

Updated Text: Part 2: Digestive System

Launch the Follow Your Food interactive and complete the steps below.

1. Discuss and identify the function of each organ in the digestive system.
2. Record your results and information in Table 2.
3. Match each body part to its correct location.
4. Watch the animation of food passing through the digestive system.
5. Discuss the new ideas you learned from the interactive.

Component: *Science Techbook for Texas by Discovery Education: Grade 7*

ISBN: 9781616291495

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/b8ac3786-f3d3-407b-82bc-105ad4f4b89e>

Location: Unit 4 > Concept 3 > Lesson 2 > Lesson Planning > Interact, Part 2: Digestive System

Original Text: Part 2: Digestive System

Launch the Follow Your Food interactive and complete the steps below.

1. Discuss and identify the function of each organ in the digestive system
2. Record your results and information in Table 1.
3. Match each body part to its correct location.
4. Watch the animation of food passing through the digestive system.
5. Discuss the new ideas you learned from the interactive.

Updated Text: Part 2: Digestive System

Launch the Follow Your Food interactive and complete the steps below.

1. Discuss and identify the function of each organ in the digestive system.
2. Record your results and information in Table 2.
3. Match each body part to its correct location.
4. Watch the animation of food passing through the digestive system.
5. Discuss the new ideas you learned from the interactive.

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 1830 of 3538

Component: *Science Techbook for Texas by Discovery Education: Grade 7*

ISBN: 9781616291495

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/25122a23-ddec-493e-bb72-5bc706af48cd>

Location: Unit 2 > Concept 3 > Lesson 4 > Interact

Original Text: Launch the interactive and complete the following:

1. Read the introduction and then click the Continue button.
2. Move your cursor over each numbered arrow to read the description.
3. Drag the numbered arrow into the diagram in the correct order.
4. Describe the steps for air convection in the correct order in Table 1.
5. If needed, press the reset button to view the descriptions again.
6. In Table 2, describe the kinetic energy, density, and movement of warm and cold air.

Updated Text: Launch the interactive and complete the following:

Activity 1:

1. Select the number of ice cubes to cool the bowl of soup.
2. Observe the final temperature of the soup and the time taken.
3. Note your observations in your notebook.
4. Repeat with all four options from zero to three ice cubes.

Activity 2:

1. Read about air movement when a space is heated or cooled down.
2. Identify the air movements represented by the arrows. (Hint: red represents warm air, blue represents cool air)
3. Select the tiles to show how the warm and cool air move due to a heater.

Component: *Science Techbook for Texas by Discovery Education: Grade 7*

ISBN: 9781616291495

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/25122a23-ddec-493e-bb72-5bc706af48cd>

Location: Unit 2 > Concept 3 > Lesson 4 > Interact

Original Text: Launch the interactive and complete the following:

1. Read the introduction and then click the Continue button.
2. Move your cursor over each numbered arrow to read the description.
3. Drag the numbered arrow into the diagram in the correct order.
4. Describe the steps for air convection in the correct order in Table 1.
5. If needed, press the reset button to view the descriptions again.
6. In Table 2, describe the kinetic energy, density, and movement of warm and cold air.

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Updated Text: Launch the interactive and complete the following:

Activity 1:

1. Select the number of ice cubes to cool the bowl of soup.
2. Observe the final temperature of the soup and the time taken.
3. Note your observations in your notebook.
4. Repeat with all four options from zero to three ice cubes.

Activity 2:

1. Read about air movement when a space is heated or cooled down.
2. Identify the air movements represented by the arrows. (Hint: red represents warm air, blue represents cool air)
3. Select the tiles to show how the warm and cool air move due to a heater.

Component: *Science Techbook for Texas by Discovery Education: Grade 7 Unit 2 Teacher Edition*

ISBN: 9781616292492

Current Page Number(s): 103

Location: Interact

Original Text: Launch the interactive and complete the following:

1. Read the introduction and then click the Continue button.
2. Move your cursor over each numbered arrow to read the description.
3. Drag the numbered arrow into the diagram in the correct order.
4. Describe the steps for air convection in the correct order in Table 1.
5. If needed, press the reset button to view the descriptions again.
6. In Table 2, describe the kinetic energy, density, and movement of warm and cold air.

Updated Text: Launch the interactive and complete the following:

Activity 1:

1. Select the number of ice cubes to cool the bowl of soup.
2. Observe the final temperature of the soup and the time taken.
3. Note your observations in your notebook.
4. Repeat with all four options from zero to three ice cubes.

Activity 2:

1. Read about air movement when a space is heated or cooled down.
2. Identify the air movements represented by the arrows. (Hint: red represents warm air, blue represents cool air)
3. Select the tiles to show how the warm and cool air move due to a heater.

Component: *Science Techbook for Texas by Discovery Education: Grade 7 Unit 2 Student Edition*

ISBN: 9781616292508

Current Page Number(s): 115

Location: Interact

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 1832 of 3538

Original Text: Launch the interactive and complete the following:

1. Read the introduction and then click the Continue button.
2. Move your cursor over each numbered arrow to read the description.
3. Drag the numbered arrow into the diagram in the correct order.
4. Describe the steps for air convection in the correct order in Table 1.
5. If needed, press the reset button to view the descriptions again.
6. In Table 2, describe the kinetic energy, density, and movement of warm and cold air.

Updated Text: Launch the interactive and complete the following:

Activity 1:

1. Select the number of ice cubes to cool the bowl of soup.
2. Observe the final temperature of the soup and the time taken.
3. Note your observations in your notebook.
4. Repeat with all four options from zero to three ice cubes.

Activity 2:

1. Read about air movement when a space is heated or cooled down.
2. Identify the air movements represented by the arrows. (Hint: red represents warm air, blue represents cool air)
3. Select the tiles to show how the warm and cool air move due to a heater.

Component: *Science Techbook for Texas by Discovery Education: Grade 7*

ISBN: 9781616291495

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/25122a23-ddec-493e-bb72-5bc706af48cd>

Location: Unit 2 > Concept 3 > Lesson 4 > Interact

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: See updated text in URL_for_Updated_Text

Component: *Science Techbook for Texas by Discovery Education: Grade 7*

ISBN: 9781616291495

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/25122a23-ddec-493e-bb72-5bc706af48cd>

Location: Unit 2 > Concept 3 > Lesson 4 > Lesson Planning > Interact

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: See updated text in URL_for_Updated_Text

Component: *Science Techbook for Texas by Discovery Education: Grade 7 Unit 2 Teacher Edition*

ISBN: 9781616292492

Current Page Number(s): 103-104

Location: Interact

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: See updated text in URL_for_Updated_Text

Component: *Science Techbook for Texas by Discovery Education: Grade 7 Unit 2 Student Edition*

ISBN: 9781616292508

Current Page Number(s): 116

Location: Interact

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: See updated text in URL_for_Updated_Text

Component: *Science Techbook for Texas by Discovery Education: Grade 7*

ISBN: 9781616291495

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/25122a23-ddec-493e-bb72-5bc706af48cd>

Location: Unit 2 > Concept 3 > Lesson 4 > Discovery > Launch Caption

Original Text: When a heater is turned on in a cool room, the room does not immediately become warm. Discover how convection currents are created and how they gradually warm a room.

Updated Text: When ice cubes are put in a bowl of hot soup, the soup does not immediately become cool. Discover how convection currents move and how they can cause liquid to cool.

Component: *Science Techbook for Texas by Discovery Education: Grade 7*

ISBN: 9781616291495

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/6d35cbb2-4fc4-416a-9e88-0d06b3066c0a>

Location: Unit 3 > Concept 1 > Lesson 6 > Interact

Original Text: Launch the interactive and complete the following steps.

1. Scroll over a fossil and read the description that appears.
2. Make a prediction about the layer the fossil would appear in based on its age.
3. Place the fossil in the appropriate rock layer to check your prediction.
4. Read the information that appears about the fossil.
5. Record the age, name, and interesting facts about the fossil in the data table. Then, record a quick sketch of the fossil.
6. Repeat the steps for each fossil.

Updated Text: Launch the interactive and complete the following steps.

1. Select a fossil and read the description that appears.
2. Make a prediction about the layer the fossil would appear in based on its age.
3. Place the fossil in the appropriate rock layer to check your prediction.
4. Read the information that appears about the fossil.
5. Record the age, name, and interesting facts about the fossil in the data table. Then, record a quick sketch of the fossil.
6. Repeat the steps for each fossil.

Component: *Science Techbook for Texas by Discovery Education: Grade 7*

ISBN: 9781616291495

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/6d35cbb2-4fc4-416a-9e88-0d06b3066c0a>

Location: Unit 3 > Concept 1 > Lesson 6 > Educator Notes > Interact

Original Text: Launch the interactive and complete the following steps.

1. Scroll over a fossil and read the description that appears.
2. Make a prediction about the layer the fossil would appear in based on its age.
3. Place the fossil in the appropriate rock layer to check your prediction.
4. Read the information that appears about the fossil.
5. Record the age, name, and interesting facts about the fossil in the data table. Then, record a quick sketch of the fossil.
6. Repeat the steps for each fossil.

Updated Text: Launch the interactive and complete the following steps.

1. Select a fossil and read the description that appears.
2. Make a prediction about the layer the fossil would appear in based on its age.
3. Place the fossil in the appropriate rock layer to check your prediction.
4. Read the information that appears about the fossil.
5. Record the age, name, and interesting facts about the fossil in the data table. Then, record a quick sketch of the fossil.
6. Repeat the steps for each fossil.

Component: *Science Techbook for Texas by Discovery Education: Grade 7 Unit 3 Student Edition*

ISBN: 9781616292522

Current Page Number(s): 44

Location: Interact

Original Text: Launch the interactive and complete the following steps.

1. Scroll over a fossil and read the description that appears.
2. Make a prediction about the layer the fossil would appear in based on its age.
3. Place the fossil in the appropriate rock layer to check your prediction.
4. Read the information that appears about the fossil.
5. Record the age, name, and interesting facts about the fossil in the data table. Then, record a quick sketch of the fossil.
6. Repeat the steps for each fossil.

Updated Text: Launch the interactive and complete the following steps.

1. Select a fossil and read the description that appears.
2. Make a prediction about the layer the fossil would appear in based on its age.
3. Place the fossil in the appropriate rock layer to check your prediction.

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 1835 of 3538

4. Read the information that appears about the fossil.
5. Record the age, name, and interesting facts about the fossil in the data table. Then, record a quick sketch of the fossil.
6. Repeat the steps for each fossil.

Component: *Science Techbook for Texas by Discovery Education: Grade 7 Unit 3 Teacher Edition*

ISBN: 9781616292515

Current Page Number(s): 36

Location: Interact

Original Text: Launch the interactive and complete the following steps.

1. Scroll over a fossil and read the description that appears.
2. Make a prediction about the layer the fossil would appear in based on its age.
3. Place the fossil in the appropriate rock layer to check your prediction.
4. Read the information that appears about the fossil.
5. Record the age, name, and interesting facts about the fossil in the data table. Then, record a quick sketch of the fossil.
6. Repeat the steps for each fossil.

Updated Text: Launch the interactive and complete the following steps.

1. Select a fossil and read the description that appears.
2. Make a prediction about the layer the fossil would appear in based on its age.
3. Place the fossil in the appropriate rock layer to check your prediction.
4. Read the information that appears about the fossil.
5. Record the age, name, and interesting facts about the fossil in the data table. Then, record a quick sketch of the fossil.
6. Repeat the steps for each fossil.

Component: *Science Techbook for Texas by Discovery Education: Grade 7*

ISBN: 9781616291495

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/9fb2c710-1b20-420f-b061-6031d7859608>

Location: Unit 3 > Concept 2 > Lesson 3 > Interact

Original Text: Launch the interactive and complete the following:

1. Select a plate boundary and read the description that appears.
2. Predict the location of the plate boundary and place it on the map.
3. When placed correctly, earthquake data from the location will appear.
4. Record the boundary type and earthquake depth in your data table.
5. Repeat the steps to record data for each location.

Updated Text: Launch the interactive and complete the following:

Crust

1. Select "Crust."
2. Select land to learn the location of continental crust.
3. Select ocean to learn the location of oceanic crust.
4. Read about Earth's crust then select part of Earth's crust.
5. Read about tectonic plates, noting their shape, size and boundaries.

Boundaries

1. Select "Boundaries."

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 1836 of 3538

2. Read about the types of boundaries.
3. Select the labels to identify the images of each type of boundary.

The Action

1. Select "The Action."
2. Identify the boundaries and their locations.
3. Use the tiles to label the map of Earth with the types of boundaries.

Component: *Science Techbook for Texas by Discovery Education: Grade 7*

ISBN: 9781616291495

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/9fb2c710-1b20-420f-b061-6031d7859608>

Location: Unit 3 > Concept 2 > Lesson 3 > Lesson Planning > Interact

Original Text: Launch the interactive and complete the following:

1. Select a plate boundary and read the description that appears.
2. Predict the location of the plate boundary and place it on the map.
3. When placed correctly, earthquake data from the location will appear.
4. Record the boundary type and earthquake depth in your data table.
5. Repeat the steps to record data for each location.

Updated Text: Launch the interactive and complete the following:

Crust

1. Select "Crust."
2. Select land to learn the location of continental crust.
3. Select ocean to learn the location of oceanic crust.
4. Read about Earth's crust then select part of Earth's crust.
5. Read about tectonic plates, noting their shape, size and boundaries.

Boundaries

1. Select "Boundaries."
2. Read about the types of boundaries.
3. Select the labels to identify the images of each type of boundary.

The Action

1. Select "The Action."
2. Identify the boundaries and their locations.
3. Use the tiles to label the map of Earth with the types of boundaries.

Component: *Science Techbook for Texas by Discovery Education: Grade 7 Unit 3 Student Edition*

ISBN: 9781616292522

Current Page Number(s): 91

Location: Interact

Original Text: Launch the interactive and complete the following:

1. Select a plate boundary and read the description that appears.
2. Predict the location of the plate boundary and place it on the map.
3. When placed correctly, earthquake data from the location will appear.

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 1837 of 3538

4. Record the boundary type and earthquake depth in your data table.
5. Repeat the steps to record data for each location.

Updated Text: Launch the interactive and complete the following:

Crust

1. Select "Crust."
2. Select land to learn the location of continental crust.
3. Select ocean to learn the location of oceanic crust.
4. Read about Earth's crust then select part of Earth's crust.
5. Read about tectonic plates, noting their shape, size and boundaries.

Boundaries

1. Select "Boundaries."
2. Read about the types of boundaries.
3. Select the labels to identify the images of each type of boundary.

The Action

1. Select "The Action."
2. Identify the boundaries and their locations.
3. Use the tiles to label the map of Earth with the types of boundaries.

Component: *Science Techbook for Texas by Discovery Education: Grade 7 Unit 3 Teacher Edition*

ISBN: 9781616292515

Current Page Number(s): 73

Location: Interact

Original Text: Launch the interactive and complete the following:

1. Select a plate boundary and read the description that appears.
2. Predict the location of the plate boundary and place it on the map.
3. When placed correctly, earthquake data from the location will appear.
4. Record the boundary type and earthquake depth in your data table.
5. Repeat the steps to record data for each location.

Updated Text: Launch the interactive and complete the following:

Crust

1. Select "Crust."
2. Select land to learn the location of continental crust.
3. Select ocean to learn the location of oceanic crust.
4. Read about Earth's crust then select part of Earth's crust.
5. Read about tectonic plates, noting their shape, size and boundaries.

Boundaries

1. Select "Boundaries."
2. Read about the types of boundaries.
3. Select the labels to identify the images of each type of boundary.

The Action

1. Select "The Action."

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 1838 of 3538

2. Identify the boundaries and their locations.
3. Use the tiles to label the map of Earth with the types of boundaries.

Component: *Science Techbook for Texas by Discovery Education: Grade 7*

ISBN: 9781616291495

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/3ba4220c-8451-46f0-b2c4-568ba0ee2db3>

Location: Unit 3 > Concept 2 > Lesson 4 > Interact

Original Text: Launch the interactive and complete the following steps:

1. Select a boundary type and crust types.
2. Start the simulation and observe how the plates interact.
3. Summarize in the data table what happens to the plates and what surface features occur.
4. Record the names of all locations in the examples given.
5. Repeat the steps to record data for each plate interaction.

Updated Text: Launch the interactive and complete the following steps:

1. Read about landforms at plate boundaries.
2. Select a location on the map.
3. Identify the type of boundary at the location on the map.
4. For each location, determine the type of crust and the type of plate boundary.
5. Read about the type of boundary at each location, being sure to record the names of all locations in the examples given.
6. Repeat the steps to record data for each location on the map.
7. Summarize in the data table how surface features form at each plate boundary and the names for all the example locations.

Component: *Science Techbook for Texas by Discovery Education: Grade 7*

ISBN: 9781616291495

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/3ba4220c-8451-46f0-b2c4-568ba0ee2db3>

Location: Unit 3 > Concept 2 > Lesson 4 > Lesson Planning > Interact

Original Text: Launch the interactive and complete the following steps:

1. Select a boundary type and crust types.
2. Start the simulation and observe how the plates interact.
3. Summarize in the data table what happens to the plates and what surface features occur.
4. Record the names of all locations in the examples given.
5. Repeat the steps to record data for each plate interaction.

Updated Text: Launch the interactive and complete the following steps:

1. Read about landforms at plate boundaries.
2. Select a location on the map.
3. Identify the type of boundary at the location on the map.
4. For each location, determine the type of crust and the type of plate boundary.
5. Read about the type(s) of boundary at each location, being sure to record the names of all locations in the examples given.
6. Repeat the steps to record data for each location on the map.
7. Summarize in the data table how surface features form at each plate boundary and the names for all the example locations.

Component: *Science Techbook for Texas by Discovery Education: Grade 7 Unit 3 Student Edition*

ISBN: 9781616292522

Current Page Number(s): 99

Location: Interact

Original Text: Launch the interactive and complete the following steps:

1. Select a boundary type and crust types.
2. Start the simulation and observe how the plates interact.
3. Summarize in the data table what happens to the plates and what surface features occur.
4. Record the names of all locations in the examples given.
5. Repeat the steps to record data for each plate interaction.

Updated Text: Launch the interactive and complete the following steps:

1. Read about landforms at plate boundaries.
2. Select a location on the map.
3. Identify the type of boundary at the location on the map.
4. For each location, determine the type of crust and the type of plate boundary.
5. Read about the type of boundary at each location, being sure to record the names of all locations in the examples given.
6. Repeat the steps to record data for each location on the map.
7. Summarize in the data table how surface features form at each plate boundary and the names for all the example locations.

Component: *Science Techbook for Texas by Discovery Education: Grade 7 Unit 3 Teacher Edition*

ISBN: 9781616292515

Current Page Number(s): 78

Location: Interact

Original Text: Launch the interactive and complete the following steps:

1. Select a boundary type and crust types.
2. Start the simulation and observe how the plates interact.
3. Summarize in the data table what happens to the plates and what surface features occur.
4. Record the names of all locations in the examples given.
5. Repeat the steps to record data for each plate interaction.

Updated Text: Launch the interactive and complete the following steps:

1. Read about landforms at plate boundaries.
2. Select a location on the map.
3. Identify the type of boundary at the location on the map.
4. For each location, determine the type of crust and the type of plate boundary.
5. Read about the type of boundary at each location, being sure to record the names of all locations in the examples given.
6. Repeat the steps to record data for each location on the map.
7. Summarize in the data table how surface features form at each plate boundary and the names for all the example locations.

Component: *Science Techbook for Texas by Discovery Education: Grade 7*

ISBN: 9781616291495

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 1840 of 3538

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/057fc0ff-41bb-4f49-a416-06002ff5b626>

Location: Unit 3 > Concept 4 > Lesson 3 > Interact

Original Text: Launch the interactive and complete the following:

1. Select a characteristic of planets to discuss.
2. Make a prediction about which planets have that characteristic.
3. Start the simulation to check your prediction.
4. Read the information about each planet and discuss patterns you observe.
5. Record which planets have the selected characteristic in the data table.
6. Repeat the steps for each characteristic of planets.

Updated Text: Launch the interactive and complete the following:

1. Select a characteristic of planets to explore and read about the characteristic.
2. Make a prediction about which planets have that characteristic.
3. Start the simulation to check your prediction.
4. Read the information about each planet and discuss patterns you observe.
5. Record which planets have the selected characteristic in the data table.
6. Repeat the steps for each characteristic of planets.

Component: *Science Techbook for Texas by Discovery Education: Grade 7*

ISBN: 9781616291495

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/057fc0ff-41bb-4f49-a416-06002ff5b626>

Location: Unit 3 > Concept 4 > Lesson 3 > Lesson Planning > Interact

Original Text: Launch the interactive and complete the following:

1. Select a characteristic of planets to discuss.
2. Make a prediction about which planets have that characteristic.
3. Start the simulation to check your prediction.
4. Read the information about each planet and discuss patterns you observe.
5. Record which planets have the selected characteristic in the data table.
6. Repeat the steps for each characteristic of planets.

Updated Text: Launch the interactive and complete the following:

1. Select a characteristic of planets to explore and read about the characteristic.
2. Make a prediction about which planets have that characteristic.
3. Start the simulation to check your prediction.
4. Read the information about each planet and discuss patterns you observe.
5. Record which planets have the selected characteristic in the data table.
6. Repeat the steps for each characteristic of planets.

Component: *Science Techbook for Texas by Discovery Education: Grade 7 Unit 3 Student Edition*

ISBN: 9781616292522

Current Page Number(s): 195

Location: Interact

Original Text: Launch the interactive and complete the following:

1. Select a characteristic of planets to discuss.
2. Make a prediction about which planets have that characteristic.
3. Start the simulation to check your prediction.
4. Read the information about each planet and discuss patterns you observe.

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 1841 of 3538

5. Record which planets have the selected characteristic in the data table.
6. Repeat the steps for each characteristic of planets.

Updated Text: Launch the interactive and complete the following:

1. Select a characteristic of planets to explore and read about the characteristic.
2. Make a prediction about which planets have that characteristic.
3. Start the simulation to check your prediction.
4. Read the information about each planet and discuss patterns you observe.
5. Record which planets have the selected characteristic in the data table.
6. Repeat the steps for each characteristic of planets.

Component: *Science Techbook for Texas by Discovery Education: Grade 7 Unit 3 Teacher Edition*

ISBN: 9781616292515

Current Page Number(s): 155

Location: Interact

Original Text: Launch the interactive and complete the following:

1. Select a characteristic of planets to discuss.
2. Make a prediction about which planets have that characteristic.
3. Start the simulation to check your prediction.
4. Read the information about each planet and discuss patterns you observe.
5. Record which planets have the selected characteristic in the data table.
6. Repeat the steps for each characteristic of planets.

Updated Text: Launch the interactive and complete the following:

1. Select a characteristic of planets to explore and read about the characteristic.
2. Make a prediction about which planets have that characteristic.
3. Start the simulation to check your prediction.
4. Read the information about each planet and discuss patterns you observe.
5. Record which planets have the selected characteristic in the data table.
6. Repeat the steps for each characteristic of planets.

Component: *Science Techbook for Texas by Discovery Education: Grade 7*

ISBN: 9781616291495

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/057fc0ff-41bb-4f49-a416-06002ff5b626>

Location: Unit 3 > Concept 4 > Lesson 3 > Analyze

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: See updated text in URL_for_Updated_Text

Component: *Science Techbook for Texas by Discovery Education: Grade 7 Unit 3 Teacher Edition*

ISBN: 9781616291495

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/057fc0ff-41bb-4f49-a416-06002ff5b626>

Location: Unit 3 > Concept 4 > Lesson 3 > Lesson Planning > Analyze

Original Text: Planetary Patterns

Record the patterns you observe in each property among the planets.

Speed: Speed decreases with distance from the sun.

Revolution: The period of revolution, or length of a year, increases with distance from the sun.

Rotation: The planets closest to the sun have the longest days, and the distant planets have short days.

Temperature: The temperature generally decreases with distance from the sun, although Venus has an unusually high temperature.

Mass: The four inner planets are much less massive than the four outer planets.

Updated Text: Planetary Patterns

Record the patterns you observe in each property among the planets.

Surface: Outer planets have a gaseous surface. Inner planets have a rocky surface.

Satellite: Outer planets have many satellites. Inner planets have few or no satellites.

Rings: Outer planets have rings. Inner planets have no rings.

Size: Outer planets are large. Inner planets are relatively large.

Component: *Science Techbook for Texas by Discovery Education: Grade 7 Unit 3 Student Edition*

ISBN: 9781616292522

Current Page Number(s): 197

Location: Analyze

Link to Updated Content:

[View Updated Content](#)

Original Text: Item Planetary Patterns

Updated Text: See updated text in URL_for_Updated_Text

Component: *Science Techbook for Texas by Discovery Education: Grade 7 Unit 3 Teacher Edition*

ISBN: 9781616292515

Current Page Number(s): 157

Location: Analyze

Original Text: Planetary Patterns

Record the patterns you observe in each property among the planets.

Speed: Speed decreases with distance from the sun.

Revolution: The period of revolution, or length of a year, increases with distance from the sun.

Rotation: The planets closest to the sun have the longest days, and the distant planets have short days.

Temperature: The temperature generally decreases with distance from the sun, although Venus has an unusually high temperature.

Mass: The four inner planets are much less massive than the four outer planets.

Updated Text: Planetary Patterns

Record the patterns you observe in each property among the planets.

Surface: Outer planets have a gaseous surface. Inner planets have a rocky surface.

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 1843 of 3538

Satellite: Outer planets have many satellites. Inner planets have few or no satellites.

Rings: Outer planets have rings. Inner planets have no rings.

Size: Outer planets are large. Inner planets are relatively large.

Component: *Science Techbook for Texas by Discovery Education: Grade 7*

ISBN: 9781616291495

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/1ff7e85e-99d2-4f72-aef7-24ecaa9f2bf5>

Location: Unit 1 > Concept 1 > Lesson 7 > Student Objective

Original Text: I can summarize key ideas about atoms, molecules, elements, and compounds.

Updated Text: I can summarize key ideas about chemical formulas.

Component: *Science Techbook for Texas by Discovery Education: Grade 7*

ISBN: 9781616291495

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/285aa0a9-a554-4015-a995-99d0f638dd95>

Location: Unit 2 > Concept 1 > Lesson 4 > Part 1: Measuring Position and Time > Image Caption

Original Text: Activity Procedure: Step 4

Updated Text: Step 1

Component: *Science Techbook for Texas by Discovery Education: Grade 7*

ISBN: 9781616291495

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/4c75c07f-7cb2-4d9b-9294-9781881af7e4>

Location: Unit 2 > Concept 2 > Lesson 4 > Student Objective

Original Text: I can explain the motion of objects using scientific information about Newton's first law.

Updated Text: I can explain the motion of objects using Newton's first law.

Component: *Science Techbook for Texas by Discovery Education: Grade 7*

ISBN: 9781616291495

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/4c75c07f-7cb2-4d9b-9294-9781881af7e4>

Location: Unit 2 > Concept 2 > Lesson 4 > Lesson Planning > Student Objective

Original Text: I can explain the motion of objects using scientific information about Newton's first law.

Updated Text: I can explain the motion of objects using Newton's first law.

Component: *Science Techbook for Texas by Discovery Education: Grade 7*

ISBN: 9781616291495

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/59f784c4-56db-4198-9b55-ed2d3d28a943>

Location: Unit 3 > Concept 1 > Extension > STEM Project

Original Text: Why does California have so many earthquakes?

Updated Text: Are you likely to experience an earthquake?

Component: *Science Techbook for Texas by Discovery Education: Grade 7*

ISBN: 9781616291495

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/59f784c4-56db-4198-9b55-ed2d3d28a943>

Location: Unit 3 > Concept 1 > Extension > STEM Project > Lesson Planning

Original Text: Why does California have so many earthquakes?

Updated Text: Are you likely to experience an earthquake?

Component: *Science Techbook for Texas by Discovery Education: Grade 7*

ISBN: 9781616291495

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/ca424011-9842-4494-935f-aa51c00759fb>

Location: Unit 3 > Concept 4 > Lesson 1 > Student Objective

Original Text: I can make observations of objects in the solar system, ask questions about them, and construct an initial explanation about them.

Updated Text: I can make observations of solar system properties, ask questions about them, and construct an initial explanation about them.

Component: *Science Techbook for Texas by Discovery Education: Grade 7 Unit 2 Teacher Edition*

ISBN: 9781616292492

Current Page Number(s): 7

Location: Revising Our Explanation of Phenomenon

Original Text: Have students work in small groups of three to five students.

Updated Text: Organize students into small groups of three to five students based on their needs, including proficiency level. Have students grouped in mixed math abilities as they discuss their initial models.

Component: *Science Techbook for Texas by Discovery Education: Grade 7 Unit 4 Teacher Edition*

ISBN: 9781616292539

Current Page Number(s): 202

Location: Gather Information

Original Text: Have students read the text, watch the video, and answer the questions. You may wish to have students read in pairs or small groups and work with partners to respond to the questions.

Updated Text: Have students read the text, watch the video, and answer the questions. You may wish to have students read in pairs or small groups and work with partners to respond to the questions. Students can be grouped based on their interests in the various problems to solve provided in the Genetics Problem item.

Component: *Science Techbook for Texas by Discovery Education: Grade 7 Unit 1 Teacher Edition*

ISBN: 9781616292478

Current Page Number(s): 32

Location: Gather Information

Original Text: Have students read the text, watch the video, and answer the questions. You may wish to have students read in pairs or small groups and work with partners to respond to the questions.

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 1845 of 3538

Updated Text: Have students read the text, watch the video, and answer the questions. You may wish to have students read in pairs or small groups and work with partners to respond to the questions. Before completing the lesson, ask students to rank their prior knowledge with bioplastics. Organize students groups with students who are familiar with bioplastics and students who are not as familiar with bioplastics.

Component: *Science Techbook for Texas by Discovery Education: Grade 7*

ISBN: 9781616291495

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/01e2e825-62ae-4c41-a1c3-2e57c092ca40>

Location: Unit 2 > Concept 1 > Lesson 1 > Observing Scientists Measuring the Speed of Sharks > Lesson Planning > Revising Our Explanation of Phenomenon

Original Text: Have students work in small groups of three to five students.

Updated Text: Organize students into small groups of three to five students based on their needs, including proficiency level. Have students grouped in mixed math abilities as they discuss their initial models.

Component: *Science Techbook for Texas by Discovery Education: Grade 7*

ISBN: 9781616291495

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/684161ec-e56c-4fde-92f8-0030ea9a2b26>

Location: Unit 4 > Concept 4 > Lesson 6 > Careers in Genetic Engineering > Lesson Planning > Gather Information

Original Text: Have students read the text, watch the video, and answer the questions. You may wish to have students read in pairs or small groups and work with partners to respond to the questions.

Updated Text: Have students read the text, watch the video, and answer the questions. You may wish to have students read in pairs or small groups and work with partners to respond to the questions. Students can be grouped based on their interests in the various problems to solve provided in the Genetics Problem item.

Component: *Science Techbook for Texas by Discovery Education: Grade 7*

ISBN: 9781616291495

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/fa474a78-8a1b-4c51-ac43-d3754163bd3d>

Location: Unit 1 > Concept 1 > Lesson 6 > Careers and Carbon Chemistry > Lesson Planning > Gather Information

Original Text: Have students read the text, watch the video, and answer the questions. You may wish to have students read in pairs or small groups and work with partners to respond to the questions.

Updated Text: Have students read the text, watch the video, and answer the questions. You may wish to have students read in pairs or small groups and work with partners to respond to the questions. Before completing the lesson, ask students to rank their prior knowledge with bioplastics. Organize students groups with students who are familiar with bioplastics and students who are not as familiar with bioplastics.

Component: *Science Techbook for Texas by Discovery Education: Grade 7 Unit 3 Teacher Edition*

ISBN: 9781616292515

Current Page Number(s): 189

Location: Analyze

Original Text: Direct students to complete the activity about a career in astronomy. You may choose to have students construct their answers individually and then discuss them with partners or in a small group. If time allows, students may research information about their questions or the technology that applies to them.

Updated Text: Have students work in groups or pairs to complete the activity about a career in astronomy. If time allows, allow them to research information about their questions or the technology that applies to them. You may have them collaborate on Studio to build a simple presentation using text and media to share their questions, ideas, and findings.

Component: *Science Techbook for Texas by Discovery Education: Grade 7 Unit 2 Teacher Edition*

ISBN: 9781616292492

Current Page Number(s): 35

Location: Analyze

Original Text: Direct students to discuss the reading passage with a partner or a small group and complete the following research assignment.

Updated Text: Have students work in groups or pairs to complete the research assignment. Allow them to collaborate in Studio to build a simple presentation to share their ideas.

Component: *Science Techbook for Texas by Discovery Education: Grade 7 Unit 2 Teacher Edition*

ISBN: 9781616292492

Current Page Number(s): 89

Location: Analyze

Original Text: Use a Jigsaw activity to help students make sense of their data.

Updated Text: Use a Jigsaw activity to help students make sense of their data. This activity can be done collaboratively in Studio. Have each group create a shared Studio board. Record one question on each slide. Each group member will take notes on the slide for their assigned question. Make sure the Chat feature is enabled. When students return to their group to share their findings, the other group members can record their summary, comments, or questions in the chat.

Component: *Science Techbook for Texas by Discovery Education: Grade 7*

ISBN: 9781616291495

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/d40ee791-78a5-4049-83cc-a5d6bb1cc669>

Location: Unit 3 > Concept 4 > Lesson 9 > Astronomers Study the Sky to Help Earth > Lesson Planning > Analyze

Original Text: Direct students to complete the activity about a career in astronomy. You may choose to have students construct their answers individually and then discuss them with partners or in a small group. If time allows, students may research information about their questions or the technology that applies to them.

Updated Text: Have students work in groups or pairs to complete the activity about a career in astronomy. If time allows, allow them to research information about their questions or the technology that applies to them. You may have them collaborate on Studio to build a simple presentation using text and media to share their questions, ideas, and findings.

Component: *Science Techbook for Texas by Discovery Education: Grade 7*

ISBN: 9781616291495

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/4fc1aa50-4c52-4e96-a56c-e7a42658e8aa>

Location: Unit 2 > Concept 1 > Lesson 7 > Demolition Engineer > Lesson Planning > Analyze

Original Text: Direct students to discuss the reading passage with a partner or a small group and complete the following research assignment.

Updated Text: Have students work in groups or pairs to complete the research assignment. Allow them to collaborate in Studio to build a simple presentation to share their ideas.

Component: *Science Techbook for Texas by Discovery Education: Grade 7*

ISBN: 9781616291495

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/79258c0e-f814-4698-8df6-b8d9d79d9598>

Location: Unit 2 > Concept 3 > Lesson 2 > Heat on the Move > Lesson Planning > Analyze

Original Text: Use a Jigsaw activity to help students make sense of their data.

Updated Text: Use a Jigsaw activity to help students make sense of their data. This activity can be done collaboratively in Studio. Have each group create a shared Studio board. Record one question on each slide. Each group member will take notes on the slide for their assigned question. Make sure the Chat feature is enabled. When students return to their group to share their findings, the other group members can record their summary, comments, or questions in the chat.

Component: *Science Techbook for Texas by Discovery Education: Grade 7*

ISBN: 9781616291495

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/6f5435ed-c8a2-418c-a0d0-862663e6f524>

Location: Unit 1 > Concept 1 > Lesson 1 > Image Title

Original Text: Students in the Classroom

Updated Text: delete image title

Component: *Science Techbook for Texas by Discovery Education: Grade 7*

ISBN: 9781616291495

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/78eb0ff2-65e2-4267-9d28-99fe3f2d6d36>

Location: Unit 2 > Concept 3 > Lesson 1 > Lesson Planning > Initial Model of the Real-World Phenomenon: Initial Model

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: See updated text in URL_for_Updated_Text

Component: *Science Techbook for Texas by Discovery Education: Grade 7*

ISBN: 9781616291495

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/96fef81f-f315-486b-98fd-d4f79d5eaaed>

Location: Unit 2 > Concept 3 > Lesson 3 > Lesson Planning > Phenomenon Check-In: Revised Model

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: See updated text in URL_for_Updated_Text

Component: *Science Techbook for Texas by Discovery Education: Grade 7*

ISBN: 9781616291495

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/8b3b4166-f133-4e9a-a895-31fe3d4b8492>

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 1848 of 3538

Location: Unit 2 > Concept 3 > Lesson 7 > Lesson Planning > Revising Your Model > Revised Model

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: See updated text in URL_for_Updated_Text

Component: *Science Techbook for Texas by Discovery Education: Grade 7*

ISBN: 9781616291495

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/a5ce90b2-2659-46d4-bf01-3d4ea39bcdec>

Location: Unit 3 > Concept 5 > Lesson 4 > Image: Planets in the Night Sky

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: See updated text in URL_for_Updated_Text

Component: *Science Techbook for Texas by Discovery Education: Grade 7*

ISBN: 9781616291495

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/285aa0a9-a554-4015-a995-99d0f638dd95>

Location: Unit 2 > Concept 1 > Lesson 4 > Lesson Planning > Predict: Initial Prediction Sample Student Response

Original Text: Initial Prediction Where on the graph do you think the car is moving the fastest? The slowest? Where on the graph is the car not moving at all? Sample response: The car is moving the fastest between 4–5 seconds, the slowest between 3–4 seconds, and not at all between 1–2 seconds.

Updated Text: Initial Prediction Where on the graph do you think the car is moving the fastest? The slowest? Where on the graph is the car not moving at all? Sample response: The car is moving the fastest between 4–5 minutes, the slowest between 3–4 minutes, and not at all between 1–2 minutes.

Component: *Science Techbook for Texas by Discovery Education: Grade 7*

ISBN: 9781616291495

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/a9d6f35d-1cc7-4346-937b-e4ad7b64e972>

Location: Unit 3 > Concept 2 > Lesson 2 > Lesson Planning > Analyze > Discussion

Original Text: Discuss the following with a classmate:

What did the different pieces in our model represent? The chocolate squares represented oceanic crust, the crackers represented continental crust, and the marshmallow cream represented melted or partially melted rock from beneath the crust.

What causes one plate to subduct or sink under the other? One plate subducts under another when the plates collide at convergent boundaries. Generally, the denser plate subducts beneath the less-dense plate.

How do divergent boundaries cause an ocean to widen? New rock is generated at a mid-ocean ridge, which is formed at a divergent

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 1849 of 3538

boundary. The rock spreads outward from the ridge—an event called seafloor spreading. How do convergent boundaries cause volcanoes and mountain building? When an ocean plate subducts as it collides with a continental plate or another ocean plate, the subducting plate melts and forms magma. The magma rises toward the surface and forms a volcano. Mountains form when a continental plate crumples during collision.

Updated Text: Discuss the following with a classmate:

What did the different pieces in our model represent? The chocolate squares represented oceanic crust, the crackers represented continental crust, and the marshmallow cream represented melted or partially melted rock from beneath the crust.

What causes one plate to subduct or sink under the other? One plate subducts under another when the plates collide at convergent boundaries. Generally, the denser plate subducts beneath the less-dense plate.

How do divergent boundaries cause an ocean to widen? New rock is generated at a mid-ocean ridge, which is formed at a divergent boundary. The rock spreads outward from the ridge—an event called seafloor spreading.

How do convergent boundaries cause volcanoes and mountain building? When an ocean plate subducts as it collides with a continental plate or another ocean plate, the subducting plate melts and forms magma. The magma rises toward the surface and forms a volcano. Mountains form when a continental plate crumples during collision.

Which plate boundary most likely forms ocean basins? Ocean basins most likely form by divergent oceanic plates.

Component: *Science Techbook for Texas by Discovery Education: Grade 7*

ISBN: 9781616291495

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/a9d6f35d-1cc7-4346-937b-e4ad7b64e972>

Location: Unit 3 > Concept 2 > Lesson 2 > Analyze > Discussion

Original Text: Discuss the following with a classmate:

What did the different pieces in our model represent?

What causes one plate to subduct or sink under the other?

How do divergent boundaries cause an ocean to widen?

How do convergent boundaries cause volcanoes and mountain building?

Updated Text: Discuss the following with a classmate:

What did the different pieces in our model represent?

What causes one plate to subduct or sink under the other?

How do divergent boundaries cause an ocean to widen?

How do convergent boundaries cause volcanoes and mountain building?

Which plate boundary most likely forms ocean basins?

Component: *Science Techbook for Texas by Discovery Education: Grade 7 Unit 3 Teacher Edition*

ISBN: 9781616292515

Current Page Number(s): 69-70

Location: Analyze > Discussion

Original Text: Discuss the following with a classmate:

What did the different pieces in our model represent? The chocolate squares represented oceanic crust, the crackers represented continental crust, and the marshmallow cream represented melted or partially melted rock from beneath

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 1850 of 3538

the crust.

What causes one plate to subduct or sink under the other? One plate subducts under another when the plates collide at convergent boundaries. Generally, the denser plate subducts beneath the less-dense plate.

How do divergent boundaries cause an ocean to widen? New rock is generated at a mid-ocean ridge, which is formed at a divergent boundary. The rock spreads outward from the ridge—an event called seafloor spreading.

How do convergent boundaries cause volcanoes and mountain building? When an ocean plate subducts as it collides with a continental plate or another ocean plate, the subducting plate melts and forms magma. The magma rises toward the surface and forms a volcano. Mountains form when a continental plate crumples during collision.

Updated Text: Discuss the following with a classmate:

What did the different pieces in our model represent? The chocolate squares represented oceanic crust, the crackers represented continental crust, and the marshmallow cream represented melted or partially melted rock from beneath the crust.

What causes one plate to subduct or sink under the other? One plate subducts under another when the plates collide at convergent boundaries. Generally, the denser plate subducts beneath the less-dense plate.

How do divergent boundaries cause an ocean to widen? New rock is generated at a mid-ocean ridge, which is formed at a divergent boundary. The rock spreads outward from the ridge—an event called seafloor spreading.

How do convergent boundaries cause volcanoes and mountain building? When an ocean plate subducts as it collides with a continental plate or another ocean plate, the subducting plate melts and forms magma. The magma rises toward the surface and forms a volcano. Mountains form when a continental plate crumples during collision.

Which plate boundary most likely forms ocean basins? Ocean basins most likely form by divergent oceanic plates.

Component: *Science Techbook for Texas by Discovery Education: Grade 7 Unit 3 Student Edition*

ISBN: 9781616292522

Current Page Number(s): 87

Location: Analyze > Discussion

Original Text: Discuss the following with a classmate:

What did the different pieces in our model represent?

What causes one plate to subduct or sink under the other?

How do divergent boundaries cause an ocean to widen?

How do convergent boundaries cause volcanoes and mountain building?

Updated Text: Discuss the following with a classmate:

What did the different pieces in our model represent?

What causes one plate to subduct or sink under the other?

How do divergent boundaries cause an ocean to widen?

How do convergent boundaries cause volcanoes and mountain building?

Which plate boundary most likely forms ocean basins?

Component: *Science Techbook for Texas by Discovery Education: Grade 7*

ISBN: 9781616291495

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/79258c0e-f814-4698-8df6-b8d9d79d9598>

Location: Unit 2 > Concept 3 > Lesson 2 > Discover

Original Text: You know that a pizza coming out of the oven can be very hot. But did you know that there are different materials that can be used to cook a pizza? Heat moves through different materials at different rates. If we place one end of a material in a beaker of heated liquid and the other end in a beaker of room temperature liquid, we can observe if heat moves through the material by conduction and, if so, measure how quickly the heat transfers.

Updated Text: Heat moves through different materials at different rates. Engineers must use the correct materials for the specific purpose. If a water park wants to build a bridge between the hot tub and cold pool, they do not want too much heat to escape. What material should they use to connect the tub and the pool?

Component: *Science Techbook for Texas by Discovery Education: Grade 7 Unit 2 Student Edition*

ISBN: 9781616292508

Current Page Number(s): 97

Location: Discover

Original Text: You know that a pizza coming out of the oven can be very hot. But did you know that there are different materials that can be used to cook a pizza? Heat moves through different materials at different rates. If we place one end of a material in a beaker of heated liquid and the other end in a beaker of room temperature liquid, we can observe if heat moves through the material by conduction and, if so, measure how quickly the heat transfers.

Updated Text: Heat moves through different materials at different rates. Engineers must use the correct materials for the specific purpose. If a water park wants to build a bridge between the hot tub and cold pool, they do not want too much heat to escape. What material should they use to connect the tub and the pool?

Component: *Science Techbook for Texas by Discovery Education: Grade 7*

ISBN: 9781616291495

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/30879010-4a69-40f9-ba45-2bc2f82bdc4a>

Location: Unit 2 > Concept 3 > Lesson 6 > Gather Information

Original Text: thermal energy is transferred through infrared waves

Updated Text: thermal energy is transferred through electromagnetic waves

Component: *Science Techbook for Texas by Discovery Education: Grade 7 Unit 2 Student Edition*

ISBN: 9781616292508

Current Page Number(s): 129

Location: Gather Information

Original Text: thermal energy is transferred through infrared waves

Updated Text: thermal energy is transferred through electromagnetic waves

Component: *Science Techbook for Texas by Discovery Education: Grade 7*

ISBN: 9781616291495

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/87bc030a-60ea-4c0a-a291-833f7b18f863>

Location: Unit 2 > Concept 3 > Lesson 8 > Gather Information

Original Text: at very low temperatures.

[LINE BREAK]

This means that electrical currents do not lose energy to heat loss.

Updated Text: at very low temperatures. This means that electrical currents do not lose energy to heat loss.

[LINE BREAK]

Component: *Science Techbook for Texas by Discovery Education: Grade 7 Unit 2 Student Edition*

ISBN: 9781616292508

Current Page Number(s): 140

Location: Gather Information

Original Text: at very low temperatures.

[LINE BREAK]

This means that electrical currents do not lose energy to heat loss.

Updated Text: at very low temperatures. This means that electrical currents do not lose energy to heat loss.

[LINE BREAK]

Component: *Science Techbook for Texas by Discovery Education: Grade 7*

ISBN: 9781616291495

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/c6943bc7-ed14-4cde-bca4-33872fe1527e>

Location: Unit 2 > Concept 1 > Lesson 3 > Gather Information

Original Text: 200 meter racetrack

Updated Text: 200-meter racetrack

Component: *Science Techbook for Texas by Discovery Education: Grade 7 Unit 2 Student Edition*

ISBN: 9781616292508

Current Page Number(s): 18

Location: Gather Information

Original Text: 200 meter racetrack

Updated Text: 200-meter racetrack

Component: *Science Techbook for Texas by Discovery Education: Grade 7*

ISBN: 9781616291495

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/2c03edaf-533f-429d-96f4-bc3933d6cdcd>

Location: Unit 2 > Concept 1 > Lesson 5 > Gather Information

Original Text: To read a time graph, we first

Updated Text: To read a position-time graph, we first

Component: *Science Techbook for Texas by Discovery Education: Grade 7 Unit 2 Student Edition*

ISBN: 9781616292508

Current Page Number(s): 33

Location: Gather Information

Original Text: To read a time graph, we first

Updated Text: To read a position-time graph, we first

Component: *Science Techbook for Texas by Discovery Education: Grade 7*

ISBN: 9781616291495

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/4f3a26f8-7541-4492-a29f-df3ea4906336>

Location: Unit 3 > Concept 1 > Lesson 7 > Gather Information

Original Text: repeats multiple times in multiple rock layers

Updated Text: repeats multiple times to form rock layers

Component: *Science Techbook for Texas by Discovery Education: Grade 7 Unit 3 Student Edition*

ISBN: 9781616292522

Current Page Number(s): 56

Location: Gather Information

Original Text: repeats multiple times in multiple rock layers

Updated Text: repeats multiple times to form rock layers

Component: *Science Techbook for Texas by Discovery Education: Grade 7*

ISBN: 9781616291495

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/4f3a26f8-7541-4492-a29f-df3ea4906336>

Location: Unit 3 > Concept 1 > Lesson 7 > Gather Information

Original Text: Hadeon

Updated Text: Hadean

Component: *Science Techbook for Texas by Discovery Education: Grade 7 Unit 3 Student Edition*

ISBN: 9781616292522

Current Page Number(s): 56

Location: Gather Information

Original Text: Hadeon

Updated Text: Hadean

Component: *Science Techbook for Texas by Discovery Education: Grade 7*

ISBN: 9781616291495

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/4f3a26f8-7541-4492-a29f-df3ea4906336>

Location: Unit 3 > Concept 1 > Lesson 7 > Gather Information

Original Text: Hadeon

Updated Text: Hadean

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 1854 of 3538

Component: *Science Techbook for Texas by Discovery Education: Grade 7 Unit 3 Student Edition*

ISBN: 9781616292522

Current Page Number(s): 56

Location: Gather Information

Original Text: Hadeon

Updated Text: Hadean

Component: *Science Techbook for Texas by Discovery Education: Grade 7*

ISBN: 9781616291495

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/4f3a26f8-7541-4492-a29f-df3ea4906336>

Location: Unit 3 > Concept 1 > Lesson 7 > Lesson Planning > Geologic Time Scale

Original Text: Hadeon

Updated Text: Hadean

Component: *Science Techbook for Texas by Discovery Education: Grade 7 Unit 3 Teacher Edition*

ISBN: 9781616292515

Current Page Number(s): 43

Location: Geologic Time Scale

Original Text: Hadeon

Updated Text: Hadean

Component: *Science Techbook for Texas by Discovery Education: Grade 7*

ISBN: 9781616291495

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/4f3a26f8-7541-4492-a29f-df3ea4906336>

Location: Unit 3 > Concept 1 > Lesson 7 > Gather Information

Original Text: wooly mammoth

Updated Text: woolly mammoth

Component: *Science Techbook for Texas by Discovery Education: Grade 7 Unit 3 Student Edition*

ISBN: 9781616292522

Current Page Number(s): 59

Location: Gather Information

Original Text: wooly mammoth

Updated Text: woolly mammoth

Component: *Science Techbook for Texas by Discovery Education: Grade 7*

ISBN: 9781616291495

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/7e8a85f6-ca8f-402d-90d2-f5a4fd129646>

Location: Unit 3 > Concept 2 > Lesson 5 > Gather Information

Original Text: to form island chains

Updated Text: to form larger islands or land masses

Component: *Science Techbook for Texas by Discovery Education: Grade 7 Unit 3 Student Edition*

ISBN: 9781616292522

Current Page Number(s): 108

Location: Gather Information

Original Text: to form island chains

Updated Text: to form larger islands or land masses

Component: *Science Techbook for Texas by Discovery Education: Grade 7*

ISBN: 9781616291495

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/3cdc5ab8-3c74-4310-a735-681cc0bc24bf>

Location: Unit 3 > Concept 3 > Lesson 3 > Gather Information

Original Text: underground reservoirs called an aquifer

Updated Text: an underground reservoir called an aquifer

Component: *Science Techbook for Texas by Discovery Education: Grade 7 Unit 3 Student Edition*

ISBN: 9781616292522

Current Page Number(s): 143

Location: Gather Information

Original Text: underground reservoirs called an aquifer

Updated Text: an underground reservoir called an aquifer

Component: *Science Techbook for Texas by Discovery Education: Grade 7*

ISBN: 9781616291495

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/3be20c48-3004-48c1-bc71-b06fd8e0b9c7>

Location: Unit 3 > Concept 3 > Lesson 5 > Gather Information

Original Text: They are eaten by humans and their domestic animals.

Updated Text: [Remove sentence]

Component: *Science Techbook for Texas by Discovery Education: Grade 7 Unit 3 Student Edition*

ISBN: 9781616292522

Current Page Number(s): 161

Location: Gather Information

Original Text: They are eaten by humans and their domestic animals.

Updated Text: [Remove sentence]

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 1856 of 3538

Component: *Science Techbook for Texas by Discovery Education: Grade 7*

ISBN: 9781616291495

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/10d00bce-c8de-47c4-9636-a2356acb42f1>

Location: Unit 4 > Concept 1 > Lesson 8 > Gather Information

Original Text: blood that cycles

Updated Text: of blood that cycles

Component: *Science Techbook for Texas by Discovery Education: Grade 7 Unit 4 Student Edition*

ISBN: 9781616292553

Current Page Number(s): 63

Location: Gather Information

Original Text: blood that cycles

Updated Text: of blood that cycles

Component: *Science Techbook for Texas by Discovery Education: Grade 7*

ISBN: 9781616291495

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/92dfa445-9725-48fb-9f8b-6cf6984e5d54>

Location: Unit 3 > Concept 3 > Lesson 7 > Gather Information > first paragraph of reading passage

Original Text: Let's learn more about the job of an environmental engineer

Updated Text: Let's learn more about the job of another environmental engineer

Component: *Science Techbook for Texas by Discovery Education: Grade 7 Unit 3 Student Edition*

ISBN: 9781616292522

Current Page Number(s): 175

Location: Reading Passage, first paragraph

Original Text: Let's learn more about the job of an environmental engineer

Updated Text: Let's learn more about the job of another environmental engineer

Component: *Science Techbook for Texas by Discovery Education: Grade 7 Unit 2 Teacher Edition*

ISBN: 9781616292492

Current Page Number(s): 80

Location: Materials list, heading

Original Text: Materials List (per group)

Updated Text: Materials List

Component: *Science Techbook for Texas by Discovery Education: Grade 7*

ISBN: 9781616291495

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/78eb0ff2-65e2-4267-9d28-99fe3f2d6d36>

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 1857 of 3538

Location: Unit 2 > Concept 3 > Lesson 1 > Lesson Planning > Materials List and Preparation

Original Text: Materials List (per group)

Updated Text: Materials List

Component: *Science Techbook for Texas by Discovery Education: Grade 7 Unit 4 Student Edition*

ISBN: 9781616292553

Current Page Number(s): 273

Location: Reading Passage

Original Text: Asexual reproduction is reproduction in which offspring are produced by a single parent. Asexual reproduction primarily occurs through mitosis or cell division. In mitosis, a cell duplicates its DNA and splits into two identical cells. When an organism reproduces asexually, the offspring are genetically identical to, or clones of, the parent. This method of reproduction usually occurs in a very short time.

Mitosis is the same process that living things use to create new cells as they grow or heal. When we get a cut on our skin, the cells divide to create new cells as our skin heals. All multicellular organisms, like plants and animals, depend on mitosis for growth and repair. However, not all living things can use mitosis to reproduce asexually.

Updated Text: Asexual reproduction is when offspring are produced by a single parent. The offspring are genetically identical clones of the parent. Many single-celled organisms reproduce asexually through cell division. In this process, a cell duplicates its genetic material and splits into two identical cells. This process usually takes less than a day.

Many multicellular organisms, like plants and animals, use cell division for growth and repair. Cell division in eukaryotes is called mitosis. Mitosis creates new cells for these organisms to grow or heal. To heal a cut on our skin, cells divide to create new cells to replace damaged ones. Prokaryotes, like bacteria, use cell division to reproduce asexually. In prokaryotes, cell division is called binary fission.

Component: *Science Techbook for Texas by Discovery Education: Grade 7*

ISBN: 9781616291495

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/2e22058a-ee68-4f2d-9404-779e5234cacf>

Location: Unit 4 > Concept 5 > Lesson 3 > Reading Passage

Original Text: Asexual reproduction is reproduction in which offspring are produced by a single parent. Asexual reproduction primarily occurs through mitosis or cell division. In mitosis, a cell duplicates its DNA and splits into two identical cells. When an organism reproduces asexually, the offspring are genetically identical to, or clones of, the parent. This method of reproduction usually occurs in a very short time.

Mitosis is the same process that living things use to create new cells as they grow or heal. When we get a cut on our skin, the cells divide to create new cells as our skin heals. All multicellular organisms, like plants and animals, depend on mitosis for growth and repair. However, not all living things can use mitosis to reproduce asexually.

Updated Text: Asexual reproduction is when offspring are produced by a single parent. The offspring are genetically identical clones of the parent. Many single-celled organisms reproduce asexually through cell division. In this process, a cell duplicates its genetic material and splits into two identical cells. This process usually takes less than a day.

Many multicellular organisms, like plants and animals, use cell division for growth and repair. Cell division in eukaryotes is called mitosis. Mitosis creates new cells for these organisms to grow or heal. To heal a cut on our skin, cells divide to create new cells to replace damaged ones. Prokaryotes, like bacteria, use cell division to reproduce asexually. In prokaryotes, cell division is called binary fission.

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 1858 of 3538

Component: *Science Techbook for Texas by Discovery Education: Grade 7 Unit 4 Student Edition*

ISBN: 9781616292553

Current Page Number(s): 274

Location: Reading Passage

Original Text: Bacteria cells can replicate their genetic material and split into two new organisms in a process called binary fission. Each daughter cell grows and further divides into two more cells. Under ideal conditions, a small population of bacteria can divide to produce millions of offspring in just a few hours.

Updated Text: Recall that bacteria cells can split into two new cells through binary fission. Each cell grows and then divides into two more cells. Under ideal conditions, a small population of bacteria can divide to produce millions of offspring in just a few hours.

Component: *Science Techbook for Texas by Discovery Education: Grade 7*

ISBN: 9781616291495

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/2e22058a-ee68-4f2d-9404-779e5234cacf>

Location: Unit 4 > Concept 5 > Lesson 3 > Reading Passage

Original Text: Bacteria cells can replicate their genetic material and split into two new organisms in a process called binary fission. Each daughter cell grows and further divides into two more cells. Under ideal conditions, a small population of bacteria can divide to produce millions of offspring in just a few hours.

Updated Text: Recall that bacteria cells can split into two new cells through binary fission. Each cell grows and then divides into two more cells. Under ideal conditions, a small population of bacteria can divide to produce millions of offspring in just a few hours.

Component: *Science Techbook for Texas by Discovery Education: Grade 7 Unit 4 Student Edition*

ISBN: 9781616292553

Current Page Number(s): 173

Location: Reading Passage

Original Text: Cells need a constant input and output of water to get the material they need to operate smoothly.

Updated Text: Cells need a constant input and output of water to operate smoothly.

Component: *Science Techbook for Texas by Discovery Education: Grade 7*

ISBN: 9781616291495

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/f55cce5b-6f06-4968-8122-1a02ee7ef2a0>

Location: Unit 4 > Concept 3 > Lesson 4 > Reading Passage

Original Text: Cells need a constant input and output of water to get the material they need to operate smoothly.

Updated Text: Cells need a constant input and output of water to operate smoothly.

Component: *Science Techbook for Texas by Discovery Education: Grade 7 Unit 4 Student Edition*

ISBN: 9781616292553

Current Page Number(s): 175

Location: Reading Passage

Original Text: release nitrogen gas back into the atmosphere.

Updated Text: release nitrogen back into the soil and atmosphere.

Component: *Science Techbook for Texas by Discovery Education: Grade 7*

ISBN: 9781616291495

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/f55cce5b-6f06-4968-8122-1a02ee7ef2a0>

Location: Unit 4 > Concept 3 > Lesson 4 > Reading Passage

Original Text: release nitrogen gas back into the atmosphere.

Updated Text: release nitrogen back into the soil and atmosphere.

Component: *Science Techbook for Texas by Discovery Education: Grade 7 Unit 4 Student Edition*

ISBN: 9781616292553

Current Page Number(s): 291

Location: Reading Passage

Original Text: Asexual reproduction usually occurs through mitosis, a process where one cell divides into identical cells.

Updated Text: Asexual reproduction usually occurs through cell division. Cell division is called mitosis in eukaryotes and binary fission in prokaryotes.

Component: *Science Techbook for Texas by Discovery Education: Grade 7*

ISBN: 9781616291495

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/88062f8d-e207-47bd-8191-f1a5d066f277>

Location: Unit 4 > Concept 5 > Lesson 5 > Reading Passage

Original Text: Asexual reproduction usually occurs through mitosis, a process where one cell divides into identical cells.

Updated Text: Asexual reproduction usually occurs through cell division. Cell division is called mitosis in eukaryotes and binary fission in prokaryotes.

Component: *Science Techbook for Texas by Discovery Education: Grade 7 Unit 4 Student Edition*

ISBN: 9781616292553

Current Page Number(s): 291

Location: Reading Passage

Original Text: Organisms that reproduce asexually typically produce many offspring in a relatively short amount of time.

Updated Text: Some organisms that reproduce asexually can produce many offspring in a relatively short amount of time.

Component: *Science Techbook for Texas by Discovery Education: Grade 7*

ISBN: 9781616291495

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/88062f8d-e207-47bd-8191-f1a5d066f277>

Location: Unit 4 > Concept 5 > Lesson 5 > Reading Passage

Original Text: Organisms that reproduce asexually typically produce many offspring in a relatively short amount of time.

Updated Text: Some organisms that reproduce asexually can produce many offspring in a relatively short amount of time.

Component: *Science Techbook for Texas by Discovery Education: Grade 7 Unit 4 Student Edition*

ISBN: 9781616292553

Current Page Number(s): 291

Location: Reading Passage

Original Text: Genetic information, or DNA, is stored in the chromosomes of cells of all organisms. Organisms that reproduce sexually have chromosomes that come in matching pairs, one from each parent. The process of meiosis shuffles and recombines the genes on each pair of chromosomes. Each parent always passes down half of their recombined chromosomes to their offspring during sexual reproduction. Recombined chromosomes are passed down in specialized cells called gametes. Sperm cells and egg cells are examples of gametes. Gametes come together through fertilization. Offspring from sexual reproduction will have a mixture of genetic material from each parent and develop a blend of traits from both. Meiosis explains why children always have traits that vary from their parents.

Updated Text: Genetic information (DNA) is stored in the chromosomes of cells. Organisms that reproduce sexually have chromosomes that come in matching pairs, one from each parent. The process of meiosis shuffles and recombines the genes on each pair of chromosomes before they are passed down. Each parent passes down half of their recombined chromosomes to their offspring in sexual reproduction. The recombined chromosomes are passed down in specialized cells called gametes. Sperm cells and egg cells are examples of gametes. The gametes come together through fertilization. Offspring from sexual reproduction will have a mixture of genetic material from each parent and develop a blend of traits from both. Meiosis explains why children always have traits that are similar but not identical to their parents.

Component: *Science Techbook for Texas by Discovery Education: Grade 7*

ISBN: 9781616291495

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/88062f8d-e207-47bd-8191-f1a5d066f277>

Location: Unit 4 > Concept 5 > Lesson 5 > Reading Passage

Original Text: Genetic information, or DNA, is stored in the chromosomes of cells of all organisms. Organisms that reproduce sexually have chromosomes that come in matching pairs, one from each parent. The process of meiosis shuffles and recombines the genes on each pair of chromosomes. Each parent always passes down half of their recombined chromosomes to their offspring during sexual reproduction. Recombined chromosomes are passed down in specialized cells called gametes. Sperm cells and egg cells are examples of gametes. Gametes come together through fertilization. Offspring from sexual reproduction will have a mixture of genetic material from each parent and develop a blend of traits from both. Meiosis explains why children always have traits that vary from their parents.

Updated Text: Genetic information (DNA) is stored in the chromosomes of cells. Organisms that reproduce sexually have chromosomes that come in matching pairs, one from each parent. The process of meiosis shuffles and recombines the genes on each pair of chromosomes before they are passed down. Each parent passes down half of their recombined chromosomes to their offspring in sexual reproduction. The recombined chromosomes are passed down in specialized cells called gametes. Sperm cells and egg cells are examples of gametes. The gametes come together through fertilization. Offspring from sexual reproduction will have a mixture of genetic material from each parent and develop a blend of traits from both. Meiosis explains why children always have traits that are similar but not identical to their parents.

Component: *Science Techbook for Texas by Discovery Education: Grade 7 Unit 1 Student Edition*

ISBN: 9781616292485

Current Page Number(s): 98

Location: Reading Passage

Original Text: If 50 grams of table salt are dissolved in 100 mL of solution, the concentration of salt in the solution is 50/100, or 0.5 g/mL.

Updated Text: If 5 grams of table salt are dissolved in 100 mL of solution, the concentration of salt in the solution is 5/100, or 0.05 g/mL.

Component: *Science Techbook for Texas by Discovery Education: Grade 7*

ISBN: 9781616291495

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/20dbfc61-f98b-4a0f-b762-70bcd0b57743>

Location: Unit 1 > Concept 3 > Lesson 3 > Reading Passage

Original Text: If 50 grams of table salt are dissolved in 100 mL of solution, the concentration of salt in the solution is 50/100, or 0.5 g/mL.

Updated Text: If 5 grams of table salt are dissolved in 100 mL of solution, the concentration of salt in the solution is 5/100, or 0.05 g/mL.

Component: *Science Techbook for Texas by Discovery Education: Grade 7*

ISBN: 9781616291495

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/4c75c07f-7cb2-4d9b-9294-9781881af7e4>

Location: Unit 2 > Concept 2 > Lesson 4 > What Did You Figure Out > Discourse item below TEI

Original Text: With a partner, share the information that you found surprising or unexpected.

Updated Text: [delete icon and sentence]

Component: *Science Techbook for Texas by Discovery Education: Grade 7*

ISBN: 9781616291495

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/a006cbe1-d91f-4574-a4a2-d6c82c89b56c>

Location: Unit 3 > Concept 2 > Lesson 1 > Whiteboard: Model

Original Text: Draw your initial model of the phenomenon.

Updated Text: Draw your initial model of the phenomenon. Save a snapshot of your model when you are finished. Then, upload it below.

Component: *Science Techbook for Texas by Discovery Education: Grade 7*

ISBN: 9781616291495

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/9fb2c710-1b20-420f-b061-6031d7859608>

Location: Unit 3 > Concept 2 > Lesson 3 > Whiteboard: Plate Boundaries and Earthquakes

Original Text: Complete the graphic organizer about plate boundaries and earthquakes. Record three interesting facts in the top row, two ways the information is significant in the second row, and a one-sentence summary in the bottom row.

Updated Text: Complete the graphic organizer about plate boundaries and earthquakes. Record three interesting facts in the top row, two ways the information is significant in the second row, and a one-sentence summary in the bottom row. Save a snapshot of your graphic organizer when you are finished. Then, upload it below.

Component: *Science Techbook for Texas by Discovery Education: Grade 7*

ISBN: 9781616291495

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 1862 of 3538

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/057fc0ff-41bb-4f49-a416-06002ff5b626>

Location: Unit 3 > Concept 4 > Lesson 3 > Lesson Planning > Analyze

Original Text: Planetary Patterns

Record the patterns you observe in each property among the planets.

Speed: Speed decreases with distance from the sun.

Revolution: The period of revolution, or length of a year, increases with distance from the sun.

Rotation: The planets closest to the sun have the longest days, and the distant planets have short days.

Temperature: The temperature generally decreases with distance from the sun, although Venus has an unusually high temperature.

Mass: The four inner planets are much less massive than the four outer planets.

Updated Text: Planetary Patterns

Record the patterns you observe in each property among the planets.

Surface: Outer planets have a gaseous surface. Inner planets have a rocky surface.

Satellite: Outer planets have many satellites. Inner planets have few or no satellites.

Rings: Outer planets have rings. Inner planets have no rings.

Size: Outer planets are large. Inner planets are relatively large.

Component: *Science Techbook for Texas by Discovery Education: Grade 7 Unit 3 Student Edition*

ISBN: 9781616292522

Current Page Number(s): 198

Location: Interpreting Data rubric

Link to Updated Content:

[View Updated Content](#)

Original Text: see original content in URL_for_Updated_Text

Updated Text: see new content in URL_for_Updated_Text

Component: *Science Techbook for Texas by Discovery Education: Grade 7 Unit 1 Teacher Edition*

ISBN: 9781616292478

Current Page Number(s): xii

Location: Unit Standards

Link to Updated Content:

[View Updated Content](#)

Original Text: new content

Updated Text: See updated content in URL_for_Updated_Text

Component: *Science Techbook for Texas by Discovery Education: Grade 7 Unit 1 Teacher Edition*

ISBN: 9781616292478

Current Page Number(s): xxvi-xxvii

Location: Standards Alignment

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 1863 of 3538

Link to Updated Content:

[View Updated Content](#)

Original Text: new content

Updated Text: See updated content in URL_for_Updated_Text

Component: *Science Techbook for Texas by Discovery Education: Grade 7 Unit 2 Teacher Edition*

ISBN: 9781616292492

Current Page Number(s): xii

Location: Unit Standards

Link to Updated Content:

[View Updated Content](#)

Original Text: new content

Updated Text: See updated content in URL_for_Updated_Text

Component: *Science Techbook for Texas by Discovery Education: Grade 7 Unit 2 Teacher Edition*

ISBN: 9781616292492

Current Page Number(s): xxvi-xxvii

Location: Standards Alignment

Link to Updated Content:

[View Updated Content](#)

Original Text: new content

Updated Text: See updated content in URL_for_Updated_Text

Component: *Science Techbook for Texas by Discovery Education: Grade 7 Unit 3 Teacher Edition*

ISBN: 9781616292515

Current Page Number(s): xvi

Location: Unit Standards

Link to Updated Content:

[View Updated Content](#)

Original Text: new content

Updated Text: See updated content in URL_for_Updated_Text

Component: *Science Techbook for Texas by Discovery Education: Grade 7 Unit 3 Teacher Edition*

ISBN: 9781616292515

Current Page Number(s): xxxiv-xxxv

Location: Standards Alignment

Link to Updated Content:

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 1864 of 3538

[View Updated Content](#)

Original Text: new content

Updated Text: See updated content in URL_for_Updated_Text

Component: *Science Techbook for Texas by Discovery Education: Grade 7 Unit 4 Teacher Edition*

ISBN: 9781616292539

Current Page Number(s): xvi

Location: Unit Standards

Link to Updated Content:

[View Updated Content](#)

Original Text: new content

Updated Text: See updated content in URL_for_Updated_Text

Component: *Science Techbook for Texas by Discovery Education: Grade 7 Unit 4 Teacher Edition*

ISBN: 9781616292539

Current Page Number(s): xxxvi-xxxvii

Location: Standards Alignment

Link to Updated Content:

[View Updated Content](#)

Original Text: new content

Updated Text: See updated content in URL_for_Updated_Text

Publisher: EduSmart

Science, Grade 7

Program: *2024 EduSmart Science Grade 7: TEKS*

Component: *2024 EduSmart Science Grade 7*

ISBN: 9781939511232

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 3

Location: analysis questions

Link to Updated Content:

[View Updated Content](#)

Original Text: Analysis Questions

6. What do think would happen if you used hot water instead of cold water?
7. Why was soap added to the mixture made?
8. What do think would happen to the appearance of a cake if you forgot to put in the baking soda?

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 1865 of 3538

Updated Text: Reflection Questions

1. What do think would happen if you used hot water instead of cold water?
2. Why was soap added to the mixture made?
3. What do think would happen to the appearance of a cake if you forgot to put in the baking soda?

Component: 2024 EduSmart Science Grade 7

ISBN: 9781939511232

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 1

Location: title

Link to Updated Content:

[View Updated Content](#)

Original Text: Engineering Design Challenge: The Solution to Dissolving Solids

Updated Text: Engineering Design Challenge: How Sweet It Is

Component: 2024 EduSmart Science Grade 7

ISBN: 9781939511232

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 1

Location: introduction

Link to Updated Content:

[View Updated Content](#)

Original Text: "Welcome to Starbucks! May, I take your order please?" You LOVE going to Starbucks® for sweet, delicious drinks and now Starbucks® has asked for your help! Business is so good lately; they need help keeping up with demand for sweet drinks and have asked you and your team to design a machine that dissolves sugar in water in the most efficient way possible. Is your team up for the challenge?

Updated Text: "Welcome to Starbucks®! May, I take your order please?" You LOVE going to Starbucks® for sweet, delicious drinks and now Starbucks® has asked for your help! Business is so good lately; they need help keeping up with demand for sweet drinks and need a solution to better dissolve sugar. They have asked you and your team to solve their problem and design a machine that dissolves sugar in water in the most efficient way possible. This machine should be able to work in their business or in a customer's home. Is your team up for the challenge?

Component: 2024 EduSmart Science Grade 7

ISBN: 9781939511232

Link to Current Content:

[View Current Content](#)

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 1866 of 3538

Current Page Number(s): 6

Location: student task

Link to Updated Content:

[View Updated Content](#)

Original Text: The guiding question of this investigation is: How does temperature affect the rate of dissolving?

Updated Text: The guiding question of this investigation is: How does agitation affect the rate of dissolving?

Component: 2024 EduSmart Science Grade 7

ISBN: 9781939511232

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 3

Location: product discussion

Link to Updated Content:

[View Updated Content](#)

Original Text: Product Discussion:

- Evaluate your model and explain if the design did not meet the success criteria. What would you do differently if it did not meet the criteria? Did your model accurately represent what a product made of mycelium would do?
- Did your model solution have advantages? What were they?
- Did your model solution have limitations? What were they?
- Remember to listen actively to others' explanations to identify important evidence and engage respectfully in scientific discussion.

Updated Text: Product Discussion:

- Evaluate your model and explain if the design did not meet the success criteria. What would you do differently if it did not meet the criteria? Did your model accurately represent what a product made of mycelium would do?
- Did your model solution have advantages? What were they?
- Did your model solution have limitations? What were they?
- Remember to listen actively to others' explanations to identify important evidence and engage respectfully in scientific discussion.

Component: 2024 EduSmart Science Grade 7

ISBN: 9781939511232-G7

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 3

Location: analysis questions

Link to Updated Content:

[View Updated Content](#)

Original Text: Analysis Questions

6. What do think would happen if you used hot water instead of cold water?
7. Why was soap added to the mixture made?
8. What do think would happen to the appearance of a cake if you forgot to put in the baking soda?

Updated Text: Reflection Questions

1. What do think would happen if you used hot water instead of cold water?
2. Why was soap added to the mixture made?
3. What do think would happen to the appearance of a cake if you forgot to put in the baking soda?

Component: 2024 EduSmart Science Grade 7

ISBN: 9781939511232-G7

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 1

Location: title

Link to Updated Content:

[View Updated Content](#)

Original Text: Engineering Design Challenge: The Solution to Dissolving Solids

Updated Text: Engineering Design Challenge: How Sweet It Is

Component: 2024 EduSmart Science Grade 7

ISBN: 9781939511232-G7

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 1

Location: introduction

Link to Updated Content:

[View Updated Content](#)

Original Text: "Welcome to Starbucks! May, I take your order please?" You LOVE going to Starbucks® for sweet, delicious drinks and now Starbucks® has asked for your help! Business is so good lately; they need help keeping up with demand for sweet drinks and have asked you and your team to design a machine that dissolves sugar in water in the most efficient way possible. Is your team up for the challenge?

Updated Text: "Welcome to Starbucks®! May, I take your order please?" You LOVE going to Starbucks® for sweet, delicious drinks and now Starbucks® has asked for your help! Business is so good lately; they need help keeping up with demand for sweet drinks and need a solution to better dissolve sugar. They have asked you and your team to solve their problem and design a machine that dissolves sugar in water in the most efficient way possible. This machine should be able to work in their business or in a customer's home. Is your team up for the challenge?

Component: 2024 EduSmart Science Grade 7

ISBN: 9781939511232-G7

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 6

Location: student task

Link to Updated Content:

[View Updated Content](#)

Original Text: The guiding question of this investigation is: How does temperature affect the rate of dissolving?

Updated Text: The guiding question of this investigation is: How does agitation affect the rate of dissolving?

Component: 2024 EduSmart Science Grade 7

ISBN: 9781939511232-G7

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 1

Location: introduction

Link to Updated Content:

[View Updated Content](#)

Original Text: none

Updated Text: Differences in surface area are an example of proportion. Proportion refers to the relationship or comparison between different quantities or measurements. When we consider surface area, we are comparing the size of the outer surface of an object or structure.

Component: 2024 EduSmart Science Grade 7

ISBN: 9781939511232-G7

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 1

Location: introduction

Link to Updated Content:

[View Updated Content](#)

Original Text: none

Updated Text: What type of problem can be solved if you understand how temperature affects the rate of dissolving?

Component: 2024 EduSmart Science Grade 7

ISBN: 9781939511232-G7

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 1869 of 3538

Link to Current Content:
[View Current Content](#)

Current Page Number(s): 1

Location: introduction

Link to Updated Content:

[View Updated Content](#)

Original Text: none

Updated Text: In this investigation, you will use quantitative measurements to determine the relationship between the temperature (in deg C) and the rate of dissolving (sec). You will use qualitative measurements to determine when the Alka-Seltzer is completely dissolved. Quantitative data is information that can be measured and expressed in numbers. Qualitative data is information that describes qualities or characteristics and is usually expressed in words.

Component: 2024 EduSmart Science Grade 7

ISBN: 9781939511232-G7

Link to Current Content:
[View Current Content](#)

Current Page Number(s): 1

Location: background information

Link to Updated Content:

[View Updated Content](#)

Original Text: none

Updated Text: Speed is a measure of how fast an object moves or how quickly something changes position over a specific period of time. In simpler terms, it tells us how fast or slow something is going. Speed is typically measured in units like meters per second (m/s) or kilometers per hour (km/h). The higher the speed value, the faster the object is moving. Conversely, a lower speed value indicates slower motion. To calculate speed, you use the formula:

Speed = Distance ÷ Time

Component: 2024 EduSmart Science Grade 7

ISBN: 9781939511232-G7

Link to Current Content:
[View Current Content](#)

Current Page Number(s): 3

Location: analysis

Link to Updated Content:

[View Updated Content](#)

Original Text: none

Updated Text: 1. Was there a pattern in the data?

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 1870 of 3538

Component: 2024 EduSmart Science Grade 7

ISBN: 9781939511232-G7

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 3

Location: product discussion

Link to Updated Content:

[View Updated Content](#)

Original Text: Product Discussion:

- Evaluate your model and explain if the design did not meet the success criteria. What would you do differently if it did not meet the criteria? Did your model accurately represent what a product made of mycelium would do?
- Did your model solution have advantages? What were they?
- Did your model solution have limitations? What were they?
- Remember to listen actively to others' explanations to identify important evidence and engage respectfully in scientific discussion.

Updated Text: Product Discussion:

- Evaluate your model and explain if the design did not meet the success criteria. What would you do differently if it did not meet the criteria? Did your model accurately represent what a product made of mycelium would do?
- Did your model solution have advantages? What were they?
- Did your model solution have limitations? What were they?
- Remember to listen actively to others' explanations to identify important evidence and engage respectfully in scientific discussion.

Component: 2024 EduSmart Science Grade 7

ISBN: 9781939511232-G7

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 2

Location: background

Original Text: none

Updated Text: none

Component: 2024 EduSmart Science Grade 7

ISBN: 9781939511232-G7

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 3

Location: analysis questions

Link to Updated Content:

[View Updated Content](#)

Original Text: Analysis Questions 6. What do think would happen if you used hot water instead of cold water?
7. Why was soap added to the mixture made?
8. What do think would happen to the appearance of a cake if you forgot to put in the baking soda?

Updated Text: Reflection Questions

1. What do think would happen if you used hot water instead of cold water?
2. Why was soap added to the mixture made?
3. What do think would happen to the appearance of a cake if you forgot to put in the baking soda?

Component: 2024 EduSmart Science Grade 7

ISBN: 9781939511232-G7

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 1

Location: title

Link to Updated Content:

[View Updated Content](#)

Original Text: Engineering Design Challenge: The Solution to Dissolving Solids

Updated Text: Engineering Design Challenge: How Sweet It Is

Component: 2024 EduSmart Science Grade 7

ISBN: 9781939511232-G7

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 1

Location: introduction

Link to Updated Content:

[View Updated Content](#)

Original Text: “Welcome to Starbucks! May, I take your order please?” You LOVE going to Starbucks® for sweet, delicious drinks and now Starbucks® has asked for your help! Business is so good lately; they need help keeping up with demand for sweet drinks and have asked you and your team to design a machine that dissolves sugar in water in the most efficient way possible. Is your team up for the challenge?

Updated Text: “Welcome to Starbucks®! May, I take your order please?” You LOVE going to Starbucks® for sweet, delicious drinks and now Starbucks® has asked for your help! Business is so good lately; they need help keeping up with demand for sweet drinks and need a solution to better dissolve sugar. They have asked you and your team to solve their problem and design a machine that dissolves sugar in water in the most efficient way possible. This machine should be able to work in their business or in a customer’s home. Is your team up for the challenge?

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 1872 of 3538

Component: 2024 EduSmart Science Grade 7

ISBN: 9781939511232-G7

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 6

Location: student task

Link to Updated Content:

[View Updated Content](#)

Original Text: The guiding question of this investigation is: How does temperature affect the rate of dissolving?

Updated Text: The guiding question of this investigation is: How does agitation affect the rate of dissolving?

Component: 2024 EduSmart Science Grade 7

ISBN: 9781939511232-G7

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 1

Location: introduction

Link to Updated Content:

[View Updated Content](#)

Original Text: none

Updated Text: Differences in surface area are an example of proportion. Proportion refers to the relationship or comparison between different quantities or measurements. When we consider surface area, we are comparing the size of the outer surface of an object or structure.

Component: 2024 EduSmart Science Grade 7

ISBN: 9781939511232-G7

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 1

Location: introduction

Link to Updated Content:

[View Updated Content](#)

Original Text: none

Updated Text: What type of problem can be solved if you understand how temperature affects the rate of dissolving?

Component: 2024 EduSmart Science Grade 7

ISBN: 9781939511232-G7

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 1873 of 3538

Link to Current Content:
[View Current Content](#)

Current Page Number(s): 1

Location: introduction

Link to Updated Content:

[View Updated Content](#)

Original Text: none

Updated Text: In this investigation, you will use quantitative measurements to determine the relationship between the temperature (in deg C) and the rate of dissolving (sec). You will use qualitative measurements to determine when the Alka-Seltzer is completely dissolved. Quantitative data is information that can be measured and expressed in numbers. Qualitative data is information that describes qualities or characteristics and is usually expressed in words.

Component: 2024 EduSmart Science Grade 7

ISBN: 9781939511232-G7

Link to Current Content:
[View Current Content](#)

Current Page Number(s): 1

Location: background information

Link to Updated Content:

[View Updated Content](#)

Original Text: none

Updated Text: Speed is a measure of how fast an object moves or how quickly something changes position over a specific period of time. In simpler terms, it tells us how fast or slow something is going. Speed is typically measured in units like meters per second (m/s) or kilometers per hour (km/h). The higher the speed value, the faster the object is moving. Conversely, a lower speed value indicates slower motion. To calculate speed, you use the formula:

Speed = Distance ÷ Time

Component: 2024 EduSmart Science Grade 7

ISBN: 9781939511232-G7

Link to Current Content:
[View Current Content](#)

Current Page Number(s): 3

Location: analysis

Link to Updated Content:

[View Updated Content](#)

Original Text: none

Updated Text: 1. Was there a pattern in the data?

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 1874 of 3538

Component: 2024 EduSmart Science Grade 7

ISBN: 9781939511232-G7

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 3

Location: product discussion

Link to Updated Content:

[View Updated Content](#)

Original Text: Product Discussion:

- Evaluate your model and explain if the design did not meet the success criteria. What would you do differently if it did not meet the criteria? Did your model accurately represent what a product made of mycelium would do?
- Did your model solution have advantages? What were they?
- Did your model solution have limitations? What were they?
- Remember to listen actively to others' explanations to identify important evidence and engage respectfully in scientific discussion.

Updated Text: Product Discussion:

- Evaluate your model and explain if the design did not meet the success criteria. What would you do differently if it did not meet the criteria? Did your model accurately represent what a product made of mycelium would do?
- Did your model solution have advantages? What were they?
- Did your model solution have limitations? What were they?
- Remember to listen actively to others' explanations to identify important evidence and engage respectfully in scientific discussion.

Publisher: Green Ninja

Science, Grade 7

Program: *Green Ninja Middle School Science - Texas: TEKS*

Component: *Online Lesson Plans*

ISBN: 9781948845670

Link to Current Content:

[View Current Content](#)

Location: In Grade 7, Unit 3, Lesson 6 Section 2 (Asexual Reproduction)

Original Text: Once all students have created a model, sketched it in their notebooks, and have written their observations, have a class discussion of what they observed. Guide students to summarize the following: In asexual reproduction, there is a single parent and the offspring are identical to each other and to the parent. The offspring have exactly the same traits as the parent because the offspring have the same genetic material as the parent. Students should write their summaries below their sketches in their science notebooks as directed on the instruction sheet.

Updated Text: Once all students have created a model, sketched it in their notebooks, and have written their observations, have a class discussion of what they observed. Guide students to summarize the following: In asexual reproduction of plants and animals, there is a single parent and the offspring are identical to each other and to the parent. The plant and animal offspring have no genetic diversity because they have the same genetic material as the

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 1875 of 3538

parent. With asexual reproduction, the genetic diversity of a population of plants or animals will not change over generations.

Component: *Online Lesson Plans*

ISBN: 9781948845670

Link to Current Content:

[View Current Content](#)

Location: First two sections

Link to Updated Content:

[View Updated Content](#)

Original Text: The Grade 7 integrated science curriculum is designed around the TEKS and ELPS and has the goal of helping make science and engineering relevant and engaging for students. We take to heart the notion that giving students opportunities to work on real-world problems can promote science learning and student engagement and a full description of the research behind the curriculum and the instruction design is provided at <https://www.greenninja.org/texas/>. The core of the curriculum is helping to make science fun and interesting for students. Student motivation is a critical component of learning, so our goal is to help teachers make their classes as engaging for students as possible. We recognize that beginning to teach a new curriculum is not always a smooth process, so we've tried to make this shift to new territory as easy as possible. If you have any questions or comments, urgent or non-urgent, or anywhere in between, please send us a message (e.g., via the Contact Us button on each webpage or email at contact@greenninja.org).

Grade Storyline

The theme for the integrated Grade 7 curriculum is Sustaining Life. A brief outline of the year-long sequence of units and the associated culminating experiences is provided below.

The year begins with Unit 1, Food, which focuses on the energy and materials that plants need for their growth. Students explore photosynthesis, solutions, and chemical reactions. They use the periodic table to help to makes sense of all the elements, and they study the ecosystem and its cycles of energy, followed by the relationship between humans and the oceans. Students will learn to analyze what they eat and to understand where food comes from through the food life cycle. The culminating project gives students the opportunity to design menus containing food items that are both nutritious and have a minimal effect on the environment.

Unit 2, Water, has a unit-wide focus on planning for a flood event. With global temperature increasing, the likelihood of severe flooding has risen. Students explore the science of storm surges, with an emphasis on how they contribute to flooding in coastal areas. Role-playing as part of a press conference helps students to identify key infrastructure issues that would need to be considered in an extreme weather event. They also consider different ways to adapt to floods or to mitigate their effects. They also learn that access to fresh water and food after a flood must be considered. To conclude the unit, students participate in a multi-day disaster emergency simulation in which they take on the roles of different members of the community and design solutions to flooding events.

Unit 3, Humans and Life, is a study of how genetic diversity helps different populations survive. Students compare artificial and natural selection and the importance of traits to surviving in one's environment. The human body is a complex system of sub-systems, each with different and important roles; students conduct research into these sub-systems and their roles. The culminating experience, creating a documentary, highlights the importance of genetic variation in the survival of a species.

Unit 4, Exploring Early Earth is the final unit for the year and gives students an idea of Earth's place in space. Studying past asteroid impacts shows how Earth has changed over time and students see how, as a result, the organisms inhabiting the Earth have also changed. Rock layers and fossils give clues about the history of the Earth. The theory of

Proclamation 2024: Report of Editorial Changes (11/08/2023)

continental drift suggests how tectonic plates are constantly on the move. Students also learn how Newton's Laws of Motion can be used to prevent another asteroid collision in the future. The culminating project is a creative way for students to plan for the possibility of a future asteroid collision.

Updated Text: We are excited to welcome you to our Grade 7 curriculum for Texas! Green Ninja's approach learning uses a storyline model where each unit begins with a locally relevant, real-world challenge and culminates in a project in which students showcase how they meet the challenge using the science they've learned in the unit. This is what drives student learning.

As students proceed through the lessons, they'll use various scientific and engineering practices (SEPs) and recurring themes and concepts (RTCs) to help students build a cohesive understanding of science and the core ideas. Additionally, our curriculum meets all English Language Proficiency Standards (ELPS) to ensure that all learners have the opportunity to succeed.

We want to make your teaching experience a success and are here to support you. If you have questions or comments, urgent or non-urgent—or anywhere between—please send us a message via the 'Contact Us' button on each webpage or email us at contact@greeninja.org).

Grade Storyline

The theme for Grade 7 is Sustaining Life. The year begins with the Food Unit and follows the flow of energy from the Sun to plants and throughout the organisms in an ecosystem. Unit 2, Water, focuses on protecting people, other organisms, and infrastructure from dangerous floods. Unit 3, Humans and Life, is a study of genetic diversity and how it helps populations of organisms survive. The final unit, Exploring Early Earth, uncovers the processes of how Earth has changed over time.

We like to think of each unit as a student journey. The journey begins with a challenge—a real-world, locally relevant problem that students are tasked with solving. Students proceed through their journey as they learn the core knowledge through scientific and engineering practices and by utilizing recurring themes and concepts—the three components of the TEKS. The end of the journey is the culminating project, where students showcase how they met the unit challenge. The unit challenge, culminating in an end-of-unit project, is what drives students learning.

Here is a brief outline of the units in Grade 7:

Publisher: Houghton Mifflin Harcourt

Science, Grade 7

Program: *HMH Into Science Texas Hybrid Classroom Package Grade 7: TEKS*

Component: *HMH Into Science Texas Teacher License Digital Grade 7*

ISBN: 9780358860914

Link to Current Content:

[View Current Content](#)

Current Page Number(s): Skills & Themes Bank (TEKS 7.1-7.5), Item 34, p 12

Location: Question and Answer choice A

Original Text: "A recent thunderstorm damaged the roof of the local junior high school. The school board spoke with several contractors about repairing the roof. They also researched the average amount of time between repairs for each company. The table shows the estimated cost for each company and the amount of time before the next repair is needed. The school is expected to be used for at least an additional 50 years.

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 1877 of 3538

A. This is incorrect because while the roof costs less and has a somewhat long warranty, if the roof is done by this company, it will likely have to be repaired replaced at least five more times during the life of the school. There is a better option."

Updated Text: "A recent thunderstorm damaged the roof of the local junior high school. The school board spoke with several contractors about replacing the roof. They also researched the average period between roof replacements for each company. The table shows the estimated cost for each company and the amount of time before the next replacement is needed. The school is expected to be used for at least an additional 50 years.", "A. This is incorrect because while the roof costs less and has a somewhat long warranty, if the roof is done by this company, it will likely have to be replaced at least five more times during the life of the school. There is a better option."

Component: *HMH Into Science Texas Teacher License Digital Grade 7*

ISBN: 9780358860914

Current Page Number(s): Changes in Matter (TEKS 7.6) Test A, Item 4, p. 2

Location: Answer Choice D

Original Text: "D. aluminum"

Updated Text: "D. silver"

Component: *HMH Into Science Texas Teacher Guide Grade 7*

ISBN: 9780358841609

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 8

Location: Column 2, Top of page

Original Text: N/A

Updated Text: Photo of Graphite and Diamond

Component: *HMH Into Science Texas Teacher Guide Grade 7*

ISBN: 9780358841609

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 15

Location: Column 2, Differentiation: Extra Support

Original Text: N/A

Updated Text: "... Students may be confused by oxygen, which is an element, but here is shown as a combination of two atoms O₂, making this an example of a chemical formula."

Component: *HMH Into Science Texas Teacher Guide Grade 7*

ISBN: 9780358841609

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 17

Location: Column 1, Hands-On Lab Facilitation, Step 4

Original Text: N/A

Updated Text: "... Larger crystals will form if the paper is soaked for a longer period of time, overnight if possible."

Component: *HMH Into Science Texas Student Activity Guide Print Consumable Grade 7*

ISBN: 9780358861706

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 2

Location: Top of page

Original Text: N/A

Updated Text: [image of diamond cutting metal]

[Caption:] Diamond is so hard that it is used in tools to cut and carve metal.

[image of pencil]

[Caption:] Graphite is used in pencils because it breaks apart easily.

Component: *HMH Into Science Texas Teacher Guide Grade 7*

ISBN: 9780358841609

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 30

Location: Columns 1 and 2, Misconception bullet 3

Original Text: "Misconception: Bonds are only involved in chemical changes. Address the misconception: During a chemical change, a new substance is formed; this requires breaking or forming the bonds within a substance. During a physical change, the bonds between substances may form or be broken, such as when sugar dissolves in water, but the bonds within the substance are not changed."

Updated Text: N/A

Component: *HMH Into Science Texas Student Activity Guide Print Consumable Grade 7*

ISBN: 9780358861706

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 19

Location: Top of page, caption next to top photo

Original Text: N/A

Updated Text: The metal on this boat is rusting. The corrosion is so bad that the boat is no longer usable.

Component: *HMH Into Science Texas Teacher Guide Grade 7*

ISBN: 9780358841609

Link to Current Content:

[View Current Content](#)

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 1879 of 3538

Current Page Number(s): p. 64

Location: Column 2, Support for Student Answers, Problem 1 SOLVE

Original Text: "SOLVE: Calculate the concentration of an aqueous solution in which 5 g of sugar is dissolved in 125 mL of water. Compared to the first aqueous solution, which solution is more concentrated?

5 g/125 mL = 0.04 g/mL; dilute"

Updated Text: "SOLVE: What is the concentration of an aqueous solution in which 5 g of sugar is dissolved in 125 mL of water?

5 g/125 mL = 0.04 g/mL"

Component: *HMH Into Science Texas Student License Digital Grade 7*

ISBN: 9780358860679

Link to Current Content:

[View Current Content](#)

Current Page Number(s): TEKS Lesson 7.6.D, Evaluate, Screen 2

Location: Page heading

Original Text: "Can You Explain It?"

Updated Text: "Can You Solve the Problem?"

Component: *HMH Into Science Texas Student Activity Guide Print Consumable Grade 7*

ISBN: 9780358861706

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 43

Location: Item 1, top of page

Original Text: [Delete from Item 1] dilution; the process of reducing the concentration of a solute in a solution

Updated Text: N/A

Component: *HMH Into Science Texas Student Activity Guide Print Consumable Grade 7*

ISBN: 9780358861706

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 43

Location: Item 4, bottom of page

Original Text: 4. If you have two solutions with the same amount of solute, how could you dilute the solute?

Updated Text: How could you dilute a solution?

Component: *HMH Into Science Texas Teacher Guide Grade 7*

ISBN: 9780358841609

Link to Current Content:

[View Current Content](#)

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 1880 of 3538

Current Page Number(s): p. 62

Location: after Step 19

Original Text: N/A

Updated Text: "STEP 20: Explain why following classroom safety procedures was important during this investigation.

Sample answer: Safety procedures help keep us safe when working with chemicals and laboratory equipment, such as citric acid and graduated cylinders. The safety icons let us know that we should wear gloves, aprons, and safety goggles; take care with glassware; and follow instructions for handling and disposing of chemicals."

Component: *HMH Into Science Texas Student Activity Guide Print Consumable Grade 7*

ISBN: 9780358861706

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 40

Location: after Step 19

Original Text: N/A

Updated Text: "STEP 20 Explain why following classroom safety procedures was important during this investigation."

Component: *HMH Into Science Texas Teacher Guide Grade 7*

ISBN: 9780358841609

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 76

Location: Column 2, Quick Lab Facilitation STEP 4, Sentence 2

Original Text: "Each small cube is 6 cm² and..."

Updated Text: Change to "Each small cube has a surface area of 6 cm² and..."

Component: *HMH Into Science Texas Teacher Guide Grade 7*

ISBN: 9780358841609

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 87

Location: Column 1, Support for Student Answers, Collaborate Prompt and answer

Original Text: "Ensure student skits focus on the cause-and-effect relationship between the chosen factor and the dissolution rate. Encourage students to work collaboratively to plan, practice, and present their skits."

Updated Text: "Your skit should focus on the cause-and-effect relationship between one of these factors and the dissolution rate. Plan, practice, and present your skit. Be creative! And make sure each group member has the chance to explain some part of the process."

"Look for: each student participates in the explanation, group explains the cause and effect relationship between the chosen factor and dissolution rate, presentation is clear, and students collaborate respectfully with each other."

Component: *HMH Into Science Texas Student Activity Guide Print Consumable Grade 7*

ISBN: 9780358861706

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 50

Location: Bottom of page, below vocabulary term "rate"

Original Text: N/A

Updated Text: agitate:

[write-on lines]

Component: *HMH Into Science Texas Teacher License Digital Grade 7*

ISBN: 9780358860914

Current Page Number(s): Forces and Motion (TEKS 7.7) Test A, p. 4

Location: Item 12, answer choice B

Original Text: "B. They should remove the upward and downward pointing arrows."

Updated Text: "B. They should remove the forward pointing arrow."

Component: *HMH Into Science Texas Teacher Guide Grade 7*

ISBN: 9780358841609

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 93

Location: Column 1, Lesson Vocabulary, Definition of Displacement

Original Text: "the change in position of an object"

Updated Text: "the change in position of an object relative to a starting reference point"

Component: *HMH Into Science Texas Teacher Guide Grade 7*

ISBN: 9780358841609

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 93

Location: Column 1, Lesson Vocabulary, Definition of Motion

Original Text: "an object's change in position relative to a reference point"

Updated Text: "the act of an object changing position"

Component: *HMH Into Science Texas Teacher Guide Grade 7*

ISBN: 9780358841609

Link to Current Content:

[View Current Content](#)

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 1882 of 3538

Current Page Number(s): p. 96

Location: Column 2, Support for Student Answers, Step 1

Original Text: "STEP 1: Drawings should..."

Updated Text: "STEP 1: Use the instructions to draw a treasure map on your graph paper. Drawings should..."

Component: *HMH Into Science Texas Teacher Guide Grade 7*

ISBN: 9780358841609

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 97

Location: Column 1, Support for Student Answers, Step 6

Original Text: "STEP 6: Students attempt..."

Updated Text: "STEP 6: Add a new object to your map. Describe the location of the object to a partner. Have the partner add the object to their map. Ask your partner to do the same and add an object to their map and then describe its location to you. Students attempt..."

Component: *HMH Into Science Texas Teacher Guide Grade 7*

ISBN: 9780358841609

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 98

Location: Column 2, Making Sense of the Phenomenon, bullets

Original Text: "

- Determine the time intervals used. (Exploration 1)
- Calculate the distance traveled and average velocity. (Exploration 2)
- Describe the motion of curlews over time. (Exploration 3)

"

Updated Text: "

- Shorter time intervals enable more precise determinations of speed. (Exploration 1)
- GPS data gives position information at different times, this data can be used to calculate average velocity. (Exploration 2)
- GPS data over time enables you to describe the motion of curlews in terms of displacement and average velocity. (Exploration 3)

"

Component: *HMH Into Science Texas Teacher Guide Grade 7*

ISBN: 9780358841609

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 99

Location: Column 1, Preview Lesson Vocabulary, Motion

Original Text: "When the runner finishes the race, their position has changed relative to the starting line. This is the runner's motion."

Updated Text: "Motion is the act of an object changing position. When the runner moves from the starting line to the finish line, they are in motion."

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 1883 of 3538

Component: *HMH Into Science Texas Teacher Guide Grade 7*

ISBN: 9780358841609

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 114

Location: Column 1, Support for Student Answers, Summarize, first option

Original Text: "Motion is a change in an objects position over time."

Updated Text: "Motion is the act of an object changing position."

Component: *HMH Into Science Texas Student License Digital Grade 7*

ISBN: 9780358860679

Link to Current Content:

[View Current Content](#)

Current Page Number(s): TEKS Lesson 7.7.A-B, Engage, Screen 9

Location: Lesson vocabulary, displacement and motion definitions

Original Text: "displacement" "the change in position of an object"

"motion" "an object's change in position relative to a reference point"

Updated Text: "displacement" "the change in position of an object relative to a starting reference point"

"motion" "the act of an object changing position"

Component: *HMH Into Science Texas Student License Digital Grade 7*

ISBN: 9780358860679

Link to Current Content:

[View Current Content](#)

Current Page Number(s): TEKS Lesson 7.7.A-B, Exploration 1, Screen 1

Location: Paragraph 1, Sentence 1

Original Text: "Motion is a change in an object's position over time."

Updated Text: "Motion is the act of an object changing position"

Component: *HMH Into Science Texas Student Activity Guide Print Consumable Grade 7*

ISBN: 9780358861706

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 65

Location: Top of page, second paragraph

Original Text: Study this image that shows GPS data for many long-billed curlews on a map of the western United States and Mexico.

Updated Text: In your digital Interactive Lesson, observe the animation that shows GPS data for long-billed curlews.

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 1884 of 3538

Component: *HMH Into Science Texas Student Activity Guide Print Consumable Grade 7*

ISBN: 9780358861706

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 68

Location: Middle of page, below "Take notes..." prompt

Original Text: N/A

Updated Text: average speed: [write-on lines]

displacement: [write-on lines]

direction: [write-on lines]

distance: [write-on lines]

Component: *HMH Into Science Texas Student Activity Guide Print Consumable Grade 7*

ISBN: 9780358861706

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 76

Location: Middle of page, Lesson Vocabulary, definitions of "displacement" and "motion"

Original Text: displacement: the change in position of an object

motion: an object's change in position relative to a reference point

Updated Text: displacement: the change in position of an object relative to a starting reference point

motion: the act of an object changing position

Component: *HMH Into Science Texas Student Activity Guide Print Consumable Grade 7*

ISBN: 9780358861706

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 76

Location: Bottom of page, Key Points, first bullet

Original Text: Motion is a change in an object's position over time.

Updated Text: Motion is the act of an object changing position.

Component: *HMH Into Science Texas Student License Digital Grade 7*

ISBN: 9780358860679

Link to Current Content:

[View Current Content](#)

Current Page Number(s): TEKS Lesson 7.7.A-B, Engage, Screen 8

Location: Hot Spot Interactivity, Motion text in interaction

Original Text: "When the runner finishes the race, their position has changed relative to the starting line. This is the runner's motion."

Updated Text: "Motion is the act of an object changing position. When the runner moves from the starting line to the finish line, they are in motion."

Component: *HMH Into Science Texas Student Activity Guide Print Consumable Grade 7*

ISBN: 9780358861706

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 68

Location: Photo at top of page and definitions below photo

Original Text: [Photo with A, B, C, labels]

(A) motion: When the runner finishes the race, their position has changed relative to the starting line. This is the runner's motion.

(B) speed: The runner's speed describes how fast they are moving.

(C) velocity: The speed of the runner in the direction of the finish line is the runner's velocity.

Updated Text: [Photo without labels]

motion: Motion is the act of an object changing position. When the runner moves from the starting line, they are in motion.

speed: The runner's speed describes how fast they are moving.

velocity: The speed of the runner in the direction of the finish line is the runner's velocity.

Component: *HMH Into Science Texas Student License Digital Grade 7*

ISBN: 9780358860679

Link to Current Content:

[View Current Content](#)

Current Page Number(s): TEKS Lesson 7.7.A-B, Evaluate, Screen 1

Location: Drop Down Interactivity, Summarize, first sentence

Original Text: "Motion is a change in an objects [position] over time."

Updated Text: "Motion is the act of an object changing [position]."

Component: *HMH Into Science Texas Teacher Guide Grade 7*

ISBN: 9780358841609

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 119

Location: Column 1, Vocabulary, displacement definition

Original Text: "the change in position of an object"

Updated Text: "the change in position of an object relative to a starting reference point"

Component: *HMH Into Science Texas Teacher Guide Grade 7*

ISBN: 9780358841609

Link to Current Content:

[View Current Content](#)

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 1886 of 3538

Current Page Number(s): p. 119

Location: Column 1, Vocabulary, motion definition

Original Text: "an object's change in position relative to a reference point"

Updated Text: "the act of an object changing position"

Component: *HMH Into Science Texas Student License Digital Grade 7*

ISBN: 9780358860679

Link to Current Content:

[View Current Content](#)

Current Page Number(s): TEKS Lesson 7.7.C, Engage, Screen 7

Location: Drop Down Interactivity, Review, Sentence 1 and 3

Original Text: "displacement" "the change in position of an object"

"motion" "an object's change in position relative to a reference point"

Updated Text: "displacement" "the change in position of an object relative to a starting reference point"

"motion" "the act of an object changing position"

Component: *HMH Into Science Texas Student License Digital Grade 7*

ISBN: 9780358860679

Link to Current Content:

[View Current Content](#)

Current Page Number(s): TEKS Lesson 7.7.C, Engage, Screen 8

Location: Flip card interactivity, motion

Original Text: "motion: Motion is an object's change in position relative to a reference point."

Updated Text: "motion: Motion is the act of an object changing position."

Component: *HMH Into Science Texas Teacher Guide Grade 7*

ISBN: 9780358841609

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 131

Location: Column 2, Hands-On Lab Facilitation, Step 2 MOVE TO p. 132 Column 1

Original Text: "... Note: ..."

Updated Text: "...Do not pull car back more than 25 cm to avoid damaging the gears. Note: ..."

Component: *HMH Into Science Texas Teacher Guide Grade 7*

ISBN: 9780358841609

Link to Current Content:

[View Current Content](#)

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 1887 of 3538

Current Page Number(s): p. 137

Location: Column 1, Support Your Claim answer, bullet 1

Original Text: "Motion is a change in position from a reference point that can be measured by distance and time."

Updated Text: "Motion is the act of an object changing position that can be measured by distance and time."

Component: *HMH Into Science Texas Student License Digital Grade 7*

ISBN: 9780358860679

Link to Current Content:

[View Current Content](#)

Current Page Number(s): TEKS Lesson 7.7.C, Engage, Screen 3

Location: Paragraph 1, Sentence 1

Original Text: "Motion is a change in position that can be measured by distance and time."

Updated Text: "Motion is the act of an object changing position that can be measured by distance and time."

Component: *HMH Into Science Texas Student License Digital Grade 7*

ISBN: 9780358860679

Link to Current Content:

[View Current Content](#)

Current Page Number(s): TEKS Lesson 7.7.C, Engage, Screen 7

Location: Drop Down Interactivity, Review, feedback

Original Text: "Displacement is the overall change in position of an object or how far out of place it is. Distance is how far an object has moved during its motion. Motion is a change in position of an object over time. Speed is how fast an object is moving. Velocity is how fast an object is moving in a certain direction."

Updated Text: "Displacement is the change in the ending position of an object compared to its starting position. Distance is how far an object has moved during its motion. Motion is the act of an object changing position. Speed is how fast an object is moving. Velocity is how fast an object is moving in a certain direction."

Component: *HMH Into Science Texas Student License Digital Grade 7*

ISBN: 9780358860679

Link to Current Content:

[View Current Content](#)

Current Page Number(s): TEKS Lesson 7.7.C, Exploration 1, Screen 1

Location: paragraph 1, sentence 1

Original Text: "Motion is a change in an object's position from a reference point over time."

Updated Text: "Motion is the act of an object changing position."

Component: *HMH Into Science Texas Student License Digital Grade 7*

ISBN: 9780358860679

Link to Current Content:

[View Current Content](#)

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 1888 of 3538

Current Page Number(s): TEKS Lesson 7.7.C, Exploration 2, Screen 5

Location: Multiple Choice Interactivity, Apply, options and feedback

Original Text: "A. position

B. speed

C. velocity

D. direction"

and corresponding feedback for each

"Feedback A: A distance-time graph shows how far from a reference point an object is at a given time. Position is the distance and direction an object is from a reference point.

Feedback C: A distance-time graph shows how far from a reference point an object is at a given time. Velocity is how fast something is moving in a direction.

Feedback D: A distance-time graph shows how far from a reference point an object is at a given time. A distance-time graph does not indicate the direction of motion.

Updated Text: "A. starting location

B. speed

C. mass

D. time of day

Feedback A: The graph shows the position relative to the starting reference point, but not where the starting location is in space.

Feedback C: The graph does not indicate the mass of the object.

Feedback D: The graph shows the time elapsed, not the time of day."

Component: *HMH Into Science Texas Student Activity Guide Print Consumable Grade 7*

ISBN: 9780358861706

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 89

Location: Bottom of page, below "Take notes..." prompt

Original Text: motion: [write-on lines]

measure: [write-on lines]

record: [write-on lines]

interpret: [write-on lines]

Updated Text: displacement: [write-on lines]

distance: [write-on lines]

motion: [write-on lines]

speed: [write-on lines]

velocity: [write-on lines]

Component: *HMH Into Science Texas Student License Digital Grade 7*

ISBN: 9780358860679

Link to Current Content:

[View Current Content](#)

Current Page Number(s): TEKS Lesson 7.7.C, Engage, Screen 9

Location: Science Terms, displacement, definition

Original Text: "the change in position of an object"

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 1889 of 3538

Updated Text: "the change in position of an object relative to a starting reference point"

Component: *HMH Into Science Texas Student License Digital Grade 7*

ISBN: 9780358860679

Link to Current Content:

[View Current Content](#)

Current Page Number(s): TEKS Lesson 7.7.C, Engage, Screen 9

Location: Science Terms, motion, definition

Original Text: "an object's change in position relative to a reference point"

Updated Text: "the act of an object changing position"

Component: *HMH Into Science Texas Teacher Guide Grade 7*

ISBN: 9780358841609

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 125

Location: Column 1, Science Words, Review Prerequisite Vocabulary, Support for Student Answers, Review, Options 1 and 3

Original Text: "displacement" "the change in position of an object"

"motion" "an object's change in position relative to a reference point"

Updated Text: "displacement" "the change in position of an object relative to a starting reference point"

"motion" "the act of an object changing position"

Component: *HMH Into Science Texas Student Activity Guide Print Consumable Grade 7*

ISBN: 9780358861706

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 88

Location: Top of page, Review activity, Sentence 1 and 3

Original Text: "displacement | distance | motion | speed | velocity the change in position of an object"

"displacement | distance | motion | speed | velocity an object's change in position relative to a reference point"

Updated Text: "displacement | distance | motion | speed | velocity the change in position of an object relative to a starting reference point"

"displacement | distance | motion | speed | velocity the act of an object changing position"

Component: *HMH Into Science Texas Teacher Guide Grade 7*

ISBN: 9780358841609

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 125

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 1890 of 3538

Location: Column 1, Preview Lesson Vocabulary, Motion, Sentence 1

Original Text: "motion: Motion is an object's change in position relative to a reference point."

Updated Text: "motion: Motion is the act of an object changing position."

Component: *HMH Into Science Texas Student Activity Guide Print Consumable Grade 7*

ISBN: 9780358861706

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 89

Location: Top of page, below top left photo

Original Text: "motion: Motion is an object's change in position relative to a reference point."

Updated Text: "motion: Motion is the act of an object changing position."

Component: *HMH Into Science Texas Student Activity Guide Print Consumable Grade 7*

ISBN: 9780358861706

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 83

Location: Middle of page, first paragraph below Materials, second sentence

Original Text: Motion is a change in position that can be measured by distance and time.

Updated Text: Motion is the act of an object changing position that can be measured by distance and time.

Component: *HMH Into Science Texas Teacher Guide Grade 7*

ISBN: 9780358841609

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 144

Location: Column 2, Setup

Original Text: "You may wish to pre-cut the string."

Updated Text: "Cut a length of string or thread about 20–25 cm long for each group."

Component: *HMH Into Science Texas Teacher Guide Grade 7*

ISBN: 9780358841609

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 145

Location: Column 1, Support for Student Answers, Steps 2–3

Original Text: "STEPS 2–3: Student data should show the higher mass cart requires more force to start moving it than the lower mass cart."

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 1891 of 3538

Updated Text: "STEPS 2–3: Gently pull the cart, keeping the string as level as possible. Record the force required to start the low mass cart moving. Repeat three more times.

[answer] Data should show a low amount of force is needed to start the low mass cart moving."

Component: *HMH Into Science Texas Teacher Guide Grade 7*

ISBN: 9780358841609

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 145

Location: Column 1, Support for Student Answers, Steps 4 and 6

Original Text: "STEP 4: Sample answer ..."

"STEP 6: Sample answer ..."

Updated Text: "STEP 4: Observe the cart after you stop pulling. Record your observations. Sample answer ..."

"STEP 6: Observe the cart after you stop pulling. Record your observations. Sample answer ..."

Component: *HMH Into Science Texas Teacher Guide Grade 7*

ISBN: 9780358841609

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 145

Location: Column 1, Support for Student Answers, between Steps 4 and 6

Original Text: N/A

Updated Text: "STEP 5: Place extra mass on the cart. Repeat Steps 2 and 3. [answer] Data should show a greater amount of force is needed to start the high mass cart moving."

Component: *HMH Into Science Texas Teacher Guide Grade 7*

ISBN: 9780358841609

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 155

Location: Setup/Materials information

Original Text: N/A

Updated Text: "Setup

You may wish to ask students to bring in large boxes to model the trunk. Inside of box bottom should be as even as possible."

Component: *HMH Into Science Texas Teacher Guide Grade 7*

ISBN: 9780358841609

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 157

Location: Column 1, Gather Data, Answer

Original Text: "Sample answer:The dog needs a force to stop or change direction to pick up the toy."

Updated Text: "Sample answer: The dog needs a force to stop or change direction to pick up the toy. The dog cannot get a "grip" (friction) on the ice."

Component: *HMH Into Science Texas Teacher Guide Grade 7*

ISBN: 9780358841609

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 158

Location: Column 1, Sense-making

Original Text: "The effect of inertia on the motion of an object will be confirmed as students confirm their test results."

Updated Text: "The effect of inertia on the motion of an object will be confirmed as students analyze their test results."

Component: *HMH Into Science Texas Teacher Guide Grade 7*

ISBN: 9780358841609

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 158

Location: Column 2, Support for Student Answers, Step 4 answer, Sentence 2

Original Text: "...suggest a new solution that does satisfy all constraints."

Updated Text: "...suggest a new solution that would likely satisfy all constraints."

Component: *HMH Into Science Texas Student Activity Guide Print Consumable Grade 7*

ISBN: 9780358861706

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 103

Location: Middle of page, OBSERVE prompt

Original Text: OBSERVE Working with a small group, record everything you notice about the motion of the dog.

Updated Text: OBSERVE In your digital Interactive Lesson, observe the video of a dog trying to change its motion on ice to pick up a toy. Working with a small group, record everything you notice about the motion of the dog.

Component: *HMH Into Science Texas Teacher Guide Grade 7*

ISBN: 9780358841609

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 170

Location: Column 2, Safety information

Original Text: "... before beginning this lab."

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 1893 of 3538

Updated Text: "... before beginning this lab. Students should never touch the water directly."

Component: *HMH Into Science Texas Teacher Guide Grade 7*

ISBN: 9780358841609

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 172

Location: Column 2, top of page

Original Text: N/A

Updated Text: Image of baked lasagna

Component: *HMH Into Science Texas Teacher Guide Grade 7*

ISBN: 9780358841609

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 173

Location: Column 2, Preview Lesson Vocabulary, Convection definition

Original Text: "the movement of matter due to differences in density"

Updated Text: "the movement of matter due to differences in density; the transfer of energy due to the movement of matter"

Component: *HMH Into Science Texas Student License Digital Grade 7*

ISBN: 9780358860679

Link to Current Content:

[View Current Content](#)

Current Page Number(s): TEKS Lesson 7.8.A, Engage, Screen 9

Location: Lesson Vocabulary, convection definition

Original Text: "the movement of matter due to differences in density"

Updated Text: "the movement of matter due to differences in density; the transfer of energy due to the movement of matter"

Component: *HMH Into Science Texas Teacher Guide Grade 7*

ISBN: 9780358841609

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 175

Location: Column 2, Check Your Learning, paragraph 1

Original Text: "...understanding of forces acting on an object..."

Updated Text: "...understanding of methods of thermal energy transfer..."

Component: *HMH Into Science Texas Teacher Guide Grade 7*

ISBN: 9780358841609

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 178

Location: Column 1, Check Your Learning, paragraph 1

Original Text: "...understanding of forces acting on an object..."

Updated Text: "...understanding of methods of thermal energy transfer..."

Component: *HMH Into Science Texas Teacher Guide Grade 7*

ISBN: 9780358841609

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 181

Location: Column 2, Check Your Learning, paragraph 1

Original Text: "...understanding of forces acting on an object..."

Updated Text: "...understanding of methods of thermal energy transfer..."

Component: *HMH Into Science Texas Student License Digital Grade 7*

ISBN: 9780358860679

Link to Current Content:

[View Current Content](#)

Current Page Number(s): TEKS Lesson 7.8.A, Engage, Screen 8

Location: Hot spot Interactivity, Preview, Convection definition

Original Text: "the movement of matter due to differences in density"

Updated Text: "the movement of matter due to differences in density; the transfer of energy due to the movement of matter"

Component: *HMH Into Science Texas Student Activity Guide Print Consumable Grade 7*

ISBN: 9780358861706

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 122

Location: Top half of page, second vocabulary term below photo

Original Text: "(B) convection the movement of matter due to differences in density"

Updated Text: "(B) convection the movement of matter due to differences in density; the transfer of energy due to the movement of matter"

Component: *HMH Into Science Texas Student Activity Guide Print Consumable Grade 7*

ISBN: 9780358861706

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 1895 of 3538

Link to Current Content:
[View Current Content](#)

Current Page Number(s): p. 129

Location: Middle of page, below Lesson Vocabulary

Original Text: "convection: the movement of matter due to differences in density"

Updated Text: "convection: the movement of matter due to differences in density; the transfer of energy due to the movement of matter"

Component: *HMH Into Science Texas Teacher License Digital Grade 7*

ISBN: 9780358860914

Link to Current Content:
[View Current Content](#)

Current Page Number(s): TEKS Quiz, Thermal Energy Transfer in Systems (TEKS 7.8.C) Quiz A p. 1

Location: Title

Original Text: "Thermal Energy Transfer in Systems"

Updated Text: "Temperature"

Component: *HMH Into Science Texas Teacher License Digital Grade 7*

ISBN: 9780358860914

Link to Current Content:
[View Current Content](#)

Current Page Number(s): TEKS Quiz, Thermal Energy Transfer in Systems (TEKS 7.8.C) Quiz B p. 1

Location: Title

Original Text: "Thermal Energy Transfer in Systems"

Updated Text: "Temperature"

Component: *HMH Into Science Texas Teacher Guide Grade 7*

ISBN: 9780358841609

Link to Current Content:
[View Current Content](#)

Current Page Number(s): p. 206

Location: Column 2, Teacher Background, Paragraph 2

Original Text: "For students who use everyday definitions of heat but struggle with understanding heat as a process of energy transfer, help them talk through the concept of words that have several different meanings. In common language, heat is usually a property. In scientific language, it is always a process. Discuss similarities and differences in the different uses of the word. Provide students opportunities to practice using the scientific definitions of ordinary words in their speaking and writing."

Updated Text: "Review the scientific definition of heat with students and compare its scientific meaning with the everyday use of the word. Have students share examples of the word being used in sentences and discuss whether the example is an everyday use or the scientific use. For example, "Heat the kettle on the stove" is an everyday use of the

word. "Heat was transferred by radiation from the sun to Earth" is a scientific use of the word. Remind students to keep the scientific meaning in mind during energy transfer discussions."

Component: *HMH Into Science Texas Teacher Guide Grade 7*

ISBN: 9780358841609

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 211

Location: Column 1, Quick Lab Facilitation, Step 1

Original Text: "STEP 1: Ensure that the hot water being used is below the boiling point. A starting temperature between 70 °C–80 °C (158 °F–76 °F) is safe for plastic materials. Teachers should help students pour water safely because this water is still very hot to the touch."

Updated Text: "Step 1: Teachers should help students pour water safely because this water is still very hot to the touch. Fill the larger container high enough so that the smaller container can be mostly submerged without causing the larger container to spill over. Fill the smaller container about one-third of the volume."

Component: *HMH Into Science Texas Student License Digital Grade 7*

ISBN: 9780358860679

Link to Current Content:

[View Current Content](#)

Current Page Number(s): TEKS Lesson 7.8.B, Engage, Screen 3

Location: Short Answer Interactivity, Lab Procedure, Step 3

Original Text: "STEP 3: Place the small container into the larger hot-water container and record the temperature of the thermometers every 30 seconds for 3–5 minutes. ..."

Updated Text: "Place and hold the small container in the larger hot-water container so that the water in the small container is submerged, but the hot water does not spill into the small container. Continue holding the container in place and record the temperature of both thermometers every 30 seconds for 3–5 minutes. ..."

Component: *HMH Into Science Texas Teacher Guide Grade 7*

ISBN: 9780358841609

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 212

Location: Column 2, Top of page

Original Text: N/A

Updated Text: Image of packed lunch

Component: *HMH Into Science Texas Teacher Guide Grade 7*

ISBN: 9780358841609

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 214

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 1897 of 3538

Location: Column 1, Sense-making

Original Text: "Representing molecules in the model gives students..."

Updated Text: "Representing molecules in the Model Thermal Energy Transfer Lab gives students..."

Component: *HMH Into Science Texas Teacher Guide Grade 7*

ISBN: 9780358841609

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 214

Location: Column 2, Promote Active Engagement, Sentence 1

Original Text: "...in Step 2, introduce a..."

Updated Text: "...in Step 2 of the Model Thermal Energy Transfer Lab, introduce..."

Component: *HMH Into Science Texas Teacher Guide Grade 7*

ISBN: 9780358841609

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 219

Location: Column 2, Setup, bullet 1

Original Text: "Fill each small metal container with equal amounts of sand so that groups will have comparable results."

Updated Text: "Fill each small metal container (metal pie pans, aluminum mini-loaf pans, or aluminum cupcake holders will work) with equal amounts of sand so that groups will have comparable results."

Component: *HMH Into Science Texas Student Activity Guide Print Consumable Grade 7*

ISBN: 9780358861706

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 152

Location: Top of page, text above and below photo

Original Text: "Explore the science word related to this lesson."

[photo of two temperature displays]

Updated Text: "The video in your digital Interactive Lesson shows the temperature of a beaker of ice water and the air temperature around it. The display on the left shows the temperature of the water in the beaker. The display on the right shows the air temperature. You can watch the video to observe what happens to the temperatures over time and explore science words related to this lesson."

[photo of two temperature displays]

"thermal equilibrium: the state in which objects in physical contact with each other have identical temperatures or exchange no energy as heat."

Component: *HMH Into Science Texas Student Activity Guide Print Consumable Grade 7*

ISBN: 9780358861706

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 1898 of 3538

Link to Current Content:
[View Current Content](#)

Current Page Number(s): p. 148

Location: Top of page, Step 3

Original Text: "STEP 3: Place the small container into the larger hot-water container and record the temperature of the thermometers every 30 seconds for 3–5 minutes. Record the values in the table."

Updated Text: "Place and hold the small container in the larger hot-water container so that the water in the small container is submerged, but the hot water does not spill into the small container. Continue holding the container in place and record the temperature of both thermometers every 30 seconds for 3–5 minutes. Record values in the table on the next page."

Component: *HMH Into Science Texas Teacher Guide Grade 7*

ISBN: 9780358841609

Link to Current Content:
[View Current Content](#)

Current Page Number(s): p. 228

Location: Item 2

Original Text: "2. Imagine that the purpose of this experimental heat exchanger is to raise the output temperature of Liquid B as high as possible while keeping the input temperature of Liquid A as low as possible. Evaluate the existing design and its pattern of energy flow. Which of the following design solutions would be important to add?"

Updated Text: "2. Imagine that the purpose of this experimental heat exchanger is to raise the output temperature of Liquid B as high as possible while keeping the input temperature of Liquid A as low as possible. Using your understanding of the principles of heat transfer, which of the following design solutions do you propose would be important to add to this model?"

Component: *HMH Into Science Texas Student Activity Guide Print Consumable Grade 7*

ISBN: 9780358861706

Link to Current Content:
[View Current Content](#)

Current Page Number(s): p. 163

Location: Item 2

Original Text: "2. Imagine that the purpose of this experimental heat exchanger is to raise the output temperature of Liquid B as high as possible while keeping the input temperature of Liquid A as low as possible. Evaluate the existing design and its pattern of energy flow. Which of the following design solutions would be important to add?"

- A. Add insulation to reduce the heat that Liquid A transfers to outside the heat exchanger.
- B. Add insulation to increase the heat that Liquid A transfers to outside the heat exchanger.
- C. Remove insulation to reduce the heat that Liquid A transfers to outside the heat exchanger.
- D. Remove insulation to increase the heat that Liquid A transfers to outside the heat exchanger."

Updated Text: "2. Imagine that the purpose of this experimental heat exchanger is to raise the output temperature of Liquid B as high as possible while keeping the input temperature of Liquid A as low as possible. Using your understanding of the principles of heat transfer, which of the following design solutions do you propose would be important to add to this model?"

- A. Add insulation to reduce the heat that Liquid A transfers to outside the heat exchanger.

Proclamation 2024: Report of Editorial Changes (11/08/2023)

- B. Add insulation to increase the heat that Liquid A transfers to outside the heat exchanger.
- C. Remove insulation to reduce the heat that Liquid A transfers to outside the heat exchanger.
- D. Remove insulation to increase the heat that Liquid A transfers to outside the heat exchanger."

Component: *HMH Into Science Texas Teacher License Digital Grade 7*

ISBN: 9780358860914

Link to Current Content:
[View Current Content](#)

Current Page Number(s): Earth and the Solar System (TEKS 7.9) Test A, p. 3

Location: Item 6, art

Original Text: Art edit needed for clarity

Updated Text: Make art edit to (a) add rotation arrows (counterclockwise for both) to Earth and moon orbits, and (b) revise Earth to show continents from a North pole view.

Component: *HMH Into Science Texas Student License Digital Grade 7*

ISBN: 9780358860679

Link to Current Content:
[View Current Content](#)

Current Page Number(s): TEKS Lesson 7.9.A, Exploration 3, Screen 5

Location: Seasons on Uranus Last 21 Years, Sentences 2–4

Original Text: "For about 21 years of that 84-year period, the north pole faces the sun, and the south pole is in darkness. About halfway through that 84-year period, the poles are reversed. For 21 years, the south pole faces the sun, and the north pole is in darkness."

Updated Text: "For about 21 years of that 84-year period, the north pole faces the sun, and the south pole is in darkness. About half way through the 84-year revolution, the planet has moved so that the south pole faces the sun for another 21 years and the north pole is in darkness"

Component: *HMH Into Science Texas Teacher Guide Grade 7*

ISBN: 9780358841609

Link to Current Content:
[View Current Content](#)

Current Page Number(s): p. 238

Location: Column 2, second Support for Student Answers, ANALYZE support text

Original Text: "Guide students to select questions that relate to the Driving Question. Questions may be grouped into categories concerning

- where the meteor originates from
- frequency of interaction with Earth
- whether or not other planets experience meteors"

Updated Text: "Guide students to select questions that relate to the Driving Question."

Component: *HMH Into Science Texas Teacher Guide Grade 7*

ISBN: 9780358841609

Link to Current Content:
[View Current Content](#)

Current Page Number(s): p. 241

Location: Column 2, Support for Student Answers, STEP 2 support text

Original Text: "Middle Column: Students may describe the objects by color or other characteristic"

Updated Text: "Middle Column: Students may describe the objects by color or other characteristic. Check to ensure that students have made appropriate choices for the objects in their models."

Component: *HMH Into Science Texas Teacher Guide Grade 7*

ISBN: 9780358841609

Link to Current Content:
[View Current Content](#)

Current Page Number(s): p. 242

Location: Column 2, Support statements for STEPs 8, 9, and 10

Original Text: STEP 8: ... "Answers will vary. Many..."

STEP 9: ... "Answers will vary. Give..."

STEP 10: ... "Answers will vary. Overall..."

Updated Text: STEP 8: ... "Many..."

STEP 9: ... "Give..."

STEP 10: ... "Overall..."

Component: *HMH Into Science Texas Teacher Guide Grade 7*

ISBN: 9780358841609

Link to Current Content:
[View Current Content](#)

Current Page Number(s): p. 245

Location: Column 1, Safety information text

Original Text: "Remind students to review all safety cautions and icons before beginning this lab."

Updated Text: "Remind students to review all safety cautions and icons before beginning this lab. Ensure students have a clear path to walk around the center student without getting caught on desks, backpacks, or other students."

Component: *HMH Into Science Texas Teacher Guide Grade 7*

ISBN: 9780358841609

Link to Current Content:
[View Current Content](#)

Current Page Number(s): p. 246

Location: Column 2, Differentiation: Challenge

Original Text: "Differentiation: Challenge ... attempt to solve them"

Updated Text: N/A

Component: *HMH Into Science Texas Teacher Guide Grade 7*

ISBN: 9780358841609

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 257

Location: Columns 1-2, Support for Student Answers, STEPs 1–5 question support text

Original Text: STEP 1: ... "Sample answer: Students may..."

STEP 2: ... "Sample answer: Students should..."

STEP 3: ... "Sample answer: The most..."

STEP 4: ... "Sample answer: Students may identify..."

STEP 5: ... "Sample answer: Students should identify..."

Updated Text: STEP 1: ... "Students may..."

STEP 2: ... "Students should..."

STEP 3: ... "The most..."

STEP 4: ... "Students may identify..."

STEP 5: ... "Students should identify..."

Component: *HMH Into Science Texas Teacher Guide Grade 7*

ISBN: 9780358841609

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 258

Location: Column 2, Support for Student Answers, DEVELOP A CLAIM question text, sentences 1–3

Original Text: "DEVELOP A CLAIM: Recall the Driving Question for this lesson: Where do meteors come from and how often do they interact with Earth and other planets? You gathered data throughout the lesson to help answer this question. Use vocabulary from the lesson to develop a claim that answers the Driving Question."

Updated Text: "DEVELOP A CLAIM: Use vocabulary from the lesson to develop a claim that answers the Driving Question."

Component: *HMH Into Science Texas Teacher Guide Grade 7*

ISBN: 9780358841609

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 241

Location: Column 1, Setup, paragraph 1

Original Text: "Organize round objects by size from smallest to largest, so students can easily find the size they need.

Each group will need: ..."

Updated Text: "Organize ...they need. Clay may also be used to make the various sized objects if needed. Each group..."

Component: *HMH Into Science Texas Teacher Guide Grade 7*

ISBN: 9780358841609

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 245

Location: Column 1, Setup, paragraph 1

Original Text: "This activity could be done with longer sections of rope if there is enough space."

Updated Text: "This activity ... enough space. The student with the shorter rope must stand in front of the student with the longer rope to avoid ropes getting tangled."

Component: *HMH Into Science Texas Student Activity Guide Print Consumable Grade 7*

ISBN: 9780358861706

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 165

Location: Bottom of page, first sentence of paragraph

Original Text: "It is practically impossible to create a visual representation on the page of a book that realistically represents the sizes of the planets and the distance between them."

Updated Text: "Because of the great distances between planets and the planets' relatively small sizes compared to those distances, it is practically impossible to create a visual representation on the page of a book that realistically represents the sizes of the planets and the distance between them."

Component: *HMH Into Science Texas Student Activity Guide Print Consumable Grade 7*

ISBN: 9780358861706

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 166

Location: Top of page, Step 1

Original Text: "These images show the size and scale of objects in the solar system. Record your observations."

Updated Text: "Watch the video in your digital Interactive Lesson or study the images and captions on the previous page. The video and these images show the size and scale of objects in the solar system. Record your observations."

Component: *HMH Into Science Texas Student Activity Guide Print Consumable Grade 7*

ISBN: 9780358861706

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 183

Location: Middle of page, item 6, last sentence, last set of answer options

Original Text: "If a meteor strikes the surface of Earth, it is called an asteroid | a meteorite."

Updated Text: "If a meteor strikes the surface of Earth, it is called an asteroid | a meteorite | a comet."

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 1903 of 3538

Component: *HMH Into Science Texas Teacher Guide Grade 7*

ISBN: 9780358841609

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 259

Location: new item 8

Original Text: N/A

Updated Text: "8. Which statements describe the location of the sun? Select all that apply.

B. The sun is at the center of the solar system.

C. The sun is in a spiral arm in the Milky Way galaxy."

Component: *HMH Into Science Texas Student Activity Guide Print Consumable Grade 7*

ISBN: 9780358861706

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 183

Location: new item 8

Original Text: N/A

Updated Text: "8. Which statements describe the location of the sun? Select all that apply.

A. The sun is outside of the Milky Way galaxy.

B. The sun is at the center of the solar system.

C. The sun is in a spiral arm in the Milky Way galaxy.

D. The sun is between the inner planets and the outer planets."

Component: *HMH Into Science Texas Student License Digital Grade 7*

ISBN: 9780358860679

Link to Current Content:

[View Current Content](#)

Current Page Number(s): TEKS Lesson 7.9.B, Engage, Screen 2

Location: Safety

Original Text: Safety icons: Apron, Sharp Objects, Slip Hazard

Updated Text: Safety icons: Apron, Safety Goggles, Sharp Objects, Slip Hazard

Component: *HMH Into Science Texas Teacher Guide Grade 7*

ISBN: 9780358841609

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 268

Location: Column 2, top of page, above ASK QUESTIONS

Original Text: N/A

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 1904 of 3538

Updated Text: Image of solar system

Component: *HMH Into Science Texas Student License Digital Grade 7*

ISBN: 9780358860679

Link to Current Content:

[View Current Content](#)

Current Page Number(s): TEKS 7.9.B, Exploration 1, Screen 6

Location: Check Your Learning, above image and PROPOSE SOLUTIONS interactivity

Original Text: N/A ... "PROPOSE SOLUTIONS: ..."

Updated Text: "If you were to stand on the axis Earth spins around, you would rotate but not move from your position. As you walk toward the equator, your speed as you stand on Earth increases until you reach the equator.

PROPOSE SOLUTIONS: ..."

Component: *HMH Into Science Texas Teacher Guide Grade 7*

ISBN: 9780358841609

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 270

Location: Column 2, Setup, paragraph 1

Original Text: "Tell ... projectile."

Updated Text: "Tell... projectile. Use cardboard or some other soft material to prevent glass marbles breaking upon impact."

Component: *HMH Into Science Texas Student License Digital Grade 7*

ISBN: 9780358860679

Link to Current Content:

[View Current Content](#)

Current Page Number(s): TEKS 7.9.B, Exploration 2, Screen 2

Location: Image between STEP 4 and STEP 5, caption

Original Text: "Position the magnet at the "far" distance along the projected path of the balls after they leave the ramp."

Updated Text: "Position the magnet perpendicular to the projected path of the balls at the measured "far" distance."

Component: *HMH Into Science Texas Teacher Guide Grade 7*

ISBN: 9780358841609

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 279

Location: Column 1, Setup, paragraph 1

Original Text: "Make sure ... and clothing."

Updated Text: "Instruct students to use a sharp pencil to punch a snug hole through the circles. Make sure ... and clothing."

Component: *HMH Into Science Texas Teacher Guide Grade 7*

ISBN: 9780358841609

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 281

Location: Column 1, Differentiation: Extra Support, bullet 1

Original Text: "If pushed with the same force, which would spin around faster, a bicycle wheel with a 10 inch diameter, or a bicycle wheel with a 20 inch diameter?"

Updated Text: "Recall the example of the skater spinning with arms out. What happened to their speed of rotation when they pulled their arms closer to their body?"

Component: *HMH Into Science Texas Teacher Guide Grade 7*

ISBN: 9780358841609

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 271

Location: Column 1, Hands-On Lab Facilitation, Step 4: Model and Explain Practices

Original Text: "Demonstrate how to roll the ball slowly off the table. Stress that in this first "Trial 1 observation" the ball's speed should be very slow."

Updated Text: "Demonstrate ... this "Trial 2 observation" the ball's speed should still be very slow."

Component: *HMH Into Science Texas Teacher Guide Grade 7*

ISBN: 9780358841609

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 282

Location: Column 2, bottom of page, Support for Student Interactions, COLLABORATE, last sentence

Original Text: "Identify what each part of your model represents and explain the limitations of your model."

Updated Text: "Identify ... your model. Look for: Some part of the model represents space-time, and it can be deformed to represent gravitational waves."

Component: *HMH Into Science Texas Student Activity Guide Print Consumable Grade 7*

ISBN: 9780358861706

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 187

Location: Middle of page, OBSERVE prompt

Original Text: "OBSERVE Working with a small group, record everything you notice about the solar system."

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 1906 of 3538

Updated Text: "OBSERVE In your digital Interactive Lesson, watch the video that shows all the planets orbiting the sun. Working with a small group, record everything you notice about the solar system."

Component: *HMH Into Science Texas Student License Digital Grade 7*

ISBN: 9780358860679

Link to Current Content:

[View Current Content](#)

Current Page Number(s): TEKS 7.9.B, Engage, Screen 8

Location: Hotspot text on sun

Original Text: "satellite: The sun is a massive star at the center of the solar system..."

Updated Text: "sun: The sun is a massive star at the center of the solar system..."

Component: *HMH Into Science Texas Student Activity Guide Print Consumable Grade 7*

ISBN: 9780358861706

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 193

Location: Image caption above STEP 5 beside image

Original Text: "Position the magnet at the "far" distance along the projected path of the balls after they leave the ramp."

Updated Text: "Position the magnet perpendicular to the projected path of the balls at the measured "far" distance."

Component: *HMH Into Science Texas Student Activity Guide Print Consumable Grade 7*

ISBN: 9780358861706

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 189

Location: Middle of screen, first term below Preview Lesson Vocabulary

Original Text: "(A) satellite: The sun is a massive star at the center of the solar system..."

Updated Text: "(A) sun: The sun is a massive star at the center of the solar system..."

Component: *HMH Into Science Texas Teacher Guide Grade 7*

ISBN: 9780358841609

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 310

Location: Column 2, Misconception bullet, Address the Misconception

Original Text: "Misconception: Plate boundaries form neatly around continents. Address the misconception: The plate boundaries and the continents do not follow continents exactly."

Updated Text: "Misconception: ... Address the misconception: The plate boundaries do not follow the shape of continents exactly."

Component: *HMH Into Science Texas Student Activity Guide Print Consumable Grade 7*

ISBN: 9780358861706

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 224

Location: Middle of page, Step 6

Original Text: "The figure shows how scientists reconstructed the breakup of Pangaea..."

Updated Text: "Watch the animation called The Breakup of Pangaea in your digital Interactive Lesson. The animation shows how scientists reconstructed the breakup of Pangaea..."

Component: *HMH Into Science Texas Teacher Guide Grade 7*

ISBN: 9780358841609

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 340

Location: Column 1, Observe, Ask Questions, and Analyze, paragraph 2

Original Text: "If students struggle to generate questions, encourage them to look for clues in the visuals and maps. They must correctly interpret the visuals and maps to fully understand the phenomenon and the evidence of past plate motion. Point out that the locator map shows the location of the two islands on Earth."

Updated Text: "If students struggle to generate questions, encourage them to look for clues in the visuals and prompt itself. They may need to look up the location on a map to fully understand the phenomenon and the evidence of past plate motion."

Component: *HMH Into Science Texas Teacher Guide Grade 7*

ISBN: 9780358841609

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 342

Location: Column 1, Sense-making

Original Text: "Exploring how the seafloor spreads can help students better understand how two islands can join together."

Updated Text: "Exploring how the seafloor spreads can help students better understand one way that volcanic islands can form and build up from the ocean floor."

Component: *HMH Into Science Texas Student Activity Guide Print Consumable Grade 7*

ISBN: 9780358861706

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 231

Location: Top of page, below Can You Explain It? and above images

Original Text: N/A

Updated Text: "In your digital Interactive Lesson, watch the video to observe the rapid formation of a volcanic island off the coast of Japan."

Component: *HMH Into Science Texas Student Activity Guide Print Consumable Grade 7*

ISBN: 9780358861706

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 234

Location: Middle of page, below "Take notes..." prompt

Original Text: N/A

Updated Text: "earthquake:" [write-on lines]

"hot spot:" [write-on lines]

Component: *HMH Into Science Texas Teacher Guide Grade 7*

ISBN: 9780358841609

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 368

Location: Column 2, between Engineer It! Model an Aquifer heading and Support for Student Answers heading

Original Text: N/A

Updated Text: "Class Discussion Questions

[bullet] Lakes and ponds can form in low-lying areas that collect water.

[bullet] The aquifer is the area with rocks, gravel, and sand that stores water.

[bullet] The beaker represents ways we use water.

[bullet] The level of the water table goes down as water is pumped and captured by the beaker.

[bullet] If the water level keeps going down, a well drilled to a shallower depth will no longer be able to reach the water table."

Component: *HMH Into Science Texas Teacher Guide Grade 7*

ISBN: 9780358841609

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 372

Location: Column 2, Evaluate, Question text, sentence 2

Original Text: "From 1942 to 2016, the overall amount of water used by these three states more than doubled."

Updated Text: "From 1942 to 2016, the overall amount of water used in the lower Colorado region more than doubled."

Component: *HMH Into Science Texas Teacher Guide Grade 7*

ISBN: 9780358841609

Link to Current Content:

[View Current Content](#)

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 1909 of 3538

Current Page Number(s): p. 376

Location: Column 2, between Hands-On Lab Scoring Criteria and first Support for Student Answers

Original Text: N/A

Updated Text: "[title] Managing Water Supply and Water Quality"

[standard] TEKS 7.11.A

[head] Scientific and Engineering Practices

Communicate Information (7.3.B)

[head] Recurring Themes and Concepts

Cause and Effect (7.5.B)"

Component: *HMH Into Science Texas Teacher Guide Grade 7*

ISBN: 9780358841609

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 381

Location: Column 2, Collaborate, Question text, between paragraph 1 and 2.

Original Text: N/A

Updated Text: "Watershed

- Name
- Size or area of land covered by the watershed (maybe include a map)
- Amount of water in the watershed
- Major rivers, lakes, and reservoirs in the watershed
- Ways that humans are using water in the watershed
- Ways that humans might threaten surface water by taking water out or polluting it
- Ways people are trying to protect the supply of surface water and the quality of the water

Aquifer

- Name
- Size and location (maybe include a map)
- Amount of water in the aquifer
- Ways that humans are using water in the aquifer
- Ways that humans might threaten the aquifer by taking water out or polluting it
- Ways people are trying to protect the supply of the aquifer and the quality of the water"

Component: *HMH Into Science Texas Teacher Guide Grade 7*

ISBN: 9780358841609

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 384

Location: TEKS Quiz, TEKS Item Analysis table, between 7.2.B and 7.5.B

Original Text: N/A

Updated Text: Add row to table for TEKS 7.3.A and add bullets to the #4 and #7 columns.

Component: *HMH Into Science Texas Student License Digital Grade 7*

ISBN: 9780358860679

Link to Current Content:

[View Current Content](#)

Current Page Number(s): TEKS Lesson 7.11.A, Evaluate, Screen 1

Location: Review interactivity, question text, second drop down

Original Text: "reservoirs"

Updated Text: N/A

Component: *HMH Into Science Texas Student Activity Guide Print Consumable Grade 7*

ISBN: 9780358861706

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 254

Location: Bottom half of page, vocabulary terms below "Take notes" prompt

Original Text: "groundwater:" [write-on lines]

"surface water:" [write-on lines]

"watershed:" [write-on lines]

Updated Text: "aquifer:" [write-on lines]

"groundwater:" [write-on lines]

"surface water:" [write-on lines]

"watershed:" [write-on lines]

"wetland:" [write-on lines]

Component: *HMH Into Science Texas Student License Digital Grade 7*

ISBN: 9780358860679

Link to Current Content:

[View Current Content](#)

Current Page Number(s): TEKS Lesson 7.11.A, Exploration 2, Screen 2

Location: Evaluate interactivity, Question text

Original Text: "From 1942 to 2016, the overall amount of water used by these three states more than doubled."

Updated Text: "From 1942 to 2016, the overall amount of water used in the lower Colorado region more than doubled."

Component: *HMH Into Science Texas Teacher Guide Grade 7*

ISBN: 9780358841609

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 377

Location: Step 3

Original Text: "STEP 3: Explain your solutions to the other groups, and work together to develop a set of guidelines for residents to follow during a drought. Share your guidelines with your teacher in the classroom and with an adult at home."

Updated Text: "STEP 3: Collaborate with your group to create a sign, slideshow, or short video that communicates your solutions to the other groups. Then work together to develop a set of guidelines for residents to follow during a drought. Share your guidelines with your teacher in the classroom and with an adult at home."

Component: *HMH Into Science Texas Teacher Guide Grade 7*

ISBN: 9780358841609

Link to Current Content:
[View Current Content](#)

Current Page Number(s): p. 400

Location: Column 1, Evaluate, end of checklist answer text

Original Text: N/A

Updated Text: "My solution benefits both the ocean and people."

Component: *HMH Into Science Texas Student License Digital Grade 7*

ISBN: 9780358860679

Link to Current Content:
[View Current Content](#)

Current Page Number(s): TEKS Lesson 7.11.B, Exploration 1, Screen 4

Location: First paragraph of text, sentence 1

Original Text: "living things need certain materials to stay healthy."

Updated Text: "All living things need certain materials to stay healthy."

Component: *HMH Into Science Texas Student License Digital Grade 7*

ISBN: 9780358860679

Link to Current Content:
[View Current Content](#)

Current Page Number(s): TEKS Lesson 7.11.B, Exploration 1, Screen 4

Location: First paragraph of text, after sentence 5

Original Text: N/A

Updated Text: "Seagrasses produce oxygen through photosynthesis, provide food for many animals, and provide living space for smaller crustaceans and fish and the young of larger fish."

Component: *HMH Into Science Texas Student License Digital Grade 7*

ISBN: 9780358860679

Link to Current Content:
[View Current Content](#)

Current Page Number(s): TEKS Lesson 7.11.B, Exploration 1, Screen 6

Location: Northern Cod Landings, Graph source line

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 1912 of 3538

Original Text: "Source: Fisheries and Oceans Canada"

Updated Text: "Source: Fisheries and Oceans Canada, DFO Science Newfoundland & Labrador Region"

Component: *HMH Into Science Texas Student License Digital Grade 7*

ISBN: 9780358860679

Link to Current Content:

[View Current Content](#)

Current Page Number(s): TEKS Lesson 7.11.B, Exploration 2, Screen 6

Location: First paragraph of text, after sentence 1

Original Text: N/A

Updated Text: "Conduct a debate between the two groups to decide what actions should be taken in this area."

Component: *HMH Into Science Texas Student Activity Guide Print Consumable Grade 7*

ISBN: 9780358861706

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 274

Location: Question 4, Question text, after sentence 1

Original Text: N/A

Updated Text: "Begin with the human use of fertilizers."

Component: *HMH Into Science Texas Student Activity Guide Print Consumable Grade 7*

ISBN: 9780358861706

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 267

Location: Top of page, to the left of fish image

Original Text: N/A

Updated Text: [photo of turtle]

Component: *HMH Into Science Texas Student Activity Guide Print Consumable Grade 7*

ISBN: 9780358861706

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 272

Location: Top of page, to the left of fish image

Original Text: N/A

Updated Text: [photo of turtle]

Component: *HMH Into Science Texas Student License Digital Grade 7*

ISBN: 9780358860679

Link to Current Content:

[View Current Content](#)

Current Page Number(s): TEKS Lesson 7.11.B, Exploration 2, Screen 5

Location: Apply interactivity, Question text

Original Text: "Which of the following is not a way that laws and policies can help oceans? Choose all that apply."

Updated Text: "Which of the following is not a way that laws and policies can help oceans?"

Component: *HMH Into Science Texas Teacher Guide Grade 7*

ISBN: 9780358841609

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 400

Location: Evaluate answer

Original Text: " I used multiple appropriate sources.

My sources are accurate and credible.

My solution is cost-effective."

Updated Text: " I used multiple appropriate sources.

I assessed the methods used in each of my sources.

My sources are accurate and credible.

My solution is cost-effective.

My solution benefits both the ocean and people."

Component: *HMH Into Science Texas Teacher Guide Grade 7*

ISBN: 9780358841609

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 420

Location: Column 2, below Safety Information

Original Text: N/A

Updated Text: "You may use a glass vial as an alternative to the 5-mL beaker."

Component: *HMH Into Science Texas Teacher License Digital Grade 7*

ISBN: 9780358860914

Link to Current Content:

[View Current Content](#)

Current Page Number(s): The Flow of Energy in Ecosystems (TEKS 7.12.A) Quiz A, p. 2

Location: Item 4, Answer Choice D

Original Text: "E. Iguana"

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 1914 of 3538

Updated Text: "D. Iguana"

Component: *HMH Into Science Texas Student Activity Guide Print Consumable Grade 7*

ISBN: 9780358861706

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 280

Location: Bottom of page, below "Take notes..." prompt

Original Text: N/A

Updated Text: "food chain:" [write-on lines]

"food web:" [write-on lines]

"energy pyramid:" [write-on lines]

Component: *HMH Into Science Texas Student Activity Guide Print Consumable Grade 7*

ISBN: 9780358861706

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 293

Location: Top of page, caption to right of photo

Original Text: "A composite photo shows different stages in the growth of a seed."

Updated Text: "This composite photo shows different stages in the growth of a seed. Plants grow from seeds without seeming to take in any additional matter or energy."

Component: *HMH Into Science Texas Student Activity Guide Print Consumable Grade 7*

ISBN: 9780358861706

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 315

Location: Step 9

Original Text: "STEP 9 Use your drawings and images from your research to create a diagram showing the hierarchical organization of your organism. Arrange your images on the posterboard provided by your teacher. Use arrows to show the order of organization from smallest to largest. Display your poster in the classroom."

Updated Text: "STEP 9: Collaborate in your small group to share your research and communicate your explanations. Use drawings and images from your research to create a diagram showing the hierarchical organization of your group's organisms. Together with your group, arrange the images on the posterboard provided by your teacher. Use arrows to show the order of organization from smallest to largest. Display your group's poster in the classroom."

Component: *HMH Into Science Texas Teacher Guide Grade 7*

ISBN: 9780358841609

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 471

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 1915 of 3538

Location: Item 4

Original Text: "4. Which statements best explain the complementary relationship between the structure and function in the prickly pear cactus? Select all that apply.

- A. The roots spread out to maximize the amount of water collected.
- B. The spines are narrow because they do not have stomata.
- C. The spines protect the stem from animals that try to eat the cactus.
- D. The stems are wide to maximize the amount of water that can be stored.

Updated Text: "4. When analyzing the complementary relationship between the structure and function of the prickly pear cactus, which statements apply? Select all that apply.

- A. The roots spread out to maximize the amount of water collected.
- B. The spines are narrow because they do not have stomata.
- C. The spines protect the stem from animals that try to eat the cactus.
- D. The stems are wide to maximize the amount of water that can be stored."

Component: *HMH Into Science Texas Student Activity Guide Print Consumable Grade 7*

ISBN: 9780358861706

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 319

Location: Item 4

Original Text: "4. Which statements best explain the complementary relationship between the structure and function in the prickly pear cactus? Select all that apply.

- A. The roots spread out to maximize the amount of water collected.
- B. The spines are narrow because they do not have stomata.
- C. The spines protect the stem from animals that try to eat the cactus.
- D. The stems are wide to maximize the amount of water that can be stored.

Updated Text: "4. When analyzing the complementary relationship between the structure and function of the prickly pear cactus, which statements apply? Select all that apply.

- A. The roots spread out to maximize the amount of water collected.
- B. The spines are narrow because they do not have stomata.
- C. The spines protect the stem from animals that try to eat the cactus.
- D. The stems are wide to maximize the amount of water that can be stored."

Component: *HMH Into Science Texas Student Activity Guide Print Consumable Grade 7*

ISBN: 9780358861706

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 323

Location: Middle of page, OBSERVE prompt

Original Text: "OBSERVE Working with a small group, record everything you notice about the prosthetic limb."

Updated Text: "OBSERVE In your digital Interactive Lesson, watch the video of a person completing a complex behavior using a prosthetic limb. Working with a small group, record everything you notice about the prosthetic limb."

Component: *HMH Into Science Texas Teacher Guide Grade 7*

ISBN: 9780358841609

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 1916 of 3538

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 491

Location: Column 2, Support for Student Answers, Collaborate

Original Text: "COLLABORATE: Working with a partner or small group, make a simple model that shows the nervous, muscular, and skeletal systems working together to accomplish a goal. Then, present your model to the class. Be creative! Models can be physical, illustrated, computer-based, mathematical, or many more."

Updated Text: "COLLABORATE: Working with a partner or small group, make a simple model that shows the nervous, muscular, and skeletal systems working together to accomplish a goal. Make sure your model demonstrates the main functions of each of these systems. Then, present your model to the class.

Be creative! Models can be physical, illustrated, computer-based, or any other format approved by your teacher."

Component: *HMH Into Science Texas Teacher Guide Grade 7*

ISBN: 9780358841609

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 502

Location: Column 2, Making Sense of the Phenomenon, after existing bullets

Original Text: N/A

Updated Text: "The kidneys keep water and blood levels balanced. (Exploration 3)"

Component: *HMH Into Science Texas Student Activity Guide Print Consumable Grade 7*

ISBN: 9780358861706

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 345

Location: Right column, caption below photo

Original Text: "A girl checks her pulse at her wrist."

Updated Text: "You can feel your pulse by using two fingers placed on the underside of your wrist."

Component: *HMH Into Science Texas Student Activity Guide Print Consumable Grade 7*

ISBN: 9780358861706

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 368

Location: Bottom of page, Key Points, below first bullet

Original Text: N/A

Updated Text: [bullet] "The immune system protects your body from harmful substances."

[bullet] "The endocrine system controls most processes in your body from growth to sexual function."

[bullet] "The reproductive system ensures the survival of the species."

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 1917 of 3538

Component: *HMH Into Science Texas Teacher Guide Grade 7*

ISBN: 9780358841609

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 578

Location: Column 2, Check Your Learning, Paragraph 1

Original Text: "At the end of the day, check student understanding of forces acting on an object by having students answer these questions."

Updated Text: "At the end of the day, check student understanding of mechanisms of selection by having students answer these questions."

Component: *HMH Into Science Texas Teacher Guide Grade 7*

ISBN: 9780358841609

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 581

Location: Column 2, Check Your Learning, Paragraph 1

Original Text: "At the end of the day, check student understanding of forces acting on an object by having students answer these questions."

Updated Text: "At the end of the day, check student understanding of artificial selection by having students answer these questions."

Component: *HMH Into Science Texas Teacher Guide Grade 7*

ISBN: 9780358841609

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 574

Location: Column 1, Lead a Group Discussion

Original Text: N/A

Updated Text: "Consider previewing the video of the horned lizard ahead of time. If you have sensitive students who may feel squeamish at watching the video, encourage them to read about the adaptation instead of watching the video. "

Component: *HMH Into Science Texas Teacher Guide Grade 7*

ISBN: 9780358841609

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 595

Location: Column 1, Quick Lab Scoring Criteria, bullet 1

Original Text: "Student worked collaboratively to develop a logical classification method for the six classroom objects."

Updated Text: "Student developed a logical classification method for the six classroom objects."

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 1918 of 3538

Component: *HMH Into Science Texas Teacher Guide Grade 7*

ISBN: 9780358841609

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 602

Location: Column 1, How are living things named?, Sentence 2

Original Text: "Ask students if they think that any two species could share the same two-part name in science."

Updated Text: "Ask students if they think that any two species in the same kingdom could share the same two-part name in science."

Component: *HMH Into Science Texas Student License Digital Grade 7*

ISBN: 9780358860679

Link to Current Content:

[View Current Content](#)

Current Page Number(s): TEKS Lesson 7.14.A, Exploration 1, Screen 2

Location: Step 2

Original Text: N/A

Updated Text: "Then record the group numbers in the data table."

Component: *HMH Into Science Texas Student License Digital Grade 7*

ISBN: 9780358860679

Link to Current Content:

[View Current Content](#)

Current Page Number(s): TEKS Lesson 7.14.A, Exploration 1, Screen 2

Location: End of note after Step 4

Original Text: N/A

Updated Text: "... This is true of real-life organisms within the same kingdom, a level of classification you will learn about in the next section."

Component: *HMH Into Science Texas Student License Digital Grade 7*

ISBN: 9780358860679

Link to Current Content:

[View Current Content](#)

Current Page Number(s): TEKS Lesson 7.14.A, Exploration 2, Screen 2

Location: after third paragraph

Original Text: N/A

Updated Text: "There are multiple species of pangolins and armadillos. The scientific name for one species of pangolin, the Philippine pangolin, is *Manis culionensis*. The scientific name for one species of armadillo, the nine-banded armadillo, is *Dasyus novemcinctus*."

Component: *HMH Into Science Texas Student License Digital Grade 7*

ISBN: 9780358860679

Link to Current Content:

[View Current Content](#)

Current Page Number(s): TEKS Lesson 7.14.A, Evaluate, Screen 4

Location: Image, Animal 1

Original Text: image of a beaver without the tail showing

Updated Text: image of a beaver with the tail showing

Component: *HMH Into Science Texas Student Activity Guide Print Consumable Grade 7*

ISBN: 9780358861706

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 407

Location: Procedure, end of Step 2

Original Text: N/A

Updated Text: "Then record the group numbers in the data table."

Component: *HMH Into Science Texas Student Activity Guide Print Consumable Grade 7*

ISBN: 9780358861706

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 409

Location: End of note after Step 4

Original Text: N/A

Updated Text: "This is true of real-life organisms within the same kingdom, a level of classification you will learn about in the next section."

Component: *HMH Into Science Texas Student Activity Guide Print Consumable Grade 7*

ISBN: 9780358861706

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 414

Location: Top left photo

Original Text: image of a beaver without the tail showing

Updated Text: image of a beaver with the tail showing

Component: *HMH Into Science Texas Teacher Guide Grade 7*

ISBN: 9780358841609

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 1920 of 3538

Link to Current Content:
[View Current Content](#)

Current Page Number(s): p. 612

Location: Column 1, Addressing Misconceptions, Misconception 1, Sentence 2

Original Text: "Misconception: All living things are either plants or animals...Many organisms belong to the fungi and protists kingdoms."

Updated Text: "Misconception: All living things are either plants or animals...Many organisms belong to other kingdoms, such as fungi or protists."

Component: *HMH Into Science Texas Student License Digital Grade 7*

ISBN: 9780358860679

Link to Current Content:
[View Current Content](#)

Current Page Number(s): TEKS Lesson 7.14.B, Engage, Screen 9

Location: Lesson Vocabulary, archaea definition

Original Text: "a domain made up of prokaryotes most of which are known to live in extreme environments that are distinguished from other prokaryotes by differences in their genetics and in the makeup of their cell wall"

Updated Text: "a kingdom made up of prokaryotes most of which are known to live in extreme environments that are distinguished from other prokaryotes by differences in their genetics and in the makeup of their cell wall"

Component: *HMH Into Science Texas Student License Digital Grade 7*

ISBN: 9780358860679

Link to Current Content:
[View Current Content](#)

Current Page Number(s): TEKS Lesson 7.14.B, Engage, Screen 9

Location: Lesson Vocabulary, bacteria definition

Original Text: "a domain made up of prokaryotes that usually have a cell wall and that usually reproduce by cell division"

Updated Text: "a kingdom made up of prokaryotes that usually have a cell wall and that usually reproduce by cell division"

Component: *HMH Into Science Texas Student License Digital Grade 7*

ISBN: 9780358860679

Link to Current Content:
[View Current Content](#)

Current Page Number(s): TEKS Lesson 7.14.B, Exploration 1, Screen 1

Location: Between heading and Image gallery interactivity

Original Text: N/A

Updated Text: "Scientists sort organisms into three domains based on their characteristics: Domain Archaea, Domain Bacteria, and Domain Eukarya. Domain is the highest level of taxonomic classification. The organisms within domains can

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 1921 of 3538

also be sorted into kingdoms.

[bullet] Domain Bacteria is made up of prokaryotes that usually have a cell wall and usually reproduce by cell division. All organisms within Domain Bacteria are also part of Kingdom Bacteria.

[bullet] Domain Archaea is also made up of prokaryotes, but they differ from other prokaryotes in their genetics and the makeup of their cell walls. All organisms within Domain Archaea are also part of Kingdom Archaea.

[bullet] Domain Eukarya is made up of all eukaryotes. This domain includes four kingdoms: Kingdom Protista, Kingdom Fungi, Kingdom Plantae, and Kingdom Animalia."

Component: *HMH Into Science Texas Student License Digital Grade 7*

ISBN: 9780358860679

Link to Current Content:

[View Current Content](#)

Current Page Number(s): TEKS Lesson 7.14.B, Exploration 1, Screen 1

Location: image gallery interactivity, caption for Archaea, sentence 5

Original Text: "They reproduce asexually through cell division."

Updated Text: "They reproduce asexually."

Component: *HMH Into Science Texas Student License Digital Grade 7*

ISBN: 9780358860679

Link to Current Content:

[View Current Content](#)

Current Page Number(s): TEKS Lesson 7.14.B, Exploration 1, Screen 1

Location: image gallery interactivity, caption for Archaea, sentence 3

Original Text: "They do not produce their own food."

Updated Text: N/A

Component: *HMH Into Science Texas Student License Digital Grade 7*

ISBN: 9780358860679

Link to Current Content:

[View Current Content](#)

Current Page Number(s): TEKS Lesson 7.14.B, Exploration 1, Screen 1

Location: image gallery interactivity, caption for Bacteria, sentence 2

Original Text: "Bacteria have a cell wall."

Updated Text: "Most bacteria have a cell wall."

Component: *HMH Into Science Texas Student License Digital Grade 7*

ISBN: 9780358860679

Link to Current Content:

[View Current Content](#)

Current Page Number(s): TEKS Lesson 7.14.B, Exploration 1, Screen 1

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 1922 of 3538

Location: image gallery interactivity, caption for Plant, sentence 4

Original Text: "Plants are autotrophic: they produce their own food using energy from the sun and water during the process of photosynthesis."

Updated Text: "Plants are autotrophic: they produce their own food using energy from the sun, carbon dioxide, and water during photosynthesis."

Component: *HMH Into Science Texas Student License Digital Grade 7*

ISBN: 9780358860679

Link to Current Content:

[View Current Content](#)

Current Page Number(s): TEKS Lesson 7.14.B, Exploration 1, Screen 2

Location: Short Text Interactivity, Describe table, third row

Original Text: "Presence of cell wall | yes, no | "" "

Updated Text: N/A

Component: *HMH Into Science Texas Student License Digital Grade 7*

ISBN: 9780358860679

Link to Current Content:

[View Current Content](#)

Current Page Number(s): TEKS Lesson 7.14.B, Engage, Screen 3

Location: image captions

Original Text: "1. bacteria 2. animal 3. animal cells 4. plant 5. plant cells 6. fungi"

Updated Text: "1. bacteria 2. frog 3. frog cells 4. onion 5. onion cells 6. shelf fungi"

Component: *HMH Into Science Texas Student License Digital Grade 7*

ISBN: 9780358860679

Link to Current Content:

[View Current Content](#)

Current Page Number(s): TEKS Lesson 7.14.B, Exploration 1, Screen 1

Location: image gallery interactivity, caption for Fungi, add to end

Original Text: N/A

Updated Text: "... Fungi can be multicellular, like this mushroom, or unicellular, like yeasts."

Component: *HMH Into Science Texas Student License Digital Grade 7*

ISBN: 9780358860679

Link to Current Content:

[View Current Content](#)

Current Page Number(s): TEKS Lesson 7.14.B, Engage, Screen 2

Location: Paragraph 1, Sentence 1

Original Text: "Scientists sort organisms into six different Kingdoms of life."

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 1923 of 3538

Updated Text: "Scientists sort organisms into three domains: Archaea, Bacteria, and Eukarya. These domains can be further divided into six kingdoms."

Component: *HMH Into Science Texas Student Activity Guide Print Consumable Grade 7*

ISBN: 9780358861706

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 420

Location: Bottom of page, vocabulary terms below "Take notes..." prompt

Original Text: "animal:" [write-on lines]; "plant:" [write-on lines]; "fungus:" [write-on lines]

Updated Text: "Animalia:" [write-on lines]; "Archaea:" [write-on lines]; "Bacteria:" [write-on lines]; "Fungi:" [write-on lines]; "Plantae:" [write-on lines]; "Protista:" [write-on lines]

Component: *HMH Into Science Texas Student Activity Guide Print Consumable Grade 7*

ISBN: 9780358861706

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 427

Location: Bottom half of page, question 2

Original Text: "Write the correct answer to classify organisms in each Kingdom as unicellular, multicellular, or both."

Updated Text: "Write the correct answer to classify organisms in each Kingdom as always multicellular, always unicellular, or can be unicellular or multicellular."

Component: *HMH Into Science Texas Student License Digital Grade 7*

ISBN: 9780358860679

Link to Current Content:

[View Current Content](#)

Current Page Number(s): TEKS Lesson 7.14.B, Exploration 1, Screen 5

Location: Line Matching Interactivity, Analyze, 4th option, left side

Original Text: "Complex multicellular organisms that have cells with a nucleus and a cell wall."

Updated Text: "These complex multicellular organisms have cells with a nucleus and a cell wall."

Component: *HMH Into Science Texas Student License Digital Grade 7*

ISBN: 9780358860679

Link to Current Content:

[View Current Content](#)

Current Page Number(s): TEKS Lesson 7.14.B, Exploration 1, Screen 5

Location: Line Matching Interactivity, Analyze, 5th option, left side

Original Text: "Complex multicellular organisms that have cells with a nucleus but no cell wall."

Updated Text: "These complex multicellular organisms have cells with a nucleus but no cell wall."

Component: *HMH Into Science Texas Student License Digital Grade 7*

ISBN: 9780358860679

Link to Current Content:

[View Current Content](#)

Current Page Number(s): TEKS Lesson 7.14.B, Exploration 1, Screen 5

Location: Line Matching Interactivity, Analyze, 6th option, left side

Original Text: "Eukaryotic organisms that don't move and reproduce using spores or asexual reproduction."

Updated Text: "These eukaryotic organisms don't move and reproduce using spores or asexual reproduction."

Component: *HMH Into Science Texas Student Activity Guide Print Consumable Grade 7*

ISBN: 9780358861706

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 425

Location: Middle of page, below Lesson Vocabulary

Original Text: "Archaea: a domain made up of prokaryotes, most of which are known to live in extreme environments,..."
"Bacteria: a domain made up of prokaryotes that usually have a cell wall and that usually reproduce by cell division"

Updated Text: "Archaea: a kingdom made up of prokaryotes, most of which are known to live in extreme environments,..."

"Bacteria: a kingdom made up of prokaryotes that usually have a cell wall and that usually reproduce by cell division"

Component: *HMH Into Science Texas Teacher Guide Grade 7*

ISBN: 9780358841609

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 622

Location: Column 1, How do Classification systems change over time, Support for Student Answers, Describe, sample answer, bullet 3

Original Text: "• Presence of cell wall: yes or no"

Updated Text: N/A

Component: *HMH Into Science Texas Student Activity Guide Print Consumable Grade 7*

ISBN: 9780358861706

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 415

Location: image captions after Materials

Original Text: "1. bacteria 2. animal 3. animal cells 4. plant 5. plant cells 6. fungi"

Updated Text: "1. bacteria 2. frog 3. frog cells 4. onion 5. onion cells 6. shelf fungi"

Component: *HMH Into Science Texas Student Activity Guide Print Consumable Grade 7*

ISBN: 9780358861706

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 415

Location: Where Do They Belong, paragraph 1, Sentence 1

Original Text: "Scientists sort organisms into six different Kingdoms of life."

Updated Text: "Scientists sort organisms into three domains: Archaea, Bacteria, and Eukarya. These domains can be further divided into six kingdoms."

Component: *HMH Into Science Texas Teacher License Digital Grade 7*

ISBN: 9780358860914

Link to Current Content:

[View Current Content](#)

Current Page Number(s): Forces and Motion (TEKS 7.7) Test A, p. 4

Location: Item 12, answer choice B

Original Text: "B. They should remove the upward and downward pointing arrows."

Updated Text: "B. They should remove the forward pointing arrow."

Component: *HMH Into Science Texas Teacher License Digital Grade 7*

ISBN: 9780358860914

Link to Current Content:

[View Current Content](#)

Current Page Number(s): Changes in Matter (TEKS 7.6) Test A, Item 4, p. 2

Location: Answer Choice D

Original Text: "D. aluminum"

Updated Text: "D. silver"

Publisher: Kiddom

Science, Grade 7

Program: *OpenSciEd 7th grade Science powered by Kiddom - Online and Print: TEKS*

Component: *OpenSciEd 7th grade Science powered by Kiddom - Online and Print*

ISBN: 9781960634535

Link to Current Content:

[View Current Content](#)

Location: Omission: Assessment Opportunities: Throughout the lessons, teachers are provided "Assessment Opportunities". In this section, the lesson explains to teachers what to do if students don't understand the content. For example, in Lesson 4 Day 1 of Unit 7.2, the Assessment Opportunity explains how to redirect the discussion if students are struggling with articulating the answer to the posed question. These alternate activities are provided in most lessons

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 1926 of 3538

to support teachers in recognizing barriers to student's conceptual development and providing a resource for how to overcome these barriers.

Please remember to go directly to this link, you must open the demo site first, then open the link above. Reminder of the directions are

here: <https://docs.google.com/document/d/1Mnoeon2e8Qry0vHFt5JTjWjRH6OWxPoTcR1bXKoyOMs/edit?usp=sharing>

Link to Updated Content:

[View Updated Content](#)

Original Text: Omission: Assessment Opportunities: Throughout the lessons, teachers are provided "Assessment Opportunities". In this section, the lesson explains to teachers what to do if students don't understand the content. For example, in Lesson 4 Day 1 of Unit 7.2, the Assessment Opportunity explains how to redirect the discussion if students are struggling with articulating the answer to the posed question. These alternate activities are provided in most lessons to support teachers in recognizing barriers to student's conceptual development and providing a resource for how to overcome these barriers

Please remember to go directly to this link, you must open the demo site first, then open the link above. Reminder of the directions are

here: <https://docs.google.com/document/d/1Mnoeon2e8Qry0vHFt5JTjWjRH6OWxPoTcR1bXKoyOMs/edit?usp=sharing>

Updated Text: Omission: Assessment Opportunities: Throughout the lessons, teachers are provided "Assessment Opportunities". In this section, the lesson explains to teachers what to do if students don't understand the content. For example, in Lesson 4 Day 1 of Unit 7.2, the Assessment Opportunity explains how to redirect the discussion if students are struggling with articulating the answer to the posed question. These alternate activities are provided in most lessons to support teachers in recognizing barriers to student's conceptual development and providing a resource for how to overcome these barriers.

Please remember to go directly to this link, you must open the demo site first, then open the link above. Reminder of the directions are

here: <https://docs.google.com/document/d/1Mnoeon2e8Qry0vHFt5JTjWjRH6OWxPoTcR1bXKoyOMs/edit?usp=sharing>

Component: *OpenSciEd 7th grade Science powered by Kiddom - Online and Print*

ISBN: 9781960634535

Link to Current Content:

[View Current Content](#)

Location: Omission: Throughout the lessons there are "Key Ideas" for teachers. The key ideas tell teachers what to listen for in group discussions and guide teachers into introducing new terms or ideas if they are not explained by students. For example, in Lesson 1 Day 1 of Unit 7.1, the Key ideas suggest that teachers introduce the idea of "gas bubbles" if it isn't raised by students. This helps teachers to understand the barriers or misconceptions to students conceptual development.

Please remember to go directly to this link, you must open the demo site first, then open the link above. Reminder of the directions are

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 1927 of 3538

here: <https://docs.google.com/document/d/1Mnoeon2e8Qry0vHFt5JTjWjRH6OWxPoTcR1bXKoyOMs/edit?usp=sharing>

Link to Updated Content:

[View Updated Content](#)

Original Text: Omission: Throughout the lessons there are "Key Ideas" for teachers. The key ideas tell teachers what to listen for in group discussions and guide teachers into introducing new terms or ideas if they are not explained by students. For example, in Lesson 1 Day 1 of Unit 7.1, the Key ideas suggest that teachers introduce the idea of "gas bubbles" if it isn't raised by students. This helps teachers to understand the barriers or misconceptions to students conceptual development.

Please remember to go directly to this link, you must open the demo site first, then open the link above. Reminder of the directions are

here: <https://docs.google.com/document/d/1Mnoeon2e8Qry0vHFt5JTjWjRH6OWxPoTcR1bXKoyOMs/edit?usp=sharing>

Updated Text: Omission: Throughout the lessons there are "Key Ideas" for teachers. The key ideas tell teachers what to listen for in group discussions and guide teachers into introducing new terms or ideas if they are not explained by students. For example, in Lesson 1 Day 1 of Unit 7.1, the Key ideas suggest that teachers introduce the idea of "gas bubbles" if it isn't raised by students. This helps teachers to understand the barriers or misconceptions to students conceptual development.

Please remember to go directly to this link, you must open the demo site first, then open the link above. Reminder of the directions are

here: <https://docs.google.com/document/d/1Mnoeon2e8Qry0vHFt5JTjWjRH6OWxPoTcR1bXKoyOMs/edit?usp=sharing>

Publisher: McGraw Hill

Science, Grade 7

Program: McGraw Hill Texas Science, Grade 7: ELPS

Component: McGraw Hill Texas Science Grade 7 Write-In Print Student Edition

ISBN: 9781264902040

Current Page Number(s): SEP 4

Location: Quick Launch, Black Box Mystery, paragraph 1, last sentence

Original Text: Record your observations.

Updated Text: Record your observations. Be sure to ask your teacher for clarification as needed.

Component: McGraw Hill Texas Science Grade 7 Write-In Print Student Edition

ISBN: 9781264902040

Current Page Number(s): SEP 22

Location: Quick Launch, Going the Distance, Paragraph 2, last sentence

Original Text: Record your observations.

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 1928 of 3538

Updated Text: Record your observations. Be sure to ask your teacher for clarification as needed.

Component: McGraw Hill Texas Science Grade 7 Write-In Print Student Edition

ISBN: 9781264902040

Current Page Number(s): SEP 30

Location: Testing and Evaluating Solutions header

Original Text: Testing and Evaluating Solutions

Updated Text: Test and Evaluate Solutions

Component: McGraw Hill Texas Science Grade 7 Write-In Print Student Edition

ISBN: 9781264902040

Current Page Number(s): SEP 32

Location: Quick Launch, Finding Fossils, paragraph 2, last sentence

Original Text: Complete the Quick Launch to model the process of scientific discovery.

Updated Text: Complete the Quick Launch to model the process of scientific discovery. Record your observations.

Component: McGraw Hill Texas Science Grade 7 Digital Teacher Edition

ISBN: 9781265566210

Current Page Number(s): SEP 13

Location: Conversation Starters, Multiple Perspectives header

Original Text: Multiple Perspectives

Updated Text: Multiple Perspectives [clock icon] 5 min

Component: McGraw Hill Texas Science Grade 7 Digital Teacher Edition

ISBN: 9781265566210

Current Page Number(s): SEP 13

Location: Conversation starters, Multiple Perspectives, Elk in Native American Culture, paragraph 1, sentence 6

Original Text: This animal often became the symbol of an individual, family, clan, or tribe.

Updated Text: N/A (sentence deleted)

Component: McGraw Hill Texas Science Grade 7 Digital Teacher Edition

ISBN: 9781265566210

Current Page Number(s): 1

Location: Quick Launch: Finding Fossils, introduction paragraph, last sentence

Original Text: Complete the Quick Launch to model the process of scientific discovery.

Updated Text: Complete the Quick Launch to model the process of scientific discovery. Record your observations.

Component: McGraw Hill Texas Science Grade 7 Write-In Print Student Edition

ISBN: 9781264902040

Current Page Number(s): 4

Location: Quick Launch, What To Make, paragraph 1, last sentence

Original Text: Using the same thought process, follow your teacher's instructions on what to do with the materials provided.

Updated Text: Using the same thought process, follow your teacher's instructions on what to do with the materials provided. Record your observations. Be sure to ask your teacher for clarification as needed.

Component: McGraw Hill Texas Science Grade 7 Write-In Print Student Edition

ISBN: 9781264902040

Current Page Number(s): 10

Location: Identification Using the Periodic Table, paragraph 2, sentence 1

Original Text: You may recall that the periodic [pihr ee AH dihk] table is a chart of the elements arranged into rows and columns according to their physical and chemical properties.

Updated Text: You may recall that the periodic (pihr ee AH dihk) table is a chart of the elements arranged into rows and columns according to their physical and chemical properties.

Component: McGraw Hill Texas Science Grade 7 Write-In Print Student Edition

ISBN: 9781264902040

Current Page Number(s): 18

Location: Quick Launch: Making Changes, paragraph 1, last sentence

Original Text: Record your observations.

Updated Text: Record your observations. Be sure to ask your teacher for clarification as needed.

Component: McGraw Hill Texas Science Grade 7 Write-In Print Student Edition

ISBN: 9781264902040

Current Page Number(s): 37

Location: Dilution, paragraph 3, sentence 1

Original Text: In Table 2 the ratio of sugar to solution determined how diluted the solution was.

Updated Text: In Table 2 the ratio of sugar to solution determined how diluted the solution was. (remove bold from Table 2)

Component: McGraw Hill Texas Science Grade 7 Write-In Print Student Edition

ISBN: 9781264902040

Current Page Number(s): 40

Location: Contamination Plumes: A Cleaner Tomorrow, image, top right

Original Text: Labels - Contaminated Plume, Groundwater Flow

Updated Text: Labels - Contaminated plume, Groundwater flow
Black box was removed from around labels

Component: McGraw Hill Texas Science Grade 7 Write-In Print Student Edition

ISBN: 9781264902040

Current Page Number(s): 40

Location: Concentrations, paragraph 1, sentence 3

Original Text: This helps point towards the direction of the source of the pollution.

Updated Text: This helps point toward the direction of the source of the pollution.

Component: McGraw Hill Texas Science Grade 7 Write-In Print Student Edition

ISBN: 9781264902040

Current Page Number(s): 40

Location: Concentrations, image below paragraph 1

Original Text: Labels - Plume_Source, Saturated Sand (aquifer), Groundwater Flow

Updated Text: Labels - Plume Source, Saturated sand (Aquifer), Groundwater flow

Plume Source was bolded to indicate it is the title of the image, Landfill was moved down between the dirt and the dump truck

Component: McGraw Hill Texas Science Grade 7 Write-In Print Student Edition

ISBN: 9781264902040

Current Page Number(s): 44

Location: Quick Launch, Stirring Up Solutions, paragraph 1, last sentence

Original Text: Follow the steps your teacher presents and make observations on the worksheet.

Updated Text: Follow your teacher's instructions to find out. Record your observations. Be sure to ask your teacher for clarification as needed.

Component: McGraw Hill Texas Science Grade 7 Write-In Print Student Edition

ISBN: 9781264902040

Current Page Number(s): 46

Location: The Rate of Dissolution, paragraph 1, sentence 1

Original Text: You might recall that a solution is made of the combination of solvent and solute.

Updated Text: You might recall that a solution is made of a combination of solvent and solute.

Component: McGraw Hill Texas Science Grade 7 Write-In Print Student Edition

ISBN: 9781264902040

Current Page Number(s): 46

Location: The Rate of Dissolution, paragraph 1, sentence 5

Original Text: You might ask why water is our solvent but recall that a solute is any substance in a solution other than the solvent, therefore water is our solvent.

Updated Text: You might ask why water is considered our solvent. Recall that a solute is any substance in a solution other than the solvent. Therefore, water is our solvent.

Component: McGraw Hill Texas Science Grade 7 Write-In Print Student Edition

ISBN: 9781264902040

Current Page Number(s): 49

Location: STEM Connection, Focus on Technology, paragraph 2, last sentence

Original Text: This is why after a storm when salt is released from salt trucks, salt is sprayed with water prior to being released on the pavement, it also helps the salt stay on the road.

(1 write on line)

Updated Text: This is why after a storm, salt is sprayed with water before being released from the salt truck on the pavement. This process also helps the salt stay on the road.

(write-on line deleted)

Component: McGraw Hill Texas Science Grade 7 Digital Teacher Edition

ISBN: 9781265566210

Current Page Number(s): 24

Location: Under Teach bar, header 1

Original Text: Chemical Changes

Updated Text: N/A (header was deleted)

Component: McGraw Hill Texas Science Grade 7 Digital Teacher Edition

ISBN: 9781265566210

Current Page Number(s): 27

Location: Life Science Connection, paragraph 1, sentence 1

Original Text: Why Doesn't the Stomach Digest Itself? The lining of the stomach secretes a corrosive mixture of digestive enzymes that break up large molecules like proteins into smaller substances.

Updated Text: The lining of the stomach secretes a corrosive mixture of digestive enzymes that break up large molecules like proteins into smaller substances.

Component: McGraw Hill Texas Science Grade 7 Digital Teacher Edition

ISBN: 9781265566210

Current Page Number(s): 31

Location: Lesson Review, question 2, after Dual Coded statement

Original Text: N/A

Updated Text: On the state assessment, students may be asked to develop explanations supported by data and models and consistent with scientific ideas.

Component: McGraw Hill Texas Science Grade 7 Digital Teacher Edition

ISBN: 9781265566210

Current Page Number(s): 31

Location: Lesson Review, question 4, after Dual Coded statement

Original Text: N/A

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 1932 of 3538

Updated Text: On the state assessment, students may be asked to develop explanations supported by data and models and consistent with scientific ideas.

Component: McGraw Hill Texas Science Grade 7 Digital Teacher Edition

ISBN: 9781265566210

Current Page Number(s): 31

Location: Lesson Review, question 5, after Dual Coded statement

Original Text: N/A

Updated Text: On the state assessment, students may be asked to use models to represent processes.

Component: McGraw Hill Texas Science Grade 7 Digital Teacher Edition

ISBN: 9781265566210

Current Page Number(s): 1

Location: Quick Launch: What To Make, introduction paragraph, after sentence 3

Original Text: Using the same thought process, follow your teacher's instructions on what to do with the materials provided. Be sure to ask your teacher for clarification as needed.

Updated Text: Using the same thought process, follow your teacher's instructions on what to do with the materials provided. Record your observations. Be sure to ask your teacher for clarification as needed.

Component: McGraw Hill Texas Science Grade 7 Digital Teacher Edition

ISBN: 9781265566210

Current Page Number(s): 1

Location: Quick Launch: Making Changes, introduction paragraph, last sentence

Original Text: Record your observations.

Updated Text: Record your observations. Be sure to ask your teacher for clarification as needed.

Component: McGraw Hill Texas Science Grade 7 Digital Teacher Edition

ISBN: 9781265566210

Current Page Number(s): 1

Location: Quick Launch: Stirring Up Solutions, introduction paragraph, last sentence

Original Text: Follow the steps your teacher presents and make observations on the worksheet.

Updated Text: Follow your teacher's instructions to find out. Record your observations. Be sure to ask your teacher for clarification as needed.

Component: McGraw Hill Texas Science Grade 7 Write-In Print Student Edition

ISBN: 9781264902040

Current Page Number(s): 68

Location: How Do They Work, header

Original Text: How Do They Work

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 1933 of 3538

Updated Text: How They Work

Component: McGraw Hill Texas Science Grade 7 Write-In Print Student Edition

ISBN: 9781264902040

Current Page Number(s): 69

Location: Making Connections, Discuss question, sentence 2

Original Text: Why is the average speed different than the 460 km/h?

Updated Text: Why is the average speed different than the train's top speed?

Component: McGraw Hill Texas Science Grade 7 Write-In Print Student Edition

ISBN: 9781264902040

Current Page Number(s): 72

Location: Quick Launch: Traveling Around Town, paragraph 1, sentence 1

Original Text: Imagine you spend the day going from one place to another throughout your home town or city.

Updated Text: Imagine you spend the day going from one place to another throughout your town or city.

Component: McGraw Hill Texas Science Grade 7 Write-In Print Student Edition

ISBN: 9781264902040

Current Page Number(s): 72

Location: Quick Launch: Traveling Around Town, paragraph 1, last sentence

Original Text: Record your observations.

Updated Text: Record your observations. Be sure to ask your teacher for clarification as needed.

Component: McGraw Hill Texas Science Grade 7 Write-In Print Student Edition

ISBN: 9781264902040

Current Page Number(s): 75

Location: Displacement and Direction, paragraph 1, last sentence

Original Text: A vector is a quantity that has both magnitude and direction. A vector's direction can be described in words, such as to the right or northwest.

Updated Text: A vector is a quantity that has both magnitude and direction. A vector's direction can be described in words, such as "to the right" or "northwest."

Component: McGraw Hill Texas Science Grade 7 Write-In Print Student Edition

ISBN: 9781264902040

Current Page Number(s): 75

Location: Displacement and Sign, paragraph 1, sentence 1

Original Text: The displacement's sign indicates direction an object has moved from the reference point.

Updated Text: The displacement's sign indicates the direction an object has moved from the reference point.

Component: McGraw Hill Texas Science Grade 7 Write-In Print Student Edition

ISBN: 9781264902040

Current Page Number(s): 82

Location: Quick Launch, Graphing Changes, paragraph 1, last sentence

Original Text: Record your observations.

Updated Text: Record your observations. Be sure to ask your teacher for clarification as needed.

Component: McGraw Hill Texas Science Grade 7 Write-In Print Student Edition

ISBN: 9781264902040

Current Page Number(s): 92

Location: Quick Launch, Move Along, paragraph 1, last sentence

Original Text: Record your observations.

Updated Text: Record your observations. Be sure to ask your teacher for clarification as needed.

Component: McGraw Hill Texas Science Grade 7 Write-In Print Student Edition

ISBN: 9781264902040

Current Page Number(s): 96

Location: STEM Connection, Focus on Engineering, Brainstorm question

Original Text: With a partner propose a solution to the lack of friction between tires and the road supported by the model of road treatment described consistent with Newton's 1st Law of Motion. Record your solutions in your Science Notebook.

Updated Text: Based on the model of road treatment provided, work with a partner to propose a solution to improve road safety using friction that is consistent with Newton's first law of motion. Record your solution in your Science Notebook.

Component: McGraw Hill Texas Science Grade 7 Digital Teacher Edition

ISBN: 9781265566210

Current Page Number(s): 69

Location: Making Connections, 2nd Calculate question, sentence 1, sample answer

Original Text: average speed = $30 \text{ km} / 0.34 \text{ h} = 88 \text{ km/h}$

Updated Text: average speed = $30 \text{ km} / 0.50 \text{ h} = 60 \text{ km/h}$

Component: McGraw Hill Texas Science Grade 7 Digital Teacher Edition

ISBN: 9781265566210

Current Page Number(s): 69

Location: Making Connections, paragraph 1, sentence 1

Original Text: Students use the information they read to calculate the average speed of the maglev train from Shanghai's Pudong airport to Longyang.

Updated Text: Students use the information they read to calculate the average speed of the maglev train from Shanghai's Pudong Airport to Longyang.

Component: McGraw Hill Texas Science Grade 7 Digital Teacher Edition

ISBN: 9781265566210

Current Page Number(s): 99

Location: Fun Facts header

Original Text: Fun Facts

Updated Text: Fun Fact [clock icon] 5 min

Component: McGraw Hill Texas Science Grade 7 Digital Teacher Edition

ISBN: 9781265566210

Current Page Number(s): 99

Location: Take It Further, Write About It paragraph, sentence 1

Original Text: In their Science Notebooks, have students identify the safety method from the interactive gallery that they think has the most potential in increasing road safety.

Updated Text: In their Science Notebooks, have students identify the safety method from the interactive gallery that they think has the most potential to increase road safety.

Component: McGraw Hill Texas Science Grade 7 Digital Teacher Edition

ISBN: 9781265566210

Current Page Number(s): 1

Location: Quick Launch: Traveling Around, Introduction, paragraph 1, sentence 1

Original Text: Imagine you spend the day going from one place to another throughout your home town or city.

Updated Text: Imagine you spend the day going from one place to another throughout your town or city.

Component: McGraw Hill Texas Science Grade 7 Write-In Print Student Edition

ISBN: 9781264902040

Current Page Number(s): 124

Location: Convection, paragraph 1, sentence 2

Original Text: The burner is also heating the water, as the water heats up it rises, as it rises it begins to cool once its has cooled it sinks back down to the bottom of the pot where it heats back up again cycling through the whole process over and over.

Updated Text: The pot heats the water by conduction. As the water heats up, it rises. As it rises, it begins to cool. Once it has cooled, it sinks back down to the bottom of the pot where it heats back up again. It cycles through the whole process over and over.

Component: McGraw Hill Texas Science Grade 7 Write-In Print Student Edition

ISBN: 9781264902040

Current Page Number(s): 163

Location: Making Connections, Consider This!

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 1936 of 3538

Original Text: Would you become an astronaut? Explain your thoughts in your Science Notebook.

Updated Text: Would you become an astronaut? What are the risks and benefits? Explain your thoughts in your Science Notebook.

Component: McGraw Hill Texas Science Grade 7 Write-In Print Student Edition

ISBN: 9781264902040

Current Page Number(s): 166

Location: Quick Launch, Must Meet Requirements, introductory paragraph, last sentence

Original Text: Record your observations.

Updated Text: Record your observations. Be sure to ask your teacher for clarification as needed.

Component: McGraw Hill Texas Science Grade 7 Digital Teacher Edition

ISBN: 9781265566210

Current Page Number(s): 163

Location: Consider This!, paragraph 1

Original Text: Investigations students plan should include a hypothesis, procedure, observations, independent and dependent variables, and an experimental and control group. Their plans should take in account the limitations and advantages of performing an experiment in space.

Updated Text: Students should understand that space missions can be dangerous. The training is long, competitive, and rigorous. There are also health risks associated with long-term space missions. The rewards, however, are tremendous. Out of nearly 8 billion people, only a select few have been to space. Being an astronaut is a very prestigious career.

Component: McGraw Hill Texas Science Grade 7 Write-In Print Student Edition

ISBN: 9781264902040

Current Page Number(s): 186

Location: Quick Launch: Putting the Pieces Together, paragraph 1, last sentence

Original Text: Cut out and arrange the continents to form one supercontinent.

Updated Text: Cut out and arrange the continents to form one supercontinent. Record your observations

Component: McGraw Hill Texas Science Grade 7 Write-In Print Student Edition

ISBN: 9781264902040

Current Page Number(s): 220

Location: Show What YOU Know, after bullet 3

Original Text: • Evaluate the solution you designed and the prediction you made.

Updated Text: • Evaluate the solution you designed and the prediction you made.

• CER Make a claim about your solution. Provide evidence and reasoning to support the claim.

Component: McGraw Hill Texas Science Grade 7 Digital Teacher Edition

ISBN: 9781265566210

Current Page Number(s): 201

Location: Assess, Making Connections, under Notebooking

Original Text: N/A

Updated Text: Consider This! Have students write down their thoughts in their Science Notebook, then as a class, have students share their thoughts. Ask students to elaborate or give reasoning for their thoughts.

Component: McGraw Hill Texas Science Grade 7 Digital Teacher Edition

ISBN: 9781265566210

Current Page Number(s): 201

Location: Assess, Making Connections, Take It Further, Consider This!

Original Text: Consider This! Discuss with students the types of technology Wegener had available during his studies of continental drift. How would access to GPS technology have changed the history of the development of the theory of plate tectonics?

Updated Text: Write About It Have students work with a partner to discuss what they observed in the virtual field trip. Have them write their reflections in the Science Notebooks.

Component: McGraw Hill Texas Science Grade 7 Digital Teacher Edition

ISBN: 9781265566210

Current Page Number(s): 221

Location: TEKS Review, Targeted TEKS table, SEP and Theme column

Original Text: 1 -

2 - 7.2

3 -

4 - 7.2

5 -

6 Part A - 7.2

6 Part B - 7.2

Updated Text: 1 - 7.5B, 7.5E

2 - 7.2B, 7.3A, 7.3B

3 -

4 - 7.5B

5 -

6 Part A - 7.5B, 7.5G

6 Part B -

Component: McGraw Hill Texas Science Grade 7 Write-In Print Student Edition

ISBN: 9781264902040

Current Page Number(s): 233

Location: Stream Modification, Explain question

Original Text: How do dams negatively affect migratory fish?

Updated Text: How do dams affect migratory fish?

Component: McGraw Hill Texas Science Grade 7 Write-In Print Student Edition

ISBN: 9781264902040

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 1938 of 3538

Current Page Number(s): 239

Location: Making Connections, Take It Further

Original Text: Check out the interactive widget Regulating Water to learn more about Texas water laws!

Updated Text: Check out the interactive gallery Regulating Water to learn more about Texas water laws!

Component: McGraw Hill Texas Science Grade 7 Write-In Print Student Edition

ISBN: 9781264902040

Current Page Number(s): 240

Location: Lesson 6.1 TEKS 7.11A Review, Question 1, sentence 1

Original Text: Recall the water at the river delta from the beginning of the chapter.

Updated Text: Recall the river from the beginning of the chapter.

Component: McGraw Hill Texas Science Grade 7 Write-In Print Student Edition

ISBN: 9781264902040

Current Page Number(s): 242

Location: Quick Launch, Moving Waters, introductory paragraph, last sentence

Original Text: Watch your teacher's demonstration, and discuss with your class.

Updated Text: Watch your teacher's demonstration, and discuss with your class. Record your observations.

Component: McGraw Hill Texas Science Grade 7 Digital Teacher Edition

ISBN: 9781265566210

Current Page Number(s): 259

Location: TEKS Review, Question 1, Dual Coded statement, "On the state assessment..." statement

Original Text: N/A

Updated Text: Dual Coded Use mathematical calculations to assess quantitative relationships in data. TEKS 7.2C
On the state assessment, students may be asked to use mathematical calculations.

Component: McGraw Hill Texas Science Grade 7 Digital Teacher Edition

ISBN: 9781265566210

Current Page Number(s): 259

Location: TEKS Review Question 2, Dual Coded Statement, "On the state assessment..." statement

Original Text: N/A

Updated Text: Dual Coded Analyze data by identifying any significant descriptive statistical features, patterns, sources of error, or limitations. TEKS 7.2B

On the state assessment, students may be asked to analyze data in graphs.

Component: McGraw Hill Texas Science Grade 7 Digital Teacher Edition

ISBN: 9781265566210

Current Page Number(s): 1

Location: Quick Launch: Moving Waters, introductory paragraph, last sentence

Original Text: Watch your teacher's demonstration, and discuss with your class.

Updated Text: Watch your teacher's demonstration, and discuss with your class. Record your observations

Component: McGraw Hill Texas Science Grade 7 Digital Teacher Edition

ISBN: 9781265566210

Current Page Number(s): 1

Location: Quick Launch: Moving Waters, Safety Symbols

Original Text: handwashing icon, apron icon

Updated Text: handwashing icon

Component: McGraw Hill Texas Science Grade 7 Digital Teacher Edition

ISBN: 9781265566210

Current Page Number(s): 1

Location: Quick Launch: Moving Waters, paragraph 2

Original Text: Go Online: Now check out the video Going with the Flow to see this phenomenon happening in the real world.

Updated Text: Go Online: Now check out the video Going With the Flow to see this phenomenon happening in the real world.

Component: McGraw Hill Texas Science Grade 7 Write-In Print Student Edition

ISBN: 9781264902040

Current Page Number(s): 264

Location: Quick Launch, Getting Enough Food, paragraph 1, last sentence

Original Text: Record your observations or draw a sketch to show what you modeled with your class.

Updated Text: Record your observations or draw a sketch to show what you modeled with your class. Be sure to ask your teacher for clarification as needed.

Component: McGraw Hill Texas Science Grade 7 Write-In Print Student Edition

ISBN: 9781264902040

Current Page Number(s): 292

Location: Texas Spotlight, paragraph 1, sentence 1

Original Text: Lacava Bay, located in Texas near the city of Point Comfort, used to be a prosperous fishing area.

Updated Text: Lavaca Bay, located in Texas near the city of Point Comfort, used to be a prosperous fishing area.

Component: McGraw Hill Texas Science Grade 7 Digital Teacher Edition

ISBN: 9781265566210

Current Page Number(s): 279

Location: Instructional Options, Digital Spotlight

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 1940 of 3538

Original Text: Take It Further Video Field Trip

Students extend their knowledge and increase awareness about global insect consumption with the virtual field trip, Edible Insects.

Updated Text: Virtual Field Trip

Students extend their knowledge and increase awareness about global insect consumption with the virtual field trip Culinary Insects.

Component: McGraw Hill Texas Science Grade 7 Digital Teacher Edition

ISBN: 9781265566210

Current Page Number(s): 283

Location: Quick Launch, Carbon on the Move, Summary

Original Text: Summary: Students observe a teacher demo that models how carbon changes form and cycles through an environment.

Updated Text: Summary: Students observe a teacher demonstration that models how carbon changes form and cycles through an environment.

Component: McGraw Hill Texas Science Grade 7 Digital Teacher Edition

ISBN: 9781265566210

Current Page Number(s): 329

Location: Lesson Review, Assess, question 3, Dual Coded and state assessment statements

Original Text: Dual Coded Develop and communicate explanations and solutions individually and collaboratively in a variety of settings and formats. TEKS 7.3A, 7.3B

On the state assessment, students may be asked to develop explanations consistent with scientific ideas.

Updated Text: Dual Coded Develop explanations and propose solutions supported by data and models and consistent with scientific ideas, principles, and theories. TEKS 7.3A

Analyze and explain how factors or conditions impact stability and change in objects, organisms, and systems TEKS 7.5G

On the state assessment, students may be asked to develop an explanation about change in organisms supported by data and models and consistent with scientific ideas, principles, and theories.

Component: McGraw Hill Texas Science Grade 7 Digital Teacher Edition

ISBN: 9781265566210

Current Page Number(s): 329

Location: Lesson Review, Assess, question 4, Dual Coded and state assessment statements

Original Text: Dual Coded Develop and communicate explanations and solutions individually and collaboratively in a variety of settings and formats. TEKS 7.3A, 7.3B

On the state assessment, students may be asked to develop explanations about the results of asexual reproduction.

Updated Text: Dual Coded Analyze and explain how factors or conditions impact stability and change in objects, organisms, and systems. [TEKS pill] 7.5G

On the state assessment, students may be asked to analyze and explain factors or conditions that impact the stability and change in organisms and systems.

Component: McGraw Hill Texas Science Grade 7 Digital Teacher Edition

ISBN: 9781265566210

Current Page Number(s): 1

Location: Quick Launch: Growing Plants, Go Online

Original Text: Go Online: After you complete the Quick Launch Lab, check out the video Growing Plants to see the phenomenon you investigated in the lab happen in a time lapse video.

Updated Text: Go Online: Now watch Growing Plants to observe more about this phenomenon.

Component: McGraw Hill Texas Science Grade 7 Digital Teacher Edition

ISBN: 9781265566210

Current Page Number(s): 1

Location: Quick Launch: Bug Spotting, TEKS

Original Text: TEKS 7.1B, 7.1C, 7.1G, 7.1F, 7.2B, 7.3A, 7.3B, 7.5G, 7.13D

Updated Text: TEKS 7.1B, 7.1C, 7.1F, 7.1G, 7.2B, 7.3A, 7.3B, 7.5G, 7.13D

Component: McGraw Hill Texas Science Grade 7 Digital Teacher Edition

ISBN: 9781265566210

Current Page Number(s): 1

Location: Quick Launch: Bug Spotting, Go Online

Original Text: Go Online: Now check out the video Blending In to further examine the phenomenon you modeled.

Updated Text: Go Online: Now, check out the video Blending In to observe this phenomenon in the real world.

Component: McGraw Hill Texas Science Grade 7 Write-In Print Student Edition

ISBN: 9781264902040

Current Page Number(s): 366

Location: Health and Bacteria, paragraph 5, sentence 1

Original Text: Dr. Mirpuri's lab studies how babies' gut microbiomes develop and how immune system cells can be used to prevent this disease from developing in newborns.

Updated Text: Dr. Mirpuri studies how babies' gut microbiomes develop and how immune system cells can be used to prevent this disease from developing in newborns.

Component: McGraw Hill Texas Science Grade 7 Write-In Print Student Edition

ISBN: 9781264902040

Current Page Number(s): 385

Location: Making Connections, image

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 1942 of 3538

Original Text: Image shows two brains. The one on the left is labeled Normal Brain, and the one on the right is labeled Brain with Alzheimer's Disease.

Updated Text: Image shows two brains. The one on the left is labeled Typical Brain, and the one on the right is labeled Brain with Alzheimer's Disease.

Component: McGraw Hill Texas Science Grade 7 Digital Teacher Edition

ISBN: 9781265566210

Current Page Number(s): 371

Location: Are Bones Living? paragraph 1, last sentence

Original Text: When students revisit the probe, they can describe why bone is considered living.

Updated Text: This probe works well with the Argument Lines strategy.

Component: McGraw Hill Texas Science Grade 7 Write-In Print Student Edition

ISBN: 9781264902040

Current Page Number(s): 392

Location: Discuss the question, statement

Original Text: Discuss the question about this ocean ecosystem with a partner.

Updated Text: With a partner, discuss the question about this ocean system.

Component: McGraw Hill Texas Science Grade 7 Write-In Print Student Edition

ISBN: 9781264902040

Current Page Number(s): 399

Location: Species, paragraph 1, sentence 4

Original Text: Its most defining features are its large ears and very small size (14 to 16 inch length).

Updated Text: Its most defining features are its large ears and very small size (35- to 40-cm in length).

Component: McGraw Hill Texas Science Grade 7 Write-In Print Student Edition

ISBN: 9781264902040

Current Page Number(s): 415

Location: Importance of Archaea, paragraph 1, sentence 1

Original Text: Archaea have an important role in the ecosystems.

Updated Text: Archaea play an important role in ecosystems.

Component: McGraw Hill Texas Science Grade 7 Write-In Print Student Edition

ISBN: 9781264902040

Current Page Number(s): 418

Location: Funguslike Protist, paragraph 1, sentence 1

Original Text: These organisms play a valuable role in the ecosystem.

Updated Text: Funguslike protists play a valuable role in the ecosystem.

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 1943 of 3538

Component: McGraw Hill Texas Science Grade 7 Write-In Print Student Edition

ISBN: 9781264902040

Current Page Number(s): 421

Location: Apply It question, sentence 1

Original Text: In 30 seconds, list as many roles that kingdom Fungi plays in your life and in different ecosystems.

Updated Text: In 30 seconds, list as many roles that the fungi kingdom plays in your life and in different ecosystems.

Component: McGraw Hill Texas Science Grade 7 Write-In Print Student Edition

ISBN: 9781264902040

Current Page Number(s): 422

Location: Importance of Plants, paragraph 1, sentence 2

Original Text: They are photosynthetic, which means they are producers.

Updated Text: They are photosynthetic, which means they are producers.

Component: McGraw Hill Texas Science Grade 7 Write-In Print Student Edition

ISBN: 9781264902040

Current Page Number(s): 424

Location: Kingdom Chromista, paragraph 1, sentence 2

Original Text: It was identified in 1981 by the British biologist Thomas Cavalier-Smith to differentiate some protists from other protozoans and plants.

Updated Text: In 1981, British biologist Thomas Cavalier-Smith developed Chromista to differentiate some protists from other protozoans and plants.

Component: McGraw Hill Texas Science Grade 7 Write-In Print Student Edition

ISBN: 9781264902040

Current Page Number(s): 429

Location: Chapter TEKS Review, question 2, paragraph 1, sentence 2

Original Text: They have an exoskeleton (a hard exterior skeleton) and segments.

Updated Text: These organisms have an exoskeleton (a hard exterior skeleton) and segments.

Component: McGraw Hill Texas Science Grade 7 Digital Teacher Edition

ISBN: 9781265566210

Current Page Number(s): 392

Location: Chapter Launch Photo, paragraph 1, sentence 1

Original Text: Just off the coast of Misool—an island of the Raja Empat Islands in West Papua, Indonesia—is a colorful, vibrant ocean ecosystem.

Updated Text: Just off the coast of Misool—an island of the Raja Empat Islands in Southwest Papua, Indonesia—is a colorful, vibrant ocean ecosystem.

Component: McGraw Hill Texas Science Grade 7 Digital Teacher Edition

ISBN: 9781265566210

Current Page Number(s): 407

Location: Identifying Misconceptions, paragraph 1, sentence 1

Original Text: After reading about the red pandas, students may think that all differences in appearance must indicate that animals that appear to be of the same species are actually different species.

Updated Text: After reading about red pandas, students might think that all differences in appearance indicates that animals that appear to be of the same species are actually different species.

Component: McGraw Hill Texas Science Grade 7 Digital Teacher Edition

ISBN: 9781265566210

Current Page Number(s): 12

Location: STEM Connection, Focus on Math, TEKS

Original Text: Math 7.1A, 7.2, 7.3

Updated Text: 7.2C, 7.6A, 7.6B; Math 7.1A, 7.3D, 7.3E

Publisher: Savvas Learning

Science, Grade 7

Program: Texas Experience Science Grade 7 (Print with digital): TEKS

Component: Grade 7 Student Activity Companion

ISBN: 9781418398637

Link to Current Content:
[View Current Content](#)

Current Page Number(s): 2-161

Location: page numbers at bottom of page

Original Text: Topic 1 Force and Motion; Topic 2 Thermal Energy; Topic 3 Matter and Solutions

Updated Text: We have changed the first three topics to the following order: Topic 1 Matter and Solutions; Topic 2 Force and Motion; Topic 3 Thermal Energy

Component: Grade 7 Student Activity Companion

ISBN: 9781418398637

Link to Current Content:
[View Current Content](#)

Current Page Number(s): 2-53

Location: page numbers at bottom of page

Link to Updated Content:

[View Updated Content](#)

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 1945 of 3538

Original Text: Topic 1 Force and Motion

Updated Text: Topic 2 Force and Motion

(Changed order of three topics in a second version of the pre-adoption sample. Topic 1 Force and Motion becomes Topic 2 Force and Motion, pages 58-109.)

Component: *Grade 7 Student Activity Companion*

ISBN: 9781418398637

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 54-105

Location: page numbers at bottom of page

Link to Updated Content:

[View Updated Content](#)

Original Text: Topic 2 Thermal Energy

Updated Text: Topic 3 Thermal Energy

(Changed order of three topics in a second version of the pre-adoption sample. Topic 2 Thermal Energy becomes Topic 3 Thermal Energy, pages 110-161.)

Component: *Grade 7 Student Activity Companion*

ISBN: 9781418398637

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 106-161

Location: page numbers at bottom of page

Link to Updated Content:

[View Updated Content](#)

Original Text: Topic 3 Matter and Solutions

Updated Text: Topic 1 Matter and Solutions

(Changed order of three topics in a second version of the pre-adoption sample. Topic 3 Matter and Solutions becomes Topic 1 Matter and Solutions, pages 2-57)

Component: *Grade 7 Student Activity Companion*

ISBN: 9781418398637

Current Page Number(s): iii-iv

Location: page numbers at bottom of page and page number references

Link to Updated Content:

[View Updated Content](#)

Original Text: TOC pages for Topic 1 Force and Motion

Updated Text: This is now on page v-vi and is the TOC for Topic 2 Force and Motion

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 1946 of 3538

Component: *Grade 7 Student Activity Companion*

ISBN: 9781418398637

Current Page Number(s): v-vi

Location: page numbers at bottom of page and page number references

Link to Updated Content:

[View Updated Content](#)

Original Text: TOC pages for Topic 2 Thermal Energy

Updated Text: This is now on page vii-viii and is the TOC for Topic 3 Thermal Energy

Component: *Grade 7 Student Activity Companion*

ISBN: 9781418398637

Current Page Number(s): vii-viii

Location: page numbers at bottom of page and page number references

Link to Updated Content:

[View Updated Content](#)

Original Text: TOC pages for Topic 3 Matter and Solutions

Updated Text: This is now on page iii-iv and is the TOC for Topic 1 Matter and Solutions

Component: *Grade 7 Teacher Guide*

ISBN: 9781418398668

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 10-47

Location: page numbers at bottom of page

Link to Updated Content:

[View Updated Content](#)

Original Text: Topic 1 Force and Motion

Updated Text: Topic 2 Force and Motion

(Changed order of three topics in a second version of the pre-adoption sample. Topic 1 Force and Motion becomes Topic 2 Force and Motion, pages 48-85.)

Component: *Grade 7 Teacher Guide*

ISBN: 9781418398668

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 48-85

Location: page numbers at bottom of page

Link to Updated Content:

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 1947 of 3538

[View Updated Content](#)

Original Text: Topic 2 Thermal Energy

Updated Text: Topic 3 Thermal Energy

(Changed order of three topics in a second version of the pre-adoption sample. Topic 2 Thermal Energy becomes Topic 3 Thermal Energy, pages 86-123.)

Component: *Grade 7 Teacher Guide*

ISBN: 9781418398668

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 86-123

Location: page numbers at bottom of page

Link to Updated Content:

[View Updated Content](#)

Original Text: Topic 3 Matter and Solutions

Updated Text: Topic 1 Matter and Solutions

(Changed order of three topics in a second version of the pre-adoption sample. Topic 3 Matter and Solutions becomes Topic 1 Matter and Solutions, pages 10-47)

Component: *Grade 7 Teacher Guide*

ISBN: 9781418398668

Link to Current Content:

[View Current Content](#)

Current Page Number(s): iii-iv

Location: Table of Contents, Bottom of page iii, top of page iv

Link to Updated Content:

[View Updated Content](#)

Original Text: Topic 1 Force and Motion TOC; Topic 2 Thermal Energy TOC; Topic 3 Matter and Solutions TOC

Updated Text: Updated to reflect new order of topics. Topic 1 Matter and Solutions, Topic 2 Force and Motion, Topic 3 Thermal Energy

Component: *Grade 7 Teacher Guide*

ISBN: 9781418398668

Link to Current Content:

[View Current Content](#)

Current Page Number(s): xxvi

Location: Course Planner and Pacing Guide, Topics 1-3

Link to Updated Content:

[View Updated Content](#)

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 1948 of 3538

Original Text: Topic 1 Force and Motion; Topic 2 Thermal Energy; Topic 3 Matter and Solutions

Updated Text: Topic 1 Matter and Solutions, Topic 2 Force and Motion, Topic 3 Thermal Energy

Component: *Grade 7 Teacher Guide*

ISBN: 9781418398668

Link to Current Content:

[View Current Content](#)

Current Page Number(s): xxx-xxxvi

Location: TEKS correlation, throughout pages

Link to Updated Content:

[View Updated Content](#)

Original Text: Page references to Topics 1-3; pages xxxiv-xxxvi did not reference SEPs and Themes.

Updated Text: Updated page references to reflect the new order of Topics 1-3; added related SEPs and Themes to each content TEKS. The latter change added one page to the correlation. Blank page xxxvii became a correlations page.

Component: *Grade 7 Teacher Guide*

ISBN: 9781418398668

Link to Current Content:

[View Current Content](#)

Current Page Number(s): xxxviii-xl

Location: ELPS correlation, throughout pages

Link to Updated Content:

[View Updated Content](#)

Original Text: Page references to Topics 1-3

Updated Text: Updated page references to reflect the new order of Topics 1-3

Component: *Grade 7 Teacher Guide*

ISBN: 9781418398668

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 428-433

Location: Index, throughout pages

Link to Updated Content:

[View Updated Content](#)

Original Text: Page references to Topics 1-3

Updated Text: Updated page references to reflect the new order of Topics 1-3

Component: *Grade 7 Teacher Guide*

ISBN: 9781418398668

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 1949 of 3538

Link to Current Content:
[View Current Content](#)

Current Page Number(s): 434

Location: Credits, throughout page

Link to Updated Content:

[View Updated Content](#)

Original Text: Page references to Topics 1-3 and order of Topics

Updated Text: Updated page references and order to reflect the new order of Topics 1-3

Component: *Grade 7 Digital Components*

ISBN: 9781428553897

Current Page Number(s): Realize TOC

Location: Savvas Realize Digital Platform

Original Text: Topic 1 Force and Motion

Updated Text: Topic 2 Force and Motion

Changed order of three topics in a second version of the pre-adoption sample. The TOC and all assets on Savvas Realize were moved accordingly. Topic 1 Force and Motion becomes Topic 2 Force and Motion

Component: *Grade 7 Digital Components*

ISBN: 9781428553897

Current Page Number(s): Realize TOC

Location: Savvas Realize Digital Platform

Original Text: Topic 2 Thermal Energy

Updated Text: Topic 3 Thermal Energy

(Changed order of three topics in a second version of the pre-adoption sample. The TOC and all assets on Savvas Realize were moved accordingly. Topic 2 Thermal Energy becomes Topic 3 Force and Motion)

Component: *Grade 7 Digital Components*

ISBN: 9781428553897

Current Page Number(s): Realize TOC

Location: Savvas Realize Digital Platform

Original Text: Topic 3 Matter and Solutions

Updated Text: Topic 1 Matter and Solutions

(Changed order of three topics in a second version of the pre-adoption sample. The TOC and all assets on Savvas Realize were moved accordingly. Topic 3 Matter and Solutions becomes Topic 1 Matter and Solutions)

Component: *Grade 7 Teacher Guide*

ISBN: 9781418398668

Current Page Number(s): Throughout Topic Overview

Location: New line at end of Home Connection box

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 1950 of 3538

Original Text: N/A

Updated Text: Share the Topic School-to-Home letter with parents and caregivers to provide information that supports student learning. Use the Home Communication Guide for additional ideas to bring home learning into the classroom.

Component: *Grade 7 Teacher Guide*

ISBN: 9781418398668

Current Page Number(s): Throughout Topic Wrap-Up pages

Location: bottom of 2nd wrap up page

Original Text: N/A

Updated Text: Spiraling Content

Component: *Grade 7 Teacher Guide*

ISBN: 9781418398668

Current Page Number(s): Throughout Topic Wrap-Up pages

Location: bottom of 2nd wrap up page

Original Text: N/A

Updated Text: STAAR® Preparation

TEKS Practice Tests A and B allow you to monitor students' progress toward mastering Grades 6-7 TEKS. You could assign the tests at the end of the year or specific test questions throughout the year.

Component: *Grade 7 Teacher Guide*

ISBN: 9781418398668

Current Page Number(s): 340

Location: Objectives section top of page

Original Text: Objective

- Students will compare the diversity of offspring and population changes over time that result from sexual versus asexual reproduction.

Updated Text: Objectives

- Students will develop explanations to compare the diversity of offspring and population changes over time that result from sexual versus asexual reproduction.

- Students ask questions to identify and investigate the cause-and-effect relationships between asexual and sexual reproduction and the diversity of offspring and the changes in a population over time.

Component: *Grade 7 Teacher Guide*

ISBN: 9781418398668

Current Page Number(s): 342

Location: Exit Ticket bottom of page, added answer

Original Text: EXIT TICKET

Ask How similar to its parent is a young organism produced by asexual reproduction?

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 1951 of 3538

Updated Text: EXIT TICKET

Ask How similar to its parent is a young organism produced by asexual reproduction? (In asexual reproduction, the young organism is identical to its parent.)

Component: *Grade 7 Teacher Guide*

ISBN: 9781418398668

Current Page Number(s): 344

Location: top side column reference

Component: *Grade 7 Teacher Guide*

ISBN: 9781418398668

Current Page Number(s): 345

Location: bottom of page

Original Text: N/A

Updated Text: Differentiated Instruction

SPECIAL NEEDS Visual Aids Students with hearing impairments may benefit from having additional visual aids during the Key Ideas Video, such as picture handouts or tactile materials to model how the traits are passed.

Component: *Grade 7 Teacher Guide*

ISBN: 9781418398668

Current Page Number(s): 349

Location: Quiz section

Original Text: Quiz

INHERITANCE AND CHANGES IN POPULATIONS For a summative assessment of this Experience, assign the Quiz. The Quiz is available as a digital version and an editable document version.

Updated Text: Quiz

HOW TRAITS ARE PASSED For a summative assessment of this Experience, assign the Quiz. The Quiz is available as a digital version and an editable document version.

Component: *Grade 7 Teacher Guide*

ISBN: 9781418398668

Current Page Number(s): 350

Location: Objectives section top of page

Original Text: Objective

- Students will describe and give examples of how natural and artificial selection change the occurrence of traits in populations over generations.

Updated Text: Objectives

- Students will describe and give examples of how natural and artificial selection change the occurrence of traits in populations over generations.

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 1952 of 3538

- Students will develop and use models to represent the cause and effect relationship between natural and artificial selection and the change in occurrence of traits in populations over generations.

Component: *Grade 7 Teacher Guide*

ISBN: 9781418398668

Current Page Number(s): 352

Location: Exit Ticket bottom of page, added answer

Original Text: EXIT TICKET

Ask How are artificial selection and natural selection different?

Updated Text: EXIT TICKET

Ask How are artificial selection and natural selection different? (Artificial selection is a process done by humans while natural selection is a natural process.)

Component: *Grade 7 Teacher Guide*

ISBN: 9781418398668

Current Page Number(s): 354

Location: Quick Lab

Original Text: Quick Lab

ARTIFICIAL SELECTION IN DOGS Students investigate how to select dog parents to cross to obtain offspring with specific traits. Humans often choose to breed plants and animals with certain characteristics to produce desired traits in the offspring. Students then apply their understanding of selective breeding to answer questions about artificial selection and its effects on populations.

- If necessary, remind students that artificial selection is used to breed both plants and animals.
- To extend student learning, you could ask students to research a plant and an animal that has been developed through artificial selection. Have students prepare a slide presentation that describes the desired traits of the organism they researched.

Updated Text: Quick Lab

ARTIFICIAL SELECTION IN DOGS Students investigate how to select dog parents to cross to obtain offspring with specific traits. Humans often choose to breed plants and animals with certain characteristics to produce desired traits in the offspring. Students then apply their understanding of selective breeding to answer questions about artificial selection and its effects on populations.

Materials none

- If necessary, remind students that artificial selection is used to breed both plants and animals.
- To extend student learning, you could ask students to research a plant and an animal that has been developed through artificial selection. Have students prepare a slide presentation that describes the desired traits of the organism they researched.

Component: *Grade 7 Teacher Guide*

ISBN: 9781418398668

Current Page Number(s): 359

Location: Revisit Anchoring Phenomenon section

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 1953 of 3538

Original Text: Revisit Anchoring Phenomenon

As a class, discuss how the Everyday Phenomenon relates to the Anchoring Phenomenon. Students should note that the longhorn cattle's horns changed size due to natural and artificial selection. This relates to the idea that offspring do not always resemble their parents. Longhorn cattle offspring with shorter horns would be less likely to survive and reproduce than those with longer horns since the horns were naturally selected for, even though the cattle were also artificially selected for the long horn trait.

Direct students to revisit their Claim-Evidence-Reasoning chart and revise it based on discoveries they have made during this Experience.

Updated Text: Revisit Anchoring Phenomenon

As a class, discuss how the Everyday Phenomenon relates to the Anchoring Phenomenon. Students should note that the longhorn cattle's horns changed size due to natural and artificial selection. This relates to the idea that offspring do not always resemble their parents. Longhorn cattle offspring with shorter horns would be less likely to survive and reproduce than those with longer horns since the horns were naturally selected for, even though the cattle were also artificially selected for the long horn trait. Students should also indicate that the zedonk in the Anchoring Phenomenon may also be due to artificial selection and since the donkey and zebra reproduced asexually, the zedonk has traits from each parent but does not look identical to either one.

Direct students to revisit their Claim-Evidence-Reasoning chart and revise it based on discoveries they have made during this Experience.

Component: *Grade 7 Student Activity Companion*

ISBN: 9781418398637

Current Page Number(s): 478

Location: Share with a Partner, bottom of page

Original Text: Share with a Partner Turn to a partner and compare your lists. If you have chosen the same terms, discuss the definitions with your partner. Are they the same?

Updated Text: Share with a Partner Turn to a partner and compare your lists. If you have chosen the same terms, discuss the definitions with your partner. Are the definitions the same?

Component: *Grade 7 Digital Components*

ISBN: 9781428553897

Current Page Number(s): worksheet, student

Location: Share with a Partner, bottom of 1st page

Original Text: Share with a Partner Turn to a partner and compare your lists. If you have chosen the same terms, discuss the definitions with your partner. Are they the same?

Updated Text: Share with a Partner Turn to a partner and compare your lists. If you have chosen the same terms, discuss the definitions with your partner. Are the definitions the same?

Component: *Grade 7 Digital Components*

ISBN: 9781428553897

Current Page Number(s): worksheet, teacher

Location: Share with a Partner, bottom of 1st page

Original Text: Share with a Partner Turn to a partner and compare your lists. If you have chosen the same terms, discuss the definitions with your partner. Are they the same?

Updated Text: Share with a Partner Turn to a partner and compare your lists. If you have chosen the same terms, discuss the definitions with your partner. Are the definitions the same?

Component: *Grade 7 Student Activity Companion*

ISBN: 9781418398637

Current Page Number(s): 479

Location: Academic Vocabulary, top of page

Original Text: Academic Vocabulary Read the following sentence and then choose the correct synonym based on the context of the sentence.

When I look around at my community, I see a lot of diversity. (variety / consistency)

Updated Text: Academic Vocabulary Read the following sentence and then choose the correct synonym for the bold word based on the context of the sentence.

When I look around at my community, I see a lot of diversity. (variety / consistency)

Component: *Grade 7 Digital Components*

ISBN: 9781428553897

Current Page Number(s): worksheet, student

Location: Academic Vocabulary, top of 2nd page

Original Text: Academic Vocabulary Read the following sentence and then choose the correct synonym based on the context of the sentence.

When I look around at my community, I see a lot of diversity. (variety / consistency)

Updated Text: Academic Vocabulary Read the following sentence and then choose the correct synonym for the bold word based on the context of the sentence.

When I look around at my community, I see a lot of diversity. (variety / consistency)

Component: *Grade 7 Digital Components*

ISBN: 9781428553897

Current Page Number(s): worksheet, teacher

Location: Academic Vocabulary, top of 2nd page

Original Text: Academic Vocabulary Read the following sentence and then choose the correct synonym based on the context of the sentence.

When I look around at my community, I see a lot of diversity. (variety / consistency)

Updated Text: Academic Vocabulary Read the following sentence and then choose the correct synonym for the bold word based on the context of the sentence.

When I look around at my community, I see a lot of diversity. (variety / consistency)

Component: *Grade 7 Teacher Guide*

ISBN: 9781418398668

Current Page Number(s): 14

Location: Launch the Anchoring Phenomenon

Original Text: Launch the Anchoring Phenomenon

Students watch a video that introduces the phenomenon of a bath bomb dissolving in water. Throughout the Topic, students learn to compare and contrast elements and compounds and this knowledge will help them explain that the bath bomb and the water are compounds. Students also learn to distinguish between physical and chemical changes in matter and this knowledge will help them identify that a chemical change occurs as the bath bomb, a solute, dissolves in the water, a solvent.

Anchoring Phenomenon Video

. . . Students may have trouble explaining what is going on, since there is something a bit like an explosion occurring.

Updated Text: Launch the Anchoring Phenomenon

Students watch a video that introduces the phenomenon of a bath bomb dissolving in water. Throughout the topic, students recognize that, like all matter, the bath bomb is composed of elements and compounds. They compare and contrast elements and compounds in terms of chemical symbols and chemical formulas, and they identify atoms in a chemical formula using a periodic table. Students distinguish between the evidence of chemical and physical changes that they observe as the bath bomb dissolves and produces bubbles. Students also describe the aqueous solution of a bath bomb in water in terms of solvent, solute, and concentration. Students model the factors that affect the rate of dissolution of the bath bomb in water.

Anchoring Phenomenon Video

Students may have trouble explaining what is going on, since it may appear that something like an explosion is occurring.

Component: *Grade 7 Teacher Guide*

ISBN: 9781418398668

Current Page Number(s): 16

Location: Objective section top of page

Original Text: Objective

Students compare and contrast elements and compounds in terms of structure, chemical symbols, and chemical formulas.

Students use the periodic table to identify the chemical symbols of elements.

Updated Text: Objectives

Students will use models to compare and contrast elements and compounds in terms of structure, chemical symbols, and chemical formulas.

Students will use the periodic table to identify patterns in the chemical symbols and structures of elements.

Component: *Grade 7 Teacher Guide*

ISBN: 9781418398668

Current Page Number(s): 18

Location: Everyday Phenomenon Activity

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 1956 of 3538

Original Text: Students write an explanation or draw and label a picture to describe how the starting substances change when they form water. Students use prior knowledge, personal experiences, and observations from the Anchoring Phenomenon Video as preliminary evidence. They will revise their explanation throughout the Topic as they gather new information and evidence.

Updated Text: Students write an explanation or draw and label a picture to describe how the starting substances changed when they formed water. Students use prior knowledge, personal experiences, and observations from the Everyday Phenomenon Video as preliminary evidence. They will revisit their explanation at the end of Explain.

Component: *Grade 7 Teacher Guide*

ISBN: 9781418398668

Current Page Number(s): 22

Location: Bottom of page

Original Text: N/A

Updated Text: Differentiated Instruction
SPECIAL NEEDS

Students with speech impairments may benefit from having frequent checks for understanding, especially during the Key Ideas Presentation on Elements and Compounds.

Component: *Grade 7 Teacher Guide*

ISBN: 9781418398668

Current Page Number(s): 23

Location: Revisit Everyday Phenomenon

Original Text: Remind students that their final answers need to explain the difference between the gases, which are elements, and water, a compound.

Updated Text: Remind students that their final answers should explain what happened to the starting substances (hydrogen gas and oxygen gas) and identify the difference between the gases, which are elements, and water, which is a compound.

Component: *Grade 7 Teacher Guide*

ISBN: 9781418398668

Current Page Number(s): 26

Location: Objectives section top of page

Original Text: Objective

Students will explore changes in matter and distinguish between physical and chemical changes.

Updated Text: Objectives

Students will investigate patterns and changes in matter to distinguish between physical and chemical changes.

Students will observe cause-and-effect relationships and develop explanations supported by data to distinguish between physical and chemical changes.

Component: *Grade 7 Teacher Guide*

ISBN: 9781418398668

Current Page Number(s): 27

Location: Entire page

Original Text: Everyday Phenomenon Demo

. . . burning a candle, glow sticks, tearing or dyeing paper, invisible ink, hot or cold pack.

Updated Text: Everyday Phenomenon Demo

. . . burning a candle, lighting glow sticks, tearing or dyeing paper, writing with and revealing invisible ink, activating a hot or cold pack.

Conduct the demonstration for students. Ask How did the substance change? (Answers will vary based on the demonstrations chosen. Students should describe the changes they observe.)

Everyday Phenomenon Activity

Students

use prior knowledge, personal experiences, and observations from the Everyday Phenomenon Video as preliminary evidence. They will revisit their explanation at the end of Explain.

Component: *Grade 7 Teacher Guide*

ISBN: 9781418398668

Current Page Number(s): 36

Location: Objectives section top of page

Original Text: Objective

Students describe aqueous solutions in terms of solute and solvent, concentration, and dilution.

Students investigate how temperature, surface area, and agitation affect the rate of dissolution solutes in solutions.

Updated Text: Objectives

Students describe aqueous solutions in terms of solute and solvent, concentration, and dilution.

Students investigate how temperature, surface area, and agitation affect the rate of dissolution solutes in solutions.

Component: *Grade 7 Teacher Guide*

ISBN: 9781418398668

Current Page Number(s): 38

Location: Everyday Phenomenon Activity

Original Text: Students use prior knowledge, personal experiences, and observations from the Anchoring Phenomenon Video as preliminary evidence. They will revise this explanation throughout the Topic as they gather new information and evidence.

Updated Text: Students use prior knowledge, personal experiences, and observations from the Everyday Phenomenon Demo as preliminary evidence. They will revisit their explanation at the end of Explain.

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 1958 of 3538

Component: *Grade 7 Teacher Guide*

ISBN: 9781418398668

Current Page Number(s): 43

Location: Revisit Everyday Phenomenon

Original Text: Remind students that their final answers need to explain the difference between the gases, which are elements, and water, which is a compound.

Updated Text: Remind students to use vocabulary such as "solution," "solute," and "concentration" in their revised answers.

Component: *Grade 7 Teacher Guide*

ISBN: 9781418398668

Current Page Number(s): 52

Location: Experience at a Glance Standards boxes throughout

Original Text: All standards listed as TEKS.

Updated Text: Design changes to the standards box to differentiate SEP TEKS and RTC TEKS.

Component: *Grade 7 Teacher Guide*

ISBN: 9781418398668

Current Page Number(s): 54

Location: Side column of most pages

Original Text: Asset type title (such as Read About It or Make Meaning)

Updated Text: Throughout we added page references to the Student Activity Companion for ease of use.

Component: *Grade 7 Teacher Guide*

ISBN: 9781418398668

Current Page Number(s): 57

Location: Side column of most pages, Topic Overview right page, Topic Planners, and Experience at a Glance

Original Text: Initial list of TEKS standards

Updated Text: Added appropriate standards to many places to include a more comprehensive list.

Component: *Grade 7 Teacher Guide*

ISBN: 9781418398668

Current Page Number(s): 61

Location: We added labeling to Differentiated Instruction boxes throughout for ease of use

Original Text: Title of activity

Title of activity

Updated Text: STRIVING Title of activity

CHALLENGE Title of activity

Component: *Grade 7 Teacher Guide*

ISBN: 9781418398668

Current Page Number(s): 64

Location: Preview the Topic, first paragraph

Original Text: In Experience 1, students learn the difference between speed and velocity. They practice calculating average speed using distance and time data. In Experience 2, they become familiar with distance-time graphs. Finally, in Experience 3, they explore Newton's first law of motion.

Updated Text: In this topic, students will measure and interpret an object's speed and motion and analyze how balanced and unbalanced forces impact the state of an object's motion. In Experience 1, students learn the difference between speed and velocity. They practice calculating average speed using distance and time data. In Experience 2, they become familiar with distance-time graphs. Finally, in Experience 3, they explore Newton's first law of motion.

Component: *Grade 7 Teacher Guide*

ISBN: 9781418398668

Current Page Number(s): 70

Location: Preview the Topic, second paragraph

Original Text: N/A

Updated Text: Students explored how different forces act on objects in Grade 6 (6.7A). They will build on that knowledge in this topic as they relate force to motion and learn how to graph and calculate speed.

Component: *Grade 7 Teacher Guide*

ISBN: 9781418398668

Current Page Number(s): 71

Location: Launch the Anchoring Phenomenon

Original Text: Students watch a video that introduces the phenomenon of cars racing at the Texas Motor Speedway. Throughout the Topic, students will gain knowledge that should help them explain how the average speed of the cars is calculated and distinguish between the speed and the velocity of the cars. They should also be able to explain how balanced and unbalanced forces affect the motion of the cars.

Updated Text: Students watch a video that introduces the phenomenon of cars racing at the Texas Motor Speedway. Throughout the Topic, students will gain knowledge that should help them calculate average speed and collect quantitative data to measure, record, and interpret the speed and the velocity of the cars using distance-time graphs. They should also be able to use Newton's first law of motion to analyze the effects of balanced and unbalanced forces on an object's state of motion.

Component: *Grade 7 Teacher Guide*

ISBN: 9781418398668

Current Page Number(s): 72

Location: Blue Objective box

Original Text: Objective

- Students will calculate the average speed of objects by using distance and time measurements.
- Students will distinguish between speed and velocity in linear motion.

Updated Text: Objectives

- Students will calculate the average speed of objects by using distance and time measurements and consider how scale and proportion affects speed.
- Students will analyze data and observations to distinguish between speed and velocity in linear motion. They will use scientific practices to plan an experimental investigation and assess the factors that could affect an object's constant speed.

Component: *Grade 7 Teacher Guide*

ISBN: 9781418398668

Current Page Number(s): 74

Location: N/A

Original Text: N/A

Updated Text: DIFFERENTIATED INSTRUCTION

SPECIAL NEEDS Video Support To help students who have hearing impairments, turn on the subtitles for the Hands-On Lab Video, which makes it easier for students to follow along.

Component: *Grade 7 Teacher Guide*

ISBN: 9781418398668

Current Page Number(s): 84

Location: Blue Objective box

Original Text: Objective

- Students will measure, record, and interpret an object's motion using distance-time graphs.

Updated Text: Objectives

- Students will collect quantitative data to measure, record, and interpret an object's motion using distance-time graphs.
- Students will use mathematical relationships and identify patterns in data to analyze and describe the motion of an object.

Component: *Grade 7 Teacher Guide*

ISBN: 9781418398668

Current Page Number(s): 85

Location: Read About It

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 1961 of 3538

Original Text: Use these strategies to help students make sense of the images and text, as well as to engage science skills.

- Refer students back to the Interpreting Distance-Time Graphs section of the text. Ask What does the first segment show? (It shows a constant speed away from the starting point.)
- Direct students to look at the first segment and the last segment. Ask What is similar about the first and last segments of the graph? What is different? Encourage students to look at their text for supporting evidence. (The first segment shows a steady motion away from the starting point, and the last segment shows a return to the starting point at a faster speed.)

Updated Text: Use these strategies to help students make sense of the images and text, as well as to engage science skills.

- Refer students back to the Interpreting Distance-Time Graphs section of the text. Ask What does the first segment show? (It shows that the object is moving at a constant speed of 15 km/hr.)
- Direct students to look at last two segments of the graph. Ask What is different about the object's motion in the third and fourth segments of the graph? Encourage students to look at their text for supporting evidence. (The third segment has a steeper slope, so it shows faster speed. The fourth segment has a shallower slope, so it shows a slower speed.)
- Draw students' attention to the graph with the sandpiper. Students should understand that the bird is going back and forth toward and away from the water, not moving across the beach. Have students identify what is indicated on the vertical (y) axis and the horizontal (x) axis. Ask How is this graph different from the graph on the first page? (It has displacement on the y axis instead of distance; it has lines with positive slope and negative slope.) Ask In the displacement-time graph, what does positive slope mean? What does negative slope mean? (Positive slope means that the object is moving away from the starting point; negative slope means that the object is moving back toward the starting point.)

Component: *Grade 7 Teacher Guide*

ISBN: 9781418398668

Current Page Number(s): 90

Location: Exit Ticket

Original Text: Alternative exit ticket Use this ticket for a quick check on student understanding.

Complete the sentence.

On a distance-time graph, a line with positive slope represents _____ speed, and a level line represents _____ speed. (positive, zero)

Updated Text: Alternative Exit Ticket Use this ticket for a quick check on student understanding.

Complete the sentences.

On a distance-time graph, a line with a steep slope indicates that an object is traveling _____ than when the line has shallow slope. (faster)

A level line indicates that the object is _____. (not moving)

Component: *Grade 7 Teacher Guide*

ISBN: 9781418398668

Current Page Number(s): 92

Location: STEAM Activity

Original Text: Students use digital photography to record images of an object's motion over time and assemble a series of images into a distance-time graph.

- Discuss the introductory paragraphs of the activity before getting started to ensure student understanding.

Updated Text: Students use digital photography to record images of an object's motion over time and assemble a series of images into a distance-time graph.

Materials digital camera, tripod, masking tape, meter stick or measuring tape, an object that will roll or can be dragged on a string (e.g. rubber ball, marble, or toy car), computer with video and photo software

- Discuss the introductory paragraphs of the activity before getting started to ensure student understanding.

Component: *Grade 7 Teacher Guide*

ISBN: 9781418398668

Current Page Number(s): 94

Location: Blue Objective box

Original Text: Objective

- Students will analyze the effect of balanced and unbalanced forces on an object's state of motion using Newton's first law of motion.

Updated Text: Objective

- Students will investigate the effects of balanced and unbalanced forces on an object's state of motion and use Newton's first law of motion to analyze these effects.

Component: *Grade 7 Student Activity Companion*

ISBN: 9781418398637

Current Page Number(s): 99

Location: Academic Vocabulary

Original Text: Academic Vocabulary Read the following sentence and then write a new sentence using the word magnitude.

He did not understand the magnitude of the leak until part of the ceiling fell.

Updated Text: Academic Vocabulary Read the following sentence and then write a new sentence using the term in bold.

He did not understand the magnitude of the leak until part of the ceiling fell.

Component: Grade 7 Student Activity Companion

ISBN: 9781418398637

Current Page Number(s): 103

Location: Heading Interpreting Distance-Time Graphs and art, and art text

Original Text: A distance-time graph plots an object's distance from a starting point over time. Distance is on the vertical (y) axis, and time is on the horizontal (x) axis. The slope of a graph at a point is the steepness of the graph at that point. If the graph is a line segment, the slope of that segment is calculated as "the rise over the run," or the change in y divided by the change in x. Slope may be positive or negative. In both cases, steepness of the slope reflects speed. For an object with a constant speed, the graph would only be a straight line. But if the speed of the object varies, a graph is an excellent way to show the changes. Graphs are also a good way to identify patterns in motion.

Label 1

The positive slope of the first segment indicates motion away from the starting point.

Label 2

The steeper slope of the third segment shows a higher speed than in the first segment.

Label 3

The negative slope of the fourth segment indicates that the object is returning to the starting point.

Updated Text: A distance-time graph plots the distance an object travels over time. Distance is on the vertical (y) axis, and time is on the horizontal (x) axis. The slope of a graph at a point is the steepness of the graph at that point. If the graph is a line segment, the slope of that segment is calculated as "the rise over the run," or the change in y divided by the change in x. The slope of a line can vary. In a distance-time graph, a steep slope indicates a faster speed, while a shallow slope indicates a slower speed. For an object with a constant speed, the graph would be a steady line. But if the speed of the object varies, its slope will become steeper or shallower. Graphs also help to identify patterns in motion. (Graph was updated so that the last segment with a negative slope was changed to a positive slope.)

Label 1

The positive slope of the first segment indicates that the object is traveling over a distance.

Label 2

The steeper slope of the third segment shows that the object is moving at a higher speed than in the first segment.

Label 3

The shallower slope of the fourth segment shows the object is moving at a slower speed.

Component: *Grade 7 Student Activity Companion*

ISBN: 9781418398637

Current Page Number(s): 105

Location: Heading Plotting Distance-Time Graphs

Original Text: Graphing motion requires knowing where an object is at a given time. If speed is steady, a straight line can be drawn through the plotted points. Of course, you want to be sure to define your starting point and positive and negative distance when you make a graph.

Graphing Nonuniform Motion For a more complicated case of motion, the distance-time graph can be irregular. For example, the way a sandpiper moves up and down on a beach is represented by a jagged line.

Distance

Updated Text: Graphing motion requires knowing the distance a moving object has traveled at a given time. If an object's speed is steady, a straight line can be drawn through the plotted points. Of course, you want to be sure to define your units of time and distance when you make a graph.

A displacement-time graph shows the velocity of a moving object. The vertical (y) axis shows the displacement rather than distance. A negative slope means that the object is moving back toward the starting point.

Graphing Nonuniform Motion This displacement-time graph represents the way a sandpiper moves toward and away from the water on a beach. Note that the sandpiper is moving only forward and backward, not right or left.

Component: *Grade 7 Student Activity Companion*

ISBN: 9781418398637

Current Page Number(s): 108

Location: Q2

Original Text: 2. Half of a pendulum swing is shown by the distance-time graph below. Which of the following sets of phrases best describe the motion sequence?

Updated Text: 2. Three students run a 10-km race. Saavi runs 5 km in 20 minutes, stops for 10 minutes, then runs 5 km in 30 minutes. Sal runs 10 km in 55 minutes. Sara runs 5 km in 30 minutes, then runs 5 km in 25 minutes. Use this data to create a graph describing the students' motion. Then interpret the graph to answer the questions. Which runner reaches the fastest speed during the race? Who wins the race?

(graph of pendulum swinging was removed, replaced with space for students to construct their own graph using the above data)

Component: *Grade 7 Student Activity Companion*

ISBN: 9781418398637

Current Page Number(s): 109

Location: Revisit Anchoring Phenomenon

Original Text: Think back to the Anchoring Phenomenon, How can you represent the motion of the cars? Now that you have collected more evidence and information, use the Claim-Evidence-

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 1965 of 3538

Reasoning framework to write your final explanation of the phenomenon.

Updated Text: Think back to the Anchoring Phenomenon, How can you represent the motion of the cars? Now that you have collected more evidence and information, review your model and write your final explanation of the phenomenon.

Component: Grade 7 Digital Components

ISBN: 9781428553897

Current Page Number(s): 109

Location: Topic 2, Experience 1 Quiz: Q6 answer

Original Text: 130 m / 100 s West = 1.3 m/s West]

Updated Text: 130 m West /120 s = 1.08 m/s West]

Component: Grade 7 Digital Components

ISBN: 9781428553897

Current Page Number(s): 110

Location: Topic 2, Experience 2 Quiz: Q1 and Q5

Original Text: Q1

A distance-time graph shows how an object's distance from a starting point changes over time.

Speed is equal to the value of the _____ of the line on a distance-time graph.

If the slope is positive, the distance from the starting point is _____.

If the slope is negative, the distance from the starting point is _____.

If the slope is zero, the distance from the starting point is _____.

Which terms, in order of appearance, best complete the sentences about distance-time graphs?

- A. slope; decreasing; decreasing; decreasing
- B. [Answer: slope; increasing; decreasing; not changing]
- C. x-axis; not changing; increasing; not changing
- D. x-axis; decreasing; not changing; increasing

Q5

Between which two times is the toy car moving at the greatest acceleration?
Explain your answer.

Scoring Rubric:

1 pt: Student identifies the time interval with the fastest speed as 9–11 s.

1 pt: Student explains that the value of slope is equal to speed.

1 pt: Student explains that the steeper the slope, the higher the speed.

The car is moving fastest between 9–11 s. . . .

Updated Text: Q1

A distance-time graph shows how the distance an object travels changes over time.

Speed is equal to the value of the _____ of the line on a distance-time graph.

If the slope is flat, the object's speed is _____.

If the slope is shallow, the object's speed is _____.

If the slope is steep, the object's speed is _____.

Which terms, in order of appearance, best complete the sentences about distance-time graphs?

A. slope; faster; slower; zero

B. [Answer: slope; zero; slower; faster]

C. x-axis; not changing; increasing; not changing

D. x-axis; decreasing; not changing; increasing

Q5

[description of art change: Original showed third line segment from (x_7, y_2) to (x_9, y_2) and final line segment from (x_9, y_2) to (x_{11}, y_0) . New art shows third line segment from (x_7, y_2) to (x_{10}, y_2) and final line segment from (x_{10}, y_2) to (x_{11}, y_3)]

Between which two times is the toy car moving at the greatest speed?

Explain your answer.

Scoring Rubric:

1 pt: Student identifies the time interval with the fastest speed as 10–11 s.

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 1967 of 3538

1 pt: Student explains that the value of slope is equal to speed.

1 pt: Student explains that the steeper the slope, the higher the speed.

The car is moving fastest between 10–11 s. . . .

Component: *Grade 7 Digital Components*

ISBN: 9781428553897

Current Page Number(s): 112

Location: Topic 2, Experience 1 Quiz: Q6 answer

Original Text: 130 m / 100 s West = 1.3 m/s West]

Updated Text: 130 m West /120 s = 1.08 m/s West]

Component: *Grade 7 Digital Components*

ISBN: 9781428553897

Current Page Number(s): 112

Location: Topic 2, Experience 2 Quiz: Q1 and Q5

Original Text: Q1

A distance-time graph shows how an object's distance from a starting point changes over time.

Speed is equal to the value of the _____ of the line on a distance-time graph.

If the slope is positive, the distance from the starting point is _____.

If the slope is negative, the distance from the starting point is _____.

If the slope is zero, the distance from the starting point is _____.

Which terms, in order of appearance, best complete the sentences about distance-time graphs?

- A. slope; decreasing; decreasing; decreasing
- B. [Answer: slope; increasing; decreasing; not changing]
- C. x-axis; not changing; increasing; not changing
- D. x-axis; decreasing; not changing; increasing

Q5

Between which two times is the toy car moving at the greatest acceleration?

Explain your answer.

Scoring Rubric:

1 pt: Student identifies the time interval with the fastest speed as 9–11 s.

1 pt: Student explains that the value of slope is equal to speed.

1 pt: Student explains that the steeper the slope, the higher the speed.

The car is moving fastest between 9–11 s. . . .

Updated Text: Q1

A distance-time graph shows how the distance an object travels changes over time.

Speed is equal to the value of the _____ of the line on a distance-time graph.

If the slope is flat, the object's speed is _____.

If the slope is shallow, the object's speed is _____.

If the slope is steep, the object's speed is _____.

Which terms, in order of appearance, best complete the sentences about distance-time graphs?

A. slope; faster; slower; zero

B. [Answer: slope; zero; slower; faster]

C. x-axis; not changing; increasing; not changing

D. x-axis; decreasing; not changing; increasing

Q5

[description of art change: Original showed third line segment from (x_7, y_2) to (x_9, y_2) and final line segment from (x_9, y_2) to (x_{11}, y_0) . New art shows third line segment from (x_7, y_2) to (x_{10}, y_2) and final line segment from (x_{10}, y_2) to (x_{11}, y_3)]

Between which two times is the toy car moving at the greatest speed?

Explain your answer.

Scoring Rubric:

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 1969 of 3538

1 pt: Student identifies the time interval with the fastest speed as 10–11 s.

1 pt: Student explains that the value of slope is equal to speed.

1 pt: Student explains that the steeper the slope, the higher the speed.

The car is moving fastest between 10–11 s. . . .

Component: *Grade 7 Digital Components*

ISBN: 9781428553897

Current Page Number(s): 119

Location: Key Ideas Presentation, Slides 2, 3; art & Teacher Notes

Original Text: Teacher Notes

How can you interpret a distance-time graph?

Teacher Support

Use the first slide to ask students to make some initial observations about the graph. Then use the second slide to define slope and the different types of slopes that appear. Ask What does the vertical axis show? (distance from a starting point) What does the horizontal axis show? (time) Explain • When the slope is positive, the line slants upward from left to right; distance increases with time. That means the object is moving away from the starting point, so velocity is positive. • When the line is flat, the object has zero speed. The distance-time graph of a car that is stopped at a red light will have a plateau. The longer that flat line, the longer the object is motionless. • A steeper slope means greater speed. • When a line slants downward from left to right, it means the object is moving back toward the starting point. If it drops all the way back to the x-axis, the 2 • object is back at the starting point. Ask Could you find a vertical line on a distance-time graph? Explain why or why not. (It is impossible because a vertical line would mean the object moves a distance without any time passing. It would be in many places at the same time. But depending on the scales of the graph, a slope could look very steep.)

Updated Text: graph revised so that final line segment has a positive slope

Teacher Notes

How can you interpret a distance-time graph?

Teacher Support

Use the first slide to ask students to make some initial observations about the graph. Then use the second slide to define slope and the different types of slopes that appear.

Ask What does the vertical axis show? (distance from a starting point) What does the horizontal axis show? (time)

Explain

When the distance an object travels increases with time, the line slants upward from left to right: we say the slope is positive. A steeper slope means greater speed.

A steeper slope means greater speed—the object is traveling faster. A shallower slope means less speed—the object is traveling slower.

When the line is flat, we say it has a flat or zero slope. A flat slope means the object has zero speed (it has stopped). The distance-time graph of a car that is stopped at a red light will have a plateau. The longer that flat line, the longer the

object is motionless.

Ask Could you find a vertical line on a distance-time graph? Explain why or why not. (It is impossible because a vertical line would mean the object moves a distance without any time passing. It would be in many places at the same time. But depending on the scales of the graph, a slope could look very steep.)

Component: *Grade 7 Digital Components*

ISBN: 9781428553897

Current Page Number(s): 119

Location: Key Ideas Presentation, Slides 6, 7; art & Teacher Notes

Original Text: Teacher Notes

How can you plot a distance-time graph?

Teacher Support

Use the first slide text to ask students to make some initial observations of the two distance-time graphs. Use the second slide to discuss what the different graphs represent.

Ask What do you make of the up-and-down shape of the second graph shown here? What does it tell you about the object? (Something was moving away from and back toward the starting point, four different times.)

Explain

- The upper graph shows a swimmer's progress and speed.
- The lower graph shows a sandpiper, a small shorebird, moving toward the water to find food, and then scurrying away as waves come in. Because some waves wash farther up the beach than others, the second and third peaks on the graph are smaller. The bird has less time and space in which to run toward the water and peck at the sand for food.

Ask What do you think the flat plateaus on the graph represent? What was the

9
bird doing? (standing in place and pecking at the sand; not moving toward or away from the water)

Try It Out

Develop Models As a class, have a student model the motion of the sandpiper while others record distances and time. The student can be tasked with some kind of feeding activity, such as picking up twenty marbles or pennies at three pre-determined "feeding grounds" set at specific distances from a starting point.

Updated Text: y-axis label changed to "Displacement"

How can you plot a distance-time graph?

Teacher Support

Use the first slide text to ask students to make some initial observations of the two distance-time graphs. Use the second slide to discuss what the different graphs represent.

Ask What is different between the first graph and the second graph? (The first graph has "distance" on the y axis; the

second graph has "displacement" on the y axis. The first graph has a straight line going up, but the second graph has a jagged line going up and down.) If the second graph shows displacement, what does the jagged line tell you about the object's motion? (The object was moving away from and back toward the starting point, four different times.)

Explain

The upper graph shows a swimmer's progress and speed.

The lower graph is a displacement-time graph. It shows the velocity of a moving object. The vertical (y) axis shows the displacement (distance from a specific starting point). The horizontal (x) axis shows time. This graph can have a positive, zero, or negative slope. In a displacement-time graph, a negative slope means that the object is moving back toward the starting point.

This graph represents the way a sandpiper (a small shore bird) moves toward and away from the water on a beach. It moves toward the water and stops to find food, then it scurries away as waves come in. Some waves wash farther up the beach than others, so the second and third peaks on the graph are smaller. The bird has less time and space in which to run toward the water and peck at the sand for food.

Ask What do you think the flat plateaus on the graph represent? What was the bird doing? (standing in place and pecking at the sand; not moving toward or away from the water)

Try It Out

Develop Models As a class, have a student model the motion of the sandpiper while others record distances and time.

The student can be tasked with some kind of feeding activity, such as picking up twenty marbles or pennies at three pre-determined "feeding grounds" set at specific distances from a starting point.

Component: *Grade 7 Teacher Guide*

ISBN: 9781418398668

Current Page Number(s): 124

Location: Launch the Anchoring Phenomenon

Original Text: Students watch a video that introduces the art of glass blowing, which is still used today to produce functional containers such as bottles and glasses, as well as pieces of art. Throughout the Topic, students will gain knowledge that should help them explain the roles that thermal energy and thermal energy transfer play in the production of glass objects.

Updated Text: Students watch a video that introduces the art of glass blowing, which is still used today to produce functional containers such as bottles and glasses, as well as pieces of art. Throughout the Topic, students will gain knowledge by investigating methods of thermal energy transfer. Students will also investigate the patterns of thermal energy movement, which should help them explain the relationship between kinetic energy and temperature, and the roles that thermal energy and thermal energy transfer play in the production of glass objects.

Component: *Grade 7 Teacher Guide*

ISBN: 9781418398668

Current Page Number(s): 125

Location: Blue Objective box

Original Text: Objective

- Students will explore the relationship between temperature and the kinetic energy of the molecules within a substance.

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 1972 of 3538

Updated Text: Objective

Students will use models to analyze and develop explanations about the relationship between temperature and the kinetic energy of the molecules within a substance.

Component: *Grade 7 Teacher Guide*

ISBN: 9781418398668

Current Page Number(s): 130

Location: Everyday Phenomenon Demo

Original Text: • Ask students to brainstorm any related phenomenon they may have seen in their everyday lives, including rug or rope burns. Invite students to describe observations or experiences throughout the Experience.

Updated Text: Ask students to brainstorm any related phenomenon they may have seen in their everyday lives, including times when they rubbed their hands together for warmth. Invite students to describe observations or experiences throughout the Experience.

Component: *Grade 7 Teacher Guide*

ISBN: 9781418398668

Current Page Number(s): 137

Location: Revisit Everyday Phenomenon

Original Text: Direct students to go back to the Everyday Phenomenon Activity they completed at the start of this Experience. During the class discussion, do not focus on wrong or right explanations. Instead, ask students to explain their reasoning. Other students may then join the discussion to add their logic or provide different perspectives. Ask students to revise their initial answers now that they have completed the Explain activities. Consider pairing students and have them discuss the changes each of them made to their initial answers.

Updated Text: Direct students to go back to the Everyday Phenomenon Activity they completed at the start of this Experience. During the class discussion, do not focus on wrong or right explanations. Instead, ask students to explain their reasoning. Students may refer back to the Hands-On Lab, citing what they observed about temperature and kinetic energy as they explored diffusion. Students may also bring up what they read about sliding friction in the Read About It. Other students may then join the discussion to add their logic or provide different perspectives. Ask students to revise their initial answers now that they have completed the Explain activities. Consider pairing students and have them discuss the changes each of them made to their initial answers.

Component: *Grade 7 Teacher Guide*

ISBN: 9781418398668

Current Page Number(s): 140

Location: Blue Objective box

Original Text: Objective

• Students will explore how thermal energy moves into, out

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 1973 of 3538

of, and within systems through conduction, convection, and radiation.

Updated Text: Objective

Students will use models to analyze and explain how thermal energy moves into, out of, and within systems through conduction, convection, and radiation.

Component: *Grade 7 Teacher Guide*

ISBN: 9781418398668

Current Page Number(s): 147

Location: N/A

Original Text: N/A

Updated Text: DIFFERENTIATED INSTRUCTION

SPECIAL NEEDS Group Work Students who struggle with group work may benefit from having an extension of time for the SEP Plan an Investigation questions of this Hands-On Lab.

Component: *Grade 7 Teacher Guide*

ISBN: 9781418398668

Current Page Number(s): 147

Location: Revisit Everyday Phenomenon

Original Text: Direct students to go back to the Everyday Phenomenon Activity they completed at the start of this Experience. During the class discussion, do not focus on wrong or right explanations. Instead, ask students to explain their reasoning. Other students may then join the discussion to add their logic or provide different perspectives. Ask students to revise their initial explanations now that they have completed the Explain activities. Consider pairing students and have them discuss the changes each of them made to their initial explanations.

Updated Text: Direct students to go back to the Everyday Phenomenon Activity they completed at the start of this Experience. Students may think about the Hands-On Lab, where they investigated how different liquids cooled differently based on their properties. They may also refer back to the Key Ideas Presentation, where they learned about conduction, convection, and radiation. Support students as they explain their reasoning. Encourage other students to contribute their different perspectives to the conversation. Ask students to revise their initial explanations now that they have completed the Explain activities. Consider pairing students and have them discuss the changes each of them made to their initial explanations.

Component: *Grade 7 Teacher Guide*

ISBN: 9781418398668

Current Page Number(s): 150

Location: STEAM Activity

Original Text: Students work in groups to design and build a model of a thermal chimney. The chimney is a passive solar device that produces an updraft of warm air out of a home and thus draws cooler air inside.

- Discuss the objective of the activity and show the image of a how a thermal chimney works.

Updated Text: Students work in groups to design and build a model of a thermal chimney. The chimney is a passive solar device that produces an updraft of warm air out of a home and thus draws cooler air inside.

Materials assorted building materials, construction paper (various colors), tape, scissors, thermometer, incandescent light or heat lamp, tissue paper

- Discuss the objective of the activity and show the image of a how a thermal chimney works.

Component: *Grade 7 Teacher Guide*

ISBN: 9781418398668

Current Page Number(s): 157

Location: Blue Objective box

Original Text: Objective

- Students will explore how thermal energy flows in a predictable pattern in systems from warmer to cooler objects until thermal equilibrium is reached.

Updated Text: Objective

Students will identify patterns to analyze and explain how thermal energy flows in a predictable pattern in systems from warmer to cooler objects until thermal equilibrium is reached.

Component: *Grade 7 Teacher Guide*

ISBN: 9781418398668

Current Page Number(s): 157

Location: N/A

Original Text: N/A

Updated Text: Revisit Everyday Phenomenon

Direct students to go back to the Everyday Phenomenon Activity they completed at the start of this Experience. Have students reconsider the question, why will both objects reach the same temperature? During the class discussion, students may refer back to the Data Analysis activity where they observed patterns related to the movement of thermal energy. Encourage students to share their different perspectives during the conversation. Ask students to revise their initial explanations now that they have completed the Explain activities. Consider pairing students and have them discuss the changes each of them made to their initial explanations.

Component: *Grade 7 Teacher Guide*

ISBN: 9781418398668

Current Page Number(s): 158

Location: Exit Ticket

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 1975 of 3538

Original Text: You pour room temperature water (78°C) into a cup of ice that is 32°C. After some time, what is the temperature of your beverage most likely to be? Explain your answer choice.

- a. 85°C
- b. 78°C
- c. 55°C
- d. 32°C

(c. 55°C; As energy moves from the water to the ice, energy transfer will continue to occur until the two have met equilibrium. The thermal energy of the water will decrease and the thermal energy of the ice will increase, resulting in a final temperature that is somewhere in the middle.)

Updated Text: You have a cup with 500 mL of room temperature water (78°C). You add several ice cubes that are 32°C. After some time, what will be the temperature of the contents of the cup?

- a. 85°C
- b. 55°C
- c. 32°C

(b. 55°C; Thermal energy moves from the water to the ice. The thermal energy of the water will decrease and the thermal energy of the ice will increase, resulting in a temperature between the two original temperatures.)

Component: *Grade 7 Student Activity Companion*

ISBN: 9781418398637

Current Page Number(s): 164

Location: Share with a partner/Identify the meaning

Original Text: Share with a Partner Turn to a partner and compare your lists. If you have the same terms checked off, compare your definitions with your partner’s definitions. Discuss any differences and see whether you can agree on a definition.

Identify the Meaning Read each sentence. Match the correct definition to the highlighted word. Write the letter in the space provided.

Updated Text: Share with a Partner Turn to a partner and compare your lists. If you have the same terms highlighted or circled, compare your definitions with your partner’s definitions. Discuss any differences and see whether you can agree on a definition.

Identify the Meaning Read each sentence. Match the correct definition to the bold word. Write the letter in the space provided.

Component: *Grade 7 Teacher Guide*

ISBN: 9781418398668

Current Page Number(s): 166

Location: Launch the Anchoring Phenomenon

Original Text: Launch the Anchoring Phenomenon

Students watch a video that introduces the phenomenon of the island of Iceland tearing apart. Throughout the Topic, students will learn to describe how plate tectonics causes ocean basin formation, earthquakes, mountain building, and volcanic activity. This knowledge will help them draw and explain how the spreading of two tectonic plates at a divergent boundary driven by convection currents in the mantle is causing the island to split apart.

Updated Text: Launch the Anchoring Phenomenon

In this Topic, students will analyze data and identify patterns to describe how plate tectonics has caused Earth to change over time. Students watch a video that introduces the phenomenon of the island of Iceland tearing apart. Throughout the Topic, students will learn to describe how plate tectonics causes ocean basin formation, earthquakes, mountain building, and volcanic activity. This knowledge will help them draw and explain how the spreading of two tectonic plates at a divergent boundary driven by convection currents in the mantle is causing the island to split apart.

Component: *Grade 7 Teacher Guide*

ISBN: 9781418398668

Current Page Number(s): 168

Location: Blue Objective box

Original Text: Objective

- Students will learn about and describe how fossils, plate tectonics, and superposition provide evidence that Earth has changed over time.

Updated Text: Objectives

- Students will identify patterns to connect how fossils, plate tectonics, and superposition provide evidence that Earth has changed over time.

- Students will relate evidence from past and current research to the development of hypotheses and theories about Earth's change over time.

Component: *Grade 7 Teacher Guide*

ISBN: 9781418398668

Current Page Number(s): 175

Location: Exit Ticket

Original Text: As an alternative exit ticket, have students draw and label one or more diagrams for a poster that shows evidence from fossils and rock layers that supports the idea that Earth has changed over time. Provide poster paper and colored pencils or markers for making posters.

Updated Text: Alternative Exit Ticket Have students draw and label a diagram of rock layers and fossils depicting superposition. Have students label the rock layers from oldest to youngest.

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 1977 of 3538

Component: *Grade 7 Teacher Guide*

ISBN: 9781418398668

Current Page Number(s): 178

Location: Blue Objective box

Original Text: Objective

- Students will learn about how Earth's tectonic plates interact and are responsible for mountain building and ocean basin formation.

Updated Text: Objective

- Students will investigate and model cause-and effect relationships between interacting tectonic plates and changes to Earth's surface, such as mountain building and ocean basin formation.

Component: *Grade 7 Teacher Guide*

ISBN: 9781418398668

Current Page Number(s): 181

Location: Differentiated Instruction

Original Text: N/A

Updated Text: SPECIAL NEEDS Act It Out Students who need more tactile experiences may need to use their hands or materials to act out the different types of plate boundaries while going through the Virtual Lab.

Component: *Grade 7 Teacher Guide*

ISBN: 9781418398668

Current Page Number(s): 188

Location: Blue Objective box

Original Text: Objective

- Students will learn about how interacting tectonic plates can cause earthquakes.

Updated Text: Objectives

- Students will use models to develop explanations about how interacting tectonic plates can cause earthquakes.

- Students will evaluate limitations of using models to explain how stress relates to stability and change at the tectonic plate boundary.

Component: *Grade 7 Teacher Guide*

ISBN: 9781418398668

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 1978 of 3538

Current Page Number(s): 195

Location: Revisit Everyday Phenomenon

Original Text: . . . Remind students that their final models should explain why Iceland is tearing apart.

Updated Text: . . . Remind students that their final explanation should describe the geological processes that caused similar fossils to be found on distant continents.

Component: *Grade 7 Teacher Guide*

ISBN: 9781418398668

Current Page Number(s): 198

Location: Blue Objective box

Original Text: Objective

- Students will learn about how interacting tectonic plates can cause volcanoes and volcanic eruptions, including supervolcanoes and hot spots.

Updated Text: Objective

- Students will develop and use models to investigate how interacting tectonic plates can cause volcanoes and volcanic eruptions, including supervolcanoes and hot spots.

Component: *Grade 7 Teacher Guide*

ISBN: 9781418398668

Current Page Number(s): 214

Location: Launch the Anchoring Phenomenon

Original Text: PHENOMENON INTRODUCTION Students watch a video that introduces energy and defense of the human body through the circulatory, respiratory, digestive, urinary, integumentary, and immune systems and how athletes know when their body is competition ready. Throughout the Topic, students will gain knowledge that would help them explain that athletes utilize all these body systems to ensure that their body is competition ready while gaining knowledge on the main functions of the six body systems.

Updated Text: Students watch a video that introduces energy and defense of the human body and how athletes know when their body is competition ready. Throughout the Topic, students will learn to identify the main functions of the circulatory, respiratory, digestive, urinary, integumentary, and immune systems. This knowledge will help them explain that athletes utilize all these body systems to ensure that their body is competition ready while gaining knowledge on the main functions of the six body systems.

Component: *Grade 7 Teacher Guide*

ISBN: 9781418398668

Current Page Number(s): 216

Location: Blue Objective box

Original Text: Objective

- Students will identify and model the main functions of the human circulatory and respiratory systems.

Updated Text: Objectives

- Students will identify the main functions of the human circulatory and respiratory systems.
- Students will use models to examine the parts of the human circulatory and respiratory systems and their interdependence in the function of the human organism.

Component: *Grade 7 Teacher Guide*

ISBN: 9781418398668

Current Page Number(s): 223

Location: Revisit Everyday Phenomenon

Original Text: Direct students to go back to the Everyday Phenomenon Activity they completed at the start of this Experience. During the class discussion, do not focus on wrong or right answers. Instead, ask students to explain their reasoning. Other students may then join the discussion to add their logic or provide different perspectives. Ask students to revise their initial answers now that they have completed the Explain activities. Consider pairing students and have them discuss the changes each of them made to their initial answers.

Updated Text: Direct students to go back to the Everyday Phenomenon Activity they completed at the start of this Experience. During the class discussion, do not focus on wrong or right answers. Instead, ask students to explain their reasoning. Other students may then join the discussion to add their logic or provide different perspectives. Ask students to revise their initial answers now that they have completed the Explain activities. Consider pairing students and have them discuss the changes each of them made to their initial answers. Students should conclude that training at high altitudes helps to strengthen an athlete's circulatory and respiratory systems to aid in getting more oxygen to the body.

Component: *Grade 7 Teacher Guide*

ISBN: 9781418398668

Current Page Number(s): 226

Location: Blue Objective box

Original Text: Objective

- Students will identify and model the main functions of the human digestive and urinary systems.

Updated Text: Objectives

- Students will identify the main functions of the human digestive and urinary systems.
- Students will use models to examine the parts of the human digestive and urinary systems and their interdependence in the function of the human organism.

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 1980 of 3538

Component: *Grade 7 Teacher Guide*

ISBN: 9781418398668

Current Page Number(s): 227

Location: Elaborate Column

Original Text: N/A

Updated Text: MAKE INFORMED DECISIONS Is there a benefit to taking vitamins and supplements? Students practice evaluating resources for credibility, accuracy, and methods used to determine the cost-effectiveness of taking vitamins or supplements. Students make an informed decision about whether people should consider taking vitamins or supplements.

Component: *Grade 7 Teacher Guide*

ISBN: 9781418398668

Current Page Number(s): 231

Location: N/A

Original Text: N/A

Updated Text: DIFFERENTIATED INSTRUCTION

SPECIAL NEEDS Multi-step Tasks Students who struggle with organization may benefit from being given multi-step tasks, rather than being given the materials outright, and asked how they can model how their body digests food, absorbs nutrients, and eliminates waste.

Component: *Grade 7 Teacher Guide*

ISBN: 9781418398668

Current Page Number(s): 233

Location: Revisit Everyday Phenomenon

Original Text: Direct students to go back to the Everyday Phenomenon Activity they completed at the start of this Experience. During the class discussion, do not focus on wrong or right answers. Instead, ask students to explain their reasoning. Other students may then join the discussion to add their logic or provide different perspectives. Ask students to revise their initial answers now that they have completed the Explain activities. Consider pairing students and have them discuss the changes each of them made to their initial answers.

Updated Text: Direct students to go back to the Everyday Phenomenon Activity they completed at the start of this Experience. During the class discussion, do not focus on wrong or right answers. Instead, ask students to explain their reasoning. Other students may then join the discussion to add their logic or provide different perspectives. Ask students to revise their initial answers now that they have completed the Explain activities. Consider pairing students and have them discuss the changes

each of them made to their initial answers. Students should conclude that different colors of urine could indicate dehydration or a nutrient deficiency that could impact an athlete's performance in competition.

Component: *Grade 7 Teacher Guide*

ISBN: 9781418398668

Current Page Number(s): 236

Location: Blue Objective box

Original Text: Objective

- Students will identify and model the main functions of the human integumentary and immune systems.

Updated Text: Objectives

- Students will identify and model the main functions of the human integumentary and immune systems.
- Students will use models to examine the parts of the human integumentary and immune systems and their interdependence in the function of the human organism.

Component: *Grade 7 Teacher Guide*

ISBN: 9781418398668

Current Page Number(s): 243

Location: Revisit Everyday Phenomenon

Original Text: Direct students to go back to the Everyday Phenomenon Activity they completed at the start of this Experience. During the class discussion, do not focus on wrong or right answers. Instead, ask students to explain their reasoning. Other students may then join the discussion to add their logic or provide different perspectives. Ask students to revise their initial answers now that they have completed the Explain activities. Consider pairing students and have them discuss the changes each of them made to their initial answers.

Updated Text: Direct students to go back to the Everyday Phenomenon Activity they completed at the start of this Experience. During the class discussion, do not focus on wrong or right answers. Instead, ask students to explain their reasoning. Other students may then join the discussion to add their logic or provide different perspectives. Ask students to revise their initial answers now that they have completed the Explain activities. Consider pairing students and have them discuss the changes each of them made to their initial answers. Students should conclude that the skin acts a barrier to keep out infectious agents that can cause illness and impact how well an athlete can compete.

Component: *Grade 7 Teacher Guide*

ISBN: 9781418398668

Current Page Number(s): 244

Location: STEAM Activity

Original Text: WHY IS CLEAN DRINKING WATER IMPORTANT? Students work in groups and use map scales to compare the Soho area of London with an area in

their city. They will research and compare how waste was handled in 1854 and today. Finally, students will write a persuasive letter to explain what they learned from their research and why clean drinking water is important.

Updated Text: WHY IS CLEAN DRINKING WATER IMPORTANT? Students work in groups and use map scales to compare the Soho area of London with an area in their city. They will research and compare how waste was handled in 1854 and today. Finally, students will write a persuasive letter to explain what they learned from their research and why clean drinking water is important.

Materials Internet access, computer, writing materials, library resources, ruler, 1854 cholera data map

Component: *Grade 7 Student Activity Companion*

ISBN: 9781418398637

Current Page Number(s): 248

Location: Find Pictures

Original Text: Find Pictures Find an image that shows four or five of the vocabulary terms. Insert the image in the space provided. Then write one or two sentences explaining your choice.

Updated Text: Find Pictures Find or draw an image that shows four or five of the vocabulary terms. Insert the image in the space provided. Then write one or two sentences explaining your choice.

Component: *Grade 7 Student Activity Companion*

ISBN: 9781418398637

Current Page Number(s): 249

Location: Academic Vocabulary

Original Text: Academic Vocabulary Read the following sentence and then write a sentence using the word nutrients.

Miguel eats a lot of vegetables to get nutrients to make him strong.

Updated Text: Academic Vocabulary Read the following sentence and then write a sentence using the term in bold. Miguel eats a lot of vegetables to get nutrients to make him strong.

Component: *Grade 7 Teacher Guide*

ISBN: 9781418398668

Current Page Number(s): 259

Location: Launch the Anchoring Phenomenon

Original Text: Students watch a video that introduces the phenomenon of the “disappearance” of wastes in Earth’s ecosystems. Throughout the Topic, students will gain knowledge that helps them explain that some organisms obtain their nutrients from wastes and remains. These organisms come from every kingdom of living things except Plantae.

Updated Text: Students watch a video that introduces the phenomenon of the “disappearance” of wastes in Earth’s ecosystems. Throughout the Topic, students will gain knowledge that should help them describe the characteristics and importance of the different kingdoms in ecosystems. In addition, they will be able construct explanations about how some organisms obtain their nutrients from wastes and remains. These organisms come from every kingdom of living things except Plantae.

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 1983 of 3538

Component: *Grade 7 Teacher Guide*

ISBN: 9781418398668

Current Page Number(s): 261

Location: Blue Objective box

Original Text: Objective

- Students will describe the taxonomic system that categorizes organisms based on shared similarities and differences among groups.

Updated Text: Objective

- Students will describe and identify patterns in the taxonomic system that categorizes organisms based on shared similarities and differences among groups.

Component: *Grade 7 Teacher Guide*

ISBN: 9781418398668

Current Page Number(s): 264

Location: Differentiated Instruction

Original Text: N/A

Updated Text: SPECIAL NEEDS Signaling

Students who have speech impairments may benefit from having special signals with the teacher to show that they understand or that they need some help with a concept, especially during the Key Ideas Presentation.

Component: *Grade 7 Teacher Guide*

ISBN: 9781418398668

Current Page Number(s): 274

Location: Blue Objective box

Original Text: Objective

- Students will describe the characteristics of organisms in the domains Archaea and Bacteria and their importance in ecosystems.

Updated Text: Objective

- Students will model and describe the characteristics of organisms in the domains Archaea and Bacteria and their function in ecosystems.

Component: *Grade 7 Teacher Guide*

ISBN: 9781418398668

Current Page Number(s): 284

Location: Revisit Everyday Phenomenon

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 1984 of 3538

Original Text: Direct students to go back to the Everyday Phenomenon Activity they completed at the start of this Experience. During the class discussion, do not focus on wrong or right answers. Instead, ask students to explain their reasoning. Other students may then join the discussion to add their logic or provide different perspectives. Ask students to revise their initial answers now that they have completed the Explain activities. Consider pairing students and have them discuss the changes each of them made to their initial answers.

Updated Text: Direct students to go back to the Everyday Phenomenon Activity they completed at the start of this Experience. During the class discussion, do not focus on wrong or right answers. Instead, ask students to explain their reasoning. Other students may then join the discussion to add their logic or provide different perspectives. Ask students to revise their initial answers now that they have completed the Explain activities. Consider pairing students and have them discuss the changes each of them made to their initial answers. Students should be able to conclude that the colors in the hot spring are caused by archaeobacteria that can live in extreme environments.

Component: *Grade 7 Teacher Guide*

ISBN: 9781418398668

Current Page Number(s): 291

Location: Blue Objective box

Original Text: Objective

- Students will describe the characteristics of organisms in the domain and their importance in ecosystems.

Updated Text: Objective

- Students will model and describe the characteristics of organisms in the domains Archaea and Bacteria and their function in ecosystems.

Component: *Grade 7 Teacher Guide*

ISBN: 9781418398668

Current Page Number(s): 292

Location: Revisit Everyday Phenomenon

Original Text: Direct students to go back to the Everyday Phenomenon Activity they completed at the start of this Experience. During the class discussion, do not focus on wrong or right answers. Instead, ask students to explain their reasoning. Ask students to revise their initial answers now that they have completed the Explain activities. Consider pairing students and have them discuss the changes each of them made to their initial answers.

Updated Text: Direct students to go back to the Everyday Phenomenon Activity they completed at the start of this Experience. During the class discussion, do not focus on wrong or right answers. Instead, ask students to explain their reasoning. Ask students to revise their initial answers now that they have completed the Explain activities. Students should be able to conclude that mushrooms belong to the Kingdom Fungi and that their network of mycelia can be used to form packaging that can decompose.

Component: *Grade 7 Teacher Guide*

ISBN: 9781418398668

Current Page Number(s): 296

Location: STEAM Activity

Original Text: HOW CAN I GET DECOMPOSERS TO WORK AT HOME? Students explore compost devices and then design and build a prototype composting device. After three weeks, students evaluate, compare, and refine their designs. Students later display their production portfolio and revised prototype for other students, while discussing the role decomposers play in building soil.

Updated Text: HOW CAN I GET DECOMPOSERS TO WORK AT HOME? Students explore compost devices and then design and build a prototype composting device. After three weeks, students evaluate, compare, and refine their designs. Students later display their production portfolio and revised prototype for other students, while discussing the role decomposers play in building soil.

Materials 3 gallon or larger plastic container or tub with lid for kitchen scraps, 5 gallon or larger plastic container or tub with lid for composting, earthworms, topsoil, kitchen scraps, water, hand shovel, shredded newspaper, thermometer, dissecting microscope, Petri dish, plastic gloves, computer, Internet access or library resources

Component: *Grade 7 Student Activity Companion*

ISBN: 9781418398637

Current Page Number(s): 296

Location: Academic Vocabulary

Original Text: Academic Vocabulary Read the following sentence and then write a different sentence using the word “essential.”

Sleep, exercise, and diet are three things that are essential to good health.

Updated Text: Academic Vocabulary Read the following sentence and then write a different sentence using the term in bold.

Sleep, exercise, and diet are three things that are essential to good health.

Component: *Grade 7 Digital Components*

ISBN: 9781428553897

Current Page Number(s): 300

Location: Slides 6-8

Original Text: N/A

Updated Text: Updated classification art

Component: *Grade 7 Teacher Guide*

ISBN: 9781418398668

Current Page Number(s): 302

Location: Launch the Anchoring Phenomenon

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 1986 of 3538

Original Text: Students watch a video that introduces them to the habitat and wildlife in the Texas Plains. The video focuses on how ocelots recycle both matter and energy. Throughout the Topic, students will learn how all organisms are connected in ecosystems and how energy moves throughout the system. They will understand that matter and nutrients are recycled.

Updated Text: Students watch a video that introduces them to the habitat and wildlife in the Texas Plains. The video focuses on how ocelots recycle both matter and energy. Throughout the Topic, students will diagram energy roles and describe the continuous flow of energy and the cycling of matter in ecosystems. In addition, they will also learn how all organisms are connected in ecosystems and how energy moves throughout the Texas Plains ecosystem. They will understand that matter and nutrients are recycled.

Component: *Grade 7 Teacher Guide*

ISBN: 9781418398668

Current Page Number(s): 309

Location: Blue Objective box

Original Text: Objective

- Students will diagram energy roles in an ecosystem and explain how the available energy decreases from one trophic level to the next in an energy pyramid.
- Students will construct explanations on the cycling of matter and energy in ecosystems.

Updated Text: Objectives

- Students will diagram and analyze energy roles in an ecosystem and explain how the available energy decreases from one trophic level to the next in an energy pyramid.
- Students will develop and use models to construct explanations on the cycling of matter and energy in ecosystems.

Component: *Grade 7 Teacher Guide*

ISBN: 9781418398668

Current Page Number(s): 312

Location: N/A

Original Text: N/A

Updated Text: DIFFERENTIATED INSTRUCTION

SPECIAL NEEDS Student Assistant Students who need tactile experiences may benefit from being the teacher's assistant while doing the demonstration, which involves pouring the water from one beaker to another to show how energy flows

through the system.

Component: *Grade 7 Teacher Guide*

ISBN: 9781418398668

Current Page Number(s): 313

Location: Hands-On Lab

Original Text: N/A

Updated Text: Open Lab Materials energy diagram template, scissors, removable clear tape, nature magazines, Internet and printer access

Component: *Grade 7 Teacher Guide*

ISBN: 9781418398668

Current Page Number(s): 315

Location: Blue Objective box

Original Text: Objective

- Students will explore how energy, matter, and nutrients flow and are recycled within the biosphere.

Updated Text: Objective

- Students will explore and develop explanations for how energy, matter, and nutrients flow and are recycled within the biosphere.

Component: *Grade 7 Teacher Guide*

ISBN: 9781418398668

Current Page Number(s): 319

Location: Revisit Everyday Phenomenon

Original Text: Direct students to go back to the Everyday Phenomenon Activity they completed at the start of this Experience. Students should have enough information to answer the second question. Have students do a Think, Pair, Share before recording their answers.

Updated Text: Direct students to go back to the Everyday Phenomenon Activity they completed at the start of this Experience. Students should have enough information regarding the cycling of matter and energy in an ecosystem to identify the role of worms in a garden in the second question. Have students do a Think, Pair, Share before recording their answers.

Component: *Grade 7 Teacher Guide*

ISBN: 9781418398668

Current Page Number(s): 322

Location: STEAM Activity

Original Text: HOW CAN YOU SHOW HOW ENERGY MOVES THROUGH A TEXAS ECOSYSTEM? Students research a Texas ecosystem or region and identify

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 1988 of 3538

organisms from that area to build a food chain and food web. Then, students will build a scaled 3-D model of an energy pyramid, which includes the names of the organisms placed in the appropriate trophic level. Students will depict the flow of energy within and between trophic levels.

Updated Text: HOW CAN YOU SHOW HOW ENERGY MOVES THROUGH A TEXAS ECOSYSTEM? Students research a Texas ecosystem or region and identify organisms from that area to build a food chain and food web. Then, students will build a scaled 3-D model of an energy pyramid, which includes the names of the organisms placed in the appropriate trophic level. Students will depict the flow of energy within and between trophic levels.

Materials construction paper, ruler, scissors, glue or paste, adhesive tape, colored pencils, calculator, Internet access, images of organisms found in Texas food chains or food webs

Component: *Grade 7 Teacher Guide*

ISBN: 9781418398668

Current Page Number(s): 329

Location: Mastering Scientific and Engineering Practices Box

Original Text: Disadvantages of Models Ask students to discuss the limitations of the models they built in the STEAM activity. Ask Why is it important to identify these limitations?

Updated Text: Disadvantages of Models Ask students to discuss the limitations of the models they built in the STEAM activity. Ask Why is it important to identify these limitations? (Models are not an exact replication of nature. They rely on approximations, inferences, and assumptions which may affect how valid the data and information they provide is.)

Component: *Grade 7 Teacher Guide*

ISBN: 9781418398668

Current Page Number(s): 362

Location: N/A content added to side column

Original Text: N/A

Updated Text: Home Connection

Physical Therapy Ask students if anyone has ever had physical therapy to address an injury, such as a broken bone or damaged muscle. If students are willing to share, ask what types of exercises they performed and the effect it had on their injury.

Share the Topic School-to-Home letter with parents and caregivers to provide information that supports student learning. Use the Home Communication Guide for additional ideas to bring home learning into the classroom.

Component: *Grade 7 Teacher Guide*

ISBN: 9781418398668

Current Page Number(s): 362

Location: Blue Objective box

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 1989 of 3538

Original Text: Objective

- Students will describe the hierarchical organization of cells, tissues, organs, and organ systems in plants and animals.

Updated Text: Objective

- Students will analyze and explain the hierarchical organization of cells, tissues, organs, and organ systems in plants and animals individually and collaboratively in a variety of settings and formats.
- Students will explore and develop explanations for how energy, matter, and nutrients flow and are recycled within the biosphere.

Component: *Grade 7 Teacher Guide*

ISBN: 9781418398668

Current Page Number(s): 366

Location: Everyday Phenomenon Photo, third bullet

Original Text: • Ask students to brainstorm any related phenomenon they may have seen in their everyday lives or on vacations. Challenge students to take note of, draw, or photograph any related phenomenon they observe in their neighborhood or on their way to school. Invite students to share throughout the Experience.

Updated Text: • Ask students to brainstorm any related phenomenon they may have seen in their everyday lives or on vacations. Challenge students to take note of, draw, or photograph any related phenomenon they observe in their neighborhood or on their way to school. For example, students may note that they have a large tree in their yard with small birds living in it. They can discuss how the tree and birds are similar although they appear to be so different. Invite students to share throughout the Experience.

Component: *Grade 7 Teacher Guide*

ISBN: 9781418398668

Current Page Number(s): 368

Location: N/A Address Misconceptions

Original Text: N/A

All cells perform the same function. Many students will be unaware that all cells are not the same. Cells vary in shape and function. Specialized cells perform specific functions in the body. Cells often have special features that allow them to perform their individual functions effectively. For example, red blood cells do not have nuclei and are concave on both sides. These qualities enable them to carry oxygen through the body.

Updated Text: SPECIAL NEEDS Create a Flip Book To prepare for the Read-About-It section, students who struggle with organization may benefit from creating a type of flip book using different-sized pieces of paper, with the largest being an organism and the smallest being a cell, to show the different levels of organization in multicellular organisms.

Address Misconceptions

All cells perform the same function. Many

students will be unaware that all cells are not the same. Cells vary in shape and function. Specialized cells perform specific functions in the body. Cells often have special features that allow them to perform their individual functions effectively. For example, red blood cells do not have nuclei and are concave on both sides. These qualities enable them to carry oxygen through narrow vessels in the body.

Component: *Grade 7 Teacher Guide*

ISBN: 9781418398668

Current Page Number(s): 375

Location: Revisit Everyday Phenomenon

Original Text: During the class discussion, do not focus on wrong or right answers. Instead, ask students to explain their reasoning. Other students may then join the discussion to add their logic or provide different perspectives. Ask students to revise their initial answers now that they have completed the Explain activities. Consider pairing students and have them discuss the changes they made to their initial answers.

Updated Text: During the class discussion, do not focus on wrong or right answers. Instead, ask students to explain their reasoning. Other students may then join the discussion to add their logic or provide different perspectives. Ask students to revise their initial answers now that they have completed the Explain activities. Consider pairing students and have them discuss the changes they made to their initial answers. Students should consider that both plants and animals have the same levels of organization.

Component: *Grade 7 Teacher Guide*

ISBN: 9781418398668

Current Page Number(s): 378

Location: Blue Objective box

Original Text: Objective

- Students will identify and model the main functions of the nervous system in the human organism.

Updated Text: Objective

- Students will identify and model the main functions of the nervous system in the human organism by constructing appropriate tables and charts

Component: *Grade 7 Teacher Guide*

ISBN: 9781418398668

Current Page Number(s): 385

Location: Blue Objective box

Original Text: Objective

- Students will identify and model the main functions of the endocrine and reproductive systems in the human organism.

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 1991 of 3538

Updated Text: Objective

- Students will analyze and model the main functions of the endocrine and reproductive systems in the human organism and identify the advantages and limitations of those models.

Component: *Grade 7 Teacher Guide*

ISBN: 9781418398668

Current Page Number(s): 388

Location: Blue Objective box

Original Text: Objective

- Students will identify and model the main functions of the skeletal and muscular systems of the human organism.

Updated Text: Objective

- Students will identify and model the main functions of the skeletal and muscular systems of the human organism and examine the parts of those systems and their interdependence.

Component: *Grade 7 Teacher Guide*

ISBN: 9781418398668

Current Page Number(s): 395

Location: N/A

Original Text: N/A

Updated Text: (adding Materials list to STEAM Activity)

Materials poster board, writing materials, scissors, tape, glue, magazines, computer, Internet access

Component: *Grade 7 Teacher Guide*

ISBN: 9781418398668

Current Page Number(s): 406

Location: Launch the Anchoring Phenomenon

Original Text: Students watch a video that introduces the phenomenon of a meteor in the sky above Texas. Throughout the Topic, students will gain knowledge that should help them describe the properties and characteristics of objects in the solar system such as meteoroids, which become meteors when they enter Earth's atmosphere. Gravity affects all objects in the solar system and governs their movements, which helps explain why meteoroids sometimes strike Earth.

Updated Text: Students watch a video that introduces the phenomenon of a meteor in the sky above Texas. Throughout the Topic, students will investigate the properties and characteristics of objects in the solar system such as meteoroids, which become meteors when they enter Earth's atmosphere. They will also discover how gravity affects all objects in the solar system and governs their movements. This knowledge will help them identify the object that streaked across the Texas sky and describe that gravity was the reason the meteoroid fell to Earth.

Component: *Grade 7 Teacher Guide*

ISBN: 9781418398668

Current Page Number(s): 408

Location: Blue Objective box

Original Text: Objective

Students will learn about the physical properties, locations, and movements of the sun, planets and their moons, and other major objects within the solar system.

Updated Text: Objectives

- Students will model the physical properties, locations, and movements of the sun, planets and their moons, and other major objects within the solar system.
- Students will analyze quantitative data to determine a scale for their model of the solar system and will communicate their explanations in a group discussion.

Component: *Grade 7 Teacher Guide*

ISBN: 9781418398668

Current Page Number(s): 409

Location: Revisit Everyday Phenomenon

Original Text: During the class discussion, do not focus on wrong or right answers. Instead, ask students to explain their reasoning. Other students may then join the discussion to add their logic or provide different perspectives. Ask students to revise their initial answers now that they have completed the Explain activities. Consider pairing students and have them discuss the changes each of them made to their initial answers.

Updated Text: Remind students that they were asked why the planets appear in a straight line at the start of the Experience. Encourage students to discuss their thoughts, calling on information gained through activities they completed during the Experience. During the class discussion, do not focus on wrong or right answers. Instead, ask students to explain their reasoning. Other students may then join the discussion to add their logic or provide different perspectives. For example, students may think about what they read in the Read About it, or what they observed during the Hands-On Lab where they investigated scale and distance in the solar system. Ask students to revise their initial answers now that they have completed the Explain activities. Consider pairing students and have them discuss the changes each of them made to their initial answers.

Component: *Grade 7 Teacher Guide*

ISBN: 9781418398668

Current Page Number(s): 416

Location: Blue Objective box

Original Text: Objective

- Students will learn how gravity affects the orbital motion of solar system objects.

Updated Text: Objectives

- Students will model how gravity affects the orbital motion of solar system objects.

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 1993 of 3538

- Students will use models to conduct investigations to analyze how differences in the quantity of mass and distance affect gravitational force between objects.

Component: *Grade 7 Teacher Guide*

ISBN: 9781418398668

Current Page Number(s): 422

Location: Revisit Everyday Phenomenon

Original Text: During the class discussion, do not focus on wrong or right answers. Instead, ask students to explain their reasoning. Other students may then join the discussion to add their logic or provide different perspectives. Ask students if they want to choose a different explanation now that they have completed the Explain activities. Consider pairing students and have them discuss the changes each of them made to their initial answers. Remind students that their choice should correctly explain why Saturn's moons move at different speeds around the planet.

Updated Text: Review the question about the moons around Saturn moving at different speeds. Encourage students to share their thoughts. During the class discussion, do not focus on wrong or right answers. Instead, ask students to explain their reasoning. Other students may then join the discussion to add their logic or provide different perspectives. Students can use information they gained from activities throughout the Experience, such as the Hands-On Lab where they explored gravity in the solar system. Ask students if they want to choose a different explanation now that they have completed the Explain activities. Consider pairing students and have them discuss the changes each of them made to their initial answers. Remind students that their choice should correctly explain why Saturn's moons move at different speeds around the planet.

Component: *Grade 7 Teacher Guide*

ISBN: 9781418398668

Current Page Number(s): 423

Location: Exit Ticket

Original Text: Have students write a script for a short video that explains why Earth orbits the sun. As an alternative exit ticket, have students draw a diagram with labels and captions that explains why Earth orbits the sun.

TEKS 7.9B

Take Notes

Experience

Updated Text: Have students write a script for a short video that explains why Earth orbits the sun.

Alternative Exit Ticket Have students draw a diagram with labels and captions that explains why Earth orbits the sun.

Component: *Grade 7 Teacher Guide*

ISBN: 9781418398668

Current Page Number(s): 423

Location: Blue Objective box

Original Text: Objective

- Students will learn about the characteristics of Earth, including its proximity to the sun, that allow life to exist.

Updated Text: Objectives

- Students will analyze data about characteristics of Earth, including its proximity to the sun, that allow life to exist.
- Students will explore astronomical research to identify factors and define problems that could impact stability and change of life on Earth.

Component: *Grade 7 Teacher Guide*

ISBN: 9781418398668

Current Page Number(s): 424

Location: Revisit Everyday Phenomenon

Original Text: During the class discussion, do not focus on wrong or right answers. Instead, ask students to explain their reasoning. Other students may then join the discussion to add their logic or provide different perspectives. Ask students to revise their initial answers now that they have completed the Explain activities. Consider pairing students and have them discuss the changes each of them made to their initial answers. Remind students that their final answers should explain why life as we know it is not possible on Venus.

Updated Text: Remind students of the question they were asked at the start of the Experience. Students considered why humans can't live on Venus, even though it is considered Earth's twin. During the class discussion, do not focus on wrong or right answers. Instead, ask students to explain their reasoning. Encourage students to join the discussion to add their logic or provide different perspectives based on activities from the experience, such as the Data Analysis activity where students examined the characteristics of Earth that support living things. Ask students to revise their initial answers now that they have completed the Explain activities. Consider pairing students and have them discuss the changes each of them made to their initial answers. Remind students that their final answers should explain why life as we know it is not possible on Venus.

Component: *Grade 7 Teacher Guide*

ISBN: 9781418398668

Current Page Number(s): 424

Location: Exit Ticket

Original Text: Have students draw and label a diagram of Earth. They should use labels and captions to explain how the planet supports life. As an alternative exit ticket, have students write a 5–6 sentence paragraph that explains the conditions that support life on Earth.

Updated Text: Have students draw and label a diagram of Earth. They should use labels and captions to explain how the planet supports life.

Alternative Exit Ticket Have students write a 5–6 sentence paragraph that explains the conditions that support life on Earth.

Component: *Grade 7 Teacher Guide*

ISBN: 9781418398668

Current Page Number(s): 517

Location: STEAM Activity

Original Text: WHAT WOULD IT TAKE FOR HUMANS TO COLONIZE ANOTHER PLANET? Students research and prepare a brochure detailing the steps needed to make another place in our solar system habitable for human colonization. Students develop a solution for solving problems humans would face colonizing a new celestial body.

Updated Text: WHAT WOULD IT TAKE FOR HUMANS TO COLONIZE ANOTHER PLANET? Students research and prepare a brochure detailing the steps needed to make another place in our solar system habitable for human colonization. Students develop a solution for solving problems humans would face colonizing a different celestial body.

Materials paper, drawing materials, scissors, ruler, glue, and tape, reading materials, computer and printer, Internet access, online brochure templates

Component: *Grade 7 Student Activity Companion*

ISBN: 9781428553897

Current Page Number(s): N/A

Location: Find Pictures

Original Text: Find Pictures Find an image that shows two or three of the vocabulary terms. Insert the image in the space provided. Then write one or two sentences explaining your choice.

Updated Text: Find or draw an image that shows two or three of the vocabulary terms. Insert the image in the space provided. Then write one or two sentences explaining your choice.

Component: *Grade 7 Teacher Guide*

ISBN: 9781418398668

Current Page Number(s): N/A

Location: Launch the Anchoring Phenomenon

Original Text: Students watch a video that introduces the phenomenon of human impact on water resources. Throughout the Topic students will gain knowledge that should help them explain that many products used by humans, like detergents, contain harmful products that go down the drain and make their way into surface water, groundwater, and the ocean. These pollutants impact the health of the organisms in aquatic environments and the quality of the water we consume, cook with, and bathe in.

Updated Text: Students watch a video that introduces the phenomenon of human impact on water resources. Throughout the Topic students will investigate sources of surface water and groundwater. Students will also explore aspects of resource management and how humans can impact water systems on Earth. This knowledge will help them explain that many products used by humans, like detergents, contain harmful products that go down the drain and make their way into surface water, groundwater, and the ocean. Students will explore human dependence on ocean systems and understand that pollutants impact the health of the organisms in aquatic environments and the quality of the water

we consume, cook with, and bathe in.

Component: *Grade 7 Teacher Guide*

ISBN: 9781418398668

Current Page Number(s): N/A

Location: Blue Objective box

Original Text: Objective

- Students learn about surface water in a watershed and how human activity can benefit or harm it.

Updated Text: Objectives

- Students will identify beneficial and harmful effects of human activity on surface water in a watershed.
- Students will develop models and conduct experimental investigations to investigate cause-and-effect relationships involving surface water and human activity.

Component: *Grade 7 Teacher Guide*

ISBN: 9781418398668

Current Page Number(s): N/A

Location: Revisit Everyday Phenomenon

Original Text: Direct students to go back to the Everyday Phenomenon Activity they completed at the start of this Experience. During the class discussion, do not focus on wrong or right answers. Instead ask students to explain their reasoning. Other students may then join the discussion to add their logic or provide different perspectives. Ask students to revise their initial answers now that they have completed the Explain activities. Consider pairing students and have them discuss the changes each of them made to their initial answers.

Updated Text: Direct students to go back to the Everyday Phenomenon Activity they completed at the start of this Experience. During the class discussion, do not focus on wrong or right answers. Instead ask students to explain their reasoning. Other students may then join the discussion to add their logic or provide different perspectives. Ask students to revise their initial answers about the Barton Springs salamander now that they have completed the Explain activities. Consider pairing students and have them discuss the changes each of them made to their initial answers. Students should conclude that human activities can negatively impact surface water which in turn can affect the health of the Barton Springs salamander.

Component: *Grade 7 Teacher Guide*

ISBN: 9781418398668

Current Page Number(s): Slides 6-8

Location: Blue Objective box

Original Text: Objective

- Students will learn about groundwater forms and how human

activity can benefit or harm groundwater.

Updated Text: Objectives

- Students will identify beneficial and harmful effects of human activity on groundwater in a watershed.
- Students will develop models and conduct experimental investigations to investigate cause-and-effect relationships involving groundwater and human activity.

Component: *Grade 7 Teacher Guide*

ISBN: 9781418398668

Location: Elaborate Column

Original Text: N/A

Updated Text: MAKE INFORMED DECISIONS Is bottled water better than tap water? Students practice evaluating resources for credibility, accuracy, and methods used to determine the cost-effectiveness of drinking bottled versus tap water.

Component: *Grade 7 Teacher Guide*

ISBN: 9781418398668

Location: Differentiated Instruction

Original Text: N/A

Updated Text: DIFFERENTIATED INSTRUCTION

SPECIAL NEEDS Peer Assistance Students with language impairments may benefit from having a peer take notes for them while watching the Key Ideas Video on Groundwater.

Component: *Grade 7 Teacher Guide*

ISBN: 9781418398668

Location: Revisit Everyday Phenomenon

Original Text: Direct students to go back to the Everyday Phenomenon Activity they completed at the start of the Experience. During the class discussion, do not focus on wrong or right answers. Instead, ask students to explain their reasoning. Other students may then join the discussion to add their logic or provide different perspectives. Ask students to revise their initial answers now that they have completed the Experience. Consider pairing students and have them discuss the changes each of them made to their initial answers.

Updated Text: Direct students to go back to the Everyday Phenomenon Activity they completed at the start of the Experience. During the class discussion, do not focus on wrong or right answers. Instead, ask students to explain their reasoning. Other students may then join the discussion to add their logic or provide different perspectives. Ask students to revise their initial answers about how water under the ground is used now that they have completed the Experience. Consider pairing students and have them discuss the changes each of them made to their initial answers. Students should conclude that groundwater is used in agriculture for growing crops and as water for livestock that are used for food.

Component: *Grade 7 Teacher Guide*

ISBN: 9781418398668

Location: Blue Objective box

Original Text: Objective

- Students will learn about the parts of the ocean system, the ways humans depend on this system, and how human activities influence it.

Updated Text: Objectives

- Students will investigate the parts of the ocean system, the ways humans depend on this system, and how human activities influence it.
- Students will engage respectfully in scientific argumentation to communicate explanations on the cause-and-effect relationships between the ocean system and human activities.

Component: *Grade 7 Teacher Guide*

ISBN: 9781418398668

Location: Revisit Everyday Phenomenon

Original Text: Direct students to go back to the Everyday Phenomenon Activity they completed at the start of this Experience. During the class discussion, do not focus on wrong or right answers. Instead ask students to explain their reasoning. Other students may then join the discussion to add their logic or provide different perspectives. Ask students to revise their initial answers now that they have completed the Explain activities. Consider pairing students and have them discuss the changes each of them made to their initial answers.

Updated Text: Direct students to go back to the Everyday Phenomenon Activity they completed at the start of this Experience. During the class discussion, do not focus on wrong or right answers. Instead ask students to explain their reasoning. Other students may then join the discussion to add their logic or provide different perspectives. Ask students to revise their initial answers now that they have completed the Explain activities. Consider pairing students and have them discuss the changes each of them made to their initial answers. Students should conclude that human activities, like developing artificial reefs, can impact the ocean in a positive way by increasing opportunities to grow types of seafood like oysters and provide jobs and income.

Component: *Grade 7 Teacher Guide*

ISBN: 9781418398668

Location: STEAM Activity

Original Text: HOW CAN YOU REMOVE PLASTIC DEBRIS FROM WATER? Students design and build a model of a device that can remove plastic pollution from a body of water.

Updated Text: HOW CAN YOU REMOVE PLASTIC DEBRIS FROM WATER? Students design and build a model of a device that can remove plastic pollution from a body of water.

Materials plastic container, such as an empty tub; screen mesh, fish netting, small fishing bobbers, pipe cleaners, wide container, string, plastic bottle caps, corks, water, filter-type material, such as cheesecloth; coffee filters, other upcycled craft materials

Component: *Grade 7 Student Activity Companion*

ISBN: 9781428553897

Location: Academic Vocabulary

Original Text: Academic Vocabulary Read the following sentence and then write a sentence using the word “precaution.”

Updated Text: Academic Vocabulary Read the following sentence and then write a sentence using the term in bold.

Publisher: TPS Publishing

Science, Grade 7

Program: *STEAM into Science - Grade 7 Edition: TEKS*

Component: *Learn By Doing STEAM Activity Reader Book - Grade 7 Teacher Edition*

ISBN: 9781788058568

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 80

Location: Vocabulary

Original Text: n/a

Updated Text: Delete the following words from vocabulary; carbohydrate, chromosomes, DNA, nucleus, prokaryotic.

Component: *Learn By Doing STEAM Activity Reader Book - Grade 7 Teacher Edition*

ISBN: 9781788058568

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 163

Location: Banner at top of page 163 to 177

Original Text: Sixth Grade STEAM Reader Biodiversity in our World

Updated Text: Seventh Grade STEAM Reader Biodiversity in our World

Component: *Learn By Doing STEAM Activity Reader Book - Grade 7 Student Edition*

ISBN: 9781788058575

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 220

Location: Banner at top of page 220 to 241

Original Text: Sixth Grade STEAM Reader Biodiversity in our World

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 2000 of 3538

Updated Text: Seventh Grade STEAM Reader Biodiversity in our World

Component: *Learn By Doing STEAM Activity Reader Book - Grade 7 Teacher Edition*

ISBN: 9781788058568

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 203

Location: First table last column

Original Text: n/a

Updated Text: Add to end of current text:
multicelled, and they reproduce either asexually or sexually.

Component: *Learn By Doing STEAM Activity Reader Book - Grade 7 Teacher Edition*

ISBN: 9781788058568

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 203

Location: Second table bottom left column

Original Text: n/a

Updated Text: Add to end of current text:
composition. They reproduce by binary fission, which is asexual reproduction. In this process a cell duplicates its DNA and then separates into two identical cells. This gives rise to identical organisms. They are a hugely diverse group that live in a wide range of habitats, including soil and humans as we have bacteria within our digestive system and on our skin that play a beneficial important roles in our bodies.

Component: *Learn By Doing STEAM Activity Reader Book - Grade 7 Teacher Edition*

ISBN: 9781788058568

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 203

Location: Second table bottom right column

Original Text: n/a

Updated Text: Add into box:
Unicellular and prokaryotic organisms, like bacteria their DNA is freely floating in their cells. These organisms reproduce asexually by binary fission and live in very harsh environments, for example volcanic hot springs.

Component: *Learn By Doing STEAM Activity Reader Book - Grade 7 Teacher Edition*

ISBN: 9781788058568

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 31

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 2001 of 3538

Location: Paragraph 5 lines 4/5

Original Text: n/a

Updated Text: Delete from Paragraph 5 lines 4/5 the following;
She pointed out that water and oxygen gas are molecules but only water is a compound.

Component: *Learn By Doing STEAM Activity Reader Book - Grade 7 Teacher Edition*

ISBN: 9781788058568

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 31

Location: Paragraph 4

Original Text: n/a

Updated Text: Add to end of paragraph the following;
She pointed out that water and oxygen gas are molecules but only water is a compound.

Component: *Learn By Doing STEAM Activity Reader Book - Grade 7 Student Edition*

ISBN: 9781788058575

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 22

Location: Paragraph 5 lines 4/5

Original Text: n/a

Updated Text: Delete from Paragraph 5 lines 4/5 the following;
She pointed out that water and oxygen gas are molecules but only water is a compound.

Component: *Learn By Doing STEAM Activity Reader Book - Grade 7 Student Edition*

ISBN: 9781788058575

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 22

Location: Paragraph 4

Original Text: n/a

Updated Text: Add to end of paragraph the following;
She pointed out that water and oxygen gas are molecules but only water is a compound.

Component: *Learn By Doing STEAM Activity Reader Book - Grade 7 Teacher Edition*

ISBN: 9781788058568

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 188

Location: Bottom of page

Original Text: Bullets

Updated Text: Change bullets to numbers 1 to 6

Component: *Learn By Doing STEAM Activity Reader Book - Grade 7 Student Edition*

ISBN: 9781788058575

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 242

Location: Bottom of page

Original Text: Bullets

Updated Text: Change bullets to numbers 1 to 6

Component: *Teacher Textbook - Grade 7 Science*

ISBN: 9781788058582

Current Page Number(s): ii, xiv, xv, xxxii

Location: Digital Frog

Original Text: n/a

Updated Text: Remove reference to Digital Frog

Component: *Learn By Doing STEAM Activity Reader Book - Grade 7 Teacher Edition*

ISBN: 9781788058568

Link to Current Content:

[View Current Content](#)

Current Page Number(s): Page 3

Location: Add to Idea box guidance

Original Text: N/A

Updated Text: Idea Boxes

Idea boxes placed throughout the chapter text function to provide opportunities for collaborative discussion of content, review of content introduced, and focus on certain content that is harder to grasp. Guidance on how to use the idea boxes can be found in the Comprehension Skills section. However, before reading each chapter prepare for the idea boxes by:

- Reviewing the chapter and idea boxes and planning for the time taken for each box to be implemented (guidance on how long each idea box will take to implement can be found in the Learn by Doing Activity Reader Books Scope and Sequence that can be found in the TPS Online Library Teacher Support).
- Reading the chapter and planning where in the text to stop for the Idea box; this should be an appropriate break from the text that can be used to implement the idea box.
- Planning to have at hand any materials needed to implement the Idea box.
- Reviewing the task information contained within the Idea boxes.

Publisher: Summit K12 Holdings

Science, Grade 7

Program: *Dynamic Science 7th Grade: ELPS*

Component: *Dynamic Science 7th Grade*

ISBN: 9781433409509

Location: Lesson Guide - Evaluate section

Original Text: Formative Assessment 1

Updated Text: Assessment 1 (changed name as a result of TRR guidance in every Lesson Guide)

Component: *Dynamic Science 7th Grade*

ISBN: 9781433409509

Location: Lesson Guide - Evaluate section

Original Text: Formative Assessment 2

Updated Text: Assessment 2 (changed name as a result of TRR guidance in every Lesson Guide)

Component: *Dynamic Science 7th Grade*

ISBN: 9781433409509

Location: 7.13A Lesson Guide -- Under Key Concepts -- Gear Activity ' Hormonal Day' Endocrine System Board Game"

Link to Updated Content:

[View Updated Content](#)

Original Text: N/A

Updated Text: Added game cards to the teacher directions

Publisher: Accelerate Learning Inc.

Science, Grade 8

Program: *STEMscopes Science TX - Grade 8: TEKS*

Component: *STEMscopes Science TX - Grade 8(Online)*

ISBN: 9798888266939

Link to Current Content:

[View Current Content](#)

Current Page Number(s): NA

Location: Engineering Design Process image

Link to Updated Content:

[View Updated Content](#)

Original Text: new content

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 2004 of 3538

Updated Text: Added cost/benefit analysis to image

Component: *STEMscopes Science TX - Grade 8(Online)*

ISBN: 9798888266939

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 3, 4, 11

Location: page 2 last paragraph, page 3 last 2 paragraphs, page 5 only paragraph, p 11 Q 5

Link to Updated Content:

[View Updated Content](#)

Original Text: References to fossil fuels, the Industrial Revolution, and time period beyond 150 years was updated

Updated Text: See the new content link for highlighted changes.

Component: *STEMscopes Science TX - Grade 8(Online)*

ISBN: 9798888266939

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 1, 2, 5

Location: Introduction, Meteor Impacts and Release and Absorption of Greenhouse Gases

Link to Updated Content:

[View Updated Content](#)

Original Text: Adjusted language to accommodate use of satellites for temperature measurement as well as other factors that are considered when looking at changes to climate

Updated Text: See the new content link for highlighted text for all changes.

Publisher: Carolina Biological Supply Company

Science, Grade 8

Program: *Science Bits, Grade 8 program: TEKS*

Component: *Science Bits Grade 8*

ISBN: 9781435029989

Current Page Number(s): slide 8

Location: Unit: Climate, Lesson 2, Slide 8 - the first sentence

Original Text: In fact, it seems that the further north a city is located, the lower it's average temperature.

Updated Text: In fact, it seems that the further north a city is located in the Northern Hemisphere, the lower its average temperature.

Component: *Science Bits Grade 8*

ISBN: 9781435029989

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 2005 of 3538

Current Page Number(s): slide 8

Location: Unit: Climate, Lesson 2, Slide 8 - the first sentence

Original Text: In fact, it seems that the further north a city is located, the lower it's average temperature.

Updated Text: In fact, it seems that the further north a city is located in the Northern Hemisphere, the lower its average temperature.

Publisher: Discovery Education Inc

Science, Grade 8

Program: *Science Techbook for Texas by Discovery Education - Grade 8: TEKS*

Component: *Science Techbook for Texas by Discovery Education: Grade 8*

ISBN: 9781616291501

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/791edc30-3f9d-4d3c-b522-abfe84b7ae2b>

Location: Unit 2 > Concept 1 > Lesson 1: Observing Water Distillation > Lesson Planning > Materials List

Original Text: (per group)

Updated Text: (per class)

Component: *Science Techbook for Texas by Discovery Education: Grade 8 Unit 2 Teacher Edition*

ISBN: 9781616292591

Current Page Number(s): 4

Location: Materials List

Original Text: (per group)

Updated Text: (per class)

Component: *Science Techbook for Texas by Discovery Education: Grade 8 Unit 2 Teacher Edition*

ISBN: 9781616292591

Current Page Number(s): xxviii

Location: Lesson 1: Observing Water Distillation > Preparation and Materials

Original Text: (per group)

Updated Text: (per class)

Component: *Science Techbook for Texas by Discovery Education: Grade 8*

ISBN: 9781616291501

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/4bb301d7-e350-41b8-9a96-401ca4eed51b>

Location: Unit 2 > Concept 1 > Lesson 2: Investigating Matter with Slime > Lesson Planning > Pacing

Original Text: 90 min

Updated Text: 45 min

Component: *Science Techbook for Texas by Discovery Education: Grade 8 Unit 2 Teacher Edition*

ISBN: 9781616292591

Current Page Number(s): 10

Location: Pacing

Original Text: 90 min

Updated Text: 45 min

Component: *Science Techbook for Texas by Discovery Education: Grade 8*

ISBN: 9781616291501

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/6cee3404-0170-4879-9c3a-a6ae421c16b8>

Location: Unit 3 > Concept 1 > Lesson 2: Investigating the Role of Energy in the Water Cycle > Lesson Planning > Materials List

Original Text: Beaker

Clear cup

Updated Text: Beaker or clear cup

Component: *Science Techbook for Texas by Discovery Education: Grade 8*

ISBN: 9781616291501

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/6cee3404-0170-4879-9c3a-a6ae421c16b8>

Location: Unit 3 > Concept 1 > Lesson 2: Investigating the Role of Energy in the Water Cycle > Materials List

Original Text: Beaker

Clear cup

Updated Text: Beaker or clear cup

Component: *Science Techbook for Texas by Discovery Education: Grade 8 Unit 3 Teacher Edition*

ISBN: 9781616292614

Current Page Number(s): 8

Location: Materials List

Original Text: Beaker

Clear cup

Updated Text: Beaker or clear cup

Component: *Science Techbook for Texas by Discovery Education: Grade 8 Unit 3 Student Edition*

ISBN: 9781616292621

Current Page Number(s): 9

Location: Materials List

Original Text: Beaker

Clear cup

Updated Text: Beaker or clear cup

Component: *Science Techbook for Texas by Discovery Education: Grade 8 Unit 3 Teacher Edition*

ISBN: 9781616292614

Current Page Number(s): xxviii

Location: Lesson 2: Investigating the Role of Energy in the Water Cycle > Preparation and Materials

Original Text: Beaker

Clear cup

Updated Text: Beaker or clear cup

Component: *Science Techbook for Texas by Discovery Education: Grade 8 Unit 3 Teacher Edition*

ISBN: 9781616292614

Current Page Number(s): 27-33

Location: Lesson title (in page footers)

Original Text: Wind and Convection Currents

Updated Text: Winds and Convection Currents

Component: *Science Techbook for Texas by Discovery Education: Grade 8 Unit 3 Teacher Edition*

ISBN: 9781616292614

Current Page Number(s): iii, vi, vii

Location: Lesson titles (for Lesson 5)

Original Text: Wind and Convection Currents

Updated Text: Winds and Convection Currents

Component: *Science Techbook for Texas by Discovery Education: Grade 8*

ISBN: 9781616291501

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/a1bcb511-0a75-4b71-8319-15b23de96113>

Location: Unit 3 > Concept 4 > Lesson 8: The Big Bang > Glossary > Definition: Doppler Effect

Original Text: waves source

Updated Text: waves' source

Component: *Science Techbook for Texas by Discovery Education: Grade 8 Unit 1 Student Edition*

ISBN: 9781616292577

Current Page Number(s): 37

Location: Gather Information > Passage: Newton's Three Laws

Original Text: occur pairs

Updated Text: occur in pairs

Component: *Science Techbook for Texas by Discovery Education: Grade 8*

ISBN: 9781616291501

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/79485433-0ce5-4615-a259-0db58d25ed3c>

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 2008 of 3538

Location: Unit 1 > Concept 2 > Lesson 2: Investigating Wave Properties > Lesson Planning > Investigate > Item: Table 1

Original Text: moving back and forth horizontally

Updated Text: moving back and forth, parallel to the direction the wave travels

Component: *Science Techbook for Texas by Discovery Education: Grade 8 Unit 1 Teacher Edition*

ISBN: 9781616292560

Current Page Number(s): 54

Location: Investigate > Item: Table 1

Original Text: moving back and forth horizontally

Updated Text: moving back and forth, parallel to the direction the wave travels

Component: *Science Techbook for Texas by Discovery Education: Grade 8*

ISBN: 9781616291501

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/79485433-0ce5-4615-a259-0db58d25ed3c>

Location: Unit 1 > Concept 2 > Lesson 2: Investigating Wave Properties > Lesson Planning > Investigate > Item: Table 1

Original Text: Made by moving the toy vertically up and down.

Updated Text: Made by moving the toy side to side.

Component: *Science Techbook for Texas by Discovery Education: Grade 8 Unit 1 Teacher Edition*

ISBN: 9781616292560

Current Page Number(s): 54

Location: Investigate > Item: Table 1

Original Text: Made by moving the toy vertically up and down.

Updated Text: Made by moving the toy side to side.

Component: *Science Techbook for Texas by Discovery Education: Grade 8*

ISBN: 9781616291501

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/79485433-0ce5-4615-a259-0db58d25ed3c>

Location: Unit 1 > Concept 2 > Lesson 2: Investigating Wave Properties > Lesson Planning > Investigate > Item: Table 1

Original Text: Made by pushing and pulling the toy horizontally.

Updated Text: Made by pushing and pulling the toy quickly back and forth.

Component: *Science Techbook for Texas by Discovery Education: Grade 8 Unit 1 Teacher Edition*

ISBN: 9781616292560

Current Page Number(s): 54

Location: Investigate > Item: Table 1

Original Text: Made by pushing and pulling the toy horizontally.

Updated Text: Made by pushing and pulling the toy quickly back and forth.

Component: *Science Techbook for Texas by Discovery Education: Grade 8*

ISBN: 9781616291501

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/79485433-0ce5-4615-a259-0db58d25ed3c>

Location: Unit 1 > Concept 2 > Lesson 2: Investigating Wave Properties > Lesson Planning > Investigate > Item: Table 2

Original Text: moved toy vertically up and down

Updated Text: moved one end of the toy side to side

Component: *Science Techbook for Texas by Discovery Education: Grade 8 Unit 1 Teacher Edition*

ISBN: 9781616292560

Current Page Number(s): 55

Location: Investigate > Item: Table 2

Original Text: moved toy vertically up and down

Updated Text: moved one end of the toy side to side

Component: *Science Techbook for Texas by Discovery Education: Grade 8*

ISBN: 9781616291501

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/79485433-0ce5-4615-a259-0db58d25ed3c>

Location: Unit 1 > Concept 2 > Lesson 2: Investigating Wave Properties > Lesson Planning > Investigate > Item: Table 2

Original Text: Sketches will vary but should indicate that the student moved the toy up and down higher and lower to increase the amplitude.

Updated Text: Sketches will vary but should indicate that the student moved the toy a greater distance side to side to increase the amplitude.

Component: *Science Techbook for Texas by Discovery Education: Grade 8 Unit 1 Teacher Edition*

ISBN: 9781616292560

Current Page Number(s): 55

Location: Investigate > Item: Table 2

Original Text: Sketches will vary but should indicate that the student moved the toy up and down higher and lower to increase the amplitude.

Updated Text: Sketches will vary but should indicate that the student moved the toy a greater distance side to side to increase the amplitude.

Component: *Science Techbook for Texas by Discovery Education: Grade 8*

ISBN: 9781616291501

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/79485433-0ce5-4615-a259-0db58d25ed3c>

Location: Unit 1 > Concept 2 > Lesson 2: Investigating Wave Properties > Lesson Planning > Investigate > Item: Table 2

Original Text: moved toy up and down higher and lower than before

Updated Text: moved toy a greater distance side to side

Component: *Science Techbook for Texas by Discovery Education: Grade 8 Unit 1 Teacher Edition*

ISBN: 9781616292560

Current Page Number(s): 55

Location: Investigate > Item: Table 2

Original Text: moved toy up and down higher and lower than before

Updated Text: moved toy a greater distance side to side

Component: *Science Techbook for Texas by Discovery Education: Grade 8*

ISBN: 9781616291501

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/79485433-0ce5-4615-a259-0db58d25ed3c>

Location: Unit 1 > Concept 2 > Lesson 2: Investigating Wave Properties > Lesson Planning > Differentiation: English Language Learners

Original Text: perpendicular and vertical

Updated Text: perpendicular and parallel

Component: *Science Techbook for Texas by Discovery Education: Grade 8 Unit 1 Teacher Edition*

ISBN: 9781616292560

Current Page Number(s): 55

Location: Differentiation: English Language Learners

Original Text: perpendicular and vertical

Updated Text: perpendicular and parallel

Component: *Science Techbook for Texas by Discovery Education: Grade 8 Unit 1 Teacher Edition*

ISBN: 9781616292560

Current Page Number(s): 59

Location: Discover

Original Text: a tiny bacteria

Updated Text: a tiny bacterium

Component: *Science Techbook for Texas by Discovery Education: Grade 8 Unit 1 Teacher Edition*

ISBN: 9781616292560

Current Page Number(s): 72-74

Location: Discover + Interact + Analyze

Link to Updated Content:

[View Updated Content](#)

Original Text: Replace the following text across pages 72-74

Discover (5 min)

Display the interactive and facilitate [... ...] sound waves in air take longer to travel.

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 2011 of 3538

Updated Text: See updated text in URL_for_Updated_Text

Component: *Science Techbook for Texas by Discovery Education: Grade 8 Unit 1 Student Edition*

ISBN: 9781616292577

Current Page Number(s): 91-93

Location: Discover + Interact + Analyze

Link to Updated Content:

[View Updated Content](#)

Original Text: Replace the following text across pages 91-93

Discover

Despite their similar properties, waves [... ...] Why might sound waves travel the slowest in air?

Updated Text: See updated text in URL_for_Updated_Text

Component: *Science Techbook for Texas by Discovery Education: Grade 8*

ISBN: 9781616291501

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/8cfb2e95-aae7-4b78-80b6-7bd74d8f634b>

Location: Unit 1 > Concept 2 > Lesson 6: Wave Behavior > Lesson Planning > Gather Information > Passage: Reflection and Absorption

Original Text: it reflects

Updated Text: they reflect

Component: *Science Techbook for Texas by Discovery Education: Grade 8 Unit 1 Teacher Edition*

ISBN: 9781616292560

Current Page Number(s): 84

Location: Discover

Original Text: In which direction is energy increasing? from right to left

Updated Text: In which direction is energy increasing? from left to right

Component: *Science Techbook for Texas by Discovery Education: Grade 8 Unit 1 Teacher Edition*

ISBN: 9781616292560

Current Page Number(s): 83

Location: Setting the Purpose

Original Text: to transmit, radar,

Updated Text: to transmit information, radar

Component: *Science Techbook for Texas by Discovery Education: Grade 8 Unit 1 Student Edition*

ISBN: 9781616292577

Current Page Number(s): 118

Location: Gather Information > Passage: Infrared, Visible, and Ultraviolet Waves

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 2012 of 3538

Original Text: Thier wavelengths

Updated Text: Their wavelengths

Component: *Science Techbook for Texas by Discovery Education: Grade 8 Unit 2 Teacher Edition*

ISBN: 9781616292591

Current Page Number(s): 8

Location: Item: Model

Original Text: Students' models at this point are meant to be preassessments, and all answers should be accepted at this point.

Updated Text: Students' models at this point are meant to be preassessments, and all answers should be accepted.

Component: *Science Techbook for Texas by Discovery Education: Grade 8 Unit 2 Teacher Edition*

ISBN: 9781616292591

Current Page Number(s): 7

Location: Item: Structure and Function

Original Text: its properties

Updated Text: their properties

Component: *Science Techbook for Texas by Discovery Education: Grade 8 Unit 2 Student Edition*

ISBN: 9781616292607

Current Page Number(s): 7

Location: Item: Structure and Function

Original Text: its properties

Updated Text: their properties

Component: *Science Techbook for Texas by Discovery Education: Grade 8 Unit 2 Teacher Edition*

ISBN: 9781616292591

Current Page Number(s): 25

Location: Misconceptions

Original Text: among

Updated Text: throughout

Component: *Science Techbook for Texas by Discovery Education: Grade 8 Unit 2 Teacher Edition*

ISBN: 9781616292591

Current Page Number(s): 19

Location: Setting the Purpose

Original Text: other examples of other mixtures

Updated Text: examples of other mixtures

Component: *Science Techbook for Texas by Discovery Education: Grade 8 Unit 2 Student Edition*

ISBN: 9781616292607

Current Page Number(s): 28

Location: Gather Information > Passage: Homogeneous and Heterogeneous Mixtures

Original Text: Even through the particles

Updated Text: Even though the particles

Component: *Science Techbook for Texas by Discovery Education: Grade 8 Unit 2 Teacher Edition*

ISBN: 9781616292591

Current Page Number(s): 30

Location: Analyze

Original Text: students create

Updated Text: students to create

Component: *Science Techbook for Texas by Discovery Education: Grade 8 Unit 2 Teacher Edition*

ISBN: 9781616292591

Current Page Number(s): 33

Location: Item: Revisit Your Questions

Original Text: lower point

Updated Text: lower boiling point

Component: *Science Techbook for Texas by Discovery Education: Grade 8 Unit 2 Student Edition*

ISBN: 9781616292607

Current Page Number(s): 106

Location: Gather Information > Passage: pH and Salts

Original Text: is produced

Updated Text: are produced

Component: *Science Techbook for Texas by Discovery Education: Grade 8 Unit 2 Teacher Edition*

ISBN: 9781616292591

Current Page Number(s): 99

Location: Analyze

Original Text: greater they hydrogen

Updated Text: greater the hydrogen

Component: *Science Techbook for Texas by Discovery Education: Grade 8 Unit 2 Student Edition*

ISBN: 9781616292607

Current Page Number(s): 105

Location: Gather Information > Passage: pH and Salts

Original Text: positive sodium ions (Na⁺) and negative chloride ion (Cl⁻)

Updated Text: positive sodium ions (Na [superscript +]) and negative chloride ion (Cl [superscript -])

Component: *Science Techbook for Texas by Discovery Education: Grade 8 Unit 2 Teacher Edition*

ISBN: 9781616292591

Current Page Number(s): 137

Location: Phenomenon Check-In

Original Text: and all answers should be accepted at this point

Updated Text: and all answers should be accepted

Component: *Science Techbook for Texas by Discovery Education: Grade 8 Unit 2 Teacher Edition*

ISBN: 9781616292591

Current Page Number(s): 137

Location: Phenomenon Check-In

Original Text: The hydrogen balloon will combust because hydrogen is more flammable than helium or oxygen. The hydrogen balloon will combust because hydrogen is more flammable than helium or oxygen.

Updated Text: The hydrogen balloon will combust because hydrogen is more flammable than helium or oxygen.

Component: *Science Techbook for Texas by Discovery Education: Grade 8 Unit 2 Teacher Edition*

ISBN: 9781616292591

Current Page Number(s): 142

Location: Analyze

Original Text: The system lost mass because the reaction produced a gas (carbon dioxide), which escaped into the air. All chemical reactions obey the law of conservation of mass. Had we been able to capture the gas and measure its mass, we could have demonstrated that the reaction followed this law.

Updated Text: All chemical reactions obey the law of conservation of mass. In our experiments, the system lost mass because the reaction produced a gas (carbon dioxide), which escaped into the air. Had we been able to capture the gas and measure its mass, we could have demonstrated that the reaction followed this law.

Component: *Science Techbook for Texas by Discovery Education: Grade 8 Unit 2 Teacher Edition*

ISBN: 9781616292591

Current Page Number(s): 149

Location: Item: Controlling Reaction Rates

Original Text: In the top row,

Updated Text: Create a 3-2-1 Pyramid to demonstrate what you have learned about reaction rates. In the top row,

Component: *Science Techbook for Texas by Discovery Education: Grade 8 Unit 2 Student Edition*

ISBN: 9781616292607

Current Page Number(s): 167

Location: Item: Controlling Reaction Rates

Original Text: In the top row,

Updated Text: Create a 3-2-1 Pyramid to demonstrate what you have learned about reaction rates. In the top row,

Component: *Science Techbook for Texas by Discovery Education: Grade 8 Unit 3 Teacher Edition*

ISBN: 9781616292614

Current Page Number(s): 21

Location: Item: Revised Explanation

Original Text: in the ocean is transferred

Updated Text: in the ocean are transferred

Component: *Science Techbook for Texas by Discovery Education: Grade 8*

ISBN: 9781616291501

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/496fc5ac-dce5-4abb-a737-f6cad6174667>

Location: Unit 3 > Concept 1 > Lesson 4: Investigating Winds and Convection > Lesson Planning > Analyze

Original Text: If all air masses were the same temperature, air masses would not rise. Rising air masses causes surrounding air to rush in and form winds.

Updated Text: If all air masses were the same temperature, air would not rise. Rising air causes surrounding air to rush in and form winds.

Component: *Science Techbook for Texas by Discovery Education: Grade 8 Unit 3 Teacher Edition*

ISBN: 9781616292614

Current Page Number(s): 24

Location: Analyze

Original Text: If all air masses were the same temperature, air masses would not rise. Rising air masses causes surrounding air to rush in and form winds.

Updated Text: If all air masses were the same temperature, air would not rise. Rising air causes surrounding air to rush in and form winds.

Component: *Science Techbook for Texas by Discovery Education: Grade 8*

ISBN: 9781616291501

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/496fc5ac-dce5-4abb-a737-f6cad6174667>

Location: Unit 3 > Concept 1 > Lesson 4: Investigating Winds and Convection > Lesson Planning > Predict

Original Text: winds tend to come from the same direction, sometimes there is a breeze after a warm day.

Updated Text: the prevailing wind patterns vary with latitude, although local conditions can cause changes in the direction of the winds. Wind speed and direction vary with pressure conditions.

Component: *Science Techbook for Texas by Discovery Education: Grade 8 Unit 3 Teacher Edition*

ISBN: 9781616292614

Current Page Number(s): 23

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 2016 of 3538

Location: Predict

Original Text: winds tend to come from the same direction, sometimes there is a breeze after a warm day.

Updated Text: the prevailing wind patterns vary with latitude, although local conditions can cause changes in the direction of the winds. Wind speed and direction vary with pressure conditions.

Component: *Science Techbook for Texas by Discovery Education: Grade 8*

ISBN: 9781616291501

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/27b258ce-2f03-48ca-87cd-4c3eaa2538cc>

Location: Unit 3 > Concept 1 > Lesson 5: Winds and Convection Currents > Lesson Planning > Gather Information >

Passage: Local Winds

Original Text: Air with high pressure tends to be heavy and cool, so it falls from high areas in the atmosphere toward the ground. This, in turn, forces the low-pressure, warmer air upward.

Updated Text: Pressure differences drive convection. Air flows from regions of high pressure to low pressure.

Component: *Science Techbook for Texas by Discovery Education: Grade 8 Unit 3 Teacher Edition*

ISBN: 9781616292614

Current Page Number(s): 28

Location: Gather Information > Passage: Local Winds

Original Text: Air with high pressure tends to be heavy and cool, so it falls from high areas in the atmosphere toward the ground. This, in turn, forces the low-pressure, warmer air upward.

Updated Text: Pressure differences drive convection. Air flows from regions of high pressure to low pressure.

Component: *Science Techbook for Texas by Discovery Education: Grade 8*

ISBN: 9781616291501

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/27b258ce-2f03-48ca-87cd-4c3eaa2538cc>

Location: Unit 3 > Concept 1 > Lesson 5: Winds and Convection Currents > Lesson Planning > Phenomenon Check-In

Original Text: In the center (the eye), the air moves upward. As this air moves upward, more surface air takes its place.

Updated Text: [Remove text]

Component: *Science Techbook for Texas by Discovery Education: Grade 8 Unit 3 Teacher Edition*

ISBN: 9781616292614

Current Page Number(s): 33

Location: Phenomenon Check-In

Original Text: In the center (the eye), the air moves upward. As this air moves upward, more surface air takes its place.

Updated Text: [Remove text]

Component: *Science Techbook for Texas by Discovery Education: Grade 8 Unit 3 Teacher Edition*

ISBN: 9781616292614

Current Page Number(s): 32

Location: Item: Location of Deserts

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 2017 of 3538

Original Text: Why are deserts located in a band around Earth? Deserts are located in a band around Earth where the winds bring dry air onto land. Most deserts are located just above or below the equator, where warm air is rising. This takes away any moisture there might be, creating the dry desert. Air masses that interact in these areas are usually dry, continental air masses that increase arid conditions.

Updated Text: Why do deserts form in bands around Earth? Most deserts are located in the mid-latitude bands around Earth. This happens because of how air masses move and interact. As warm, wet air masses from the equator rise and travel away from the equator, they create precipitation over the tropics and eventually dry out before they fall over the mid-latitudes. These causes deserts to form in the mid-latitude bands around Earth.

Component: *Science Techbook for Texas by Discovery Education: Grade 8 Unit 3 Student Edition*

ISBN: 9781616292621

Current Page Number(s): 36

Location: Item: Location of Deserts

Original Text: Why are deserts located in a band around Earth?

Updated Text: Why do deserts form in bands around Earth?

Component: *Science Techbook for Texas by Discovery Education: Grade 8 Unit 3 Teacher Edition*

ISBN: 9781616292614

Current Page Number(s): 46

Location: Item: Patterns

Original Text: a decrease temperature

Updated Text: a decrease in temperature

Component: *Science Techbook for Texas by Discovery Education: Grade 8 Unit 3 Teacher Edition*

ISBN: 9781616292614

Current Page Number(s): 53

Location: Analyze

Original Text: mean the air mass

Updated Text: mean about the air mass

Component: *Science Techbook for Texas by Discovery Education: Grade 8 Unit 3 Teacher Edition*

ISBN: 9781616292614

Current Page Number(s): 60

Location: Item: Global Winds

Original Text: This causes air at the equator to [rotate]. As air circulates in large convection cells between the equator and poles, winds create [movement].

Prevailing winds are due to the sun's [energy] and Earth's [rotation]. Global wind patterns cause [movement] of air masses.

Updated Text: This [uneven heating] causes air masses to [rise] at the equator and circulate in large convection cells between the equator and poles.

Prevailing winds are due to the sun's [energy] and Earth's [rotation]. The resulting [movement] of air masses creates these global wind patterns.

Component: *Science Techbook for Texas by Discovery Education: Grade 8 Unit 3 Student Edition*

ISBN: 9781616292621

Current Page Number(s): 65

Location: Item: Global Winds

Original Text: This causes air at the equator to _____. As air circulates in large convection cells between the equator and poles, winds create _____.

Prevailing winds are due to the sun's _____ and Earth's _____. Global wind patterns cause _____ of air masses.

Updated Text: This _____ causes air masses to _____ at the equator and circulate in large convection cells between the equator and poles.

Prevailing winds are due to the sun's _____ and Earth's _____. The resulting _____ of air masses creates these global wind patterns.

Component: *Science Techbook for Texas by Discovery Education: Grade 8 Unit 3 Teacher Edition*

ISBN: 9781616292614

Current Page Number(s): 62

Location: Phenomenon Check-In

Original Text: How can the average temperature be so different in places located about the same distance from the equator? Air masses move air and water at different temperatures around the globe. The tilt and rotation of Earth also influence where the warm air moves.

What causes weather differences in Canada and England? Many factors influence weather in these countries. So far, we know that moving air masses can influence the local weather a lot."

Updated Text: How can the average temperature be so different in places located about the same distance from the equator? In addition to latitude, surfaces over which air masses move impact the weather. If an air mass moves over large continental areas, the resulting weather is much different than that from an air mass moving over an ocean.

What causes weather differences in Canada and England? Many factors influence weather in these countries. Air masses in Canada move over a very large continent. Air masses in England move over a very small island after having moved over an ocean. The surfaces over which these air masses move impact the weather in very different ways.

Component: *Science Techbook for Texas by Discovery Education: Grade 8*

ISBN: 9781616291501

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/72d45f50-7cf2-486c-b952-3475db812b16>

Location: Unit 3 > Concept 2 > Lesson 4: Create a Hurricane > Lesson Planning > Item: Cyclones

Original Text: Cyclones may form when warm air masses above the ocean rise.

Updated Text: Cyclones may form when warm air above the ocean rises.

Component: *Science Techbook for Texas by Discovery Education: Grade 8*

ISBN: 9781616291501

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 2019 of 3538

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/72d45f50-7cf2-486c-b952-3475db812b16>

Location: Unit 3 > Concept 2 > Lesson 4: Create a Hurricane > Item: Cyclones

Original Text: Cyclones may form when warm air masses above the ocean rise.

Updated Text: Cyclones may form when warm air above the ocean rises.

Component: *Science Techbook for Texas by Discovery Education: Grade 8 Unit 3 Teacher Edition*

ISBN: 9781616292614

Current Page Number(s): 67

Location: Item: Cyclones

Original Text: Cyclones may form when warm air masses above the ocean rise.

Updated Text: Cyclones may form when warm air above the ocean rises.

Component: *Science Techbook for Texas by Discovery Education: Grade 8 Unit 3 Student Edition*

ISBN: 9781616292621

Current Page Number(s): 74

Location: Item: Cyclones

Original Text: Cyclones may form when warm air masses above the ocean rise.

Updated Text: Cyclones may form when warm air above the ocean rises.

Component: *Science Techbook for Texas by Discovery Education: Grade 8*

ISBN: 9781616291501

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/72d45f50-7cf2-486c-b952-3475db812b16>

Location: Unit 3 > Concept 2 > Lesson 4: Create a Hurricane > Lesson Planning > Item: Fill in the Blank

Original Text: Warm air masses near the [equator] rise. Colder air masses from the [poles] rush in to replace the warm air.

Updated Text: Warm air near the [equator] rises. Colder air from the [poles] rushes in to replace the warm air.

Component: *Science Techbook for Texas by Discovery Education: Grade 8 Unit 3 Teacher Edition*

ISBN: 9781616292614

Current Page Number(s): 67

Location: Item: Fill in the Blank

Original Text: Warm air masses near the [equator] rise. Colder air masses from the [poles] rush in to replace the warm air.

Updated Text: Warm air near the [equator] rises. Colder air from the [poles] rushes in to replace the warm air.

Component: *Science Techbook for Texas by Discovery Education: Grade 8*

ISBN: 9781616291501

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/72d45f50-7cf2-486c-b952-3475db812b16>

Location: Unit 3 > Concept 2 > Lesson 4: Create a Hurricane > Item: Fill in the Blank

Original Text: Warm air masses near the ___ rise. Colder air masses from the ___ rush in to replace the warm air.

Updated Text: Warm air near the ___ rises. Colder air from the ___ rushes in to replace the warm air.

Component: *Science Techbook for Texas by Discovery Education: Grade 8 Unit 3 Student Edition*

ISBN: 9781616292621

Current Page Number(s): 74

Location: Item: Fill in the Blank

Original Text: Warm air masses near the ___ rise. Colder air masses from the ___ rush in to replace the warm air.

Updated Text: Warm air near the ___ rises. Colder air from the ___ rushes in to replace the warm air.

Component: *Science Techbook for Texas by Discovery Education: Grade 8 Unit 3 Student Edition*

ISBN: 9781616292621

Current Page Number(s): 77

Location: Gather Information > Passage: Ocean Currents

Original Text: As ocean water moves, their

Updated Text: As ocean water moves, its

Component: *Science Techbook for Texas by Discovery Education: Grade 8 Unit 3 Student Edition*

ISBN: 9781616292621

Current Page Number(s): 99

Location: Initial Explanations of Real-World Phenomenon

Original Text: your claim or to have

Updated Text: your claim, or you may not have

Component: *Science Techbook for Texas by Discovery Education: Grade 8 Unit 3 Teacher Edition*

ISBN: 9781616292614

Current Page Number(s): 97

Location: Item: Reflection

Original Text: The carbon cycle naturally cycles

Updated Text: Carbon naturally cycles

Component: *Science Techbook for Texas by Discovery Education: Grade 8 Unit 3 Student Edition*

ISBN: 9781616292621

Current Page Number(s): 113

Location: Gather Information > Passage: Carbon Sources and Sinks

Original Text: Earth is caused by

Updated Text: Earth is processed by

Component: *Science Techbook for Texas by Discovery Education: Grade 8 Unit 3 Teacher Edition*

ISBN: 9781616292614

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 2021 of 3538

Current Page Number(s): 105

Location: Item: Revised Explanation

Original Text: where extra carbon dioxide is being released

Updated Text: when excess carbon dioxide is released

Component: *Science Techbook for Texas by Discovery Education: Grade 8*

ISBN: 9781616291501

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/5333e8d4-5363-4557-bd10-5c05de39147c>

Location: Unit 3 > Concept 3 > Lesson 3: Carbon Cycle and Climate > Lesson Planning > Phenomenon Check-In

Original Text: which destabilizes the carbon cycle

Updated Text: which destabilizes the carbon cycle

Component: *Science Techbook for Texas by Discovery Education: Grade 8 Unit 3 Teacher Edition*

ISBN: 9781616292614

Current Page Number(s): 105

Location: Phenomenon Check-In

Original Text: The carbon cycle naturally regulates the amount of carbon in our atmosphere. Humans have increased the amount of carbon dioxide by burning fossil fuels

Updated Text: Greenhouse gases are created naturally by several processes in the biosphere and geosphere. The carbon cycle attempts to regulate the level of carbon dioxide in the atmosphere. However, human activity is increasing the level of carbon dioxide in the atmosphere which destabilizes the carbon cycle.

Component: *Science Techbook for Texas by Discovery Education: Grade 8 Unit 3 Teacher Edition*

ISBN: 9781616292614

Current Page Number(s): 117

Location: Item: Things We Didn't Know

Original Text: Carbon dioxide makes up 80 percent of greenhouse gases.

Updated Text: [Remove text]

Component: *Science Techbook for Texas by Discovery Education: Grade 8 Unit 3 Teacher Edition*

ISBN: 9781616292614

Current Page Number(s): 119

Location: Phenomenon Check-In

Original Text: more energy than it absorbs

Updated Text: as much energy as it absorbs

Component: *Science Techbook for Texas by Discovery Education: Grade 8 Unit 3 Teacher Edition*

ISBN: 9781616292614

Current Page Number(s): 114

Location: Setting the Purpose

Original Text: There are no natural sinks, so the carbon dioxide accumulates.

Updated Text: Natural carbon sinks cannot absorb all of the naturally occurring carbon dioxide and the carbon dioxide released into the atmosphere by humans, so carbon dioxide accumulates in the atmosphere.

Component: *Science Techbook for Texas by Discovery Education: Grade 8 Unit 3 Teacher Edition*

ISBN: 9781616292614

Current Page Number(s): 172

Location: Analyze

Original Text: As the universe began to cool, atoms of matter formed by the high-frequency radiation became stretched out into much longer wavelengths, or microwave radiation as detected by scientists.

Updated Text: As the universe cooled, high-frequency radiation stretched out and filled space as microwave radiation.

Component: *Science Techbook for Texas by Discovery Education: Grade 8 Unit 3 Student Edition*

ISBN: 9781616292621

Current Page Number(s): 208

Location: Gather Information > Passage: Evidence of an Expanding Universe

Original Text: were redder than closer ones

Updated Text: were red shifted more than closer ones

Component: *Science Techbook for Texas by Discovery Education: Grade 8 Unit 3 Teacher Edition*

ISBN: 9781616292614

Current Page Number(s): 172

Location: Gather Information > Passage: Evidence of an Expanding Universe

Original Text: the redder the light it emits

Updated Text: the greater is its shift toward red

Component: *Science Techbook for Texas by Discovery Education: Grade 8 Unit 3 Teacher Edition*

ISBN: 9781616292614

Current Page Number(s): 172

Location: Gather Information > Passage: Evidence of an Expanding Universe

Original Text: Nothing existed before the big bang, not even matter or space. According to the theory, all matter, space, and energy suddenly expanded from a single point known as a singularity.

Updated Text: The big bang was not an explosion. Before the big bang, all matter in the universe was compressed into a single point called a singularity. The beginning of the universe was a sudden, persistent expansion of space filled with matter and energy.

Component: *Science Techbook for Texas by Discovery Education: Grade 8 Unit 3 Teacher Edition*

ISBN: 9781616292614

Current Page Number(s): 179

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 2023 of 3538

Location: Analyze

Original Text: The emission spectrum is when light is emitted from a gas. It only contains a few lines representing specific colors of light that are emitted. An absorption spectrum is light that has passed through a gas.

Updated Text: An emission spectrum is produced when light is emitted from a gas. It only contains a few lines representing specific colors of light that are emitted. An absorption spectrum is produced when light passes through a gas.

Component: *Science Techbook for Texas by Discovery Education: Grade 8 Unit 3 Teacher Edition*

ISBN: 9781616292614

Current Page Number(s): 178

Location: Analyze

Original Text: about the star's spectra

Updated Text: about the star's spectrum

Component: *Science Techbook for Texas by Discovery Education: Grade 8 Unit 4 Student Edition*

ISBN: 9781616292645

Current Page Number(s): 2

Location: Student Objective

Original Text: Make observations of plant and animal cells

Updated Text: I can make observations of plant and animal cells

Component: *Science Techbook for Texas by Discovery Education: Grade 8 Unit 4 Student Edition*

ISBN: 9781616292645

Current Page Number(s): 87

Location: Gather Information

Original Text: To avoid prey or search for food

Updated Text: To avoid predators or search for food

Component: *Science Techbook for Texas by Discovery Education: Grade 8 Unit 4 Student Edition*

ISBN: 9781616292645

Current Page Number(s): 128

Location: First paragraph

Original Text: causing all other species to be removed

Updated Text: causing many other species to be removed

Component: *Science Techbook for Texas by Discovery Education: Grade 8*

ISBN: 9781616291501

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/a0b83ea8-43a5-4d6b-8710-f714df8d8c6a>

Location: Unit 1 > Concept 1 > Lesson 1: Observing Car Collisions > Item: Observations

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 2024 of 3538

Original Text: Share your questions with the rest of the class.

Updated Text: [Remove text]

Component: *Science Techbook for Texas by Discovery Education: Grade 8*

ISBN: 9781616291501

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/abe038da-6c4c-4f96-bfdf-33aa3d6c5777>

Location: Unit 1 > Concept 2 > Lesson 4: Wave Characteristics > Lesson Planning > Check for Understanding

Original Text: See Updated_Text for new content to add before the Item: Comparing Waves

Updated Text: Sound Wave Model A wave diagram is a type of scientific model. Why are sound waves sometimes represented by a diagram of a transverse wave? Select two.

- A. Sound waves are a type of transverse wave.
- B. Sound waves have repeating patterns like transverse waves.
- C. Both sound waves and transverse waves move up and down.
- D. Diagrams of transverse waves are easier to create.
- E. Diagrams of transverse waves show all properties of a wave.

[Correct answers: B, D]

Component: *Science Techbook for Texas by Discovery Education: Grade 8*

ISBN: 9781616291501

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/abe038da-6c4c-4f96-bfdf-33aa3d6c5777>

Location: Unit 1 > Concept 2 > Lesson 4: Wave Characteristics > Check for Understanding

Original Text: See Updated_Text for new content to add before the Item: Comparing Waves

Updated Text: Sound Wave Model A wave diagram is a type of scientific model. Why are sound waves sometimes represented by a diagram of a transverse wave? Select two.

- A. Sound waves are a type of transverse wave.
- B. Sound waves have repeating patterns like transverse waves.
- C. Both sound waves and transverse waves move up and down.
- D. Diagrams of transverse waves are easier to create.
- E. Diagrams of transverse waves show all properties of a wave.

Component: *Science Techbook for Texas by Discovery Education: Grade 8*

ISBN: 9781616291501

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/79485433-0ce5-4615-a259-0db58d25ed3c>

Location: Unit 1 > Concept 2 > Lesson 2: Investigating Wave Properties > Lesson Planning > Check for Understanding

Original Text: Sound Wave Model A wave diagram is a type of scientific model. Why are sound waves sometimes represented by a diagram of a transverse wave? Select two.

- A. Sound waves are a type of transverse wave.
- B. Sound waves have repeating patterns like transverse waves.
- C. Both sound waves and transverse waves move up and down.
- D. Diagrams of transverse waves are easier to create.
- E. Diagrams of transverse waves show all properties of a wave.

[Correct answers: B, D]

Updated Text: Remove item

Component: *Science Techbook for Texas by Discovery Education: Grade 8*

ISBN: 9781616291501

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/79485433-0ce5-4615-a259-0db58d25ed3c>

Location: Unit 1 > Concept 2 > Lesson 2: Investigating Wave Properties > Check for Understanding

Original Text: Sound Wave Model A wave diagram is a type of scientific model. Why are sound waves sometimes represented by a diagram of a transverse wave? Select two.

- A. Sound waves are a type of transverse wave.
- B. Sound waves have repeating patterns like transverse waves.
- C. Both sound waves and transverse waves move up and down.
- D. Diagrams of transverse waves are easier to create.
- E. Diagrams of transverse waves show all properties of a wave.

Updated Text: Remove item

Component: *Science Techbook for Texas by Discovery Education: Grade 8*

ISBN: 9781616291501

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/36ffe20e-cf58-46c2-81d8-3d1e20e88a77>

Location: Unit 4 > Concept 1 > lesson 3 > Interact

Original Text: Launch the interactive and complete the following steps.

Select an organelle and read about its function.

Record the function of the organelle in your data table.

Predict if the organelle is found in plant cells, animal cells, or both.

Check your prediction by placing the organelle into the cells on the interactive. Some will go in both cells, and some will go in only one.

Record where each organelle is found in your data table.

Repeat the steps for each organelle.

Updated Text: Launch the interactive and complete the following steps.

1. Scroll down the images and descriptions of the organelles, noting the names and functions of each organelle.
2. Record the function of each organelle in your data table.
3. Predict whether specific organelles are in plant cells, animal cells, or both.
4. Check your prediction by dragging the organelle into the cells. Some will go in both cells, and some will go in only one.
5. Record where each organelle is found in your data table.
6. Repeat the steps for each organelle.

Component: *Science Techbook for Texas by Discovery Education: Grade 8 Unit 4 Student Edition*

ISBN: 9781616292645

Current Page Number(s): 15

Location: Interact

Original Text: Launch the interactive and complete the following steps.

Select an organelle and read about its function.

Record the function of the organelle in your data table.

Predict if the organelle is found in plant cells, animal cells, or both.

Check your prediction by placing the organelle into the cells on the interactive. Some will go in both cells, and some will go in only one.

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 2026 of 3538

Record where each organelle is found in your data table.
Repeat the steps for each organelle.

Updated Text: Launch the interactive and complete the following steps.

1. Scroll down the images and descriptions of the organelles, noting the names and functions of each organelle.
2. Record the function of each organelle in your data table.
3. Predict whether specific organelles are in plant cells, animal cells, or both.
4. Check your prediction by dragging the organelle into the cells. Some will go in both cells, and some will go in only one.
5. Record where each organelle is found in your data table.
6. Repeat the steps for each organelle.

Component: *Science Techbook for Texas by Discovery Education: Grade 8*

ISBN: 9781616291501

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/35c73493-d393-4476-ac99-3f783d0d2d55>

Location: Unit 3 > Concept 1 > Stem Project Starter > Student Page Title

Original Text: Tools of Meteorology

Updated Text: Weather Watchers

Component: *Science Techbook for Texas by Discovery Education: Grade 8*

ISBN: 9781616291501

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/35c73493-d393-4476-ac99-3f783d0d2d55>

Location: Unit 3 > Concept 1 > Stem Project Starter > Lesson Planning Title

Original Text: Tools of Meteorology

Updated Text: Weather Watchers

Component: *Science Techbook for Texas by Discovery Education: Grade 8*

ISBN: 9781616291501

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/35c73493-d393-4476-ac99-3f783d0d2d55>

Location: Unit 3 > Concept 1 > Stem Project Starter > Student Page

Original Text: What are the parts of a thermometer, and what is it used for?

Updated Text: What is an anemometer?

Component: *Science Techbook for Texas by Discovery Education: Grade 8*

ISBN: 9781616291501

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/35c73493-d393-4476-ac99-3f783d0d2d55>

Location: Unit 3 > Concept 1 > Stem Project Starter > Lesson Planning

Original Text: What are the parts of a thermometer, and what is it used for?

Updated Text: What is an anemometer?

Component: *Science Techbook for Texas by Discovery Education: Grade 8*

ISBN: 9781616291501

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/9091c59f-5ced-481b-bf74-3e2f4f308187>

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 2027 of 3538

Location: Unit 3 > Concept 1 > STEM Project Starter > Student Page

Original Text: How are different methods of displaying data used to track precipitation and temperature?

Updated Text: Can you determine seasonal patterns of precipitation and temperature in your area?

Component: *Science Techbook for Texas by Discovery Education: Grade 8*

ISBN: 9781616291501

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/9091c59f-5ced-481b-bf74-3e2f4f308187>

Location: Unit 3 > Concept 1 > STEM Project Starter > Lesson Planning

Original Text: How are different methods of displaying data used to track precipitation and temperature?

Updated Text: Can you determine seasonal patterns of precipitation and temperature in your area?

Component: *Science Techbook for Texas by Discovery Education: Grade 8*

ISBN: 9781616291501

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/fa5ffaec-b2a1-4443-abe1-5930fea7e394>

Location: Unit 3 > Concept 4 > Lesson 10 > Comparing Spectra sample response

Original Text: Sample response: The star contains hydrogen and sodium. The absorption spectrum of the star is the sum of the emission spectra of all elements present. An emission spectrum is characteristic of an element. A star's absorption spectrum will only display spectral lines of elements present in the star. Astronomers cannot sample the stars directly, but they can analyze their signature absorption spectra.

Updated Text: Sample response: The star contains hydrogen and sodium. The graphic depicting absorption spectrum of the star is the sum of the emission spectra of all atoms present. An emission spectrum is characteristic of an atom. Only the atoms present will emit light at those specific wavelengths. Astronomers cannot sample the stars directly, but they can analyze their signature absorption spectra.

Component: *Science Techbook for Texas by Discovery Education: Grade 8*

ISBN: 9781616291501

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/fa5ffaec-b2a1-4443-abe1-5930fea7e394>

Location: Unit 3 > Concept 4 > Lesson 10 > > Lesson Planning >Comparing Spectra sample response

Original Text: Sample response: The star contains hydrogen and sodium. The absorption spectrum of the star is the sum of the emission spectra of all elements present. An emission spectrum is characteristic of an element. A star's absorption spectrum will only display spectral lines of elements present in the star. Astronomers cannot sample the stars directly, but they can analyze their signature absorption spectra.

Updated Text: Sample response: The star contains hydrogen and sodium. The graphic depicting absorption spectrum of the star is the sum of the emission spectra of all atoms present. An emission spectrum is characteristic of an atom. Only the atoms present will emit light at those specific wavelengths. Astronomers cannot sample the stars directly, but they can analyze their signature absorption spectra.

Component: *Science Techbook for Texas by Discovery Education: Grade 8*

ISBN: 9781616291501

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/ce90f776-c3f7-47da-8d3e-2b41d6e500cb>

Location: Unit 4 > Concept 1 > Lesson 8 > Student Objective

Original Text: I can summarize key ideas about cells and their parts and functions.

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 2028 of 3538

Updated Text: I can summarize key ideas about cell functions.

Component: *Science Techbook for Texas by Discovery Education: Grade 8*

ISBN: 9781616291501

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/ce90f776-c3f7-47da-8d3e-2b41d6e500cb>

Location: Unit 4 > Concept 1 > Lesson 8 > Lesson Planning > Student Objective

Original Text: I can summarize key ideas about cells and their parts and functions.

Updated Text: I can summarize key ideas about cell functions.

Component: *Science Techbook for Texas by Discovery Education: Grade 8*

ISBN: 9781616291501

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/9e3758cf-9d57-45ce-87dd-91f7d41ae4da>

Location: Unit 4 > Concept 2 > Lesson 1 > Questions: Sample Response

Original Text: Student responses will vary. Possible answers include:

Genes and Alleles

How did so many rabbits come from only five rabbits?

Why are they different colors?

Why are most of the rabbits brown?

Punnett Squares-Probability

How can a litter of rabbits look so different?

Why are there only a few white and black bunnies in the whole group of bunnies?

Note: These questions are grouped together to correspond with the sequence in which students will learn the science ideas necessary to answer them during Explore.

Updated Text: Student responses will vary. Possible answers include:

Genes and Alleles

How did so many rabbits come from only five rabbits?

Why are they different colors?

Why are most of the rabbits brown?

Genetic Variation

How can a litter of rabbits look so different?

Why are there only a few white and black bunnies in the whole group of bunnies?

Note: These questions are grouped together to correspond with the sequence in which students will learn the science ideas necessary to answer them during Explore.

Component: *Science Techbook for Texas by Discovery Education: Grade 8*

ISBN: 9781616291501

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/f88004f9-3523-4bc5-bcc6-29981eb29107>

Location: Unit 4 > Concept 2 > Lesson 2 > Investigat > Table: Genotype Column, Row 3

Original Text: Aa

Updated Text: aa

Component: *Science Techbook for Texas by Discovery Education: Grade 8*

ISBN: 9781616291501

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/72e70f05-4d68-48dc-babc-9aea88989302>

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 2029 of 3538

Location: Unit 4 > Concept 2 > Lesson 4 > Analyze > Adaption Examples

Original Text: How do different traits help organisms survive and reproduce in different environments? Think about physical features of their bodies, behaviors, and internal body processes. Record examples of each type of adaptation.

Updated Text: What traits help animals survive the conditions and changes in their environment? Think about physical features of their bodies, behaviors, and internal body processes. Record examples of each type of adaptation.

Component: *Science Techbook for Texas by Discovery Education: Grade 8*

ISBN: 9781616291501

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/72e70f05-4d68-48dc-babc-9aea88989302>

Location: Unit 4 > Concept 2 > Lesson 4 > Lesson Planning > Analyze > Adaption Examples

Original Text: How do different traits help organisms survive and reproduce in different environments? Think about physical features of their bodies, behaviors, and internal body processes. Record examples of each type of adaptation.

Updated Text: What traits help animals survive the conditions and changes in their environment? Think about physical features of their bodies, behaviors, and internal body processes. Record examples of each type of adaptation.

Component: *Science Techbook for Texas by Discovery Education: Grade 8*

ISBN: 9781616291501

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/b8e38245-2a13-4c38-a421-f67353098c76>

Location: Unit 4 > Concept 2 > Lesson 5 > Analyze

Original Text: 3-2-1 Pyramid

Updated Text: Variation and Adaptation Pyramid

Component: *Science Techbook for Texas by Discovery Education: Grade 8*

ISBN: 9781616291501

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/b8e38245-2a13-4c38-a421-f67353098c76>

Location: Unit 4 > Concept 2 > Lesson 5 > Analyze

Original Text: Upload your snapshot from Whiteboard: 3-2-1 Pyramid.

Updated Text: Upload your snapshot from Whiteboard: Variation and Adaptation Pyramid.

Component: *Science Techbook for Texas by Discovery Education: Grade 8*

ISBN: 9781616291501

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/b8e38245-2a13-4c38-a421-f67353098c76>

Location: Unit 4 > Concept 2 > Lesson 5 > Lesson Planning > Analyze

Original Text: 3-2-1 Pyramid

Updated Text: Variation and Adaptation Pyramid

Component: *Science Techbook for Texas by Discovery Education: Grade 8*

ISBN: 9781616291501

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/b8e38245-2a13-4c38-a421-f67353098c76>

Location: Unit 4 > Concept 2 > Lesson 5 > Check For Understanding

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 2030 of 3538

Original Text: Traits

Updated Text: Successful Traits

Component: *Science Techbook for Texas by Discovery Education: Grade 8*

ISBN: 9781616291501

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/b8e38245-2a13-4c38-a421-f67353098c76>

Location: Unit 4 > Concept 2 > Lesson 5 > Lesson Planning > Check For Understanding

Original Text: Traits

Updated Text: Successful Traits

Component: *Science Techbook for Texas by Discovery Education: Grade 8 Unit 3 Teacher Edition*

ISBN: 9781616292614

Current Page Number(s): 48

Location: Revising Our Models of Phenomenon

Original Text: Have students form small groups of three to five students.

Updated Text: Organize students into small groups of three to five students based on their needs, interests, or preferences. Use student generated questions from the student question board to group students into similar interests based on the context of their questions.

Component: *Science Techbook for Texas by Discovery Education: Grade 8 Unit 1 Teacher Edition*

ISBN: 9781616292560

Current Page Number(s): 98

Location: Gather Information

Original Text: Have students read the text, watch the video, and answer the questions. You may wish to have students read in pairs or small groups and work with partners to respond to the questions.

Updated Text: Have students read the text, watch the video, and answer the questions. You may wish to have students read in pairs or small groups and work with partners to respond to the questions. Students can be grouped based on their interests in various careers involving waves.

Component: *Science Techbook for Texas by Discovery Education: Grade 8 Unit 2 Teacher Edition*

ISBN: 9781616292591

Current Page Number(s): 138

Location: Preparation

Original Text: If you wish, you may jigsaw the experiment so that each group completes a different test. Groups can share and compile their results as a class after each completes their own test.

Updated Text: If you wish, you may jigsaw the experiment so that each group completes a different test. Students can be grouped based on their needs, interests, or preferences. Groups can share and compile their results as a class after each completes their own test.

Component: *Science Techbook for Texas by Discovery Education: Grade 8*

ISBN: 9781616291501

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 2031 of 3538

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/3f2d816e-5e27-4018-80ac-85f84493ace5>

Location: Unit: 3 > Concept: 2 > Lesson 1: Observing Temperature Differences at the Same Latitude > Lesson Planning > Revising Our Models of Phenomenon

Original Text: Have students form small groups of three to five students.

Updated Text: Organize students into small groups of three to five students based on their needs, interests, or preferences. Use student generated questions from the student question board to group students into similar interests based on the context of their questions.

Component: *Science Techbook for Texas by Discovery Education: Grade 8*

ISBN: 9781616291501

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/aee733b3-6f10-4cdc-8dc0-16b9fd8f38ff>

Location: Unit: 1 > Concept: 2 > Lesson 10: Working with Waves > Lesson Planning > Gather Information

Original Text: Have students read the text, watch the video, and answer the questions. You may wish to have students read in pairs or small groups and work with partners to respond to the questions.

Updated Text: Have students read the text, watch the video, and answer the questions. You may wish to have students read in pairs or small groups and work with partners to respond to the questions. Students can be grouped based on their interests in various careers involving waves.

Component: *Science Techbook for Texas by Discovery Education: Grade 8*

ISBN: 9781616291501

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/fc3241b8-58e1-4fa9-8bbd-1e3c95d2be71>

Location: Unit: 2 > Concept: 4 > Lesson 5: Investigating Reaction Rates > Lesson Planning > Preparation

Original Text: If you wish, you may jigsaw the experiment so that each group completes a different test. Groups can share and compile their results as a class after each completes their own test.

Updated Text: If you wish, you may jigsaw the experiment so that each group completes a different test. Students can be grouped based on their needs, interests, or preferences. Groups can share and compile their results as a class after each completes their own test.

Component: *Science Techbook for Texas by Discovery Education: Grade 8 Unit 4 Teacher Edition*

ISBN: 9781616292638

Current Page Number(s): 89

Location: Analyze

Original Text: Direct students to complete the activity, Karyotype Analysis.

Updated Text: Direct students to complete the activity, Karyotype Analysis. You may have students collaborate in groups or pairs to complete this activity in Studio as a presentation. Students should answer each question in a different slide. Have them include text and media on each slide of their presentation.

Component: *Science Techbook for Texas by Discovery Education: Grade 8 Unit 2 Teacher Edition*

ISBN: 9781616292591

Current Page Number(s): 18

Location: What Did You Figure Out?

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 2032 of 3538

Original Text: Close the lesson by using the SOS strategy Flip Flop to have students reflect on how their thinking about matter has changed after the lesson.

Updated Text: Close the lesson by using the SOS strategy Flip Flop to have students reflect on how their thinking about matter has changed after the lesson. You may extend this strategy by having students work in groups or pairs to summarize their learning in Studio. Have them build a simple presentation about the different types of matter. Each slide should include text and media about one type of matter. Students may share their presentations with other groups or the class. Turn on the Chat feature for students to leave questions, comments, and feedback for each other.

Component: *Science Techbook for Texas by Discovery Education: Grade 8 Unit 3 Teacher Edition*

ISBN: 9781616292614

Current Page Number(s): 69

Location: What Did You Figure Out?

Original Text: Have students complete the What Did You Figure Out? question by creating a Quick Write summary.

Updated Text: Have students complete the What Did You Figure Out? question by creating a Quick Write summary. Students may complete this reflection collaboratively in Studio. Have each group created a shared Studio board. Each group member will record their response on a different slide. Make sure the Chat feature is enabled for the class. Then, have students leave questions, comments, or feedback for at least two of their group members. Allow students to revise their work based on their peers' feedback.

Component: *Science Techbook for Texas by Discovery Education: Grade 8*

ISBN: 9781616291501

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/403642ba-8360-4a75-a736-01015db12c33>

Location: Unit: 4 > Concept: 2 > Lesson 7: Careers in Genetics > Lesson Planning > Analyze

Original Text: Direct students to complete the activity, Karyotype Analysis.

Updated Text: Direct students to complete the activity, Karyotype Analysis. You may have students collaborate in groups or pairs to complete this activity in Studio as a presentation. Students should answer each question in a different slide. Have them include text and media on each slide of their presentation.

Component: *Science Techbook for Texas by Discovery Education: Grade 8*

ISBN: 9781616291501

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/4bb301d7-e350-41b8-9a96-401ca4eed51b>

Location: Unit: 2 > Concept: 1 > Lesson 2: Investigating Matter with Slime > Lesson Planning > What Did You Figure Out?

Original Text: Close the lesson by using the SOS strategy Flip Flop to have students reflect on how their thinking about matter has changed after the lesson.

Updated Text: Close the lesson by using the SOS strategy Flip Flop to have students reflect on how their thinking about matter has changed after the lesson. You may extend this strategy by having students work in groups or pairs to summarize their learning in Studio. Have them build a simple presentation about the different types of matter. Each slide should include text and media about one type of matter. Students may share their presentations with other groups or the class. Turn on the Chat feature for students to leave questions, comments, and feedback for each other.

Component: *Science Techbook for Texas by Discovery Education: Grade 8*

ISBN: 9781616291501

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/72d45f50-7cf2-486c-b952-3475db812b16>

Location: Unit: 3 > Concept: 2 > Lesson 4: Create a Hurricane > Lesson Planning > What Did You Figure Out?

Original Text: Have students complete the What Did You Figure Out? question by creating a Quick Write summary.

Updated Text: Have students complete the What Did You Figure Out? question by creating a Quick Write summary. Students may complete this reflection collaboratively in Studio. Have each group created a shared Studio board. Each group member will record their response on a different slide. Make sure the Chat feature is enabled for the class. Then, have students leave questions, comments, or feedback for at least two of their group members. Allow students to revise their work based on their peers' feedback.

Component: *Science Techbook for Texas by Discovery Education: Grade 8*

ISBN: 9781616291501

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/ae329e3d-7e33-42db-bd92-dc1fea08f187>

Location: Unit 1 > Concept 1 > Lesson 2 > Lesson Planning > Hands-On Activity > Preparation

Original Text: Preparation

To save time, you may want to cut the lengths of fishing line in advance. Provide an empty space where students can set chairs at least 3 meters (10 feet) apart. Students will need to work in groups of at least two, but larger groups would be better.

Updated Text: Preparation

If latex allergies are a concern, please be sure to use latex-free balloons. To save time, you may want to cut the lengths of fishing line in advance. Provide an empty space where students can set chairs at least 3 meters (10 feet) apart. Students will need to work in groups of at least two, but larger groups would be better.

Component: *Science Techbook for Texas by Discovery Education: Grade 8 Unit 1 Teacher Edition*

ISBN: 9781616292560

Current Page Number(s): 8

Location: Preparation

Original Text: Preparation

To save time, you may want to cut the lengths of fishing line in advance. Provide an empty space where students can set chairs at least 3 meters (10 feet) apart. Students will need to work in groups of at least two, but larger groups would be better.

Updated Text: Preparation

If latex allergies are a concern, please be sure to use latex-free balloons. To save time, you may want to cut the lengths of fishing line in advance. Provide an empty space where students can set chairs at least 3 meters (10 feet) apart. Students will need to work in groups of at least two, but larger groups would be better.

Component: *Science Techbook for Texas by Discovery Education: Grade 8 Unit 1 Teacher Edition*

ISBN: 9781616292560

Current Page Number(s): xviii

Location: Lesson 2: Investigating the Second Law, Advance Prep

Original Text: Advance Prep: To save time, you may want to cut the lengths of fishing line in advance. Provide an empty space where students can set chairs at least 3 meters (10 feet) apart. Students will need to work in groups of at least two, but larger groups would be better.

Updated Text: Advance Prep: If latex allergies are a concern, please be sure to use latex-free balloons. To save time, you may want to cut the lengths of fishing line in advance. Provide an empty space where students can set chairs at least 3 meters (10 feet) apart. Students will need to work in groups of at least two, but larger groups would be better.

Component: *Science Techbook for Texas by Discovery Education: Grade 8 Unit 4 Student Edition*

ISBN: 9781616292645

Current Page Number(s): 172

Location: Reading Passage

Original Text: Measure of species variation in an area is called a biodiversity index.

Updated Text: The measure of different species in an area is called its biodiversity index.

Component: *Science Techbook for Texas by Discovery Education: Grade 8*

ISBN: 9781616291501

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/dc953125-215e-4c82-a166-ce9025a223bc>

Location: Unit 4 > Concept 3 > Lesson 8 > Reading Passage

Original Text: Measure of species variation in an area is called a biodiversity index.

Updated Text: The measure of different species in an area is called its biodiversity index.

Component: *Science Techbook for Texas by Discovery Education: Grade 8 Unit 2 Student Edition*

ISBN: 9781616292607

Current Page Number(s): 143

Location: Reading Passage

Original Text: In a chemical reaction, at least one substance is changed into a different substance. A chemical reaction occurs only if chemical bonds break, atoms rearrange, and new chemical bonds form to create different molecules. Chemical reactions can be difficult to visualize, so scientists invented a system to represent the changes that occur.

Updated Text: In a chemical reaction, a substance changes into a new substance. A chemical reaction occurs when atoms rearrange to create different molecules. The process involves chemical bonds breaking or forming. We cannot see this process with our eyes, so scientists have invented a system to describe how substances change.

Component: *Science Techbook for Texas by Discovery Education: Grade 8*

ISBN: 9781616291501

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/21088e37-92bf-426b-95fe-d825a21a9db0>

Location: Unit 2 > Concept 4 > Lesson 4 > Reading Passage

Original Text: In a chemical reaction, at least one substance is changed into a different substance. A chemical reaction occurs only if chemical bonds break, atoms rearrange, and new chemical bonds form to create different molecules. Chemical reactions can be difficult to visualize, so scientists invented a system to represent the changes that occur.

Updated Text: In a chemical reaction, a substance changes into a new substance. A chemical reaction occurs when atoms rearrange to create different molecules. The process involves chemical bonds breaking or forming. We cannot see this process with our eyes, so scientists have invented a system to describe how substances change.

Component: *Science Techbook for Texas by Discovery Education: Grade 8 Unit 2 Student Edition*

ISBN: 9781616292607

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 2035 of 3538

Current Page Number(s): 144

Location: Reading Passage

Original Text: Chemical equations use coefficients and subscripts to show the number of substances and atoms involved in a chemical reaction.

Updated Text: Chemical equations use coefficients and subscripts to show the number of molecules and atoms involved in a chemical reaction.

Component: *Science Techbook for Texas by Discovery Education: Grade 8*

ISBN: 9781616291501

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/21088e37-92bf-426b-95fe-d825a21a9db0>

Location: Unit 2 > Concept 4 > Lesson 4 > Reading Passage

Original Text: Chemical equations use coefficients and subscripts to show the number of substances and atoms involved in a chemical reaction.

Updated Text: Chemical equations use coefficients and subscripts to show the number of molecules and atoms involved in a chemical reaction.

Component: *Science Techbook for Texas by Discovery Education: Grade 8 Unit 2 Student Edition*

ISBN: 9781616292607

Current Page Number(s): 76

Location: Reading Passage

Original Text: Its needed for drinking

Updated Text: It is needed for drinking

Component: *Science Techbook for Texas by Discovery Education: Grade 8 Unit 4 Student Edition*

ISBN: 9781616292645

Current Page Number(s): 145

Location: Reading Passage

Original Text: The study of how food webs

Updated Text: The process of how food webs

Component: *Science Techbook for Texas by Discovery Education: Grade 8*

ISBN: 9781616291501

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/66bc2670-d9f6-40b1-add9-5d84108736a3>

Location: Unit 4 > Concept 3 > Lesson 5 > Reading Passage

Original Text: The study of how food webs

Updated Text: The process of how food webs

Component: *Science Techbook for Texas by Discovery Education: Grade 8 Unit 2 Student Edition*

ISBN: 9781616292607

Current Page Number(s): 116

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 2036 of 3538

Location: Reading Passage

Original Text: It combines tea and fruit or milk along with tapioca “bubbles” or balls. These bubbles burst and release flavor when you bite into them. How do you think the tapioca balls are made?

Updated Text: It combines tea and fruit or milk along with tapioca “bubbles” or pearls. Certain types of pearls are called “popping bubbles” or “popping pearls.” They are filled with fruit juices and “pop” when you bite into them. How do you think the pearls are made?

Component: *Science Techbook for Texas by Discovery Education: Grade 8*

ISBN: 9781616291501

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/ba6b707a-8e96-49ae-b86c-8b7e0d6235aa>

Location: Unit 2 > Concept 3 > Lesson 6 > Reading Passage

Original Text: It combines tea and fruit or milk along with tapioca “bubbles” or balls. These bubbles burst and release flavor when you bite into them. How do you think the tapioca balls are made?

Updated Text: It combines tea and fruit or milk along with tapioca “bubbles” or pearls. Certain types of pearls are called “popping bubbles” or “popping pearls.” They are filled with fruit juices and “pop” when you bite into them. How do you think the pearls are made?

Component: *Science Techbook for Texas by Discovery Education: Grade 8 Unit 2 Student Edition*

ISBN: 9781616292607

Current Page Number(s): 117

Location: Reading Passage

Original Text: The development of these tapioca balls

Updated Text: The development of these popping pearls

Component: *Science Techbook for Texas by Discovery Education: Grade 8*

ISBN: 9781616291501

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/ba6b707a-8e96-49ae-b86c-8b7e0d6235aa>

Location: Unit 2 > Concept 3 > Lesson 6 > Reading Passage

Original Text: The development of these tapioca balls

Updated Text: The development of these popping pearls

Component: *Science Techbook for Texas by Discovery Education: Grade 8 Unit 2 Student Edition*

ISBN: 9781616292607

Current Page Number(s): 117

Location: Reading Passage

Original Text: These are produced somewhat differently from tapioca pearls.

Updated Text: These are produced somewhat differently from popping pearls.

Component: *Science Techbook for Texas by Discovery Education: Grade 8*

ISBN: 9781616291501

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/ba6b707a-8e96-49ae-b86c-8b7e0d6235aa>

Location: Unit 2 > Concept 3 > Lesson 6 > Reading Passage

Original Text: These are produced somewhat differently from tapioca pearls.

Updated Text: These are produced somewhat differently from popping pearls.

Component: *Science Techbook for Texas by Discovery Education: Grade 8*

ISBN: 9781616291501

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/474faf38-c240-48e2-a65b-c5271455e6d9>

Location: Unit 2 > Concept 1 > Lesson 1 > Lesson Planning > Materials List > second bullet

Original Text: • Smaller pot that will fit inside of larger pot (there should be plenty of space around the smaller pot around the sides and above)

Updated Text: • Smaller pot or beaker that will fit inside of larger pot (there should be plenty of space around the smaller pot around the sides and above)

- Hand protection

Component: *Science Techbook for Texas by Discovery Education: Grade 8 Unit 2 Teacher Edition*

ISBN: 9781616292591

Current Page Number(s): xxviii

Location: Lesson 1 > Observing Water Distillation > Materials List > Second bullet

Original Text: • Smaller pot that will fit inside of larger pot (there should be plenty of space around the smaller pot around the sides and above)

Updated Text: • Smaller pot or beaker that will fit inside of larger pot (there should be plenty of space around the smaller pot around the sides and above)

- Hand protection

Component: *Science Techbook for Texas by Discovery Education: Grade 8 Unit 2 Teacher Edition*

ISBN: 9781616292591

Current Page Number(s): 4

Location: Materials list, second bullet

Original Text: • Smaller pot that will fit inside of larger pot (there should be plenty of space around the smaller pot around the sides and above)

Updated Text: • Smaller pot or beaker that will fit inside of larger pot (there should be plenty of space around the smaller pot around the sides and above)

- Hand protection

Component: *Science Techbook for Texas by Discovery Education: Grade 8 Unit 3 Teacher Edition*

ISBN: 9781616292614

Current Page Number(s): xxviii

Location: Materials List

Original Text: • Beaker

- Graduated cylinder

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 2038 of 3538

- Temperature probe
- Hot plate
- Clear cup
- Hot water
- Ice cubes
- Plastic wrap
- Rubber band

Updated Text: • Clear cup

- Hot water
- Ice cubes
- Plastic wrap
- Rubber band

Component: *Science Techbook for Texas by Discovery Education: Grade 8 Unit 3 Teacher Edition*

ISBN: 9781616292614

Current Page Number(s): 8

Location: Materials List

Original Text: • Beaker

- Graduated cylinder
- Temperature probe
- Hot plate
- Clear cup
- Hot water
- Ice cubes
- Plastic wrap
- Rubber band

Updated Text: • Clear cup

- Hot water
- Ice cubes
- Plastic wrap
- Rubber band

Component: *Science Techbook for Texas by Discovery Education: Grade 8 Unit 3 Student Edition*

ISBN: 9781616292621

Current Page Number(s): 9

Location: Materials List

Original Text: • Beaker

- Graduated cylinder
- Temperature probe
- Hot plate
- Clear cup
- Hot water
- Ice cubes
- Plastic wrap
- Rubber band

Updated Text: • Clear cup

- Hot water
- Ice cubes
- Plastic wrap
- Rubber band

Component: *Science Techbook for Texas by Discovery Education: Grade 8*

ISBN: 9781616291501

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/cea1133e-1e15-423c-8704-287ac36ca492>

Location: Materials List

Original Text: • Beaker

- Graduated cylinder
- Temperature probe
- Hot plate
- Clear cup
- Hot water
- Ice cubes
- Plastic wrap
- Rubber band

Updated Text: • Clear cup

- Hot water
- Ice cubes
- Plastic wrap
- Rubber band

Component: *Science Techbook for Texas by Discovery Education: Grade 8*

ISBN: 9781616291501

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/cea1133e-1e15-423c-8704-287ac36ca492>

Location: Lesson Planning > Materials List

Original Text: • Beaker

- Graduated cylinder
- Temperature probe
- Hot plate
- Clear cup
- Hot water
- Ice cubes
- Plastic wrap
- Rubber band

Updated Text: • Clear cup

- Hot water
- Ice cubes
- Plastic wrap
- Rubber band

Component: *Science Techbook for Texas by Discovery Education: Grade 8*

ISBN: 9781616291501

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/a9bc31e5-c01f-400e-8111-1df245619475>

Location: Unit 2 > Concept 1 > Lesson 4 > Reading Passage

Link to Updated Content:

[View Updated Content](#)

Original Text: see original content in URL_for_Updated_Text

Updated Text: see revised content in URL_for_Updated_Text

Component: *Science Techbook for Texas by Discovery Education: Grade 8 Unit 2 Student Edition*

ISBN: 9781616292607

Current Page Number(s): 25-29

Location: Reading passage

Link to Updated Content:

[View Updated Content](#)

Original Text: See original text in URL_for_Updated_Text

Updated Text: See revised text in URL_for_Updated_Text

Component: *Science Techbook for Texas by Discovery Education: Grade 8 Unit 1 Teacher Edition*

ISBN: 9781616292560

Current Page Number(s): x

Location: Unit Standards

Link to Updated Content:

[View Updated Content](#)

Original Text: new content

Updated Text: See updated content in URL_for_Updated_Text

Component: *Science Techbook for Texas by Discovery Education: Grade 8 Unit 1 Teacher Edition*

ISBN: 9781616292560

Current Page Number(s): xx-xxi

Location: Standards Alignment

Link to Updated Content:

[View Updated Content](#)

Original Text: new content

Updated Text: See updated content in URL_for_Updated_Text

Component: *Science Techbook for Texas by Discovery Education: Grade 8 Unit 2 Teacher Edition*

ISBN: 9781616292591

Current Page Number(s): xiv

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 2041 of 3538

Location: Unit Standards

Link to Updated Content:

[View Updated Content](#)

Original Text: new content

Updated Text: See updated content in URL_for_Updated_Text

Component: *Science Techbook for Texas by Discovery Education: Grade 8 Unit 2 Teacher Edition*

ISBN: 9781616292591

Current Page Number(s): xxxii-xxxiii

Location: Standards Alignment

Link to Updated Content:

[View Updated Content](#)

Original Text: new content

Updated Text: See updated content in URL_for_Updated_Text

Component: *Science Techbook for Texas by Discovery Education: Grade 8 Unit 3 Teacher Edition*

ISBN: 9781616292614

Current Page Number(s): xiv

Location: Unit Standards

Link to Updated Content:

[View Updated Content](#)

Original Text: new content

Updated Text: See updated content in URL_for_Updated_Text

Component: *Science Techbook for Texas by Discovery Education: Grade 8 Unit 3 Teacher Edition*

ISBN: 9781616292614

Current Page Number(s): xxx-xxxii

Location: Standards Alignment

Link to Updated Content:

[View Updated Content](#)

Original Text: new content

Updated Text: See updated content in URL_for_Updated_Text

Component: *Science Techbook for Texas by Discovery Education: Grade 8 Unit 4 Teacher Edition*

ISBN: 9781616292638

Current Page Number(s): xii

Location: Unit Standards

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 2042 of 3538

Link to Updated Content:

[View Updated Content](#)

Original Text: new content

Updated Text: See updated content in URL_for_Updated_Text

Component: *Science Techbook for Texas by Discovery Education: Grade 8 Unit 4 Teacher Edition*

ISBN: 9781616292638

Current Page Number(s): xxvi-xxvii

Location: Standards Alignment

Link to Updated Content:

[View Updated Content](#)

Original Text: new content

Updated Text: See updated content in URL_for_Updated_Text

Component: *Science Techbook for Texas by Discovery Education: Grade 8*

ISBN: 9781616291501

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/fc3241b8-58e1-4fa9-8bbd-1e3c95d2be71>

Location: Unit 2 > Concept 4 > Lesson 5 > Lesson Planning > Analyze > Discourse questions > fifth bullet

Original Text: • Why does the mass of the system decrease if matter is conserved in chemical reactions? The system lost mass because the reaction produced a gas (carbon dioxide), which escaped into the air. Had we been able to capture the gas and measure its mass, we could have demonstrated that the reaction followed the law of conservation of mass.

Updated Text: • Why does the mass of the system decrease if matter is conserved in chemical reactions? All chemical reactions obey the law of conservation of mass. In our experiments, the system lost mass because the reaction produced a gas (carbon dioxide), which escaped into the air. Had we been able to capture the gas and measure its mass, we could have demonstrated that the reaction followed this law.

Publisher: EduSmart

Science, Grade 8

Program: *2024 EduSmart Science Grade 8: TEKS*

Component: *2024 Edusmart Science Grade 8*

ISBN: 9781939511249

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 1

Location: top of page

Link to Updated Content:

[View Updated Content](#)

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 2043 of 3538

Original Text: You will be making a three-dimensional model of a cell with structures including the cell membrane, cell wall, nucleus, ribosomes, cytoplasm, mitochondria, chloroplasts, and vacuoles with materials given to you by your teacher. You will also make a drawing of your model.

Updated Text: You will be making a two-dimensional model of a cell with structures including the cell membrane, cell wall, nucleus, ribosomes, cytoplasm, mitochondria, chloroplasts, and vacuoles with materials given to you by your teacher.

Component: 2024 Edusmart Science Grade 8

ISBN: 9781939511249-G8

Link to Current Content:
[View Current Content](#)

Current Page Number(s): 1

Location: image

Link to Updated Content:

[View Updated Content](#)

Original Text: none

Updated Text: new image

Component: 2024 Edusmart Science Grade 8

ISBN: 9781939511249-G8

Link to Current Content:
[View Current Content](#)

Current Page Number(s): 1 to 2

Location: after materials

Link to Updated Content:

[View Updated Content](#)

Original Text: none

Updated Text: Safety

Safety should be a top priority in any science activity. If you have questions regarding the safety practices of this activity, please ask your teacher for clarification. If there are any accidents, notify your teacher right away.

Wear goggles at all times during the investigation, should anything get in your eyes, go to the eyewash station and flush your eyes and then notify your teacher.

Do not touch your face

Tie back long hair

Wear your apron to protect your clothing

Wear your insulated gloves when handling hot or heated up objects

Keep your area free and clear of any clutter

Clean up after your investigation as instructed by your teacher.

Be aware of the location of the fire extinguisher and fire blanket. Notify your teacher of an emergency immediately.

Component: 2024 Edusmart Science Grade 8

ISBN: 9781939511249-G8

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 2044 of 3538

Link to Current Content:
[View Current Content](#)

Current Page Number(s): 1

Location: bottom of page

Link to Updated Content:

[View Updated Content](#)

Original Text: none

Updated Text: Safety

Safety should be a top priority in any science activity. If you have questions regarding the safety practices of this activity, please ask your teacher for clarification. If there are any accidents, notify your teacher right away.

Wear goggles at all times during the investigation, should anything get in your eyes, go to the eyewash station and flush your eyes and then notify your teacher.

Do not touch your face

Tie back long hair

Wear your apron to protect your clothing

Wear your gloves

Notify your teacher if you have a latex allergy

Keep your area free and clear of any clutter

Clean up after your investigation as instructed by your teacher.

Component: 2024 Edusmart Science Grade 8

ISBN: 9781939511249-G8

Link to Current Content:
[View Current Content](#)

Current Page Number(s): 1

Location: after materials

Link to Updated Content:

[View Updated Content](#)

Original Text: none

Updated Text: Safety

Safety should be a top priority in any science activity. If you have questions regarding the safety practices of this activity, please ask your teacher for clarification. If there are any accidents, notify your teacher right away.

Keep your area clean and clear of clutter

Notify your teacher of any spills and clean up as directed

Do not run in the science lab

Follow all instructions from your teacher

Clean your area according to your teacher when the investigation is complete

Component: 2024 Edusmart Science Grade 8

ISBN: 9781939511249-G8

Link to Current Content:
[View Current Content](#)

Current Page Number(s): 1

Location: after materials

Link to Updated Content:

[View Updated Content](#)

Original Text: none

Updated Text: Safety

Safety should be a top priority in any science activity. If you have questions regarding the safety practices of this activity, please ask your teacher for clarification. If there are any accidents, notify your teacher right away.

Wear splash goggles at all times

Wear gloves at all times

If anything spills, please notify your teacher

Do not directly inhale any odors

Keep your area clean and clear

Component: 2024 Edusmart Science Grade 8

ISBN: 9781939511249-G8

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 1

Location: after directions

Link to Updated Content:

[View Updated Content](#)

Original Text: none

Updated Text: Safety

Safety should be a top priority in any science activity. If you have questions regarding the safety practices of this activity, please ask your teacher for clarification. If there are any accidents, notify your teacher right away.

Use the tennis ball for its intended purpose of the lab

Notify your teacher of any accidents immediately

Use materials for the lab appropriately

Keep your area clean and clear of clutter

Clean up after the investigation as instructed by your teacher

Component: 2024 Edusmart Science Grade 8

ISBN: 9781939511249-G8

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 1

Location: after directions

Link to Updated Content:

[View Updated Content](#)

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 2046 of 3538

Original Text: none

Updated Text: Safety

Safety should be a top priority in any science activity. If you have questions regarding the safety practices of this activity, please ask your teacher for clarification. If there are any accidents, notify your teacher right away.

Use the tennis ball for its intended purpose of the lab

Notify your teacher of any accidents immediately

Use materials for the lab appropriately

Keep your area clean and clear of clutter

Clean up after the investigation as instructed by your teacher

Component: 2024 Edusmart Science Grade 8

ISBN: 9781939511249-G8

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 1

Location: after information

Link to Updated Content:

[View Updated Content](#)

Original Text: none

Updated Text: Safety

Safety should be a top priority in any science activity. If you have questions regarding the safety practices of this activity, please ask your teacher for clarification. If there are any accidents, notify your teacher right away.

Use the materials for their intended purposes

Handle all materials with care

Keep your area clean and clear of clutter

Clean up your area when you are done with the investigation.

Component: 2024 Edusmart Science Grade 8

ISBN: 9781939511249-G8

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 1

Location: after instructions

Link to Updated Content:

[View Updated Content](#)

Original Text: none

Updated Text: Safety

Safety should be a top priority in any science activity. If you have questions regarding the safety practices of this activity, please ask your teacher for clarification. If there are any accidents, notify your teacher right away.

Wear goggles and do not touch your face. Should soil get in your face, go to the eyewash station and flush your eyes.

Notify your teacher

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 2047 of 3538

Keep your area clean and clear of clutter
Handle materials carefully
Clean up your area as instructed by your teacher
Wash your hands after the investigation is complete

Component: 2024 Edusmart Science Grade 8

ISBN: 9781939511249-G8

Link to Current Content:
[View Current Content](#)

Current Page Number(s): 1

Location: after information

Link to Updated Content:

[View Updated Content](#)

Original Text: none

Updated Text: Safety

Safety should be a top priority in any science activity. If you have questions regarding the safety practices of this activity, please ask your teacher for clarification. If there are any accidents, notify your teacher right away.

Component: 2024 Edusmart Science Grade 8

ISBN: 9781939511249-G8

Link to Current Content:
[View Current Content](#)

Current Page Number(s): 1

Location: after information

Link to Updated Content:

[View Updated Content](#)

Original Text: none

Updated Text: Safety:

Safety should be a top priority in any science activity. If you have questions regarding the safety practices of this activity, please ask your teacher for clarification. If there are any accidents, notify your teacher right away.

Component: 2024 Edusmart Science Grade 8

ISBN: 9781939511249-G8

Link to Current Content:
[View Current Content](#)

Current Page Number(s): 1

Location: after information

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 2048 of 3538

Link to Updated Content:

[View Updated Content](#)

Original Text: none

Updated Text: Safety

Safety should be a top priority in any science activity. If you have questions regarding the safety practices of this activity, please ask your teacher for clarification. If there are any accidents, notify your teacher right away.

Be cautious when using the knife or xacto knife

Handle beakers and test tubes with care, notify your teacher of any cracked or broken equipment

Notify your teacher of any spills and clean up as instructed

Do not touch the light bulb, it will be warm

Keep electrical wires away from water

Notify your teachers of any accidents immediately

Component: 2024 Edusmart Science Grade 8

ISBN: 9781939511249-G8

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 1

Location: top of page

Link to Updated Content:

[View Updated Content](#)

Original Text: You will be making a three-dimensional model of a cell with structures including the cell membrane, cell wall, nucleus, ribosomes, cytoplasm, mitochondria, chloroplasts, and vacuoles with materials given to you by your teacher. You will also make a drawing of your model.

Updated Text: You will be making a two-dimensional model of a cell with structures including the cell membrane, cell wall, nucleus, ribosomes, cytoplasm, mitochondria, chloroplasts, and vacuoles with materials given to you by your teacher.

Component: 2024 Edusmart Science Grade 8

ISBN: 9781939511249-G8

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 10

Location: question 5

Original Text: none

Updated Text: Choose how you would present this information to the community. Find at least three ways you could communicate the information.

Component: 2024 Edusmart Science Grade 8

ISBN: 9781939511249-G8

Link to Current Content:
[View Current Content](#)

Current Page Number(s): 1

Location: image

Link to Updated Content:

[View Updated Content](#)

Original Text: none

Updated Text: new image

Component: 2024 Edusmart Science Grade 8

ISBN: 9781939511249-G8

Link to Current Content:
[View Current Content](#)

Current Page Number(s): 1

Location: after information

Link to Updated Content:

[View Updated Content](#)

Original Text: none

Updated Text: Safety

Safety should be a top priority in any science activity. If you have questions regarding the safety practices of this activity, please ask your teacher for clarification. If there are any accidents, notify your teacher right away.

Wear splash goggles at all times

Wear gloves at all times

If anything spills, please notify your teacher

Do not directly inhale any odors

Keep your area clean and clear

Wear closed toed shoes

Do not touch your face or eyes during the investigation

If something gets in your eye, go to the eyewash station and flush your eyes, alert your teacher

Wash your hands after the investigation is complete

Component: 2024 Edusmart Science Grade 8

ISBN: 9781939511249-G8

Link to Current Content:
[View Current Content](#)

Current Page Number(s): 1 to 2

Location: after materials

Link to Updated Content:

[View Updated Content](#)

Original Text: none

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 2050 of 3538

Updated Text: Safety

Safety should be a top priority in any science activity. If you have questions regarding the safety practices of this activity, please ask your teacher for clarification. If there are any accidents, notify your teacher right away.

Wear goggles at all times during the investigation, should anything get in your eyes, go to the eyewash station and flush your eyes and then notify your teacher.

Do not touch your face

Tie back long hair

Wear your apron to protect your clothing

Wear your insulated gloves when handling hot or heated up objects

Keep your area free and clear of any clutter

Clean up after your investigation as instructed by your teacher.

Be aware of the location of the fire extinguisher and fire blanket. Notify your teacher of an emergency immediately.

Component: 2024 Edusmart Science Grade 8

ISBN: 9781939511249-G8

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 1

Location: bottom of page

Link to Updated Content:

[View Updated Content](#)

Original Text: none

Updated Text: Safety

Safety should be a top priority in any science activity. If you have questions regarding the safety practices of this activity, please ask your teacher for clarification. If there are any accidents, notify your teacher right away.

Wear goggles at all times during the investigation, should anything get in your eyes, go to the eyewash station and flush your eyes and then notify your teacher.

Do not touch your face

Tie back long hair

Wear your apron to protect your clothing

Wear your gloves

Notify your teacher if you have a latex allergy

Keep your area free and clear of any clutter

Clean up after your investigation as instructed by your teacher.

Component: 2024 Edusmart Science Grade 8

ISBN: 9781939511249-G8

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 1

Location: after materials

Link to Updated Content:

[View Updated Content](#)

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 2051 of 3538

Original Text: none

Updated Text: Safety

Safety should be a top priority in any science activity. If you have questions regarding the safety practices of this activity, please ask your teacher for clarification. If there are any accidents, notify your teacher right away.

Keep your area clean and clear of clutter

Notify your teacher of any spills and clean up as directed

Do not run in the science lab

Follow all instructions from your teacher

Clean your area according to your teacher when the investigation is complete

Component: 2024 Edusmart Science Grade 8

ISBN: 9781939511249-G8

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 1

Location: after materials

Link to Updated Content:

[View Updated Content](#)

Original Text: none

Updated Text: Safety

Safety should be a top priority in any science activity. If you have questions regarding the safety practices of this activity, please ask your teacher for clarification. If there are any accidents, notify your teacher right away.

Wear splash goggles at all times

Wear gloves at all times

If anything spills, please notify your teacher

Do not directly inhale any odors

Keep your area clean and clear

Component: 2024 Edusmart Science Grade 8

ISBN: 9781939511249-G8

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 1

Location: after directions

Link to Updated Content:

[View Updated Content](#)

Original Text: none

Updated Text: Safety

Safety should be a top priority in any science activity. If you have questions regarding the safety practices of this activity, please ask your teacher for clarification. If there are any accidents, notify your teacher right away.

Use the tennis ball for its intended purpose of the lab

Notify your teacher of any accidents immediately

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 2052 of 3538

Use materials for the lab appropriately
Keep your area clean and clear of clutter
Clean up after the investigation as instructed by your teacher

Component: 2024 Edusmart Science Grade 8

ISBN: 9781939511249-G8

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 1

Location: after directions

Link to Updated Content:

[View Updated Content](#)

Original Text: none

Updated Text: Safety

Safety should be a top priority in any science activity. If you have questions regarding the safety practices of this activity, please ask your teacher for clarification. If there are any accidents, notify your teacher right away.

Use the tennis ball for its intended purpose of the lab

Notify your teacher of any accidents immediately

Use materials for the lab appropriately

Keep your area clean and clear of clutter

Clean up after the investigation as instructed by your teacher

Component: 2024 Edusmart Science Grade 8

ISBN: 9781939511249-G8

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 1

Location: after information

Link to Updated Content:

[View Updated Content](#)

Original Text: none

Updated Text: Safety

Safety should be a top priority in any science activity. If you have questions regarding the safety practices of this activity, please ask your teacher for clarification. If there are any accidents, notify your teacher right away.

Use the materials for their intended purposes

Handle all materials with care

Keep your area clean and clear of clutter

Clean up your area when you are done with the investigation.

Component: 2024 Edusmart Science Grade 8

ISBN: 9781939511249-G8Link to Current Content:

[View Current Content](#)

Current Page Number(s): 1

Location: after instructions

Link to Updated Content:

[View Updated Content](#)

Original Text: none

Updated Text: Safety

Safety should be a top priority in any science activity. If you have questions regarding the safety practices of this activity, please ask your teacher for clarification. If there are any accidents, notify your teacher right away.

Wear goggles and do not touch your face. Should soil get in your face, go to the eyewash station and flush your eyes.

Notify your teacher

Keep your area clean and clear of clutter

Handle materials carefully

Clean up your area as instructed by your teacher

Wash your hands after the investigation is complete

Component: 2024 Edusmart Science Grade 8

ISBN: 9781939511249-G8

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 1

Location: after information

Link to Updated Content:

[View Updated Content](#)

Original Text: none

Updated Text: Safety

Safety should be a top priority in any science activity. If you have questions regarding the safety practices of this activity, please ask your teacher for clarification. If there are any accidents, notify your teacher right away.

Component: 2024 Edusmart Science Grade 8

ISBN: 9781939511249-G8

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 1

Location: after information

Link to Updated Content:

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 2054 of 3538

[View Updated Content](#)

Original Text: none

Updated Text: Safety:

Safety should be a top priority in any science activity. If you have questions regarding the safety practices of this activity, please ask your teacher for clarification. If there are any accidents, notify your teacher right away.

Component: 2024 Edusmart Science Grade 8

ISBN: 9781939511249-G8

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 1

Location: after information

Link to Updated Content:

[View Updated Content](#)

Original Text: none

Updated Text: Safety

Safety should be a top priority in any science activity. If you have questions regarding the safety practices of this activity, please ask your teacher for clarification. If there are any accidents, notify your teacher right away.

Be cautious when using the knife or xacto knife

Handle beakers and test tubes with care, notify your teacher of any cracked or broken equipment

Notify your teacher of any spills and clean up as instructed

Do not touch the light bulb, it will be warm

Keep electrical wires away from water

Notify your teachers of any accidents immediately

Component: 2024 Edusmart Science Grade 8

ISBN: 9781939511249-G8

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 1

Location: top of page

Link to Updated Content:

[View Updated Content](#)

Original Text: You will be making a three-dimensional model of a cell with structures including the cell membrane, cell wall, nucleus, ribosomes, cytoplasm, mitochondria, chloroplasts, and vacuoles with materials given to you by your teacher. You will also make a drawing of your model.

Updated Text: You will be making a two-dimensional model of a cell with structures including the cell membrane, cell wall, nucleus, ribosomes, cytoplasm, mitochondria, chloroplasts, and vacuoles with materials given to you by your teacher.

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 2055 of 3538

Component: 2024 Edusmart Science Grade 8

ISBN: 9781939511249-G8

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 10

Location: question 5

Original Text: none

Updated Text: Choose how you would present this information to the community. Find at least three ways you could communicate the information.

Publisher: Green Ninja

Science, Grade 8

Program: *Green Ninja Middle School Science - Texas: TEKS*

Component: *Online Lesson Plans*

ISBN: 9781948845687

Link to Current Content:

[View Current Content](#)

Location: Items 4 on Weather and Climate Unit assessment Lesson 3.40 a-weather-and-climate-unit-assessment.pdf and the corresponding answer key.

Original Text: than the snowfall in the other two cities?

Updated Text: than the snowfall in Dallas and Corpus Christi?

Component: *Online Lesson Plans*

ISBN: 9781948845687

Link to Current Content:

[View Current Content](#)

Location: Item 5 on Weather and Climate Unit assessment Lesson 3.40 a-weather-and-climate-unit-assessment.pdf and the corresponding answer key.

Original Text: A. Wind speeds are always slower when water is warmer.

B. Wind speeds are always faster when water is warmer.

C. Wind speeds are never slower when water is colder.

D. Wind speeds are never faster when water is colder.

Updated Text: A. The fastest winds happen when the water is coldest.

B. The fastest winds happen when the water is warmest.

C. Fast winds can happen at any sea temperature.

Component: *Online Lesson Plans*

ISBN: 9781948845687

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 2056 of 3538

Link to Current Content:

[View Current Content](#)

Location: Item 7 on Weather and Climate Unit assessment Lesson 3.40 a-weather-and-climate-unit-assessment.pdf and the corresponding answer key.

Original Text: Which day had which temperature?

Updated Text: Which day was colder?

Component: *Online Lesson Plans*

ISBN: 9781948845687

Link to Current Content:

[View Current Content](#)

Current Page Number(s): Page 3

Location: Figure 7

Link to Updated Content:

[View Updated Content](#)

Original Text: (Image)

Updated Text: (Improved image to ensure it accurately showed horizontal incoming rays)

Component: *Online Lesson Plans*

ISBN: 9781948845687

Link to Current Content:

[View Current Content](#)

Current Page Number(s): N/A

Location: Green phenomenon box at top of lesson plan.

Original Text: Monarchs in Puerto Rico have smaller wings than monarchs in North America.

Updated Text: Poisonous butterflies fly slower than non-poisonous butterflies.

Component: *Online Lesson Plans*

ISBN: 9781948845687

Link to Current Content:

[View Current Content](#)

Location: Fix formatting of the Assessment #10 - the picture is partially cut off.

Original Text: N/A

Updated Text: N/A

Component: *Online Lesson Plans*

ISBN: 9781948845687

Link to Current Content:

[View Current Content](#)

Location: Lesson 8, Unit 1, Lesson 19 Section 1

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 2057 of 3538

Original Text: Sustainable transport systems (note the discussion about sustainability in the Background for Teachers section):

Meet the basic transportation needs of all individuals, businesses, and society.

Provide affordable access to all.

Operate safely and efficiently.

Support a competitive economy and balanced regional development.

Limit their impact on the environment (use renewable resources while minimizing the impact on the land and on the quality of life for those living or working nearby).

When students have agreed on a definition, write it on a flip chart and post it in the room. This will become one of the measures used to gauge the success of each proposal.

Updated Text: Have students do a think-pair-share to consider what components should be part of sustainable transportation. Give students time to come up with and share their ideas. Guide the class to come up with the following:

Meet the basic needs of all individuals, businesses, and society.

Must be affordable to all people.

Operate safely and efficiently.

Support balanced regional development.

Limit environmental impact (use renewable resources while minimizing the impact on the land and on the quality of life for those living or working nearby).

Must be cost effective.

Ask students to consider what the term cost effective means in terms of transportation. Students may suggest that this means the transportation is affordable for all people to use. This is true, transportation that is cost effective provides efficient transportation at the lowest possible cost. However, there are many factors to consider. Let's look at the cost effectiveness of a \$500 bicycle that lasts for 5000 miles as an example. (Note that more expensive bikes can last more than 30,000 miles.) Write the equation on the board and do a talk aloud as you work through the math:

First, divide the cost of the bike by the number of miles it can be ridden before a person might need a new bike.

Cost per mile = $(\$500 \div 5000) = \$0.10/\text{mile}$

Explain that there is more to consider. For example, it usually takes longer to bike than drive, so we have to consider the cost of people's time, which reduces cost effectiveness. However, biking has minimal negative environmental impact, which increases cost effectiveness. Each of these contributes to the overall cost effectiveness of riding a bike. Inform students that cost effectiveness is an important consideration when designing sustainable transportation systems.

After the discussion, write the components of sustainable transportation on a flip chart and post it in the room. This will serve as students' definition of sustainable transportation, and will become one of the measures used to gauge the effectiveness of each proposal. Explain to students that for the culminating project, they will research multiple sources in order to evaluate each component of their sustainable transportation proposal.

Component: *Online Lesson Plans*

ISBN: 9781948845687

Link to Current Content:

[View Current Content](#)

Location: Item 9 on Weather and Climate Unit assessment Lesson 3.40 a-weather-and-climate-unit-assessment.pdf and the corresponding answer key.

Original Text: Mt. Pinatubo

Updated Text: Mt. Pinatubo in 1991

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 2058 of 3538

Component: *Online Lesson Plans*

ISBN: 9781948845687

Link to Current Content:

[View Current Content](#)

Location: First two sections

Link to Updated Content:

[View Updated Content](#)

Original Text: Green Ninja is delighted to present to you our Grade 8 integrated science curriculum. Our curriculum is designed around the TEKS and ELPS, and one of our primary goals is to make learning science fun and engaging. We take to heart the notion that giving students opportunities to work on real-world problems can promote science learning and student engagement and a full description of the research behind the curriculum and the instruction design is provided at <https://www.greenninja.org/texas/>. The core of the curriculum is helping to make science fun and interesting for students. Student motivation is a critical component of learning, so our goal is to help teachers make their classes as engaging for students as possible. We recognize that beginning to teach a new curriculum is not always a smooth process, so we've tried to make this shift to new territory as easy as possible. If you have any questions or comments, urgent or non-urgent, or anywhere in between, please send us a message (e.g., via the Contact Us button on each webpage or email at contact@greenninja.org). Grade Storyline The overall theme for the integrated Grade 8 curriculum is Dealing with Change. A brief outline of the year-long sequence of units and the associated culminating experiences is provided below. The year begins with Unit 1, Transportation, an investigation into how people get from one place to another using the principles of science. Students will develop an understanding of forces, energy transfer, and Newton's Laws of Motion. A roller coaster, a bicycle, and a hovercraft are all interesting forms of transport that obey the rules of science. In the culminating project, students will produce a proposal for a form of sustainable transportation. The topic for Unit 2 is Monarchs. Students learn of the story of Alejandra as she and her family observe changes in the migration patterns of monarch butterflies. The unit investigates possible causes for the changes—the relationships with milkweed, the monarchs' source of food, and the traits that are inherited. Students create a cell city to understand the structures and functions of cells. They learn to describe the processes of succession after an ecosystem disruption. The culminating project focuses on the survival of the monarchs. Unit 3, Weather and Climate, focuses on the physics of hurricane formation. To find out how hurricanes form, students will learn about the key drivers of weather, and then move on to climate. The lessons on the greenhouse effect lead into climate change, both natural and influenced by human activities. Students then learn about hurricanes and think about the future of hurricanes. Throughout the unit students will record weather data from three adopted cities. This data will be used in the culminating project, writing a 'cli-fi' story warning friends and family about future extremes in weather and climate. In Unit 4, The Universe, students return to a study of Earth as part of an enormous system. There have been debates about the formation of the universe and scientists continue to work at filling in the gaps in knowledge. Telescopes and electromagnetic waves have provided keys to learning about the universe. The focus moves to stars as they are born and change, as well as their positions in galaxies. There is a study of mass, not just in stars but also here on Earth as students learn about the state flower of Texas, the bluebonnet. In the final culminating project, students create a story that could change the world, and they present this story as a film in the Green Ninja Film Festival. By combining the global scale of our universe with the local challenges of sustainable living in our own community, the curriculum aims to help students understand the urgency of our challenges and realize the power of their own abilities to create the type of change they want to see in the world.

Updated Text: We are excited to welcome you to our Grade 8 curriculum for Texas! Green Ninja's approach to learning uses a storyline model where each unit begins with a locally relevant, real-world challenge and culminates in a project in which students showcase how they meet the challenge using the science they've learned in the unit. This is what drives student learning. As students proceed through the lessons, they'll use various scientific and engineering practices (SEPs) and recurring themes and concepts (RTCs) to help students build a cohesive understanding of science and the core ideas. Additionally, our curriculum meets all English Language Proficiency Standards (ELPS) to ensure that all learners have the opportunity to succeed. We want to make your teaching experience a success and are here to support you. If you have questions or comments, urgent or non-urgent—or anywhere between—please send us a message via the 'Contact Us'

Proclamation 2024: Report of Editorial Changes (11/08/2023)

button on each webpage or email us at contact@greenninja.org). Grade Storyline The theme for our integrated Grade 8 curriculum is Dealing with Change. The year begins with the Transportation Unit, where students investigate motion and energy and develop proposals for more sustainable transportation. In Unit 2, students study Monarchs and try to understand what is causing changes in monarch populations and behaviors. Unit 3, Weather and Climate, focuses on changes in Earth's weather and climate. The final unit, The Universe, explores how the universe is constantly changing, yet everything is connected. For the culminating project, students develop and create stories that could change the world. We like to think of each unit as a student journey. The journey begins with a challenge—a real-world, locally relevant problem that students are tasked with solving. Students proceed through their journey as they learn the core knowledge through scientific and engineering practices and by utilizing recurring themes and concepts—the three components of the TEKS. The end of the journey is the culminating project, where students showcase how they met the unit challenge. The unit challenge, culminating in an end-of-unit project, is what drives students learning. Here is a brief outline of the units in Grade 8:

Publisher: Houghton Mifflin Harcourt

Science, Grade 8

Program: *HMH Into Science Texas Hybrid Classroom Package Grade 8: TEKS*

Component: *HMH Into Science Texas Teacher License Digital Grade 8*

ISBN: 9780358860921

Link to Current Content:

[View Current Content](#)

Current Page Number(s): KS 8.1–8.5 Skills & Themes Bank, p. 14

Location: Item 34, Second sentence of question

Original Text: "By the late 1970s, they had developed ships that could be used multiple times to transport people into space."

Updated Text: "By the late 1970s, they had developed vehicles that could be used multiple times to transport people into space."

Component: *HMH Into Science Texas Teacher Guide Grade 8*

ISBN: 9780358841616

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 21

Location: Column 2, Gather Data

Original Text: "Identify one element, one compound, one homogenous mixture, and one heterogeneous mixture in the desalination process."

Updated Text: "Identify one element, one compound, and one homogenous mixture in the desalination process."

Component: *HMH Into Science Texas Student License Digital Grade 8*

ISBN: 9780358860686

Link to Current Content:

[View Current Content](#)

Current Page Number(s): TEKS Lesson 8.6.A, Exploration 4, Screen 3

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 2060 of 3538

Location: Short Text Interactivity, Gather Data

Original Text: "Identify one element, one compound, one homogenous mixture, and one heterogeneous mixture in the desalination process."

Updated Text: "Identify one element, one compound, and one homogenous mixture in the desalination process."

Component: *HMH Into Science Texas Student Activity Guide Print Consumable Grade 8*

ISBN: 9780358861713

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 4

Location: Bottom of page, Observe prompt

Original Text: "OBSERVE Working with a small group, record everything you notice about the desalination process."

Updated Text: "OBSERVE Watch the video about the desalination process in your digital Interactive Lesson. Working with a small group, record everything you notice about the desalination process."

Component: *HMH Into Science Texas Teacher Guide Grade 8*

ISBN: 9780358841616

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 52

Location: Column 2, Step 8

Original Text: "Propose a solution that would make a cup easier to pour from without spilling."

Updated Text: "Apply the patterns you noticed in your investigation and those from daily life to propose a solution that would make a cup easier to pour from without spilling."

Component: *HMH Into Science Texas Teacher Guide Grade 8*

ISBN: 9780358841616

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 52

Location: Column 2, Step 8, answer

Original Text: "Students may suggest using a cup with a sharp edge or spout that will have less adhesion."

Updated Text: "Based on the patterns they observed, students may suggest using a cup with a sharp edge or spout that will have less adhesion."

Component: *HMH Into Science Texas Student Activity Guide Print Consumable Grade 8*

ISBN: 9780358861713

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 42

Location: Step 8

Original Text: "Propose a solution that would make a cup easier to pour from without spilling."

Updated Text: "Apply the patterns you noticed in your investigation and those from daily life to propose a solution that would make a cup easier to pour from without spilling."

Component: *HMH Into Science Texas Teacher Guide Grade 8*

ISBN: 9780358841616

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 67

Location: Column 1, Support for Student Answers, Step 2, answer

Original Text: "Vinegar: (Predict) acid, (Blue litmus) red (Red litmus) red; Vinegar and antacid: (Predict) remain same color, (Blue litmus) blue, (Red litmus) red."

Updated Text: "Sample answer: I think vinegar is an acid. I think the red litmus paper will stay red, and the blue litmus paper will turn red."

Component: *HMH Into Science Texas Teacher Guide Grade 8*

ISBN: 9780358841616

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 67

Location: Column 1, Support for Student Answers, between steps 3 and 6

Original Text: N/A

Updated Text: STEP 5: Predict how the addition of the antacid tablet will change how the vinegar solution reacts with the litmus paper. Record your prediction in the table.

[Answer]

Prediction: red litmus turns blue and blue litmus stays blue

Component: *HMH Into Science Texas Teacher Guide Grade 8*

ISBN: 9780358841616

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 83

Location: Column 2, Differentiation: Extra Support, Sentence 3

Original Text: "Have them relate this to there being an equal number of hydronium and hydroxide ions present in water at any one time. "

Updated Text: N/A

Component: *HMH Into Science Texas Teacher Guide Grade 8*

ISBN: 9780358841616

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 2062 of 3538

Link to Current Content:
[View Current Content](#)

Current Page Number(s): p. 61

Location: Day 6: Exploration 5 box

Original Text: N/A

Updated Text: "Exploring Neutralization Reactions"

Component: *HMH Into Science Texas Teacher Guide Grade 8*

ISBN: 9780358841616

Link to Current Content:
[View Current Content](#)

Current Page Number(s): p. 91

Location: Column 2, Collaborate box, bottom

Original Text: N/A

Updated Text: [answer] "Encourage students to plot a path before beginning and to decide in advance which solution they will add to a compartment if they need to turn it neutral. Tell students it may be helpful to make a "Color Chart" in advance to note the colors the cabbage juice indicator turns in acidic and basic solutions."

Component: *HMH Into Science Texas Teacher Guide Grade 8*

ISBN: 9780358841616

Link to Current Content:
[View Current Content](#)

Current Page Number(s): p. 75

Location: Column 2, Differentiation: Challenge, sentence 6

Original Text: "Have them write a descriptive paragraph showing that the number of hydronium atoms shown equals the sum of the chloride ions and the hydroxide ions shown."

Updated Text: "Have them write a descriptive paragraph that explains how the relative amounts of ions have changed after the addition of the acid and how they can account for this change."

Component: *HMH Into Science Texas Teacher Guide Grade 8*

ISBN: 9780358841616

Link to Current Content:
[View Current Content](#)

Current Page Number(s): p. 72

Location: Column 2, Solutions, after bullets

Original Text: N/A

Updated Text: "• Alternate acid/base indicators may be substituted for red cabbage indicator. If using another indicator, be sure to review with students the expected color changes. For example, universal indicator will be red, orange, or yellow in acidic solutions, yellowish green in neutral solutions, and green, blue, or purple in basic solutions."

Component: *HMH Into Science Texas Teacher Guide Grade 8*

ISBN: 9780358841616

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 81

Location: Column 2, Safety Information, after text and icons

Original Text: N/A

Updated Text: "Setup

Check to see if the solutions in the egg cartons have dried up. If they have dried up, you can rehydrate them by adding half a dropperful of water. Or you can start with fresh basic solutions from Exploration 1. Be sure to include indicator in the solutions."

Component: *HMH Into Science Texas Teacher Guide Grade 8*

ISBN: 9780358841616

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 85

Location: Column 2, Setup, add to end

Original Text: N/A

Updated Text: "Or you can start with fresh acidic solutions from Exploration 1. Be sure to include indicator in the solutions."

Component: *HMH Into Science Texas Teacher Guide Grade 8*

ISBN: 9780358841616

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 77

Location: Column 1, below Distinguish support

Original Text: N/A

Updated Text: "COMPARE: Complete the table to compare and contrast the properties of acids and bases. This includes comparing the pH of an acid and the pH of a base to the pH of water."

[new data table]

[First column:]

(title) Solution

Acid

Base

[Second column:]

(title) Physical properties

sour taste, conducts an electric current

bitter, slippery, conducts an electric current

[Third column:]

(title) Chemical properties

corrosive, reacts with many metals, reacts with acid-base indicators to signal the presence of an acid
caustic, reacts with acid-base indicators to signal the presence of a base

[Fourth column:]

(title) pH compared to water

lower pH than water, which is neutral and has a pH of 7
higher pH than water, which is neutral and has a pH of 7

Component: *HMH Into Science Texas Teacher Guide Grade 8*

ISBN: 9780358841616

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 111

Location: Column 2, Hands-On Lab Facilitation, after STEP 4

Original Text: N/A

Updated Text: "STEP 6: Dish soap and vinegar have densities slightly higher than, water (1.0 g/mL³). Their combined mass, with the addition of food coloring, measured in Step 6, should be slightly over 90 g."

Component: *HMH Into Science Texas Teacher Guide Grade 8*

ISBN: 9780358841616

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 113

Location: Column 1, Setting Learning Goals, Sentence 1

Original Text: "... build on the goals of the previous explorations in this lesson. ..."

Updated Text: "... build on the understanding of how to write and interpret accurate chemical formulas and chemical equations. ..."

Component: *HMH Into Science Texas Teacher Guide Grade 8*

ISBN: 9780358841616

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 119

Location: Column 1, Support for Student Answers, DESCRIBE, answer

Original Text: "Sample answer: Fuel + Oxygen (yields) Carbon Dioxide and Water"

Updated Text: "Sample answer: Fuel + Oxygen (yields) Carbon Dioxide and Water. $C_{25}H_{52} + 38 O_2 \rightarrow 25 CO_2 + 26 H_2O$."

Component: *HMH Into Science Texas Teacher Guide Grade 8*

ISBN: 9780358841616

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 2065 of 3538

Link to Current Content:
[View Current Content](#)

Current Page Number(s): p. 121

Location: Column 1, Support for Student Answers, question 3

Original Text: "3. One of the products of the chemical reaction between zinc and hydrochloric acid is hydrogen gas, but other reactions produce poisonous gases. What safety equipment and practices are important to use when working with gases released from chemical reactions? Select all that apply.

[answer]

- B. Keep test tubes pointed away from yourself and others.
- C. Use a fume hood when poisonous gases are involved in a reaction.
- D. Use your fingers to waft the chemical to your nose from 15 cm away."

Updated Text: "3. Even chemical reactions that start with safe reactants may form products that can be unsafe to handle. This is why appropriate safety equipment should be used at all times. [Goggles] protect(s) the eyes from chemical splashes. An apron prevents substances from staining or burning [clothing]. [Gloves] protect(s) the hands from spills if chemicals are improperly poured or handled. "

Component: *HMH Into Science Texas Student License Digital Grade 8*

ISBN: 9780358860686

Link to Current Content:
[View Current Content](#)

Current Page Number(s): TEKS Lesson 8.6.B, 8.6.E, Evaluate, Screen 3

Location: Multiple Choice Interactivity, Question 3

Original Text: "3. One of the products of the chemical reaction between zinc and hydrochloric acid is hydrogen gas, but other reactions produce poisonous gases. What safety equipment and practices are important to use when working with gases released from chemical reactions? Select all that apply.

- A. Immediately clean up any liquid spilled on the floor.
- B. Keep test tubes pointed away from yourself and others.
- C. Use a fume hood when poisonous gases are involved in a reaction.
- D. Use your fingers to waft the chemical to your nose from 15 cm away."

Updated Text: "3. Even chemical reactions that start with safe reactants may form products that can be unsafe to handle. This is why appropriate safety equipment should be used at all times. [Goggles] protect(s) the eyes from chemical splashes. An apron prevents substances from staining or burning [clothing]. [Gloves] protect(s) the hands from spills if chemicals are improperly poured or handled. "

Feedback

Partially Correct:

Try Again.

Goggles are worn over the eyes, an apron on the front of the body, and gloves on the hands.

Incorrect:

Try Again.

Think about where on the body each piece of safety equipment is worn. For example, gloves are worn on the hands.

Final Incorrect:

That's not it.

Goggles protect the eyes from chemical splashes, and an apron helps prevent stains or burns to clothing. Gloves protect the hands from accidental chemical spills.

Component: *HMH Into Science Texas Student Activity Guide Print Consumable Grade 8*

ISBN: 9780358861713

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 82

Location: Practice Questions, Question 3

Original Text: "3. One of the products of the chemical reaction between zinc and hydrochloric acid is hydrogen gas, but other reactions produce poisonous gases. What safety equipment and practices are important to use when working with gases released from chemical reactions? Select all that apply.

- A. Immediately clean up any liquid spilled on the floor.
- B. Keep test tubes pointed away from yourself and others.
- C. Use a fume hood when poisonous gases are involved in a reaction.
- D. Use your fingers to waft the chemical to your nose from 15 cm away."

Updated Text: "3. Even chemical reactions that start with safe reactants may form products that can be unsafe to handle. This is why appropriate safety equipment should be used at all times. [Goggles] protect(s) the eyes from chemical splashes. An apron prevents substances from staining or burning [clothing]. [Gloves] protect(s) the hands from spills if chemicals are improperly poured or handled. "

Component: *HMH Into Science Texas Teacher Guide Grade 8*

ISBN: 9780358841616

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 130

Location: Column 2, Top of page

Original Text: N/A

Updated Text: Photo of investigation on the International Space Station

Component: *HMH Into Science Texas Student License Digital Grade 8*

ISBN: 9780358860686

Link to Current Content:

[View Current Content](#)

Current Page Number(s): TEKS Lesson 8.7.A, Exploration 2, Screen 1

Location: Paragraph 2, Sentence 1, below diagram

Original Text: "...force for the hanging mass..."

Updated Text: "...force pulling the hanging mass down..."

Component: *HMH Into Science Texas Teacher Guide Grade 8*

ISBN: 9780358841616

Link to Current Content:
[View Current Content](#)

Current Page Number(s): p. 139

Location: Column 1, Lab Facilitation, Step 2, add to end

Original Text: N/A

Updated Text: "Ask how they could modify the setup to apply the same pulling force every trial. Remind students to keep their faces away from the moving masses."

Component: *HMH Into Science Texas Teacher Guide Grade 8*

ISBN: 9780358841616

Link to Current Content:
[View Current Content](#)

Current Page Number(s): p. 139

Location: Column 2, Lab Scoring Criteria, bullet 1

Original Text: "Performed an experiment investigating the effects of mass on acceleration"

Updated Text: "Planned and conducted an investigation of the effects of mass on acceleration"

Component: *HMH Into Science Texas Teacher Guide Grade 8*

ISBN: 9780358841616

Link to Current Content:
[View Current Content](#)

Current Page Number(s): p. 144

Location: Column 2, Path 3 Support, Thinking Routines

Original Text: "Thinking Routines

Encourage students to apply Patterns to other systems and other scientific disciplines in future lessons and in everyday life. This way of thinking about the Recurring Themes and Concepts should become a frequently used tool for students. One way of doing this is to implement classroom routines around how your students talk about and apply the Recurring Themes and Concepts."

Updated Text: N/A

Component: *HMH Into Science Texas Teacher Guide Grade 8*

ISBN: 9780358841616

Link to Current Content:
[View Current Content](#)

Current Page Number(s): p. 146

Location: Column 2, top of page

Original Text: N/A

Updated Text: Photo of investigation of Newton's second law of motion on the International space station.

Component: *HMH Into Science Texas Student Activity Guide Print Consumable Grade 8*

ISBN: 9780358861713

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 2068 of 3538

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 90

Location: Top of page, photo and text below

Original Text: [photo of Sir Isaac Newton with $F = ma$ formula]

"An astronaut tests Newton's Second Law of Motion by using a stretched band to launch objects with different masses.

The stretched band applies the same amount of force to each object.

After launch, no additional forces act on each object to change its motion.

OBSERVE Working with a small group, record everything you notice about the objects and their movement in the picture."

Updated Text: [photo still from International Space Station video]

"In the video about the International Space Station, the stretched band applies the same amount of force to each object.

After launch, no additional forces act on each object to change its motion.

OBSERVE Working with a small group, observe the video about the International Space Station in your digital Interactive Lesson. Record everything you notice about the objects and their movements in the video.

Component: *HMH Into Science Texas Student Activity Guide Print Consumable Grade 8*

ISBN: 9780358861713

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 102

Location: Photo at top of page

Original Text: [photo of Sir Isaac Newton with $F = ma$ formula]

Updated Text: [photo still from International Space Station video]

Component: *HMH Into Science Texas Teacher Guide Grade 8*

ISBN: 9780358841616

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 155

Location: Column 1, Hands-On Lab Scoring Criteria

Original Text: "• Student correctly related each verbal description to its force diagram."

"..."

"• Student can explain the effects of balanced and unbalanced forces on an object."

N/A

Updated Text: N/A

"..."

N/A

"• Student explained how they related each scenario and force diagram."

Component: *HMH Into Science Texas Teacher Guide Grade 8*

ISBN: 9780358841616

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 2069 of 3538

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 164

Location: Column 2, Gather Data, Sample answer, After Sentence 2

Original Text: "Sample answer: ... Force, mass, and acceleration are related as stated by Newton's second law of motion."

Updated Text: "Sample answer: ... The force of the rocket pushing out fuel is paired with the force of the fuel pushing the rocket up (Newton's third law). Force, mass, and acceleration are related as stated by Newton's second law of motion."

Component: *HMH Into Science Texas Teacher Guide Grade 8*

ISBN: 9780358841616

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 180

Location: Column 2, Support for Student Answers, Item 1

Original Text: "1. Complete the paragraph to describe the collision shown in the photo.

Gymnasts need to avoid serious injuries while participating in their sport. The mat in the photo helps protect the gymnast by increasing the duration of the collision between the gymnast and the floor. Increasing the duration of the collision decreases the acceleration."

Updated Text: "1. Complete the paragraph evaluating the engineering design of the floor mat in the photo.

Gymnasts need to avoid serious injuries while participating in their sport. The mat in the photo does satisfy the criterion of reducing the force on the gymnast when they land. The mat increases the duration of the collision between the gymnast and the floor. Increasing the duration of the collision decreases the acceleration."

Component: *HMH Into Science Texas Student Activity Guide Print Consumable Grade 8*

ISBN: 9780358861713

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 129

Location: Item 1

Original Text: "1. Complete the paragraph to describe the collision shown in the photo.

Gymnasts need to avoid serious injuries while participating in their sport. The mat in the photo helps protect the gymnast by [decreasing | increasing] the duration of the collision between the gymnast and the floor. [Decreasing | Increasing] the duration of the collision decreases the [acceleration | velocity]."

Updated Text: "1. Complete the paragraph evaluating the engineering design of the floor mat in the photo.

Gymnasts need to avoid serious injuries while participating in their sport. The mat in the photo [does | does not] satisfy the criterion of reducing the force on the gymnast when they land. The mat [decreases | increases] the duration of the collision between the gymnast and the floor. [Decreasing | Increasing] the duration of the collision decreases the [acceleration | velocity]."

Component: *HMH Into Science Texas Teacher Guide Grade 8*

ISBN: 9780358841616

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 198

Location: Column 1, top of page

Original Text: N/A

Updated Text: "Gather Data

[question] Snakes rely on their environment to maintain their body temperature. Why might a snake lie on a rock on a cool morning? Record your data.

[answer] Sample answer: The sun warms the rock and the snake through electromagnetic waves. The snake also gains energy from the warm rock by conduction."

Component: *HMH Into Science Texas Teacher Guide Grade 8*

ISBN: 9780358841616

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 207

Location: Column 2, COLLABORATE

Original Text: "COLLABORATE: Review student Venn diagrams. Listen for their claim, evidence, and reasoning about why they sorted the colors in the way they did."

Updated Text: "COLLABORATE: In a small group, list at least eight common car colors and then use a Venn diagram to sort the colors by "good in hot weather" and "good in cold weather." The colors that overlap are good for both hot weather and cold weather. Support your claim and share your results with the class. [answer] Review student Venn diagrams. Listen for their claim, evidence, and reasoning about why they sorted the colors in the way they did."

Component: *HMH Into Science Texas Teacher Guide Grade 8*

ISBN: 9780358841616

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 220

Location: Column 1, Can You Explain It?, before Background Information

Original Text: N/A

Updated Text: "Driving Question

How is modern society dependent on electromagnetic waves?"

Component: *HMH Into Science Texas Teacher Guide Grade 8*

ISBN: 9780358841616

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 222

Location: Column 2, Differentiation: Challenge, CHANGE TO Differentiation: Extra Support, Sentence 1

Original Text: "Differentiation: Challenge

Ask students to research wavelengths smaller than 1 meter, which means they have a negative exponent. Point out that..."

Updated Text: "Differentiation: Extra Support

Help students understand how to read the wavelength scale on the diagram of the electromagnetic spectrum. Point out that..."

Component: *HMH Into Science Texas Teacher Guide Grade 8*

ISBN: 9780358841616

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 225

Location: Column 2, Differentiation: Challenge

Original Text: "Ask students to consider the type of radio waves that would work best for a wireless network system. Students should recognize that within the range of radio waves, a wireless network should use high frequency signals to allow fast speeds but have a short range."

Updated Text: "Lead a Class Discussion about how these widely available technologies use waves in the less energetic part of the spectrum (lower frequencies/longer wavelengths). Compare this with what students know about the relative safety of higher energy waves, such as ultraviolet (UV) and x-rays, and their uses."

Component: *HMH Into Science Texas Student License Digital Grade 8*

ISBN: 9780358860686

Link to Current Content:

[View Current Content](#)

Current Page Number(s): TEKS Lesson 8.8.B, Exploration 2, Screen 2

Location: Top of screen, Above Electromagnetic Spectrum image

Original Text: N/A

Updated Text: "Exploring Wave Technology in Daily Life"

Component: *HMH Into Science Texas Teacher Guide Grade 8*

ISBN: 9780358841616

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 227

Location: Column 1, Key Learning Activity, Learning About Students, CHANGE TO Manage Small Group Work

Original Text: "Learning About Students: Have students describe their own experience or the experience of a family member or friend with MRI, x-rays, and UV sterilization. Keep in mind that this discussion can be very personal, so take care not to pressure students to talk if they are uncomfortable."

Updated Text: "Manage Small Group Work: After students complete their individual work, group students who worked on the same case study together. Give groups 5 minutes to develop a summary of their case study. You may wish to allow groups to develop their summaries in their home language first. Then, have each group take a few minutes each to share their summary with the other groups"

Component: *HMH Into Science Texas Teacher Guide Grade 8*

ISBN: 9780358841616

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 229

Location: Column 2, Support for Student Answers, EVALUATE, answer

Original Text: "Sample answer: ..."

Updated Text: "Sample answer: ... Benefits include greater survival rates of people successfully treated with radiation therapy."

Component: *HMH Into Science Texas Student Activity Guide Print Consumable Grade 8*

ISBN: 9780358861713

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 155

Location: Bottom of page, right column, last definition choice

Original Text: "a periodic disturbance in a solid, liquid, or gas as energy is transmitted through a medium"

Updated Text: "a disturbance that transfers energy from one place to another"

Component: *HMH Into Science Texas Student Activity Guide Print Consumable Grade 8*

ISBN: 9780358861713

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 161

Location: Top of page, Lesson Objective

Original Text: "Explain how electromagnetic radiation—like visible light—can be separated into bands and how humans use these different bands in various applications."

Updated Text: "Explain the use of electromagnetic waves in applications such as radiation therapy, wireless technologies, fiber optics, microwaves, ultraviolet sterilization, astronomical observations, and X-rays."

Component: *HMH Into Science Texas Teacher Guide Grade 8*

ISBN: 9780358841616

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 246

Location: Column 1, ANALYZE question support

Original Text: "Have small groups work together to select questions that relate to the Driving Question. Suggest that students write the questions and refer to them throughout the lesson to see if they can answer them. Tell students that by the end of the lesson, they should be able to answer the Driving Question."

Updated Text: "Guide Students to select questions that relate to the Driving Question."

Component: *HMH Into Science Texas Teacher Guide Grade 8*

ISBN: 9780358841616

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 276

Location: Column 2, Support for Student Answers, STEPS 1 AND 2, answer, sentence 2

Original Text: "This activity does not have a correct answer. Students have a good grasp of how the galaxy looks if they have drawn the sun within the center of the solar system; the solar system is drawn within the Milky Way galaxy but not at its center; and the Milky Way galaxy is drawn as a spiral shape."

Updated Text: "This activity does not have a correct answer. Students have a good grasp of how the galaxy looks if the solar system is drawn within the Milky Way galaxy but not at its center, and the Milky Way galaxy is drawn as a spiral shape."

Component: *HMH Into Science Texas Teacher Guide Grade 8*

ISBN: 9780358841616

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 279

Location: Column 1, ANALYZE, answer

Original Text: "After students have written a few observations and questions, invite three or four students to share what they noticed and wondered about the Milky Way. Next have the students work in groups of two or three to share their questions and decide whether any of them might be useful in figuring out what the Milky Way galaxy would look like from far out in space.

Allow students to discuss in small groups, and then invite some to share their questions. End the segment by explaining that by the end of the lesson, they will be able to answer the (driving) question."

Updated Text: "Guide Students to select questions that relate to the Driving Question."

Component: *HMH Into Science Texas Teacher Guide Grade 8*

ISBN: 9780358841616

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 287

Location: Column 1, Lead a Discussion, sentences 2–4

Original Text: "With advances in technology, information that was once accepted was proven incorrect. Have students discuss the incorrect information about the universe that people once believed. Prompt them with questions, such as: What was the belief? How did that information change? How was it disproven?"

Updated Text: "With advances in technology, our understanding of the universe has changed. Have students discuss ideas that were once accepted as scientifically true. Prompt them with questions such as: What was the idea? What was the new understanding that replaced that accepted idea? What discovery changed popular understanding of that idea?"

Component: *HMH Into Science Texas Teacher Guide Grade 8*

ISBN: 9780358841616

Link to Current Content:
[View Current Content](#)

Current Page Number(s): p. 288

Location: Column 1, Setup, bullet 1

Original Text: "Print and separate galaxies handouts."

Updated Text: "Print and set up galaxy image cards per handout instructions"

Component: *HMH Into Science Texas Teacher Guide Grade 8*

ISBN: 9780358841616

Link to Current Content:
[View Current Content](#)

Current Page Number(s): p. 299

Location: Column 1, Practice Questions, Question 1, answer

Original Text: "Students should drag the sun icon to coordinate point 0,0 and the X icon to coordinate point 26, 0."

Updated Text: "Students should drag the sun label to point to coordinate 0,0 and the center of galaxy label to point to coordinate 26,0."

Component: *HMH Into Science Texas Student License Digital Grade 8*

ISBN: 9780358860686

Link to Current Content:
[View Current Content](#)

Current Page Number(s): TEKS lesson 8.9.B, Exploration 4, Screen 2

Location: EXPLAIN interactivity, question text

Original Text: "Clouds of hydrogen where new stars are being formed"

Updated Text: "Study the image to find the Star-Forming Region. Clouds of hydrogen where new stars are being formed"

Component: *HMH Into Science Texas Teacher Guide Grade 8*

ISBN: 9780358841616

Link to Current Content:
[View Current Content](#)

Current Page Number(s): p. 292

Location: Column 1, Using Parallax to Determine Distance, EXPLAIN, question text

Original Text: "Clouds of hydrogen where new stars are being formed"

Updated Text: "Study the image to find the Star-Forming Region. Clouds of hydrogen where new stars are being formed"

Component: *HMH Into Science Texas Teacher Guide Grade 8*

ISBN: 9780358841616

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 319

Location: Column 1, Set Up, end of paragraph

Original Text: N/A

Updated Text: "...The number of rubber bands needed will vary depending on length of the rubber bands used. Total length should be about 30 centimeters, unstretched."

Component: *HMH Into Science Texas Student License Digital Grade 8*

ISBN: 9780358860686

Link to Current Content:

[View Current Content](#)

Current Page Number(s): TEKS lesson 8.9.C, Elaborate, Screen 7

Location: paragraph 3, sentence 3

Original Text: "... Assuming the universe formed with a Big Bang."

Updated Text: "... Start your calendar with the Big Bang."

Component: *HMH Into Science Texas Teacher Guide Grade 8*

ISBN: 9780358841616

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 320

Location: Column 2, Path 3 Support, Support for Student Answers, sentence 3

Original Text: "... Assuming the universe formed with a Big Bang."

Updated Text: "... Start your calendar with the Big Bang."

Component: *HMH Into Science Texas Teacher License Digital Grade 8*

ISBN: 9780358860921

Link to Current Content:

[View Current Content](#)

Current Page Number(s): Influences on Weather and Climate (TEKS 8.10.A) Quiz, p. 1

Location: Item 1, second part of question stem

Original Text: "Which occurrence is the direct source of energy driving these winds and currents?"

Updated Text: "Which occurrence is the source of energy driving these winds and currents?"

Component: *HMH Into Science Texas Teacher Guide Grade 8*

ISBN: 9780358841616

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 332

Location: Column 2, top, above 1st Support for Student Answers

Original Text: N/A

Updated Text: Image of map of Asia showing the locations of Singapore and the Taklamakan Desert.

Component: *HMH Into Science Texas Teacher Guide Grade 8*

ISBN: 9780358841616

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 333

Location: Column 1, above Preview Lesson Vocabulary, image

Original Text: Image pointers A, B, and C.

Vocabulary listed "[B] precipitation ... [C] hydrosphere ..."

Updated Text: Image pointers A, C, and B

Vocabulary listed "[B] hydrosphere ... [C] precipitation ..."

Component: *HMH Into Science Texas Teacher Guide Grade 8*

ISBN: 9780358841616

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 333

Location: Column 2, Science Themes, Students as Scientists, sentence 2

Original Text: "Students should ... The sun heats Earth's surface unevenly, leading to differences in climates, and the movement and interaction of air masses affect the climate of a region."

Updated Text: "Students should ... The sun heats Earth's surface unevenly, leading to differences in temperature, and the ... of a region."

Component: *HMH Into Science Texas Student Activity Guide Print Consumable Grade 8*

ISBN: 9780358861713

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 220

Location: Bottom half of page, below "Take notes..." prompt

Original Text: "atmosphere:" [write-on lines]

"hydrosphere:" [write-on lines]

"precipitation:" [write on lines]

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 2077 of 3538

Updated Text: "atmosphere:" [write-on lines]
"climate:" [write-on line]
"condensation:" [write-on line]
"evaporation:" [write-on line]
"hydrosphere:" [write-on line]
"latitude:" [write-on line]
"precipitation:" [write on line]
"water cycle:" [write-on line]
"weather:" [write-on line]

Component: *HMH Into Science Texas Student Activity Guide Print Consumable Grade 8*

ISBN: 9780358861713

Link to Current Content:
[View Current Content](#)

Current Page Number(s): p. 221

Location: paragraph after materials

Original Text: "In this activity, you will model how incoming solar energy affects different parts of Earth's surface differently."

Updated Text: "In this activity, you will model and compare how incoming solar energy affects different parts of Earth's surface differently."

Component: *HMH Into Science Texas Teacher Guide Grade 8*

ISBN: 9780358841616

Link to Current Content:
[View Current Content](#)

Current Page Number(s): p. 336

Location: Column 1, Step 8

Original Text: "What thermometer readings would you predict from a thermometer taped to the globe at a point halfway between the equator and the North Pole?"

Updated Text: "Compare the temperatures for the equator and the North Pole. Based on this information, what thermometer readings would you predict from a thermometer taped to the globe at a point halfway between the equator and the North Pole?"

Component: *HMH Into Science Texas Student Activity Guide Print Consumable Grade 8*

ISBN: 9780358861713

Link to Current Content:
[View Current Content](#)

Current Page Number(s): p. 223

Location: Step 8

Original Text: "What thermometer readings would you predict from a thermometer taped to the globe at a point halfway between the equator and the North Pole?"

Updated Text: "Compare the temperatures for the equator and the North Pole. Based on this information, what thermometer readings would you predict from a thermometer taped to the globe at a point halfway between the equator and the North Pole?"

Component: *HMH Into Science Texas Teacher Guide Grade 8*

ISBN: 9780358841616

Link to Current Content:
[View Current Content](#)

Current Page Number(s): p. 361

Location: Column 2, Check Your Learning, paragraph 1

Original Text: "At the end of the day, check student understanding of forces acting on an object by having students answer these questions."

Updated Text: "At the end of the day, check student understanding of global wind patterns by having students answer these questions."

Component: *HMH Into Science Texas Teacher Guide Grade 8*

ISBN: 9780358841616

Link to Current Content:
[View Current Content](#)

Current Page Number(s): p. 365

Location: Column 2, Check Your Learning, paragraph 1

Original Text: "At the end of the day, check student understanding of forces acting on an object by having students answer these questions."

Updated Text: "At the end of the day, check student understanding of the effects of El Niño and La Niña on local weather by having students answer these questions."

Component: *HMH Into Science Texas Teacher Guide Grade 8*

ISBN: 9780358841616

Link to Current Content:
[View Current Content](#)

Current Page Number(s): p. 368

Location: Column 2, Check Your Learning, paragraph 1

Original Text: "At the end of the day, check student understanding of forces acting on an object by having students answer these questions."

Updated Text: "At the end of the day, check student understanding of jet streams by having students answer these questions."

Component: *HMH Into Science Texas Teacher Guide Grade 8*

ISBN: 9780358841616

Link to Current Content:
[View Current Content](#)

Current Page Number(s): p. 371

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 2079 of 3538

Location: Column 1, Check Your Learning, paragraph 1

Original Text: "At the end of the day, check student understanding of forces acting on an object by having students answer these questions."

Updated Text: "At the end of the day, check student understanding of weather systems and weather prediction by having students answer these questions."

Component: *HMH Into Science Texas Teacher Guide Grade 8*

ISBN: 9780358841616

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 358

Location: Column 1, Preview Lesson Vocabulary, first image

Original Text: Image pointers A and B.

Vocabulary listed: "[A] polar vortex: ... [B] effect on jet stream: ... "

Updated Text: Image pointers B and A.

Vocabulary listed: "[A] effect on jet stream: ... [B] polar vortex: ... "

Component: *HMH Into Science Texas Teacher Guide Grade 8*

ISBN: 9780358841616

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 360

Location: Column 2, Students as Scientists

Original Text: "Students as Scientists: Encourage students to research ... back to Europe."

Updated Text: "Students as Scientists: Encourage students to research ... back to Europe. Students may also discover that around the horse latitudes ships would stall for long periods of time. Legend says sailors would sometimes throw horses overboard to conserve water, which gave the horse latitudes their name."

Component: *HMH Into Science Texas Student License Digital Grade 8*

ISBN: 9780358860686

Link to Current Content:

[View Current Content](#)

Current Page Number(s): TEKS Lesson 8.10.B, Exploration 3, Screen 2

Location: ANALYZE interactivity, question text

Original Text: "ANALYZE: Explore the jet stream video. Which of the following explain how energy flows through the atmosphere?"

Updated Text: "ANALYZE: Which of the following explain how energy flows through the atmosphere?"

Component: *HMH Into Science Texas Teacher Guide Grade 8*

ISBN: 9780358841616

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 366

Location: Column 2, Air Masses, ANALYZE, question text

Original Text: "ANALYZE: Explore the jet stream video. Which of the following explain how energy flows through the atmosphere?"

Updated Text: "ANALYZE: Which of the following explain how energy flows through the atmosphere?"

Component: *HMH Into Science Texas Teacher Guide Grade 8*

ISBN: 9780358841616

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 386

Location: Column 2, Differentiation: Challenge, sentence 2

Original Text: "How is the damage potential for a category 2 hurricane different than the damage potential for a category 1 hurricane?"

Updated Text: "How are the wind speeds of a category 2 hurricane different than the wind speeds of a category 1 hurricane?"

Component: *HMH Into Science Texas Student Activity Guide Print Consumable Grade 8*

ISBN: 9780358861713

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 253

Location: Top of page, below Can You Explain It?

Original Text: "Observe the picture of the track of Hurricane Harvey as it headed toward Texas in 2017."

Updated Text: "In your digital Interactive Lesson, observe the satellite time-lapse video of the track of Hurricane Harvey as it headed toward Texas in 2017."

Component: *HMH Into Science Texas Teacher Guide Grade 8*

ISBN: 9780358841616

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 387

Location: Column 2, Wind and Rain Cause Heavy Damage, DISCUSS, question and answer

Original Text: "DISCUSS: Have you, or someone you know, experienced a hurricane? How did it affect you or the person you know?"

Updated Text: N/A

Component: *HMH Into Science Texas Student License Digital Grade 8*

ISBN: 9780358860686

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 2081 of 3538

Link to Current Content:
[View Current Content](#)

Current Page Number(s): TEKS Lesson 8.10.C, Exploration 1, Screen 4

Location: DISCUSS interactivity

Original Text: "DISCUSS: Have you, or someone you know, experienced a hurricane? How did it affect you or the person you know?"

Updated Text: N/A

Component: *HMH Into Science Texas Student License Digital Grade 8*

ISBN: 9780358860686

Link to Current Content:
[View Current Content](#)

Current Page Number(s): TEKS Lesson 8.10.C, Exploration 1, Screen 5

Location: EXPLAIN interactivity, answer options

Original Text: "EXPLAIN: How can hurricanes that make landfall negatively affect people? Select all that apply.
A. People can lose their possessions.
B. People can be left without a place to live."

Updated Text: "EXPLAIN: ... apply.
A. Homes and personal belongings may be damaged.
B. Roads may flood and disrupt transportation."

Component: *HMH Into Science Texas Teacher Guide Grade 8*

ISBN: 9780358841616

Link to Current Content:
[View Current Content](#)

Current Page Number(s): p. 388

Location: Column 1, Check Your Learning, EXPLAIN, answers

Original Text: "EXPLAIN: How can hurricanes that make landfall negatively affect people? Select all that apply.
A. People can lose their possessions.
B. People can be left without a place to live."

Updated Text: "EXPLAIN: ... apply.
A. Homes and personal belongings may be damaged.
B. Roads may flood and disrupt transportation."

Component: *HMH Into Science Texas Teacher Guide Grade 8*

ISBN: 9780358841616

Link to Current Content:
[View Current Content](#)

Current Page Number(s): p. 389

Location: after Explain interaction

Original Text: N/A

Updated Text: "DESCRIBE: How do ocean currents and air masses interact to produce typhoons?
[answer] Warm ocean currents transfer energy and water to cooler air. This warm, moist air rises and condenses to form clouds, causing a drop in air pressure. Cooler air from high pressure areas moves toward the low pressure area. The process continues to increase the size of the clouds."

Component: *HMH Into Science Texas Student Activity Guide Print Consumable Grade 8*

ISBN: 9780358861713

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 265

Location: Top of page, below lab title

Original Text: "In this lab, you will compare the properties of three different materials."

Updated Text: "In this lab, you will observe how ancient carbon can be released back into the atmosphere by a simple chemical reaction."

Component: *HMH Into Science Texas Teacher Guide Grade 8*

ISBN: 9780358841616

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 413

Location: after Make Informed Decisions

Original Text: N/A

Updated Text: "EVALUATE: Evaluate the evidence you each gathered and the solution you are proposing by completing this checklist.

I used multiple appropriate sources.

My sources are accurate and credible.

My solution is cost-effective.

My solution reduces carbon in the atmosphere."

Component: *HMH Into Science Texas Teacher Guide Grade 8*

ISBN: 9780358841616

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 429

Location: Lesson Map, Day 4: Exploration 3 title

Original Text: "Describing the Effects of an Meteor Impact"

Updated Text: "Describing the Effects of an Asteroid Impact"

Component: *HMH Into Science Texas Teacher Guide Grade 8*

ISBN: 9780358841616

Link to Current Content:
[View Current Content](#)

Current Page Number(s): p. 441

Location: Column 1, Support for Student Answers, between Step 2 and Step 6

Original Text: N/A

Updated Text: "STEP 4: Use the data table to record the temperature of the air in each bottle before you start and then every minute for 15 minutes. Use the table to record your data.
[answer] All bottles will start at the same temperature. Both in and out of direct sunlight, the temperature increase for covered bottles will be higher than it is for uncovered bottles. "

Component: *HMH Into Science Texas Teacher Guide Grade 8*

ISBN: 9780358841616

Link to Current Content:
[View Current Content](#)

Current Page Number(s): p. 449

Location: Column 2, image

Original Text: Image of map of ocean currents

Updated Text: Image of single convection pattern in a container

Component: *HMH Into Science Texas Teacher Guide Grade 8*

ISBN: 9780358841616

Link to Current Content:
[View Current Content](#)

Current Page Number(s): p. 495

Location: Column 2, Students as Scientists, sentence 2

Original Text: "Perhaps they track their grades, their schedule at their after-school job, or the days they work out each week."

Updated Text: "Perhaps they track their grades or their schedule for the week."

Component: *HMH Into Science Texas Teacher Guide Grade 8*

ISBN: 9780358841616

Link to Current Content:
[View Current Content](#)

Current Page Number(s): p. 504

Location: Column 1, Differentiation: Challenge, sentence 1

Original Text: "Students who have spent a summer in most parts of Texas are familiar with the loud chorus of cicadas..."

Updated Text: "Students who have spent a summer in most parts of Texas may be familiar with the loud chorus of cicadas..."

Component: *HMH Into Science Texas Teacher Guide Grade 8*

ISBN: 9780358841616

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 2084 of 3538

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 510

Location: Column 1, ADD Practice Question 5

Original Text: N/A

Updated Text: "5. Great horned owls eat rodents. If people use poison to kill unwanted rodents, how would this affect the transfer of energy in a food web that includes rodents and owls?

[answer] A. There would be less energy transferred from the rodent population to the owl population."

Component: *HMH Into Science Texas Student License Digital Grade 8*

ISBN: 9780358860686

Link to Current Content:

[View Current Content](#)

Current Page Number(s): TEKS Lesson 8.12.A, Exploration 1, Screen 1

Location: Apply, correct and incorrect feedback

Original Text: "...both biotic and abiotic groups in an area."

Updated Text: "...both biotic and abiotic factors in an area."

Component: *HMH Into Science Texas Student License Digital Grade 8*

ISBN: 9780358860686

Link to Current Content:

[View Current Content](#)

Current Page Number(s): TEKS Lesson 8.12.A, Exploration 3, Screen 2

Location: Procedure, Step 5

Original Text: "Add this data to the Starting Number of Wolves..."

Updated Text: "Add five to the ending number of wolves from the previous year, and then add this data to the Starting Number of Wolves..."

Component: *HMH Into Science Texas Student License Digital Grade 8*

ISBN: 9780358860686

Link to Current Content:

[View Current Content](#)

Current Page Number(s): TEKS Lesson 8.12.A, Exploration 2, Screen 8

Location: first paragraph, sentences 1-2

Original Text: "This table again shows the average number of bull sharks that were caught at each site on Shark River. It also shows the average number of big bull sharks caught at these three sites."

Updated Text: "This table again shows the average number of juvenile bull sharks that were caught at each site on Shark River. It also shows the average number of adult predator sharks caught at these three sites."

Component: *HMH Into Science Texas Student License Digital Grade 8*

ISBN: 9780358860686

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 2085 of 3538

Link to Current Content:

[View Current Content](#)

Current Page Number(s): TEKS Lesson 8.12.A, Exploration 2, Screen 8

Location: chart title

Original Text: "Average Number of Bull Sharks and predator bull Sharks Caught at Three Sites"

Updated Text: "Average Number of Juvenile Bull Sharks and Adult Predator Sharks Caught at Three Sites"

Component: *HMH Into Science Texas Student License Digital Grade 8*

ISBN: 9780358860686

Link to Current Content:

[View Current Content](#)

Current Page Number(s): TEKS Lesson 8.12.A, Exploration 2, Screen 8

Location: chart, column 2 title

Original Text: "Average number of bull sharks caught"

Updated Text: "Average number of juvenile bull sharks caught"

Component: *HMH Into Science Texas Student License Digital Grade 8*

ISBN: 9780358860686

Link to Current Content:

[View Current Content](#)

Current Page Number(s): TEKS Lesson 8.12.A, Exploration 2, Screen 8

Location: chart, column 3 title

Original Text: "Average number of predator bull sharks caught"

Updated Text: "Average number of adult predator sharks caught"

Component: *HMH Into Science Texas Student License Digital Grade 8*

ISBN: 9780358860686

Link to Current Content:

[View Current Content](#)

Current Page Number(s): TEKS Lesson 8.12.A, Exploration 2, Screen 8

Location: graph title

Original Text: "Average Number of Bull Sharks and Predator Bull Sharks Caught at Each Study Site"

Updated Text: "Average Number of Juvenile Bull Sharks and Adult Predator Sharks Caught at Each Study Site"

Component: *HMH Into Science Texas Student License Digital Grade 8*

ISBN: 9780358860686

Link to Current Content:

[View Current Content](#)

Current Page Number(s): TEKS Lesson 8.12.A, Exploration 2, Screen 8

Location: graph legend

Original Text: In the legend, maroon is "Bull Sharks" and yellow is "Predator Bull Sharks".

Updated Text: In the legend, maroon is "Juvenile Bull Sharks" and yellow is "Adult Predator Sharks".

Component: *HMH Into Science Texas Student License Digital Grade 8*

ISBN: 9780358860686

Link to Current Content:

[View Current Content](#)

Current Page Number(s): TEKS Lesson 8.12.A, Exploration 2, Screen 8

Location: second paragraph

Original Text: "Consider these data, along with the information the scientists shared about big sharks that sometimes eat baby and juvenile sharks, to help construct an explanation for where bull sharks are found."

Updated Text: "Consider these data, along with the information the scientists shared about adult predator sharks that sometimes eat baby and juvenile bull sharks, to help construct an explanation for where bull sharks are found."

Component: *HMH Into Science Texas Student License Digital Grade 8*

ISBN: 9780358860686

Link to Current Content:

[View Current Content](#)

Current Page Number(s): TEKS Lesson 8.12.A, Exploration 2, Screen 8

Location: Analyze, question text, sentences 1-4

Original Text: "The most predator bull sharks were found at the River Mouth site. No predator bull sharks were found at the two sites that are farthest from the ocean. The fewest bull sharks were found at the River Mouth site. Therefore, the number of predator bull sharks does seem like an important factor in where bull sharks are found."

Updated Text: "The most adult predator sharks were found at the River Mouth site. No adult predator sharks were found at the two sites that are farthest from the ocean. The fewest juvenile bull sharks were found at the River Mouth site. Therefore, the number of adult predator sharks does seem like an important factor in where juvenile bull sharks are found."

Component: *HMH Into Science Texas Student License Digital Grade 8*

ISBN: 9780358860686

Link to Current Content:

[View Current Content](#)

Current Page Number(s): TEKS Lesson 8.12.A, Exploration 2, Screen 8

Location: Analyze, incorrect feedback

Original Text: "The most predator bull sharks occur at the River Mouth site. This is also where the fewest number of bull sharks were captured."

Updated Text: "The most adult predator sharks occur at the River Mouth site. This is also where the fewest number of juvenile bull sharks were captured."

Component: *HMH Into Science Texas Student License Digital Grade 8*

ISBN: 9780358860686

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 2087 of 3538

Link to Current Content:
[View Current Content](#)

Current Page Number(s): TEKS Lesson 8.12.A, Exploration 2, Screen 8

Location: Discuss, question text, sentences 1-2

Original Text: "With a partner or small group, discuss what might happen if the population of predator bull sharks in this area increased. How might this affect where the bull sharks spend their time?"

Updated Text: "With a partner or small group, discuss what might happen if the population of adult predator sharks in this area increased. How might this affect where the juvenile bull sharks spend their time?"

Component: *HMH Into Science Texas Student License Digital Grade 8*

ISBN: 9780358860686

Link to Current Content:
[View Current Content](#)

Current Page Number(s): TEKS Lesson 8.12.A, Exploration 2, Screen 9

Location: Identify, Correct feedback

Original Text: "There was a pattern of fewer bull sharks being caught in areas with more big sharks, which are predators. Also, more bull sharks were caught in areas with no big sharks present."

Updated Text: "There was a pattern of fewer juvenile bull sharks being caught in areas with more big sharks, which are predators. Also, more juvenile bull sharks were caught in areas with no big sharks present."

Component: *HMH Into Science Texas Teacher Guide Grade 8*

ISBN: 9780358841616

Link to Current Content:
[View Current Content](#)

Current Page Number(s): p. 497

Location: Column 1, Discuss, Sample answer

Original Text: "Sample answer: If predator bull sharks started spending more time upstream, they would likely feed on more bull sharks. This would leave less habitat for the bull sharks and would cause their population to decrease. A decrease in the bull shark population would mean a decrease in prey for predator bull sharks."

Updated Text: "Sample answer: If adult predator sharks started spending more time upstream, they would likely feed on more juvenile bull sharks. This would leave less habitat for the juvenile bull sharks and would cause their population to decrease. A decrease in the juvenile bull shark population would mean a decrease in prey for adult predator sharks."

Component: *HMH Into Science Texas Student License Digital Grade 8*

ISBN: 9780358860686

Link to Current Content:
[View Current Content](#)

Current Page Number(s): TEKS Lesson 8.12.A, Exploration 1, Screen 6

Location: Explain, question text, sentence 3

Original Text: "When a bobcat eats a prairie dog, [energy/matter/energy and matter] are transferred from the prairie dog to the bobcat."

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 2088 of 3538

Updated Text: "When a bobcat eats a prairie dog, [energy is/matter is/energy and matter are] transferred from the prairie dog to the bobcat."

Component: *HMH Into Science Texas Student License Digital Grade 8*

ISBN: 9780358860686

Link to Current Content:

[View Current Content](#)

Current Page Number(s): TEKS Lesson 8.12.A, Evaluate, Screen 1

Location: Summarize, question text, sentence 1

Original Text: "An ecosystem is a community of organisms and their abiotic, or nonliving, environment."

Updated Text: "A(n) ecosystem is a community of organisms and their abiotic, or nonliving, environment."

Component: *HMH Into Science Texas Student Activity Guide Print Consumable Grade 8*

ISBN: 9780358861713

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 328

Location: Bottom of page, Step 5

Original Text: "Add this data to the Starting Number of Wolves..."

Updated Text: "Add five to the ending number of wolves from the previous year, and then add this data to the Starting Number of Wolves..."

Component: *HMH Into Science Texas Teacher Guide Grade 8*

ISBN: 9780358841616

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 497

Location: Column 1, Analyze, question text, sentences 1-5

Original Text: "The most predator bull sharks were found at the River Mouth site. No predator bull sharks were found at the two sites that are farthest from the ocean. The fewest bull sharks were found at the River Mouth site. Therefore, the number of predator bull sharks does seem like an important factor in where bull sharks are found."

Updated Text: "The most adult predator sharks were found at the River Mouth site. No adult predator sharks were found at the two sites that are farthest from the ocean. The fewest juvenile bull sharks were found at the River Mouth site. Therefore, the number of adult predator sharks does seem like an important factor in where juvenile bull sharks are found."

Component: *HMH Into Science Texas Teacher Guide Grade 8*

ISBN: 9780358841616

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 497

Location: Column 1, Discuss, question text, sentences 1-3

Original Text: "With a partner or small group, discuss what might happen if the population of predator bull sharks in this area increased. How might this affect where the bull sharks spend their time?"

Updated Text: "With a partner or small group, discuss what might happen if the population of adult predator sharks in this area increased. How might this affect where the juvenile bull sharks spend their time?"

Component: *HMH Into Science Texas Teacher Guide Grade 8*

ISBN: 9780358841616

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 521

Location: Column 2, graph. labels

Original Text: N/A

Updated Text: [title label] "Population Size over Time".

[y-axis label] "Population Size".

Component: *HMH Into Science Texas Teacher Guide Grade 8*

ISBN: 9780358841616

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 525

Location: Column 2, Explain, question text, sentence 2

Original Text: "A large wildfire that removes all the plants and animals from an area is an example of secondary succession."

Updated Text: "A large wildfire that removes all the plants and animals from an area would cause secondary succession."

Component: *HMH Into Science Texas Teacher Guide Grade 8*

ISBN: 9780358841616

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 534

Location: Column 1, Step 2

Original Text: "STEP 2: Describe the sequential order of how an ecosystem changes over time during primary succession. Sample answer: Pioneer species are first to arrive in a disturbed area. These include lichens and mosses, which can grow on rock, concrete, or asphalt and break down those materials. Then, small plants like ferns, grasses, and wildflowers can live in the small pockets of soil created by the lichens and mosses. Grasses and wildflowers give way to shrubs and eventually to trees. Insects and small animals such as birds and rodents appear first with the grasses, and larger animals appear later, with the largest animals and predators appearing last."

Updated Text: N/A

Component: *HMH Into Science Texas Teacher Guide Grade 8*

ISBN: 9780358841616

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 2090 of 3538

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 537

Location: Column 1, Support for student answers, #1 image caption

Original Text: N/A

Updated Text: "As a glacier retreats, it leaves behind exposed rocks."

Component: *HMH Into Science Texas Student License Digital Grade 8*

ISBN: 9780358860686

Link to Current Content:

[View Current Content](#)

Current Page Number(s): TEKS Lesson 8.12.B, Exploration 2, Screen 3

Location: Drop Down interactivity, Explain, correct feedback

Original Text: "Wildfires do not destroy the soil, so they are examples of secondary succession."

Updated Text: "Wildfires do not destroy the soil, so they cause secondary succession."

Component: *HMH Into Science Texas Student License Digital Grade 8*

ISBN: 9780358860686

Link to Current Content:

[View Current Content](#)

Current Page Number(s): TEKS Lesson 8.12.B, Evaluate, Screen 2

Location: Can You Explain it?

Original Text: N/A

Updated Text: Image of the climax community at Mount St. Helens

Component: *HMH Into Science Texas Student License Digital Grade 8*

ISBN: 9780358860686

Link to Current Content:

[View Current Content](#)

Current Page Number(s): TEKS Lesson 8.12.B, Exploration 1, Screen 3

Location: graph, labels

Original Text: [title] N/A

[y-axis label] "Species"

Updated Text: [title] "Population Size over Time".

[y-axis label] "Population Size".

Component: *HMH Into Science Texas Student License Digital Grade 8*

ISBN: 9780358860686

Link to Current Content:

[View Current Content](#)

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 2091 of 3538

Current Page Number(s): TEKS Lesson 8.12.B, Exploration 2, Screen 3

Location: Drop Down interactivity, Explain, question text, sentence 1

Original Text: "A large wildfire that removes all the plants and animals from an area is an example of secondary succession."

Updated Text: "A large wildfire that removes all the plants and animals from an area would cause secondary succession."

Component: *HMH Into Science Texas Teacher Guide Grade 8*

ISBN: 9780358841616

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 539

Location: Lesson Map, Exploration 1

Original Text: "Measuring Biodiversity"

Updated Text: N/A

Component: *HMH Into Science Texas Teacher Guide Grade 8*

ISBN: 9780358841616

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 539

Location: Lesson Map, Exploration 3

Original Text: "Measure Plant Biodiversity"

Updated Text: N/A

Component: *HMH Into Science Texas Teacher Guide Grade 8*

ISBN: 9780358841616

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 556

Location: Column 2, Check Your Learning, sentence 1

Original Text: "At the end of the day, check student understanding of forces acting on an object by having students answer these questions."

Updated Text: "At the end of the day, check student understanding of how biodiversity relates to the stability of an ecosystem by having students answer these questions."

Component: *HMH Into Science Texas Teacher Guide Grade 8*

ISBN: 9780358841616

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 557

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 2092 of 3538

Location: Column 2, Setup

Original Text: N/A

Updated Text: "In quadrat sampling, scientists estimate the biotic or abiotic factors within a square or rectangular frame (the quadrat). Several quadrats are evaluated in an area to provide an overall understanding of the environmental factors in an area.

Quadrats can be square or rectangular frames made out of available material (plastic, wood, wire, cardboard). Quadrats should be big enough to capture detail in the environment students will investigate, but not so large that students will be unable to collect all the data within the given time."

Component: *HMH Into Science Texas Teacher Guide Grade 8*

ISBN: 9780358841616

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 557

Location: Column 2, Setup, bullet 2

Original Text: "Small diameter sticks taped together at the ends"

Updated Text: "[bullet] Small-diameter sticks or wooden dowels that are taped or tied together at the ends [bullet] Cut out a cardboard frame, or tape pieces of cardboard together"

Component: *HMH Into Science Texas Teacher Guide Grade 8*

ISBN: 9780358841616

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 558

Location: Column 1, Hands-On Lab Facilitation, bullet 1, sentence 3

Original Text: "By the end of the lab, students will thus have observed a total of 10 quadrats (5 in each site)."

Updated Text: "Class data will be combined. By the end of the lab, students should have data for a total of ten quadrats, five from each site."

Component: *HMH Into Science Texas Teacher Guide Grade 8*

ISBN: 9780358841616

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 558

Location: Hands-On Lab Scoring Criteria, bullet 1

Original Text: "Student observed a total of 10 quadrats (5 in each randomly selected observation site)."

Updated Text: "Student observed five quadrats in their sample area."

Component: *HMH Into Science Texas Teacher Guide Grade 8*

ISBN: 9780358841616

Link to Current Content:
[View Current Content](#)

Current Page Number(s): p. 561

Location: Column 1, Step 6, sample answer, sentences 1-5

Original Text: "Sample answer: Criteria might include: Must increase biodiversity by a set amount. Constraints might include: Must be affordable. Must not introduce invasive species."

Updated Text: "Sample answer: Criteria: add biodiversity, attract birds and pollinators, involve volunteer organizations; Constraints: must not introduce invasive species, must not need continued support after implementation, must not cost more than \$1000"

Component: *HMH Into Science Texas Teacher Guide Grade 8*

ISBN: 9780358841616

Link to Current Content:
[View Current Content](#)

Current Page Number(s): p. 561

Location: Column 1, Step 8, sample answer, sentences 1-2

Original Text: "Sample answer: The best solution will meet all of the criteria and constraints."

Updated Text: "Sample answer: The best solution will meet all of the constraints and perform well against the criteria."

Component: *HMH Into Science Texas Teacher Guide Grade 8*

ISBN: 9780358841616

Link to Current Content:
[View Current Content](#)

Current Page Number(s): p. 564

Location: Column 2, Collaborate

Original Text: "With a group, propose a restoration project in your community. Take on the role of the restoration ecologists planning and carrying out the work. Develop a short presentation of your proposal. Include an explanation for how the project would positively affect biodiversity in the area."

Updated Text: "With a group, explore resources, such as libraries, the Internet, and professional restoration ecologists, to investigate this STEM career further. Then, propose a restoration project in your community. Take on the role of the restoration ecologists planning and carrying out the work. Develop a short presentation of your proposal. Include an explanation for how the project would positively affect biodiversity in the area."

Component: *HMH Into Science Texas Teacher Guide Grade 8*

ISBN: 9780358841616

Link to Current Content:
[View Current Content](#)

Current Page Number(s): p. 560

Location: Column 1, Step 1

Original Text: "Draw a diagram of the ecosystem your class investigated. Label the parts of the system, and label areas of higher plant biodiversity and areas of lower plant biodiversity."

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 2094 of 3538

Updated Text: "Here or on a separate sheet of paper, use the data you collected to construct a map of the area your class investigated. Label the parts of the ecosystem, and label areas of higher plant biodiversity and areas of lower plant biodiversity."

Component: *HMH Into Science Texas Student Activity Guide Print Consumable Grade 8*

ISBN: 9780358861713

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 370

Location: Step 1

Original Text: "Draw a diagram of the ecosystem your class investigated. Label the parts of the system, and label areas of higher plant biodiversity and areas of lower plant biodiversity."

Updated Text: "Use the data you collected to construct a map of the area your class investigated. Label the parts of the ecosystem, and label areas of higher plant biodiversity and areas of lower plant biodiversity."

Component: *HMH Into Science Texas Teacher Guide Grade 8*

ISBN: 9780358841616

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 632

Location: Column 1, Gather Data, sample answer, Sentence 3

Original Text: "Students understand that particular adaptations were naturally selected for among the polar bear population because they gave polar bears an improved opportunity to survive and reproduce."

Updated Text: N/A

Component: *HMH Into Science Texas Teacher Guide Grade 8*

ISBN: 9780358841616

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 638

Location: Column 1, Gather Data, sample answer, Sentences 2–3

Original Text: "Students understand that lighter fur color was an advantage for survival and reproduction in the Arctic. The shift from brown to white fur in the population took place over many generations."

Updated Text: N/A

Component: *HMH Into Science Texas Teacher Guide Grade 8*

ISBN: 9780358841616

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 639

Location: Column 1, bottom of column after Check Student Understanding

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 2095 of 3538

Original Text: N/A

Updated Text: "STEP 2: Identify your organism and describe at least three of its adaptations. Identify whether each adaptation is structural, behavioral, or physiological.

Sample answer: My organism is a skunk. It has scent glands that produce a foul-smelling liquid (physiological), it sprays the liquid onto potential predators (behavioral), and it has a white stripe of fur down its back (structural)."

Component: *HMH Into Science Texas Teacher Guide Grade 8*

ISBN: 9780358841616

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 642

Location: Column 2, Research

Original Text: "Research population genetics. Create an infographic that explains this field and highlights five skills or subdisciplines that researchers may use in population genetics, such as mathematical modeling."

Updated Text: "Explore the Internet or library or talk to a professional in the field to investigate population genetics as a career. Create an infographic that explains this field and highlights five skills or subdisciplines that population geneticists might use, such as mathematical modeling."

Component: *HMH Into Science Texas Student Activity Guide Print Consumable Grade 8*

ISBN: 9780358861713

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 423

Location: Middle of page, left column, below polar bear photo

Original Text: "The polar bear has adaptations that help it swim in icy water and stay camouflaged in the Arctic environment."

Updated Text: "This polar bear navigates the floating ice and cold water."

Component: *HMH Into Science Texas Student Activity Guide Print Consumable Grade 8*

ISBN: 9780358861713

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 425

Location: Middle of page, left column, last term

Original Text: psychological

Updated Text: physiological

Component: *HMH Into Science Texas Student Activity Guide Print Consumable Grade 8*

ISBN: 9780358861713

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 435

Location: Top half of page, left column, below polar bear photo

Original Text: "The polar bear has adaptations that help it swim in icy water and stay camouflaged in the Arctic environment."

Updated Text: "This polar bear navigates the floating ice and cold water."

Component: *HMH Into Science Texas Student Activity Guide Print Consumable Grade 8*

ISBN: 9780358861713

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 432

Location: Step 9

Original Text: "Using each group in the class as a "trial," find the AVERAGE number of food pieces eaten for each beak type in the class. Record your data in the table."

Updated Text: "Gather data from each group in your class about how much of each type of food each beak type ate. On a separate sheet of paper, construct a table to record these data. Data from each group can be considered a trial that repeats an investigation. Then, find and record the AVERAGE number of food pieces eaten for each beak type in the class."

Component: *HMH Into Science Texas Student Activity Guide Print Consumable Grade 8*

ISBN: 9780358861713

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 432

Location: after Step 9

Original Text: beak type data table

Updated Text: N/A

Component: *HMH Into Science Texas Teacher Guide Grade 8*

ISBN: 9780358841616

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 111

Location: Column 1, "Differentiation: Extra Support" add new sentence to end of paragraph.

Original Text: content added to end of paragraph, no existing content changed.

Updated Text: Note, in this demonstration, and others like the vinegar and baking soda example in the lesson phenomenon, you may observe an apparent mass decrease due to buoyancy effects on the gas captured in the balloon.

Component: *HMH Into Science Texas Teacher Guide Grade 8*

ISBN: 9780358841616

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 112

Location: Column 1, Differentiation: Extra Support

Original Text: "... A balloon is needed to collect the gas that forms."

Updated Text: "... A balloon is needed to collect the gas that forms. Note, in this demonstration, and others like the vinegar and baking soda example in the lesson phenomenon, you may observe an apparent mass decrease due to buoyancy effects on the gas captured in the balloon."

Publisher: Kiddom

Science, Grade 8

Program: *OpenSciEd 8th grade Science powered by Kiddom - Online and Print: TEKS*

Component: *OpenSciEd 8th grade Science powered by Kiddom - Online and Print*

ISBN: 9781960634559

Link to Current Content:

[View Current Content](#)

Location: Omission: Assessment Opportunities: Throughout the lessons, teachers are provided "Assessment Opportunities". In this section, the lesson explains to teachers what to do if students don't understand the content. For example, in Lesson 7 Day 2 of Unit 8.1, the Assessment Opportunity explains how a teacher can help students revisit an investigation if they don't correctly answer Q3 or Q4. This guidance explains exactly what teachers should be listening for in student explanations and how to redirect students if there are gaps in student learning. These alternate activities are provided in most lessons to support teachers in recognizing barriers to student's conceptual development and always present ways to help students overcome these barriers

Please remember to go directly to this link, you must open the demo site first, then open the link above. Reminder of the directions are

here: <https://docs.google.com/document/d/1Mnoeon2e8Qry0vHft5JTjWjRH6OWxPoTcR1bXKoyOMs/edit?usp=sharing>

Link to Updated Content:

[View Updated Content](#)

Original Text: Omission: Assessment Opportunities: Throughout the lessons, teachers are provided "Assessment Opportunities". In this section, the lesson explains to teachers what to do if students don't understand the content. For example, in Lesson 7 Day 2 of Unit 8.1, the Assessment Opportunity explains how a teacher can help students revisit an investigation if they don't correctly answer Q3 or Q4. This guidance explains exactly what teachers should be listening for in student explanations and how to redirect students if there are gaps in student learning. These alternate activities are provided in most lessons to support teachers in recognizing barriers to student's conceptual development and always present ways to help students overcome these barriers

Please remember to go directly to this link, you must open the demo site first, then open the link above. Reminder of the directions are

here: <https://docs.google.com/document/d/1Mnoeon2e8Qry0vHft5JTjWjRH6OWxPoTcR1bXKoyOMs/edit?usp=sharing>

Updated Text: Omission: Assessment Opportunities: Throughout the lessons, teachers are provided "Assessment Opportunities". In this section, the lesson explains to teachers what to do if students don't understand the content. For example, in Lesson 7 Day 2 of Unit 8.1, the Assessment Opportunity explains how a teacher can help students revisit an investigation if they don't correctly answer Q3 or Q4. This guidance explains exactly what teachers should be listening for in student explanations and how to redirect students if there are gaps in student learning. These alternate activities are provided in most lessons to support teachers in recognizing barriers to student's conceptual development and always present ways to help students overcome these barriers

Please remember to go directly to this link, you must open the demo site first, then open the link above. Reminder of the directions are

here: <https://docs.google.com/document/d/1Mnoeon2e8Qry0vHft5JTjWjRH6OWxPoTcR1bXKoyOMs/edit?usp=sharing>

Component: *OpenSciEd 8th grade Science powered by Kiddom - Online and Print*

ISBN: 9781960634559

Link to Current Content:

[View Current Content](#)

Location: Re-review: New content added. Please include the following as evidence added to the Course Unit Storylines and Teacher Guides. Information from the following page is added as a resource for teachers as a guide in using the instructional model to accommodate multilingual learners. The following is a direct quote from the text to be added, "OpenSciEd Instructional Model:

The instructional routines that make up the OpenSciEd Instructional Model provide many scaffolded opportunities for multilingual students to practice talking in partners, small groups, and then finally as a whole class.

Activities include options for students to express their ideas in many ways, with an emphasis on students using both linguistic (e.g., talking and writing) and non-linguistic (e.g., drawing, graphing) resources to share their thinking."

<https://www.opensci.ed.org/multilingual-learners/>

Since this evidence shows teacher guidance for linguistic accommodations, the score should be changed from PM to M.

Link to Updated Content:

[View Updated Content](#)

Original Text: new content

Updated Text: Re-review: New content added. Please include the following as evidence added to the Course Unit Storylines and Teacher Guides. Information from the following page is added as a resource for teachers as a guide in using the instructional model to accommodate multilingual learners. The following is a direct quote from the text to be added, "OpenSciEd Instructional Model:

The instructional routines that make up the OpenSciEd Instructional Model provide many scaffolded opportunities for multilingual students to practice talking in partners, small groups, and then finally as a whole class.

Activities include options for students to express their ideas in many ways, with an emphasis on students using both linguistic (e.g., talking and writing) and non-linguistic (e.g., drawing, graphing) resources to share their thinking."

<https://www.opensciEd.org/multilingual-learners/>

https://docs.google.com/document/d/11p8XkqNpTseXO274Dg7JaDYDG7FgSV2tEK2kGn_38j8/edit#bookmark=id.its599174opd

Since this evidence shows teacher guidance for linguistic accommodations, the score should be changed from PM to M.

Component: *OpenSciEd 8th grade Science powered by Kiddom - Online and Print*

ISBN: 9781960634559

Link to Current Content:

[View Current Content](#)

Location: online

Link to Updated Content:

[View Updated Content](#)

Original Text: none

Updated Text: **Reference google slide presentation and show visuals to activate prior knowledge. Where did the energy in our launcher system come from, and after the collisions where did it go to? From Lesson 8**

Component: *OpenSciEd 8th grade Science powered by Kiddom - Online and Print*

ISBN: 9781960634559

Link to Current Content:

[View Current Content](#)

Location: online

Link to Updated Content:

[View Updated Content](#)

Original Text: new content

Updated Text: **Remove the word surprisingly**

Publisher: McGraw Hill

Science, Grade 8

Program: *McGraw Hill Texas Science, Grade 8: TEKS*

Component: *McGraw Hill Texas Science Grade 8 Write-In Print Student Edition*

ISBN: 9781265568641

Current Page Number(s): SEP 43

Location: Quick Launch, Collision Course, paragraph 1, after last sentence

Original Text: Record your observations.

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 2100 of 3538

Updated Text: Record your observations. Be sure to ask your teacher for clarification as needed.

Component: McGraw Hill Texas Science Grade 8 Write-In Print Student Edition

ISBN: 9781265568641

Current Page Number(s): SEP 22

Location: Quick Launch, Best Bridges, paragraph 1, after last sentence

Original Text: Record your observations.

Updated Text: Record your observations. Be sure to ask your teacher for clarification as needed.

Component: McGraw Hill Texas Science Grade 8 Write-In Print Student Edition

ISBN: 9781265568641

Current Page Number(s): SEP 32

Location: Quick Launch, With and Without, second paragraph, after last sentence

Original Text: Record your observations.

Updated Text: Record your observations. Be sure to ask your teacher for clarification as needed.

Component: McGraw Hill Texas Science Grade 8 Write-In Print Student Edition

ISBN: 9781265568641

Current Page Number(s): SEP 43

Location: Chapter TEKS Review, Question 2, sentence 2

Original Text: He left a piece of meat in an open jar, in a sealed jar, and in a gauze-covered jar.

Updated Text: He placed a piece of meat in three separate jars. One jar was open, one that was sealed, and one that was gauze-covered.

Component: McGraw Hill Texas Science Grade 8 Digital Teacher Edition

ISBN: 9781265567378

Current Page Number(s): 1

Location: Quick Launch: Collision Course, introduction paragraph, last sentence

Original Text: Record your observations.

Updated Text: Record your observations. Be sure to ask your teacher for clarification as needed.

Component: McGraw Hill Texas Science Grade 8 Digital Teacher Edition

ISBN: 9781265567378

Current Page Number(s): 1

Location: Quick Launch: Best Bridges, introduction paragraph, last sentence

Original Text: Record your observations.

Updated Text: Record your observations. Be sure to ask your teacher for clarification as needed.

Component: McGraw Hill Texas Science Grade 8 Write-In Print Student Edition

ISBN: 9781265568641

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 2101 of 3538

Current Page Number(s): 4

Location: Quick Launch: Model Matter, paragraph 1, last sentence

Original Text: Follow your teacher's instructions in this activity to explore how matter can be classified and how different types of matter can be modeled.

Updated Text: Follow your teacher's instructions in this activity to explore how matter can be classified and how different types of matter can be modeled. Be sure to ask your teacher for clarification as needed.

Component: McGraw Hill Texas Science Grade 8 Write-In Print Student Edition

ISBN: 9781265568641

Current Page Number(s): 6

Location: Under Elements, Infer question

Original Text: Why do you think that not all elements occur naturally?

Updated Text: Why do you think that some elements do not occur naturally?

Component: McGraw Hill Texas Science Grade 8 Write-In Print Student Edition

ISBN: 9781265568641

Current Page Number(s): 15

Location: Lesson 1.1 TEKS 8.6A Review, question 5, answer choice C

Original Text: 6 and 5

Updated Text: 5 and 6

Component: McGraw Hill Texas Science Grade 8 Write-In Print Student Edition

ISBN: 9781265568641

Current Page Number(s): 19

Location: Under Unseen Adhesion, Read the Diagram question, sentence 1

Original Text: Read the Diagram Using arrows, draw on the diagram the direction the water is moving in due to adhesion.

Updated Text: Read the Diagram Draw arrows on the diagram to show the direction the water is moving in due to adhesion.

Component: McGraw Hill Texas Science Grade 8 Write-In Print Student Edition

ISBN: 9781265568641

Current Page Number(s): 23

Location: Consider This! Paragraph 1, sentence 3

Original Text: Once you have written your explanation in your Science Notebook, discuss your choices with a classmate who has a different idea.

Updated Text: Once you have written your explanation in your Science Notebook, discuss your response with a classmate who has a different idea.

Component: McGraw Hill Texas Science Grade 8 Write-In Print Student Edition

ISBN: 9781265568641

Current Page Number(s): 26

Location: Quick Launch: Fizzy Fun, paragraph 1, last sentence

Original Text: Follow your teacher's instructions and record your observations.

Updated Text: Follow your teacher's instructions and record your observations. Be sure to ask your teacher for clarification as needed.

Component: McGraw Hill Texas Science Grade 8 Write-In Print Student Edition

ISBN: 9781265568641

Current Page Number(s): 36

Location: Quick Launch: Before and After the Mass, paragraph 1, last sentence

Original Text: Follow your teacher's instructions and record your observations.

Updated Text: Follow your teacher's instructions and record your observations. Be sure to ask your teacher for clarification as needed.

Component: McGraw Hill Texas Science Grade 8 Write-In Print Student Edition

ISBN: 9781265568641

Current Page Number(s): 37

Location: Page Keeley Science Probes, Plant in a Jar, introduction paragraph, sentences 2-4

Original Text: He posted two photos of his plant. One photo showed the plant when it was a small seedling inside the sealed jar. The other photo showed how the plant grew to the top of the jar.

Updated Text: He posted two images of his plant. One image showed the plant when it was a small seedling inside the sealed jar. The other image showed how the plant grew to the top of the jar.

Component: McGraw Hill Texas Science Grade 8 Digital Teacher Edition

ISBN: 9781265567378

Current Page Number(s): 4B

Location: Modeling Elements and Compounds, paragraph 2, last sentence

Original Text: Using hard spheres of varying sizes is a useful way to model elements and compounds.

Updated Text: Scientists use hard spheres of varying sizes to model elements and compounds.

Component: McGraw Hill Texas Science Grade 8 Digital Teacher Edition

ISBN: 9781265567378

Current Page Number(s): 19

Location: Life Science Connection, last sentence

Original Text: For example, the attractions of water in blood for dissolved nutrients like sugars help blood transport these substances throughout the body.

Updated Text: For example, blood contains water and dissolved nutrients like sugar. Attractions between the water molecules and these nutrients enables the blood to carry nutrients to all parts of the body.

Component: McGraw Hill Texas Science Grade 8 Digital Teacher Edition

ISBN: 9781265567378

Current Page Number(s): 19

Location: Interactive Word Wall Word Strategies, sentence 1

Original Text: Explain that the prefix co- means with and the prefix ad- means toward.

Updated Text: Explain that the prefix co- means "with" and the prefix ad- means "toward."

Component: McGraw Hill Texas Science Grade 8 Digital Teacher Edition

ISBN: 9781265567378

Current Page Number(s): 21

Location: Exit Ticket, Test Time, first sentence

Original Text: What did you learn today that you think would be most likely to show up on an exam? Ask students what they think would be most likely to show up on an exam from today's lesson.

Updated Text: Ask students what they think would be most likely to show up on an exam from today's lesson.

Component: McGraw Hill Texas Science Grade 8 Digital Teacher Edition

ISBN: 9781265567378

Current Page Number(s): 25

Location: Lesson Review, after question 4

Original Text: D Incorrect Property is another word for characteristic. It has nothing to do with capillary action.

Dual Coded Develop explanations and propose solutions supported by data and models and consistent with scientific ideas, principles, and theories. TEKS 8.3A

Updated Text: D Incorrect Property is another word for characteristic. It has nothing to do with capillary action.

Component: McGraw Hill Texas Science Grade 8 Digital Teacher Edition

ISBN: 9781265567378

Current Page Number(s): 42

Location: Visual Literacy, Read the Diagram, paragraph 2, sentence 2

Original Text: To compare the total mass of reactants and products in the reaction of baking soda and vinegar.

Updated Text: to compare the total mass of the reactants and products in the reaction between baking soda and vinegar

Component: McGraw Hill Texas Science Grade 8 Digital Teacher Edition

ISBN: 9781265567378

Current Page Number(s): 45

Location: How to Balance, paragraph 3, last sentence

Original Text: Then have them disassemble their models and make the products.

Updated Text: Then have students disassemble their models and make the products.

Component: McGraw Hill Texas Science Grade 8 Digital Teacher Edition

ISBN: 9781265567378

Current Page Number(s): 49

Location: Lesson Review, question 4, after answer explanation D

Original Text: D Incorrect The production of a solid may occur during a chemical change. However, some physical changes like freezing also produce solids.

Dual Coded Ask questions and define problems based on observations or information from text, phenomena, models, or investigations. TEKS 8.1A

Updated Text: D Incorrect The production of a solid may occur during a chemical change. However, some physical changes like freezing also produce solids.

Component: McGraw Hill Texas Science Grade 8 Digital Teacher Edition

ISBN: 9781265567378

Current Page Number(s): 49

Location: Lesson Review, question 5, after answer explanation D

Original Text: D Correct The atoms present are sodium, oxygen, hydrogen, and carbon. DOK 3

Dual Coded Communicate explanations and solutions individually and collaboratively in a variety of settings and formats. TEKS 8.3B

Updated Text: D Correct The atoms present are sodium, oxygen, hydrogen, and carbon. DOK 3

Component: McGraw Hill Texas Science Grade 8 Digital Teacher Edition

ISBN: 9781265567378

Current Page Number(s): 49

Location: Lesson Review, question 6, Dual coded statement 1 and 2

Original Text: Dual Coded Ask questions and define problems based on observations or information from text, phenomena, models, or investigations. TEKS 8.1A

Develop explanations and propose solutions supported by data and models and consistent with scientific ideas, principles, and theories. TEKS 8.3A

Updated Text: Dual Coded Develop explanations and propose solutions supported by data and models and consistent with scientific ideas, principles, and theories. TEKS 8.3A

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 2105 of 3538

Component: McGraw Hill Texas Science Grade 8 Digital Teacher Edition

ISBN: 9781265567378

Current Page Number(s): 49

Location: Lesson Review, question 6, Dual coded, last statement

Original Text: Communicate explanations and solutions individually and collaboratively in a variety of settings and formats. TEKS 8.3B

Updated Text: Identify and investigate cause-and-effect relationships to explain scientific phenomena or analyze problems TEKS 8.5B

On the state assessment, students may be asked to develop and communicate explanations supported by data and models that are consistent with scientific principles. They may also be asked to identify cause-and-effect relationships to explain scientific phenomena.

Component: McGraw Hill Texas Science Grade 8 Digital Teacher Edition

ISBN: 9781265567378

Current Page Number(s): 51

Location: TEKS Review, question 2, after dual coded statements

Original Text: N/A

Updated Text: On the state assessment, students may be asked to collect data as evidence and use the data to develop an explanation consistent with scientific ideas.

Component: McGraw Hill Texas Science Grade 8 Digital Teacher Edition

ISBN: 9781265567378

Current Page Number(s): 53

Location: TEKS Review, question 5, after Dual coded statements

Original Text: N/A

Updated Text: On the state assessment, students may be asked to develop an explanation supported by models and consistent with scientific ideas.

Component: McGraw Hill Texas Science Grade 8 Digital Teacher Edition

ISBN: 9781265567378

Current Page Number(s): 1

Location: Quick Launch: Before and After the Mass, introduction paragraph, sentence 1

Original Text: Have you ever wondered what happens when you cook food?

Updated Text: Have you ever wondered what happens when food cooks?

Component: McGraw Hill Texas Science Grade 8 Write-In Print Student Edition

ISBN: 9781265568641

Current Page Number(s): 56

Location: Quick Launch: Keep the Beat, paragraph 1, last sentence

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 2106 of 3538

Original Text: Record your observations.

Updated Text: Record your observations. Be sure to ask your teacher for clarification as needed.

Component: McGraw Hill Texas Science Grade 8 Write-In Print Student Edition

ISBN: 9781265568641

Current Page Number(s): 73

Location: History Connection, paragraph 1, sentence 1

Original Text: Air bags are another safety feature that were designed using the laws of motion.

Updated Text: Vehicle air bags are another safety feature that were designed using the laws of motion.

Component: McGraw Hill Texas Science Grade 8 Write-In Print Student Edition

ISBN: 9781265568641

Current Page Number(s): 73

Location: Law Limitations, paragraph 1, sentence 3

Original Text: However, since most systems don't move that fast, these laws apply in most everyday situations.

Updated Text: However, since most systems don't move that quickly, these laws apply in most everyday situations.

Component: McGraw Hill Texas Science Grade 8 Write-In Print Student Edition

ISBN: 9781265568641

Current Page Number(s): 84

Location: Quick Launch: String Waves, paragraph 1, last sentence

Original Text: Follow your teacher's instructions and record your observations.

Updated Text: Follow your teacher's instructions and record your observations. Be sure to ask your teacher for clarification as needed.

Component: McGraw Hill Texas Science Grade 8 Write-In Print Student Edition

ISBN: 9781265568641

Current Page Number(s): 92

Location: Exploremagnetic Spectrum, paragraph 1, sentence 2

Original Text: These waves are classified by their wavelengths and frequencies in the electromagnetic spectrum.

Updated Text: These waves are classified by their wavelengths and frequencies on the electromagnetic spectrum.

Component: McGraw Hill Texas Science Grade 8 Write-In Print Student Edition

ISBN: 9781265568641

Current Page Number(s): 92

Location: Electromagnetic Spectrum, paragraph 1, sentence 5

Original Text: Out of the entire electromagnetic spectrum, visible light is the only wave that you can see with your eyes.

Updated Text: Out of the entire electromagnetic spectrum, visible light waves are the only EM waves that you can see with your eyes.

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 2107 of 3538

Component: McGraw Hill Texas Science Grade 8 Write-In Print Student Edition

ISBN: 9781265568641

Current Page Number(s): 92

Location: Amplitude, paragraph 1, sentence 3

Original Text: The brighter the light, the larger the amplitude, and the less bright the light, the smaller amplitude.

Updated Text: The brighter the light, the larger the amplitude, and the less bright the light, the smaller the amplitude.

Component: McGraw Hill Texas Science Grade 8 Write-In Print Student Edition

ISBN: 9781265568641

Current Page Number(s): 93

Location: Range of Wavelengths and Frequencies, paragraph 1, sentence 1

Original Text: It is important to note that each type of electromagnetic wave does not have one set wavelength or frequency but a range, as there are different types in each group.

Updated Text: It is important to note that each type of electromagnetic wave does not have one set wavelength or frequency, but a range, as there are different types in each group.

Component: McGraw Hill Texas Science Grade 8 Write-In Print Student Edition

ISBN: 9781265568641

Current Page Number(s): 93

Location: Apply It, Electromagnetic spectrum diagram

Original Text: Diagram shows the electromagnetic spectrum including the wavelength.

Updated Text: Remove color background behind wave pattern. Add "m" after each number

Component: McGraw Hill Texas Science Grade 8 Write-In Print Student Edition

ISBN: 9781265568641

Current Page Number(s): 100

Location: Infrared Observations, paragraph 1, sentence 6

Original Text: All objects in our universe emit some amount of infrared radiation, even an ice cube emits infrared radiation.

Updated Text: All objects in our universe emit some amount of infrared radiation; even an ice cube emits infrared radiation.

Component: McGraw Hill Texas Science Grade 8 Write-In Print Student Edition

ISBN: 9781265568641

Current Page Number(s): 100

Location: Infrared Observations, paragraph 1, sentence 7

Original Text: To aid in the detection of infrared radiation scientists use airborne telescopes, balloon payloads and space telescopes to learn more about our universe.

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Updated Text: To aid in the detection of infrared radiation scientists use airborne telescopes, balloon payloads, and space telescopes to learn more about our universe.

Component: McGraw Hill Texas Science Grade 8 Write-In Print Student Edition

ISBN: 9781265568641

Current Page Number(s): 100

Location: Temperature, paragraph 1, sentence 2

Original Text: In order to unlock the mysteries our universe holds like new planets, cooler stars, and nebulas, scientists study the infrared radiation waves emitted.

Updated Text: In order to unlock the mysteries our universe holds, such as new planets, cooler stars, and nebulas, scientists study the infrared radiation waves emitted.

Component: McGraw Hill Texas Science Grade 8 Write-In Print Student Edition

ISBN: 9781265568641

Current Page Number(s): 102

Location: Read the Diagram, visible light spectrum diagram.

Original Text: Diagram shows the electromagnetic spectrum including the wavelength.

Updated Text: Remove color background from behind the infrared and ultraviolet portions of the spectrum. Change wave to black with white outline.

Component: McGraw Hill Texas Science Grade 8 Write-In Print Student Edition

ISBN: 9781265568641

Current Page Number(s): 102

Location: Under X-ray Observations, Describe question

Original Text: Describe What makes X-ray astronomical observations different than infrared observations?

Updated Text: Describe What makes X-ray astronomical observations different from infrared observations?

Component: McGraw Hill Texas Science Grade 8 Write-In Print Student Edition

ISBN: 9781265568641

Current Page Number(s): 104

Location: STEM Connection, Focus on Technology, Explain question, sentence 4

Original Text: Discuss with a partner your evidence and reasoning.

Updated Text: Discuss your evidence and reasoning with a partner.

Component: McGraw Hill Texas Science Grade 8 Write-In Print Student Edition

ISBN: 9781265568641

Current Page Number(s): 105

Location: Radiation Therapy, paragraph 1, sentence 1

Original Text: Electromagnetic waves are not only used to see what is going on in the body, they are also used to help treat problems.

Updated Text: Electromagnetic waves are not only used to see what is going on in the body; they are also used to help treat problems.

Component: McGraw Hill Texas Science Grade 8 Write-In Print Student Edition

ISBN: 9781265568641

Current Page Number(s): 105

Location: Radiation Therapy, paragraph 1, sentence 5

Original Text: Each of these methods uses CT scans to either track or administer X-rays to patients.

Updated Text: Each of these methods uses CT scans to either track abnormal cells or administer X-rays to patients.

Component: McGraw Hill Texas Science Grade 8 Write-In Print Student Edition

ISBN: 9781265568641

Current Page Number(s): 110

Location: Lesson 3.2 TEKS 8.8B Review, question 3

Original Text: Explain How are X-rays used in both healthcare and in astronomical observations?

Updated Text: Explain How are X-rays used in both health care and in astronomical observations?

Component: McGraw Hill Texas Science Grade 8 Write-In Print Student Edition

ISBN: 9781265568641

Current Page Number(s): 111

Location: Lesson 3.2 TEKS 8.8B Review, question 4

Original Text: Select Which type of electromagnetic waves has the longest wavelength?

Updated Text: Select Which type of electromagnetic wave has the longest wavelength?

Component: McGraw Hill Texas Science Grade 8 Write-In Print Student Edition

ISBN: 9781265568641

Current Page Number(s): 113

Location: Chapter TEKS Review, question 2, sentence 2

Original Text: As frequency increases on a transverse wave, how does a wavelength change?

Updated Text: As frequency increases on a transverse wave, how does the wavelength change?

Component: McGraw Hill Texas Science Grade 8 Write-In Print Student Edition

ISBN: 9781265568641

Current Page Number(s): 114

Location: Chapter TEKS Review, question 3, answer choice D

Original Text: Different wavelengths provide the same information to cross check findings.

Updated Text: Different wavelengths provide the same information to cross-check findings.

Component: McGraw Hill Texas Science Grade 8 Write-In Print Student Edition

ISBN: 9781265568641

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 2110 of 3538

Current Page Number(s): 114

Location: Chapter TEKS Review, question 4, sentence 2

Original Text: X-ray telescopes are used to find cosmic objects that have what type of temperatures?

Updated Text: X-ray telescopes are used to find cosmic objects that have what type of temperature?

Component: McGraw Hill Texas Science Grade 8 Digital Teacher Edition

ISBN: 9781265567378

Current Page Number(s): 84B

Location: The Electromagnetic Spectrum, paragraph 1

Original Text: This section of the lesson addresses the following aspects of TEKS 8.8A. Including the electromagnetic spectrum.

Updated Text: This section of the lesson addresses the following aspects of TEKS 8.8A: Compare the characteristics of amplitude, frequency, and wavelength in transverse waves, including the electromagnetic spectrum.

Component: McGraw Hill Texas Science Grade 8 Digital Teacher Edition

ISBN: 9781265567378

Current Page Number(s): 84B

Location: Under The Electromagnetic Spectrum, diagram

Original Text: Diagram shows the electromagnetic spectrum including the wavelength.

Updated Text: Remove color background behind wave pattern. Add "m" after each number

Component: McGraw Hill Texas Science Grade 8 Digital Teacher Edition

ISBN: 9781265567378

Current Page Number(s): 84B

Location: Connect to the Big Idea, paragraph 1, sentence 4

Original Text: The waves that are that are used to record video footage of what a drone observes are electromagnetic waves.

Updated Text: The waves that are used to record video footage of what a drone observes are electromagnetic waves.

Component: McGraw Hill Texas Science Grade 8 Digital Teacher Edition

ISBN: 9781265567378

Current Page Number(s): 86

Location: Characteristics of Waves, Read the Diagram question, sample answer, sentence 1

Original Text: The raft starts at rest, the wave lifts the raft upward when it reaches the raft.

Updated Text: The raft starts at rest. When the wave reaches the raft, the wave lifts the raft upward.

Component: McGraw Hill Texas Science Grade 8 Digital Teacher Edition

ISBN: 9781265567378

Current Page Number(s): 86

Location: Characteristics of Waves, Read the Diagram question, sample answer, sentence 3

Original Text: The wave passes the raft and continues across the pool and the raft returns to its original position.

Updated Text: The wave passes the raft and continues across the pool, and the raft returns to its original position.

Component: McGraw Hill Texas Science Grade 8 Digital Teacher Edition

ISBN: 9781265567378

Current Page Number(s): 98B

Location: Connect to the Big Idea, paragraph 1, sentences 2 and 3

Original Text: Electromagnetic waves transfer different amounts of energy, which is dependent on their frequency.

Wireless devices, such as the drone in the chapter opener photo, often use multiple types of electromagnetic wave to gather and communicate information.

Updated Text: Electromagnetic waves transfer different amounts of energy, depending on their frequency. Wireless devices, such as the drone in the chapter opener photo, often use multiple types of electromagnetic waves to gather and communicate information.

Component: McGraw Hill Texas Science Grade 8 Digital Teacher Edition

ISBN: 9781265567378

Current Page Number(s): 101

Location: Infrared Observations, paragraph 4, sentence 1

Original Text: ASK: How is temperature related to variation in infrared? How is temperature related to variation in infrared?

Updated Text: ASK: How does an object's temperature relate to the type of infrared wave it emits?

Component: McGraw Hill Texas Science Grade 8 Digital Teacher Edition

ISBN: 9781265567378

Current Page Number(s): 102

Location: X-ray Observations, paragraph 1, sentence 2

Original Text: Remind them that we feel heat from infrared because of how it vibrates the molecules in our bodies, and X-ray waves do not interact with our molecules in the same way.

Updated Text: Remind them that we feel heat from infrared radiation because of how it vibrates the molecules in our bodies, and X-ray waves do not interact with our molecules in the same way.

Component: McGraw Hill Texas Science Grade 8 Digital Teacher Edition

ISBN: 9781265567378

Current Page Number(s): 103

Location: Ultraviolet Light, paragraph 2, sentence 3

Original Text: This means infrared has less energy and doesn't disrupt the DNA of a cell as UV light does.

Updated Text: This means infrared light has less energy and doesn't disrupt the DNA of a cell as UV light does.

Component: McGraw Hill Texas Science Grade 8 Digital Teacher Edition

ISBN: 9781265567378

Current Page Number(s): 113

Location: TEKS Review, question 1, dual coded statement

Original Text: Dual coded: examine and model the parts of a system and their interdependence in the function of the system

Updated Text: Dual Coded Examine and model the parts of a system and their interdependence in the function of the system.

Component: McGraw Hill Texas Science Grade 8 Digital Teacher Edition

ISBN: 9781265567378

Current Page Number(s): 1

Location: Quick Launch: String Waves, Data and Observations

Original Text: Data and Observations

Use the space below to record your ideas. Remember that diagrams and drawings can be useful tools for recording observations and making comparisons.

Updated Text: Data and Observations

Component: McGraw Hill Texas Science Grade 8 Digital Teacher Edition

ISBN: 9781265567378

Current Page Number(s): 1

Location: Quick Launch: Remote Connections, Data and Observations

Original Text: Data and Observations

Use the space below to record your ideas and observations.

Updated Text: Data and Observations

Component: McGraw Hill Texas Science Grade 8 Write-In Print Student Edition

ISBN: 9781265568641

Current Page Number(s): 118

Location: Quick Launch, Starry Night, paragraph 1, last sentence

Original Text: Record your observations.

Updated Text: Record your observations. Be sure to ask your teacher for clarification as needed.

Component: McGraw Hill Texas Science Grade 8 Write-In Print Student Edition

ISBN: 9781265568641

Current Page Number(s): 134

Location: Quick Launch, Cosmic Mail, paragraph 1

Original Text: Check out the video Home Address to see where we are in the universe.

Updated Text: Check out the video Home Address to see where we are located in the Milky Way galaxy.

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 2113 of 3538

Component: McGraw Hill Texas Science Grade 8 Write-In Print Student Edition

ISBN: 9781265568641

Current Page Number(s): 134

Location: Quick Launch, Cosmic Mail, paragraph 2, sentence 2

Original Text: Complete the Quick Launch to model the change you saw in the video to find out!

Updated Text: Complete the Quick Launch to model the phenomenon you saw in the video to find out!

Component: McGraw Hill Texas Science Grade 8 Write-In Print Student Edition

ISBN: 9781265568641

Current Page Number(s): 146

Location: Quick Launch, Moving Galaxies, paragraph 1, after last sentence

Original Text: Record your observations.

Updated Text: Record your observations. Be sure to ask your teacher for clarification as needed.

Component: McGraw Hill Texas Science Grade 8 Digital Teacher Edition

ISBN: 9781265567378

Current Page Number(s): 1

Location: Quick Launch: Starry Night, introduction paragraph, after last sentence

Original Text: Record your observations.

Updated Text: Record your observations. Be sure to ask your teacher for clarification as needed.

Component: McGraw Hill Texas Science Grade 8 Digital Teacher Edition

ISBN: 9781265567378

Current Page Number(s): 1

Location: Quick Launch: Moving Galaxies, introduction paragraph, after last sentence

Original Text: Record your observations.

Updated Text: Record your observations. Be sure to ask your teacher for clarification as needed.

Component: McGraw Hill Texas Science Grade 8 Digital Teacher Edition

ISBN: 9781265567378

Current Page Number(s): 1

Location: Quick Launch: Plan Your Vacation, introduction paragraph, sentence 1

Original Text: How do you think weather and climate differ from one another?

Updated Text: How do you think weather and climate differ?

Component: McGraw Hill Texas Science Grade 8 Write-In Print Student Edition

ISBN: 9781265568641

Current Page Number(s): 214

Location: Quick Launch: Carbon Exchange and Climate, paragraph 1, last sentence

Original Text: Record your observations.

Updated Text: Record your observations. Be sure to ask your teacher for clarification as needed.

Component: McGraw Hill Texas Science Grade 8 Write-In Print Student Edition

ISBN: 9781265568641

Current Page Number(s): 221

Location: STEM Connection, Focus on Math

Original Text: Let's investigate how the temperature was affected by a natural event: a large explosive volcanic eruption in the Philippines, Mount Pinatubo.

Updated Text: Let's investigate how the large volcanic eruption of Mount Pinatubo in the Philippines affected temperature.

Component: McGraw Hill Texas Science Grade 8 Write-In Print Student Edition

ISBN: 9781265568641

Current Page Number(s): 232

Location: Human Impacts on Climate, paragraph 1, last sentence

Original Text: If climate changes in natural cycles over time, how do we know if humans are really affecting the climate?

Updated Text: If climate changes in natural cycles over time, how do we know if human activities are affecting the climate?

Component: McGraw Hill Texas Science Grade 8 Write-In Print Student Edition

ISBN: 9781265568641

Current Page Number(s): 232

Location: Human Impacts on Climate, paragraph 2, last sentence

Original Text: In fact, according to the National Oceanic and Atmospheric Association (NOAA), over the last five decades natural cycles would have led to a slight global cooling.

Updated Text: In fact, according to the National Oceanic and Atmospheric Association (NOAA), over the last five decades, natural cycles would have caused a slight global cooling.

Component: McGraw Hill Texas Science Grade 8 Write-In Print Student Edition

ISBN: 9781265568641

Current Page Number(s): 238

Location: Rising Temperatures, paragraph 1, last sentence

Original Text: This trend of global warming has continued for more than thirty years, meaning it is not a climate anomaly.

Updated Text: This trend of global warming has continued for more than 30 years, meaning it is not a climate anomaly.

Component: McGraw Hill Texas Science Grade 8 Write-In Print Student Edition

ISBN: 9781265568641

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 2115 of 3538

Current Page Number(s): 238

Location: Rising Temperatures, paragraph 2, sentence 2

Original Text: Water can hold much more heat than air.

Updated Text: Water can hold more heat than air.

Component: McGraw Hill Texas Science Grade 8 Digital Teacher Edition

ISBN: 9781265567378

Current Page Number(s): 213

Location: How do Volcanoes and cities impact climate?, 2nd ASK question

Original Text: ASK: How might a strong eruption affect the nearby land and water?

Updated Text: ASK: How might a strong eruption affect the nearby ecosystems?

Component: McGraw Hill Texas Science Grade 8 Digital Teacher Edition

ISBN: 9781265567378

Current Page Number(s): 218

Location: The Atmosphere's Influence on Climate, paragraph 3

Original Text: Where is infrared radiation on the chart? Is it longwave or shortwave?

Updated Text: Would infrared radiation be classified as shortwave or longwave radiation?

Component: McGraw Hill Texas Science Grade 8 Digital Teacher Edition

ISBN: 9781265567378

Current Page Number(s): 248

Location: TEKS Review, question 3, after answer explanation D

Original Text: N/A

Updated Text: If students did not correctly answer question 3, have them reread the Geologic Influences on Climate paragraphs in Lesson 1.

Component: McGraw Hill Texas Science Grade 8 Digital Teacher Edition

ISBN: 9781265567378

Current Page Number(s): 248

Location: TEKS Review, question 4, after answer explanation D

Original Text: N/A

Updated Text: If students did not correctly answer question 4, have them reread the Movement of Carbon On Earth paragraphs in Lesson 1.

Component: McGraw Hill Texas Science Grade 8 Digital Teacher Edition

ISBN: 9781265567378

Current Page Number(s): 248

Location: After TEKS Review, question 6

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 2116 of 3538

Original Text: N/A

Updated Text: If students did not correctly answer question 6, have them reread the Impacts on the Atmosphere paragraphs in Lesson 2. You may also want to have students review the Geologic Influences on Climate section in Lesson 1.

Component: McGraw Hill Texas Science Grade 8 Digital Teacher Edition

ISBN: 9781265567378

Current Page Number(s): 1

Location: Quick Launch: Carbon Exchange and Climate, introduction paragraph, last sentence

Original Text: Record your observations.

Updated Text: Record your observations. Be sure to ask your teacher for clarification as needed.

Component: McGraw Hill Texas Science Grade 8 Write-In Print Student Edition

ISBN: 9781265568641

Current Page Number(s): 264

Location: Environmental Disruption, paragraph 1, sentence 3

Original Text: Warmer temperatures can cause stress to different populations by limiting the resources available.

Updated Text: Warmer temperatures can cause stress to different populations by limiting the resources available to them.

Component: McGraw Hill Texas Science Grade 8 Write-In Print Student Edition

ISBN: 9781265568641

Current Page Number(s): 264

Location: Environmental Disruption, paragraph 2, sentence 1

Original Text: Almost half of the reported cases of West Nile in 2012 were located around the Dallas-Fort Worth area.

Updated Text: In 2012, almost half of the reported cases of West Nile in Texas were located around the Dallas-Fort Worth area.

Component: McGraw Hill Texas Science Grade 8 Write-In Print Student Edition

ISBN: 9781265568641

Current Page Number(s): 267

Location: Lesson 7.1 TEKS 8.12A Review, question 3, sentence 2

Original Text: The pollution made the water very cloudy and caused a decrease in the amount of sunlight available to the lake's aquatic plants.

Updated Text: The pollution made the water very cloudy, which caused a decrease in the amount of sunlight available to the lake's aquatic plants.

Component: McGraw Hill Texas Science Grade 8 Write-In Print Student Edition

ISBN: 9781265568641

Current Page Number(s): 282

Location: Quick Launch: Backpack Variety, paragraph 1, last sentence

Original Text: Record your observations.

Updated Text: Record your observations. Be sure to ask your teacher for clarification as needed.

Component: McGraw Hill Texas Science Grade 8 Write-In Print Student Edition

ISBN: 9781265568641

Current Page Number(s): 287

Location: Quadrat sampling, paragraph 1, sentence 4

Original Text: Scientists set down the quadrat and count the number of species and the number of individuals of each species.

Updated Text: Scientists set down the quadrat and count the number of species and the number of individuals of each species inside the quadrat.

Component: McGraw Hill Texas Science Grade 8 Write-In Print Student Edition

ISBN: 9781265568641

Current Page Number(s): 287

Location: Interpreting Data, paragraph 1, sentence 1

Original Text: After measuring biodiversity in an ecosystem, scientists use this data to determine the level of biodiversity by calculating its biodiversity index.

Updated Text: After measuring biodiversity in an ecosystem, scientists use this data to determine the level of biodiversity by calculating the ecosystem's biodiversity index.

Component: McGraw Hill Texas Science Grade 8 Write-In Print Student Edition

ISBN: 9781265568641

Current Page Number(s): 289

Location: Apply It, Evaluate question, paragraph 1, sentence 2

Original Text: The team is especially concerned with the health of the Sockeye salmon population.

Updated Text: The team is especially concerned with the health of the sockeye salmon population.

Component: McGraw Hill Texas Science Grade 8 Write-In Print Student Edition

ISBN: 9781265568641

Current Page Number(s): 289

Location: Apply It, Evaluate question, paragraph 2, sentence 2

Original Text: How will this change affect the Sockeye salmon population?

Updated Text: How will this change affect the sockeye salmon population?

Component: McGraw Hill Texas Science Grade 8 Digital Teacher Edition

ISBN: 9781265567378

Current Page Number(s): 255

Location: Under Disturbances and Changes in Populations, Analyze question, sample answer, sentence 2

Original Text: The populations would decrease, they could die, or move locations.

Updated Text: The populations could decrease, die, or move locations.

Component: McGraw Hill Texas Science Grade 8 Digital Teacher Edition

ISBN: 9781265567378

Current Page Number(s): 273

Location: Interactive Word Wall, sentences 1 and 2

Original Text: After reading the text on this spread, have students add the vocabulary words population and secondary succession to their Interactive Word Wall. Then, challenge students to write one sentence that incorporates both lesson vocabulary words.

Updated Text: After reading the text, have students add the vocabulary terms population and secondary succession to their Interactive Word Wall. Then, challenge students to write one sentence that incorporates both lesson vocabulary terms.

Component: McGraw Hill Texas Science Grade 8 Digital Teacher Edition

ISBN: 9781265567378

Current Page Number(s): 274

Location: Visual Literacy, paragraph 1, sentences 2-4

Original Text: Point out the labels on the top and bottom of the diagram and explain what the labels explain.

Updated Text: Point out the labels on the top and bottom of the diagram and explain what the labels mean. Students should be able to describe that secondary succession causes changes to the types of populations that are found in an ecosystem. The populations generally become more diverse over time.

Component: McGraw Hill Texas Science Grade 8 Digital Teacher Edition

ISBN: 9781265567378

Current Page Number(s): 274

Location: Visual Literacy, paragraph 3

Original Text: ASK: What are some examples of pioneer species in secondary succession? Annual plants, grasses and herbs are examples of pioneer species.

ASK: How many years does it take for the intermediate species to take hold during secondary succession? 4-75 years

Updated Text: ASK: What are some examples of pioneer species in secondary succession? Annual plants, grasses and herbs are examples of pioneer species.

Component: McGraw Hill Texas Science Grade 8 Digital Teacher Edition

ISBN: 9781265567378

Current Page Number(s): 279

Location: Making Connections, Predict question, sample answer

Original Text: After a controlled fire, the ecosystem would experience secondary succession because the fire took place in an existing ecosystem with soil.

Updated Text: After a controlled fire, the ecosystem would experience secondary succession because the fire took place in an existing ecosystem that already contained soil.

Component: McGraw Hill Texas Science Grade 8 Digital Teacher Edition

ISBN: 9781265567378

Current Page Number(s): 279

Location: Making Connections, Research question, sample answer

Original Text: Answers should include information about the STEM career, what scientists in this field do on a day-to-day basis, and what is needed in to work in this field.

Updated Text: Answers should include information about the STEM career, what scientists in this field do on a day-to-day basis, and what education and experience is needed to work in this field.

Component: McGraw Hill Texas Science Grade 8 Digital Teacher Edition

ISBN: 9781265567378

Current Page Number(s): 301

Location: TEKS Review, question 6, If students answer statement

Original Text: If students answered the question incorrectly, they might not understand the relationship between biodiversity and ecosystem health and sustainability. Have students review Ecosystem Health, Stability, and Sustainability in Lesson 3.

Updated Text: If students did not answer question 6 correctly, have them review Ecosystem Health, Stability, and Sustainability in Lesson 3.

Component: McGraw Hill Texas Science Grade 8 Digital Teacher Edition

ISBN: 9781265567378

Current Page Number(s): 1

Location: Quick Launch: Changing Ecosystems, Go online statement

Original Text: Check out the video The Great Shake to observe this phenomenon in the real world, then perform a class activity.

Updated Text: Check out the video The Great Shake to observe this phenomenon in the real world.

Component: McGraw Hill Texas Science Grade 8 Digital Teacher Edition

ISBN: 9781265567378

Current Page Number(s): 1

Location: Quick Launch: Change, Change, Change, introduction paragraph, sentence 3

Original Text: Check out the video Time for Change to observe the real-world phenomenon of change in an ecosystem.

Updated Text: Go Online: Check out the video Time for Change to observe the real-world phenomenon of change in an ecosystem.

Component: McGraw Hill Texas Science Grade 8 Digital Teacher Edition

ISBN: 9781265567378

Current Page Number(s): 1

Location: Quick Launch: Backpack Variety, introduction paragraph, last sentence

Original Text: Record your observations.

Updated Text: Record your observations. Be sure to ask your teacher for clarification as needed.

Component: McGraw Hill Texas Science Grade 8 Write-In Print Student Edition

ISBN: 9781265568641

Current Page Number(s): 304

Location: Quick Launch, Car Parts, paragraph 1, sentence 2

Original Text: Following your teacher's instructions, observe a car, and then list its parts and their associated function.

Updated Text: Following your teacher's instructions, observe a car, and then list its parts and their associated functions. Be sure to ask your teacher for clarification as needed.

Component: McGraw Hill Texas Science Grade 8 Write-In Print Student Edition

ISBN: 9781265568641

Current Page Number(s): 313

Location: Storing Materials, paragraph 2, sentence 3

Original Text: As all the cells in a tissue lose water, the tissue decreases in size, causing shriveling.

Updated Text: As all the cells in a tissue lose water, the tissue decreases in size, causing the plant to shrivel.

Component: McGraw Hill Texas Science Grade 8 Write-In Print Student Edition

ISBN: 9781265568641

Current Page Number(s): 316

Location: Lesson 8.1 TEKS 8.13A Review, Question 1, TEKS

Original Text: 8.3B, 8.5F, 8.13A

Updated Text: 8.13A

Component: McGraw Hill Texas Science Grade 8 Write-In Print Student Edition

ISBN: 9781265568641

Current Page Number(s): 316

Location: Lesson 8.1 TEKS 8.13A Review, Question 2, TEKS

Original Text: 8.3B, 8.5F, 8.13A

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 2121 of 3538

Updated Text: 8.5F, 8.13A

Component: McGraw Hill Texas Science Grade 8 Write-In Print Student Edition

ISBN: 9781265568641

Current Page Number(s): 334

Location: Quick Launch, No Thumbs, paragraph 1, sentence 3

Original Text: Record your observations.

Updated Text: Record your observations. Be sure to ask your teacher for clarification as needed.

Component: McGraw Hill Texas Science Grade 8 Write-In Print Student Edition

ISBN: 9781265568641

Current Page Number(s): 349

Location: Chapter TEKS Review, question 2, Table 1, Row 1, Function column

Original Text: contains genetic material

Updated Text: controls cell activity

Component: McGraw Hill Texas Science Grade 8 Digital Teacher Edition

ISBN: 9781265567378

Current Page Number(s): 305

Location: Science Mindset

Original Text: Encourage students to actively listen to the thoughts of other students about the Essential Question regarding the Quick Launch. Students will gain a better perspective of the ideas and thoughts of others. (perspective)

Updated Text: Encourage students to actively listen to the thoughts of other students about the Essential Question and how it relates to the Quick Launch. Students will gain a better perspective of the ideas and thoughts of others.

Component: McGraw Hill Texas Science Grade 8 Digital Teacher Edition

ISBN: 9781265567378

Current Page Number(s): 305

Location: Digital Spotlight, Quick Launch Video, Phenomenon

Original Text: Spark students' curiosity by observing how the parts of a cell and their functions compare to the parts of a car and their functions in the video Parts of a Whole.

Updated Text: Spark students' curiosity by observing how the parts of a cell and their functions relate to the parts of a car and their functions in the video Parts of a Whole.

Component: McGraw Hill Texas Science Grade 8 Digital Teacher Edition

ISBN: 9781265567378

Current Page Number(s): 315

Location: Differentiation Options, Reinforce, Use to Intervene, Self-Awareness, paragraph 1, sentences 1 and 2

Original Text: Self-Awareness Discuss with students the genetic disorders. Ask students to think about which of those

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 2122 of 3538

genetic disorders they would be interested in working with, if they were genetic counselors.

Updated Text: Self-Awareness Discuss genetic disorders with students. Ask them to think about which genetic disorders they would be interested in working with if they were genetic counselors.

Component: McGraw Hill Texas Science Grade 8 Digital Teacher Edition

ISBN: 9781265567378

Current Page Number(s): 322

Location: Visual Literacy, paragraph 1, sentence 1

Original Text: Read the Diagram Have students study the diagram showing what happened when Mendel cross-pollinated plants.

Updated Text: Read the Diagram Have students study the diagram.

Component: McGraw Hill Texas Science Grade 8 Digital Teacher Edition

ISBN: 9781265567378

Current Page Number(s): 322

Location: Exit Ticket, Draw It, first sentence

Original Text: Choose one vocabulary word from today's lesson and represent it in a picture. In their Science Notebooks, have students choose one new vocabulary word from the day's lesson and draw a picture that represents it.

Updated Text: In their Science Notebooks, have students choose one new vocabulary word from the day's lesson and draw a picture that represents it.

Component: McGraw Hill Texas Science Grade 8 Digital Teacher Edition

ISBN: 9781265567378

Current Page Number(s): 327

Location: Visual Literacy, paragraph 2, sentence 2

Original Text: The male alleles are along the top of the square, and the female alleles are along the left side.

Updated Text: In this example, the male alleles are along the top of the square, and the female alleles are along the left side. Describe to students that in general, male and female alleles can be written on either side.

Component: McGraw Hill Texas Science Grade 8 Digital Teacher Edition

ISBN: 9781265567378

Current Page Number(s): 341

Location: Paragraph starting with "If students struggle...", sentences 2 and 3

Original Text: For example, explain that humans take the action of putting on warm clothes when it is cold outside and putting on lighter clothes when it is hot outside. This helps them survive in their environment. Similarly, humans take the action of protecting their children from harm, such as stopping them from running into traffic or falling down the stairs.

Updated Text: For example, humans take the action of protecting their children from harm, such as stopping them from running into traffic or falling down the stairs.

Component: McGraw Hill Texas Science Grade 8 Digital Teacher Edition

ISBN: 9781265567378

Current Page Number(s): 1

Location: Quick Launch: Examine Your Traits, Go Online statement

Original Text: Now check out the video Puppy Dogs to observe another example of this phenomenon.

Updated Text: Now check out the video Puppy Dogs to observe the phenomena you modeled in this activity happening in real life.

Component: McGraw Hill Texas Science Grade 8 Digital Teacher Edition

ISBN: 9781265567378

Current Page Number(s): 1

Location: Quick Launch: No Thumbs, Go Online statement

Original Text: Now check out the video Structures for Survival to learn more about this phenomenon and other structures that provide advantages.

Updated Text: Now check out the video Structures for Survival to learn more about this phenomenon and other structures that provide advantages for survival.

Publisher: Savvas Learning

Science, Grade 8

Program: Texas Experience Science Grade 8 (Print with digital): TEKS

Component: Grade 8 Teacher Guide

ISBN: 9781418398675

Link to Current Content:

[View Current Content](#)

Current Page Number(s): xxx-xxxvi

Location: TEKS correlation, throughout pages

Link to Updated Content:

[View Updated Content](#)

Original Text: pages xxxiv-xxxvi did not reference SEPs and Themes.

Updated Text: Updated page references to reflect the new order of Topics 1-3; added related SEPs and Themes to each content TEKS. The latter change added one page to the correlation. Blank page xxxvii became a correlations page.

Component: Grade 8 Teacher Guide

ISBN: 9781418398675

Current Page Number(s): Throughout Topic Overview Pages

Location: New line at end of Home Connection box

Original Text: N/A

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 2124 of 3538

Updated Text: Share the Topic School-to-Home letter with parents and caregivers to provide information that supports student learning. Use the Home Communication Guide for additional ideas to bring home learning into the classroom.

Component: *Grade 8 Teacher Guide*

ISBN: 9781418398675

Current Page Number(s): Throughout Topic Wrap-Up pages

Location: bottom of 2nd wrap up page

Original Text: N/A

Updated Text: Spiraling Content

Assign to students the Topic Spiraling Content Activity on Realize so they can review and practice science concepts they have learned so far.

Component: *Grade 8 Teacher Guide*

ISBN: 9781418398675

Current Page Number(s): Throughout Topic Wrap-Up pages

Location: bottom of 2nd wrap up page

Original Text: N/A

Updated Text: STAAR® Preparation

TEKS Practice Tests A and B allow you to monitor students' progress toward mastering Grades 6-8 TEKS. You could assign the tests at the end of the year or specific test questions throughout the year. The Grade 8 STAAR® TEKS Preparation Workbook will help your students prepare for the STAAR® end-of-course assessment.

Component: *Grade 8 Teacher Guide*

ISBN: 9781418398675

Current Page Number(s): 244

Location: Objectives section top of page

Original Text: Objectives

- Students will identify the function of the cell membrane, cell wall, nucleus, ribosomes, cytoplasm, mitochondria, chloroplasts and vacuoles in plant or animal cells.
- Students will describe the function of genes within chromosomes in determining inherited traits of offspring.

Updated Text: Objectives

- Students will use models to identify and explain the function of the cell membrane, cell wall, nucleus, ribosomes, cytoplasm, mitochondria, chloroplasts and vacuoles in plant or animal cells.
- Students will use models to describe the function of genes within chromosomes in determining inherited traits of offspring.

Component: *Grade 8 Teacher Guide*

ISBN: 9781418398675

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 2125 of 3538

Current Page Number(s): 245

Location: TEKS box, top of page

Original Text: 8.3A Develop explanations and propose solutions supported by data and models and consistent with scientific ideas, principles, and theories.

Updated Text: 8.5B Identify and investigate cause-and-effect relationships to explain scientific phenomena or analyze problems.

Component: *Grade 8 Teacher Guide*

ISBN: 9781418398675

Current Page Number(s): 247

Location: Bottom of page

Original Text: N/A

Updated Text: DIFFERENTIATED INSTRUCTION

SPECIAL NEEDS Physical Model Students with visual impairments may benefit from having tactile models of animals and plant cells, with their key cell structures, to use instead of looking through a microscope.

Component: *Grade 8 Teacher Guide*

ISBN: 9781418398675

Current Page Number(s): 251

Location: Exit ticket, bottom of page

Original Text: EXIT TICKET

Give students 3–5 minutes to summarize what they have learned about cell structures and their functions. Students can draw and label a picture of a plant cell with captions to describe the structures and organelles and their functions. Or, students can write a descriptive story about what one would encounter if they could shrink down to the size of an organelle and voyage into a cell.

Alternative exit ticket Use this ticket for a quick check on student understanding.

- a. chloroplast
- b. cell wall
- c. ribosome
- d. vacuole (correct)

Is this statement true or false?: Genes are segments of chromosomes that determine the inheritance of traits. (true)

Updated Text: EXIT TICKET

Give students 3–5 minutes to summarize what they have learned about cell structures and their functions. Students can draw and label a picture of a plant cell with captions to describe the structures and organelles and their functions. Or, students can write a descriptive story about what one would encounter if they could shrink down to the size of an organelle and voyage into a cell.

Alternative Exit Ticket Use this ticket for a quick check on student understanding.

Is this statement true or false?: Genes are segments of chromosomes that determine the inheritance of traits. (true)

Component: *Grade 8 Teacher Guide*

ISBN: 9781418398675

Current Page Number(s): 254

Location: Objectives section top of page

Original Text: Objectives

- Students will identify examples of structural, physiological, and behavioral adaptations.
- Students will explain how variations of traits in a population lead to structural, physiological, and behavioral adaptations that increase the likelihood of survival.

Updated Text: Objectives

- Students will identify and describe examples of structural, physiological, and behavioral adaptations and consider the complementary relationship between structure and function.
- Students will evaluate evidence to explain how variations of traits in a population can affect structural, physiological, and behavioral adaptations that increase the likelihood of survival.

Component: *Grade 8 Teacher Guide*

ISBN: 9781418398675

Current Page Number(s): 256

Location: Everyday Phenomenon Video, top of page

Original Text: Everyday Phenomenon Video

HOW DO ADAPTATIONS HELP THE BIRD OF PARADISE FIND A MATE? Students can watch the video, or you can project and play the video. Then they can preview the image in their activity sheet or you can project the image from Realize. The background text explains that over thirty-five different species of birds-of-paradise live on the island of New Guinea. Use the following questions to guide student observation.

- Ask What adaptations do you think help male birds of paradise find a mate? (Students should say that the way they danced, moved their bodies, arranged their body, and their display of bright colors and long feathers aide in male bird's courtship of a female.)
- Have students brainstorm any related phenomenon they may have seen in their everyday lives or on vacations. Challenge students to take note of, draw, or photograph any related phenomenon they observe in their neighborhood or on their way to school. Invite students to share throughout the Experience.

Updated Text: "Everyday Phenomenon Video

HOW DO ADAPTATIONS HELP THE BIRD OF PARADISE FIND A MATE? Students can watch the video, or you can project and play the video. Then they can preview the image in their activity sheet or you can project the image on the sheet from Realize. The background text explains that over thirty-five different species of birds-of-paradise live on the island of New Guinea. Use the following questions to guide student observation.

- Ask What adaptations do you think help male birds of paradise find a mate? (Students should say that the way they danced, moved their bodies, arranged their body, and their display of bright colors and long feathers aide in male bird's courtship of a female.)
- Have students brainstorm any related phenomenon they may have seen in their everyday lives or on vacations.

Challenge students to take note of, draw, or photograph any related phenomenon they observe in their neighborhood or on their way to school. Invite students to share throughout the Experience."

Component: *Grade 8 Teacher Guide*

ISBN: 9781418398675

Current Page Number(s): 257

Location: Hands-On Lab, materials list

Original Text: Materials toothpicks, plastic spoons, tweezers, clothespins, paper plate, beads, 5-mm squares of corrugated cardboard, plastic cups, and timer

Updated Text: Materials toothpicks, plastic spoons, tweezers, clothespins, paper plate, beads, 5-mm squares of foam, plastic cups, and timer

Component: *Grade 8 Teacher Guide*

ISBN: 9781418398675

Current Page Number(s): 262

Location: STEAM Activity

Original Text: STEAM Activity

WHICH ANIMAL HAS THE ADAPTATIONS TO SURVIVE? Students work in groups to discuss and then design and make a game to teach how adaptations can increase survival and reproductive success of a species. Students then evaluate, compare, and refine their designs.

Updated Text: STEAM Activity

WHICH ANIMAL HAS THE ADAPTATIONS TO SURVIVE? Students work in groups to discuss and then design and make a game to teach how adaptations can increase survival and reproductive success of a species. Students then evaluate, compare, and refine their designs.

Materials cardboard or poster board, index cards, game pieces, writing materials, scissors, tape, and glue, discarded magazines, computer Internet access

Component: *Grade 8 Digital Components*

ISBN: 9781428553903

Current Page Number(s): worksheet, student

Location: p. 2 title

Original Text: How does beak shape increase survival?

Updated Text: How does beak shape affect survival?

Component: *Grade 8 Student Activity Companion*

ISBN: 9781418398644

Current Page Number(s): 353

Location: Academic vocabulary, top of page

Original Text: Academic Vocabulary Read the following sentence and then write a sentence using the word "support."

Updated Text: Academic Vocabulary Read the following sentence and then write a sentence using the term in bold.

Component: *Grade 8 Digital Components*

ISBN: 9781428553903

Current Page Number(s): worksheet, student

Location: 2nd page, top

Original Text: Academic Vocabulary Read the following sentence and then write a sentence using the word “support.”

Updated Text: Academic Vocabulary Read the following sentence and then write a sentence using the term in bold.

Component: *Grade 8 Digital Components*

ISBN: 9781428553903

Current Page Number(s): worksheet, teacher

Location: 2nd page, top

Original Text: Academic Vocabulary Read the following sentence and then write a sentence using the word “support.”

Updated Text: Academic Vocabulary Read the following sentence and then write a sentence using the term in bold.

Component: *Grade 8 Teacher Guide*

ISBN: 9781418398675

Current Page Number(s): 266

Location: Preview the Topic, top of page

Original Text: Preview the Topic

In this topic, students describe how food webs are disrupted, how populations recover, and the impact of biodiversity on the stability of an ecosystem.

In Experience 1, students explain how disruptions such as population changes, natural disasters, and human intervention impact the transfer of energy in food webs. In Experience 2, students describe how primary and secondary succession affect populations and species diversity. In Experience 3, students describe how biodiversity contributes to the stability and sustainability of an ecosystem.

Students learned about how variations in populations can impact their ability to survive in Topic 7. They will build on their understanding in this topic as they consider the many ways that ecosystems can change and the impact these changes can have on populations.

Updated Text: Preview the Topic

In this topic, students describe how food webs are disrupted, how populations recover, and the impact of biodiversity on the stability of an ecosystem.

In Experience 1, students explain how disruptions such as population changes, natural disasters, and human intervention impact the transfer of energy in food webs. In Experience 2, students describe how primary and secondary succession affect populations and species diversity. In Experience 3, students describe how biodiversity contributes to the stability and sustainability of an ecosystem.

Students learned about how variations in populations can impact their ability to survive (8.13C) in Topic 7. They will build

on their understanding in this topic as they consider the many ways that ecosystems can change and the impact these changes can have on populations.

Component: *Grade 8 Teacher Guide*

ISBN: 9781418398675

Current Page Number(s): 268

Location: Experience 1, Elaborate section

Original Text: N/A

Updated Text: Make Informed Decisions Is biological control a good idea? p. 280 (40 min)

Component: *Grade 8 Teacher Guide*

ISBN: 9781418398675

Current Page Number(s): 272

Location: Objectives, top of page

Original Text: Objective

Students will explore how population changes, natural disasters, and human intervention disrupt ecosystems and impact the transfer of energy in food webs.

Updated Text: Objective

Students will analyze, explain, and communicate how population changes, natural disasters, and human intervention disrupt the stability of ecosystems and impact the transfer of energy in food webs.

Component: *Grade 8 Teacher Guide*

ISBN: 9781418398675

Current Page Number(s): 273

Location: Elaborate section

Original Text: N/A

Updated Text: MAKE INFORMED DECISIONS Is Biological Control a Good Idea?

Students practice evaluating resources for credibility, accuracy, and methods used to determine the cost-effectiveness of using a biological control, such as releasing an organism into an ecosystem to control a pest population.

Component: *Grade 8 Teacher Guide*

ISBN: 9781418398675

Current Page Number(s): 274

Location: Everyday Phenomenon Video section

Original Text: Everyday Phenomenon Video

WHY ARE ZEBRA MUSSELS BAD FOR FOOD WEBS? Students watch a video about zebra mussels. The background text explains that zebra mussels are small clam-like animals that can stick to hard objects in fresh bodies of water. They are an invasive species. That means that they are a troublesome species that humans brought here, intentionally or not. Use the following questions to guide student observation.

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 2130 of 3538

Updated Text: "Everyday Phenomenon Video

WHY ARE ZEBRA MUSSELS BAD FOR FOOD WEBS? Students watch a video about zebra mussels. The background text explains that zebra mussels are small clam-like animals that can stick to hard objects in fresh bodies of water. They are an invasive species. That means that they are a troublesome species that humans brought to an area they do not usually inhabit, intentionally or not. Use the following questions to guide student observation."

Component: *Grade 8 Teacher Guide*

ISBN: 9781418398675

Current Page Number(s): 279

Location: Differentiated Instruction section

Original Text: N/A

Updated Text: SPECIAL NEEDS Large Print, High Contrast Students with visual impairments may benefit from large-print and high contrast copies of the Read About It and Take Notes sections, especially of the Food Webs on pages 405 and 409 of the Student Activity Companion.

Component: *Grade 8 Teacher Guide*

ISBN: 9781418398675

Current Page Number(s): 281

Location: Revisit Anchoring Phenomenon section

Original Text: REVISIT ANCHORING PHENOMENON

As a class, discuss how the Everyday Phenomenon relates to the Anchoring Phenomenon. Students should note that ecosystems are dependent upon the cycling of matter and the flow of energy in food webs. Wildfires and zebra mussels both disrupt ecosystems and are bad for food webs.

Direct students to revisit their Claim-Evidence-Reasoning chart and revise it based on discoveries they have made during this Experience.

Updated Text: REVISIT ANCHORING PHENOMENON

As a class, discuss how the Everyday Phenomenon relates to the Anchoring Phenomenon. Students should note that ecosystems are dependent upon the cycling of matter and the flow of energy in food webs. Wildfires and zebra mussels both disrupt ecosystems and have a negative impact on food webs.

Direct students to revisit their Claim-Evidence-Reasoning chart and revise it based on discoveries they have made during this Experience.

Component: *Grade 8 Teacher Guide*

ISBN: 9781418398675

Current Page Number(s): 282

Location: Objectives, top of page

Original Text: Objective

- Students describe how primary and secondary succession affect populations and species diversity after ecosystem disruption by natural events or human activity.

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 2131 of 3538

Updated Text: Objectives

- Students describe and explain how primary and secondary succession affect populations and species diversity after ecosystem disruption by natural events or human activity.
- Students analyze and explain how matter cycles through an ecosystem and is conserved after a disruption by natural events or human activity.

Component: *Grade 8 Teacher Guide*

ISBN: 9781418398675

Current Page Number(s): 283

Location: TEKS, top of page

Original Text: 8.5E Analyze and explain how energy flows and matter cycles through systems and energy and matter are conserved through a variety of systems.

Updated Text: 8.5G Analyze and explain how factors or conditions impact stability and change in objects, organisms, and systems.

Component: *Grade 8 Teacher Guide*

ISBN: 9781418398675

Current Page Number(s): 285

Location: Hands-On lab, 1st paragraph

Original Text: Hands-On Lab

HOW DOES SUCCESSION PREDICT FUTURE CHANGES IN AN ENVIRONMENT? In this field investigation, students will locate examples of secondary succession. To do this, students will perform a field investigation to find evidence of secondary succession. Prior to their fieldwork, students will create a data table to record their observations and evidence of succession. Then, using their data, students will provide evidence of succession. Students will also make predictions about the effect of a disruption that wipes out all species and compare it to the impact of the disruption they've observed.

Updated Text: "Hands-On Lab

HOW DOES SUCCESSION PREDICT FUTURE CHANGES IN AN ENVIRONMENT? In this field investigation, students will locate examples of secondary succession. Prior to their fieldwork, students will create a data table to record their observations and evidence of succession. Then, using their data, students will provide evidence of succession. Students will also make predictions about the effect of a disruption that wipes out all species and compare it to the impact of the disruption they've observed."

Component: *Grade 8 Teacher Guide*

ISBN: 9781418398675

Current Page Number(s): 289

Location: Revisit Everyday Phenomenon

Original Text: REVISIT EVERYDAY PHENOMENON

Direct students to go back to the Everyday Phenomenon Activity they completed at the start of this Experience. During the class discussion, do not focus on wrong or right answers. Instead, ask students to explain their reasoning. Other students may then join the discussion to add their logic or provide different perspectives. Ask students to revise their

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 2132 of 3538

initial answers now that they have completed the Explain activities. Consider pairing students and have them discuss the changes each of them made to their initial answers.

Updated Text: REVISIT EVERYDAY PHENOMENON

Direct students to go back to the Everyday Phenomenon Activity they completed at the start of this Experience. During the class discussion, do not focus on wrong or right answers. Instead, ask students to explain their reasoning. Other students may then join the discussion to add their logic or provide different perspectives. Ask students to revise their initial answers now that they have completed the Explain activities. Consider pairing students and have them discuss the changes each of them made to their initial answers. Students should conclude that hurricanes impact ecosystems by washing away soil, covering areas in sand, and damaging the ecosystem to the point where organisms need to reestablish themselves.

Component: *Grade 8 Teacher Guide*

ISBN: 9781418398675

Current Page Number(s): 292

Location: Objectives, top of page

Original Text: Objective

Students describe biodiversity within ecosystems and how it contributes to the stability and sustainability of an ecosystem and the health of the organisms.

Updated Text: Objective

Students describe, analyze, and explain biodiversity within ecosystems and how it contributes to the stability and sustainability of an ecosystem and the health of the organisms.

Component: *Grade 8 Teacher Guide*

ISBN: 9781418398675

Current Page Number(s): 299

Location: Revisit Everyday Phenomenon

Original Text: REVISIT EVERYDAY PHENOMENON

Direct students to go back to the Everyday Phenomenon Activity they completed at the start of this Experience. During the class discussion, do not focus on wrong or right answers. Instead, ask students to explain their reasoning. Other students may then join the discussion to add their logic or provide different perspectives. Ask students to revise their initial answers now that they have completed the Explain activities. Consider pairing students and have them discuss the changes each of them made to their initial answers.

Updated Text: REVISIT EVERYDAY PHENOMENON

Direct students to go back to the Everyday Phenomenon Activity they completed at the start of this Experience. During the class discussion, do not focus on wrong or right answers. Instead, ask students to explain their reasoning. Other students may then join the discussion to add their logic or provide different perspectives. Ask students to revise their initial answers now that they have completed the Explain activities. Students should conclude that bees are important in pollinating producers. Producers need the bees to help them reproduce. Food webs depend on producers as the primary source of energy. Without them, biodiversity is negatively impacted.

Component: *Grade 8 Teacher Guide*

ISBN: 9781418398675

Current Page Number(s): 299

Location: Alternative exit ticket, bottom of page

Original Text: Alternative Exit Ticket Use this ticket for a quick check on student understanding.

Which aspect of biodiversity contributes to healthy ecosystems and healthy organisms?

- a. few predator-prey relationships
- b. changing types of biotic and abiotic factors
- c. many pioneer species and keystone species
- d. good stability and sustainability (correct)

Updated Text: Alternative Exit Ticket Ask students, which aspect of biodiversity contributes to healthy ecosystems and healthy organisms?

- a. few predator-prey relationships
- b. changing types of biotic and abiotic factors
- c. many pioneer species and keystone species
- d. good stability and sustainability (correct)

Component: *Grade 8 Teacher Guide*

ISBN: 9781418398675

Current Page Number(s): 300

Location: STEAM Activity

Original Text: STEAM Activity

HOW CAN PRESCRIBED BURNS SAVE A FOREST? Students conduct research on how different Indigenous peoples have managed natural habitats by using prescribed burning. Students produce a presentation that summarizes their findings and describes how natural events and human activity, including prescribed burning, can impact ecosystems.

Updated Text: STEAM Activity

HOW CAN PRESCRIBED BURNS SAVE A FOREST? Students conduct research on how different Indigenous peoples have managed natural habitats by using prescribed burning. Students produce a presentation that summarizes their findings and describes how natural events and human activity, including prescribed burning, can impact ecosystems.

Materials poster board, markers, other craft materials, presentation software, brochure template, Internet access

Component: *Grade 8 Student Activity Companion*

ISBN: 9781418398644

Current Page Number(s): 396

Location: Share with a Partner, bottom of page

Original Text: Share With a Partner Turn to a partner and compare your lists. If you have the same terms checked off, discuss the definitions with your partner. Are they the same? If you have identified different terms, share some of your definitions with your partner.

Updated Text: Share With a Partner Turn to a partner and compare your lists. If you have the same terms highlighted or circled, discuss the definitions with your partner. Are they the same? If you have identified different terms, share some of your definitions with your partner.

Component: *Grade 8 Digital Components*

ISBN: 9781428553903

Current Page Number(s): worksheet, student

Location: bottom of 1st page

Original Text: Share With a Partner Turn to a partner and compare your lists. If you have the same terms checked off, discuss the definitions with your partner. Are they the same? If you have identified different terms, share some of your definitions with your partner.

Updated Text: Share With a Partner Turn to a partner and compare your lists. If you have the same terms highlighted or circled, discuss the definitions with your partner. Are they the same? If you have identified different terms, share some of your definitions with your partner.

Component: *Grade 8 Digital Components*

ISBN: 9781428553903

Current Page Number(s): worksheet, teacher

Location: bottom of 1st page

Original Text: Share With a Partner Turn to a partner and compare your lists. If you have the same terms checked off, discuss the definitions with your partner. Are they the same? If you have identified different terms, share some of your definitions with your partner.

Updated Text: Share With a Partner Turn to a partner and compare your lists. If you have the same terms highlighted or circled, discuss the definitions with your partner. Are they the same? If you have identified different terms, share some of your definitions with your partner.

Component: *Grade 8 Teacher Guide*

ISBN: 9781418398675

Current Page Number(s): N/A

Location: Experience at a Glance Standards boxes throughout

Original Text: All standards listed as TEKS.

Updated Text: Design changes to the standards box to differentiate SEP TEKS and RTC TEKS.

Component: *Grade 8 Teacher Guide*

ISBN: 9781418398675

Current Page Number(s): N/A

Location: Side column of most pages

Original Text: Asset type title (such as Read About It or Make Meaning)

Updated Text: Throughout we added page references to the Student Activity Companion for ease of use.

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 2135 of 3538

Component: *Grade 8 Teacher Guide*

ISBN: 9781418398675

Current Page Number(s): N/A

Location: Side column of most pages, Topic Overview right page, Topic Planners, and Experience at a Glance

Original Text: Initial list of TEKS standards

Updated Text: Added appropriate standards to many places to include a more comprehensive list.

Component: *Grade 8 Teacher Guide*

ISBN: 9781418398675

Current Page Number(s): N/A

Location: We added labeling to Differentiated Instruction boxes throughout for ease of use

Original Text: Title of activity

Title of activity

Updated Text: STRIVING Title of activity

CHALLENGE Title of activity

Component: *Grade 8 Teacher Guide*

ISBN: 9781418398675

Current Page Number(s): 10

Location: Preview the Topic

Original Text: In this topic, students will use models to explain the classification of matter and the conservation of mass in chemical reactions. Students will also develop explanations about the properties of water and will compare and contrast the properties of acids and bases.

In Experience 1, students are introduced to the classification of matter into elements, compounds, and mixtures. In Experience 2, they discover why water is such an important compound by examining its unique properties.

In Experience 3, they classify certain compounds according to whether they are acids or bases, based on their properties. Finally, they examine chemical reactions and how such reactions exhibit conservation of matter.

In Grade 6, students learned about physical properties of matter and distinguished between pure substances and mixtures. In Grade 7, students learned about elements and compounds and contrasted them in terms of chemical symbols and chemical formulas (TEKS 7.6A). They contrasted chemical and physical changes of matter (TEKS 7.6C). They will build on that knowledge in this Topic as they investigate the classification of matter and the conservation of mass in chemical reactions.

Updated Text: In this Topic, students will use models to explain the classification of matter and will investigate the conservation of mass in chemical reactions. Students will also develop explanations about the properties of water and compare and contrast the properties of acids and bases. In Experience 1, students investigate the classification of matter as elements, compounds, and mixtures. In Experience 2, they explore the properties of water. In Experience 3, they compare and contrast acids and bases based on their properties. Finally, in Experience , they investigate conservation of mass in chemical reactions. In Grade 6, students learned about physical properties of matter and distinguished between pure substances and mixtures.

Proclamation 2024: Report of Editorial Changes (11/08/2023)

In Grade 7, students learned about elements, compounds, chemical symbols, and chemical formulas (TEKS 7.6A). They contrasted chemical and physical changes of matter (TEKS 7.6C). They will build on that knowledge in this Topic as they investigate the classification of matter and the conservation of mass in chemical reactions.

Component: *Grade 8 Teacher Guide*

ISBN: 9781418398675

Current Page Number(s): 23

Location: Exit Ticket, Bottom of page

Original Text: N/A

Updated Text: Alternative Exit Ticket Ask students whether air can be best described as a compound, an element, a heterogeneous mixture, or a homogeneous mixture, and why. (A homogeneous mixture, because it is uniform throughout.)

Component: *Grade 8 Teacher Guide*

ISBN: 9781418398675

Current Page Number(s): 45

Location: Differentiated Instruction

Original Text: Demonstration If students struggle to determine the relationship between the Anchoring Phenomenon and the Everyday Phenomenon, place a piece of limestone in a beaker containing an acidic solution. Most common driveway gravel is limestone, and it should be readily found in nature. Have students take pictures immediately after the rock is placed in the acid and a day later. Have them compare the pictures and summarize what happens.

Challenge

Rock pH Using the demonstration above, have students who need a challenge use a pH meter or pH paper to determine the pH of the solution as soon as the rock is placed in the acid and again after the rock sits for a day in the acid. Have them use what happens in the demonstration to explain any changes in pH.

Updated Text: STRIVING Demonstration If students struggle to determine the relationship between the Anchoring Phenomenon and the Everyday Phenomenon, place a piece of limestone in a beaker containing an acidic solution. Most common driveway gravel is limestone, and it should be readily found in nature. Have students take pictures immediately after the rock is placed in the acid and a day later. Have them compare the pictures and summarize what happens.

CHALLENGE Rock pH

Using the demonstration above, have students who need a challenge determine what soil amendments could modify the pH of the soil and improve the growing conditions for the plants in acidic or alkaline conditions. Encourage students to research the conditions in their own region and the needs of different plants, such as cranberries, broccoli, etc. Students can research and describe how they would modify local soil and conditions to grow a chosen crop.

Component: *Grade 8 Teacher Guide*

ISBN: 9781418398675

Current Page Number(s): 46

Location: Objective box

Original Text: Objective

- Students use the periodic table to identify atoms in chemical

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 2137 of 3538

reactions.

- Students consider how matter cycles through systems as they investigate how mass is conserved in chemical reactions and relate conservation of mass to the rearrangement of atoms using chemical equations.

Updated Text: Objectives

- Students use the periodic table to identify atoms in chemical reactions.
- Students analyze how matter cycles through systems as they investigate conservation of mass in chemical reactions and relate it to rearrangement of atoms using chemical equations.

Component: *Grade 8 Student Activity Companion*

ISBN: 9781418398644

Current Page Number(s): 4

Location: Share with a Partner

Original Text: Share with a Partner Turn to a partner and compare your lists. If you have the same terms checked off, compare your definitions with your partner's definitions. Discuss any differences and see if you can agree on a definition.

Updated Text: Share with a Partner Turn to a partner and compare your lists. If you have the same terms highlighted or circled, compare your definitions with your partner's definitions. Discuss any differences and see if you can agree on a definition.

Component: *Grade 8 Student Activity Companion*

ISBN: 9781418398644

Current Page Number(s): 41

Location: Number 8

Original Text: Look over the following patterns in how cabbage-juice indicator paper responds to acids and bases of different strength:

- Weak acids = green
- Medium-strength acids = yellow
- Strong acids = red
- Weak bases = blue
- Medium-strength bases = purple
- Strong bases = pink

Updated Text: Look over the following patterns in how cabbage-juice indicator paper responds to acids and bases of different strength:

- Weak acids = purple
- Medium-strength acids = pink
- Strong acids = red
- Weak bases = blue
- Medium-strength bases = green
- Strong bases = yellow

Component: *Grade 8 Digital Components*

ISBN: 9781428553903

Current Page Number(s): Topic Test (AG)

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 2138 of 3538

Location: Question 2

Original Text: long description for art needs to change (pH values were incorrect in long description)

Updated Text: Updated alt text/long desc: Three glass jars, A, B, and C, contain different liquids and measurements of their pH values. A pH strip indicator is below each jar. A pH scale from zero to fourteen is shown. The pH of Jar A is 4. The pH of the pure water is 7. The pH of Jar C is 9.

Component: *Grade 8 Teacher Guide*

ISBN: 9781418398675

Current Page Number(s): 62

Location: Launch the Anchoring Phenomenon

Original Text: Students watch a video that shows simulated car crashes involving crash dummies with restraints. Throughout the Topic, students will gain knowledge that should help them explain that restraints quickly stop the acceleration of a passenger in a vehicle. They should be able to relate this to Newton's second law of motion.

Updated Text: Students watch a video that shows simulated car crashes involving crash dummies with restraints. Throughout the Topic, students will analyze the relationship between acceleration and net force. They will also investigate Newton's laws in action in various systems. Students will gain knowledge to help them explain that restraints quickly stop the acceleration of a passenger in a vehicle. They should be able to relate this to Newton's second law of motion.

Component: *Grade 8 Teacher Guide*

ISBN: 9781418398675

Current Page Number(s): 64

Location: Objective box

Original Text: Objective

- Students will calculate and analyze how an object's acceleration depends on the net force acting on the object and the mass of the object using Newton's second law of motion.

Updated Text: Objectives

- Students will construct tables and graphs to analyze how an object's acceleration depends on the net force acting on the object and the mass of the object using Newton's second law of motion.
- Students will apply empirical evidence to develop scientific arguments about the proportional relationship between force, mass, and acceleration.

Component: *Grade 8 Teacher Guide*

ISBN: 9781418398675

Current Page Number(s): 71

Location: Exit Ticket, Bottom of page

Original Text: As an alternative exit ticket, ask students to rewrite the following statement to make it true: If the net force on an object triples, then the acceleration on the object is one-third of its original value. (If the net force on an object triples, then the acceleration on the object is three times its original value. OR If the net

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 2139 of 3538

force on an object is one-third its original value, then the acceleration on the object is one-third of its original value.)

Updated Text: Alternative Exit Ticket Ask students to complete the following statement to make it true: If the net force on an object triples, then the acceleration on the object is _____ its original value. (three times OR triple)

Component: *Grade 8 Teacher Guide*

ISBN: 9781418398675

Current Page Number(s): 74

Location: Objectives section top of page

Original Text: • Students will analyze how Newton’s three laws of motion act simultaneously within systems.

Updated Text: Students will identify patterns in quantitative relationships in data to analyze how Newton’s three laws of motion act simultaneously within systems.

Component: *Grade 8 Teacher Guide*

ISBN: 9781418398675

Current Page Number(s): 81

Location: Revisit Everyday Phenomenon

Original Text: During the class discussion, do not focus on wrong or right answers. Instead, ask students to explain their reasoning. Other students may then join the discussion to add their logic or provide different perspectives. Ask students to revise their initial answers now that they have completed the Explain activities.

Updated Text: Encourage students to discuss the question, recalling information they learned about Newton's laws of motion during the Experience. Students may think about the Key Ideas Presentation or the Hands-On Lab, for example. During the class discussion, do not focus on wrong or right answers. Instead, ask students to explain their reasoning. Other students may then join the discussion to add their logic or provide different perspectives. Ask students to revise their initial answers now that they have completed the Explain activities.

Component: *Grade 8 Teacher Guide*

ISBN: 9781418398675

Current Page Number(s): 81

Location: Exit Ticket, Bottom of page

Original Text: As an alternative exit ticket, ask students to give a thumbs-up if they think that launching a water balloon from a sling shot would demonstrate only examples of Newton’s first law and Newton’s second law, but not Newton’s third law. (thumbs-up)

Updated Text: Alternative Exit Ticket Ask students to give a thumbs-up if they think that launching a water balloon from a sling shot would demonstrate only examples of Newton’s first law and Newton’s second law, but not Newton’s third law. (thumbs-down, this example demonstrates all three of Newton's laws)

Component: *Grade 8 Teacher Guide*

ISBN: 9781418398675

Current Page Number(s): 82

Location: STEAM Activity

Original Text: HOW CAN A VEHICLE ACCELERATE WITHOUT DAMAGING ITS CARGO? Students discuss and then design a vehicle that can transport items without damage. Students then evaluate, compare, and refine their designs.

Updated Text: HOW CAN A VEHICLE ACCELERATE WITHOUT DAMAGING ITS CARGO? Students discuss and then design a vehicle that can transport items without damage. Students then evaluate, compare, and refine their designs.

Materials set of interlocking building blocks, including wheels and flat, smooth surface pieces, small wooden blocks, springs and ropes, tape measure or meter stick, stopwatch or timing device, strips of cardstock or thin cardboard

Component: *Grade 8 Student Activity Companion*

ISBN: 9781418398644

Current Page Number(s): 101

Location: Analyze and Interpret Data

Original Text: 1. THEME Patterns Analyze your data to identify a relationship between an object's mass and acceleration. Which of these statements best describes how mass is related to acceleration?

- a. The greater the mass an object has, the more acceleration it has.
- b. The greater the mass an object has, the less acceleration it has.

Use evidence from the investigation to support your answer

Updated Text: 1. THEME Patterns Analyze your data to identify a relationship between an object's mass and acceleration, assuming force stays the same. Which of these statements best describes how mass is related to acceleration?

- a. As the mass of an object increases, the acceleration increases.
- b. As the mass of an object increases, the acceleration decreases.

Component: *Grade 8 Teacher Guide*

ISBN: 9781418398675

Current Page Number(s): 86

Location: Preview the Topic

Original Text: In Experience 1, students describe and compare transverse and longitudinal waves. They become familiar with the properties of waves, including wavelength, amplitude, and frequency. In Experience 2, they compare electromagnetic waves to mechanical waves. They learn about different types of electromagnetic waves based on their location in the electromagnetic spectrum. Finally, in Experience 3, they explore the uses of different types of electromagnetic waves.

Topic Readiness Test

Students answer questions to show what they already know about waves and the electromagnetic spectrum by completing a printed or online Topic Readiness Test.

Updated Text: In this Topic, students will compare and contrast wave properties of transverse waves and waves in the electromagnetic spectrum. They will develop explanations about the application of EM waves in various types of technology.

In Experience 1, students describe and compare transverse and longitudinal waves. They become familiar with the properties of waves, including wavelength, amplitude, and frequency. In Experience 2, they compare electromagnetic waves to mechanical waves. They learn about different types of electromagnetic waves based on their location in the electromagnetic spectrum. Finally, in Experience 3, they explore the uses of different types of electromagnetic waves. In Grade 6, students learned that energy is transferred through waves and explored transverse and longitudinal waves.

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 2141 of 3538

Students will build on their understanding to investigate the wave properties amplitude, frequency, and wavelength, including in the EM spectrum.

Topic Readiness

Students answer questions to show what they already know about waves and the electromagnetic spectrum by completing a printed or online Topic Readiness Test. Remediation is provided for students who struggle with prerequisite concepts. You could also use the Look Back Presentation to remind students of content they learned in prior grades.

Component: *Grade 8 Teacher Guide*

ISBN: 9781418398675

Current Page Number(s): 89

Location: Launch the Anchoring Phenomenon

Original Text: Students watch a video that introduces the phenomenon of cameras used to capture video of wildlife in the dark. Throughout the Topic, students will gain knowledge that should help them explain that not all electromagnetic waves are visible to the naked eye. For example, infrared waves have lower frequencies and greater wavelengths than visible light, but they can be recorded by special equipment to capture images in the dark.

Updated Text: Students will use evidence and apply patterns to develop an explanation about how some cameras can capture images without visible light. Students watch a video that introduces the phenomenon of cameras used to capture video of wildlife in the dark. Throughout the Topic, students will gain knowledge that should help them explain that not all electromagnetic waves are visible to the naked eye. For example, infrared waves have lower frequencies and greater wavelengths than visible light, but they can be recorded by special equipment to capture images in the dark.

Component: *Grade 8 Teacher Guide*

ISBN: 9781418398675

Current Page Number(s): 92

Location: Objectives section top of page

Original Text: Students will learn about transverse waves and their properties.

Updated Text: Students will develop and use models of transverse waves and analyze data to identify patterns in their properties.

Component: *Grade 8 Teacher Guide*

ISBN: 9781418398675

Current Page Number(s): 92

Location: Explain Column, Key Ideas Video

Original Text: KEY IDEAS VIDEO Characteristics of Waves □

Students learn about what causes water erosion and the effects it has on Earth's surface.

Updated Text: KEY IDEAS VIDEO Characteristics of Waves □

Students learn about frequency, wavelength, and amplitude in transverse and longitudinal waves.

Component: *Grade 8 Teacher Guide*

ISBN: 9781418398675

Current Page Number(s): 95

Location: Differentiated Instruction

Original Text: Venn Diagram Have students draw a Venn diagram with one section for Mechanical Waves and the other for EM Waves. Work with them to complete the diagram, showing what characteristics the various types of waves have in common.

Proportion You

Updated Text: STRIVING Do the Wave Some students may have difficulty understanding that in a transverse wave energy moves in one direction but matter vibrates in a perpendicular direction. To help students visualize the movement of the medium of a transverse wave, have student volunteers stand in a line and do the wave (starting from one end of the line, each student raises and then lowers their arms). Explain that the student volunteers represent the wave medium. Ask students what direction the wave moved and what direction the medium moved. (The wave moved to the side, but the medium moved up and down.)

Component: *Grade 8 Teacher Guide*

ISBN: 9781418398675

Current Page Number(s): 99

Location: Take it local box

Original Text: Noise in the Workplace Noise is unwanted sound, and it can be harmful to hearing if it is too loud. Exposure to loud noise is a major hazard in many workplaces. Repeated exposure to high noise levels can cause hearing stress and hearing loss. Some employers provide hearing protection to workers. However, that is not an option if communication is needed in a workplace. Installing quieter equipment and structures that reduce the amplitude of sound waves is the most effective way to reduce noise levels in the workplace.

Updated Text: Seismic Architecture Since 1900, more than 2,800 earthquakes have shaken Texas. In 2022, there were more than 220 earthquakes of magnitude 3.0 or higher. Seismologists use the amplitude of seismic waves to calculate an earthquake's magnitude. Earthquakes produce different types of seismic waves, including surface waves, which occur near Earth's surface. Surface waves, which are transverse waves, are the most destructive type of seismic wave. Engineers at Texas A & M University research seismic architecture for buildings and bridges. They use shake tables to mimic seismic waves so they can test their engineering designs. They can control variables like amplitude and frequency to determine their effect on structures. Students can research seismic architecture designs or even design and test their own models.

Component: *Grade 8 Teacher Guide*

ISBN: 9781418398675

Current Page Number(s): 101

Location: Middle of page (after Wrap Up)

Original Text: NA

Updated Text: DIFFERENTIATED INSTRUCTION

SPECIAL NEEDS Vocabulary Review Students with speech impairments may benefit from spending extra time on reviewing the vocabulary in the Experience Vocabulary section, especially on their pronunciation of the terms but also on their definitions.

Component: *Grade 8 Teacher Guide*

ISBN: 9781418398675

Current Page Number(s): 102

Location: Objectives section top of page

Original Text: Students will learn about the electromagnetic spectrum and how EM waves are useful in astronomy.

Updated Text: Students will conduct investigations and identify patterns to compare the characteristics of amplitude, frequency, and wavelength in waves in the electromagnetic spectrum and research how EM waves are useful in astronomy.

Component: *Grade 8 Teacher Guide*

ISBN: 9781418398675

Current Page Number(s): 109

Location: Revisit Everyday Phenomenon

Original Text: . . . Remind students that they need to explain how color can be produced by colorless substances.

Updated Text: . . . Remind students that they should consider what wave properties are associated with light's color. Elicit student inferences about the formation of a rainbow; for example, a rainbow forms because of refraction, different wavelengths of light refract at different angles, sunlight consists of many different wavelengths of light, etc.

Component: *Grade 8 Teacher Guide*

ISBN: 9781418398675

Current Page Number(s): 112

Location: Objectives section top of page

Original Text: Objective

- Students will learn about the specific applications of electromagnetic wave technology.

Updated Text: Objectives

- Students will research specific applications of electromagnetic wave technology.
- Students will conduct investigations and apply patterns to use electromagnetic waves to design solutions to problems.

Component: *Grade 8 Teacher Guide*

ISBN: 9781418398675

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 2144 of 3538

Current Page Number(s): 124

Location: Preview Topic - Entire Page

Original Text: Preview the Topic

In Experience 1, students are introduced to stars and their life cycles. They learn to compare and classify stars using the Hertzsprung-Russell diagram. In Experience 2, they explore galaxies and discover how to categorize them as spiral, elliptical, and irregular. They also locate Earth's solar system within the Milky Way galaxy. Finally, in Experience 3, they explore the origin of the universe, including evidence that supports the Big Bang theory.

PREVIEW ANCHORING PHENOMENON

Students consider the 2005 discovery and captured image of a distant exploding star. They will complete a Claim-Evidence-Reasoning Chart to explain how astronomers use information and data about an exploding star to learn about the universe.

Topic Readiness Test

Students answer questions to show what they already know about the universe by completing a printed or online Topic Readiness Test.

Updated Text: Preview the Topic

In this topic, students will describe the life cycle of stars, categorize galaxies, and research and analyze data used to support theories for the origin of the universe. In Experience 1, students are introduced to stars and their life cycles. They learn to compare and classify stars using the Hertzsprung-Russell diagram. In Experience 2, they explore galaxies and discover how to categorize them as spiral, elliptical, and irregular. They also locate Earth's solar system within the Milky Way galaxy. Finally, in Experience 3, they explore the origin of the universe, including evidence that supports the Big Bang theory.

In Grade 7, students explored evidence that Earth has changed over time (7.7A). They also explored physical properties and locations of objects in space, as well as how gravity governs movement in Earth's solar system (7.9A, 7.9B). They will build on that knowledge in this topic as they explore stars, galaxies, and the origin of the universe.

PREVIEW ANCHORING PHENOMENON

Students consider the 2005 discovery and captured image of a distant exploding star. They will complete a Claim-Evidence-Reasoning Chart to explain how astronomers use information and data about an exploding star to learn about the universe.

Topic Readiness

Students answer questions to show what they already know about the universe by completing a printed or online Topic Readiness Test. Remediation is provided for students who struggle with prerequisite concepts. You could also use the Look Back Presentation to remind students of content they learned in prior grades.

Component: *Grade 8 Teacher Guide*

ISBN: 9781418398675

Current Page Number(s): 128

Location: Launch the Anchoring Phenomenon

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 2145 of 3538

Original Text: Students watch a video that introduces the phenomenon of astronomer Robert Quimby’s 2005 discovery of a distant exploding star, or supernova. Throughout the Topic, students will gain knowledge that should help them explain how astronomers use information and data about an exploding star to learn about the universe. Astronomers can measure the redshift of a supernova to determine how fast it is moving away and if the universe has changed since the time of the explosion.

Updated Text: Students watch a video that introduces the phenomenon of astronomer Robert Quimby’s 2005 discovery of a distant exploding star, or supernova. Throughout the Topic, students will describe the life cycle of stars, explore and categorize galaxies, and research theories about the origin of the universe. By completing activities throughout the topic, they will gain knowledge that should help them explain how astronomers use information and data about an exploding star to learn about the universe.

Astronomers can measure the redshift of a supernova to determine how fast it is moving away and if the universe has changed since the time of the explosion.

Component: *Grade 8 Teacher Guide*

ISBN: 9781418398675

Current Page Number(s): 130

Location: Objectives section top of page

Original Text: Objective

- Students explore the life cycle of stars and compare and classify stars according to luminosity and temperature using the Hertzsprung-Russell diagram.

Updated Text: Objectives

- Students explore the life cycle of stars and compare and classify stars according to luminosity and temperature using the Hertzsprung-Russell diagram, and use models to investigate patterns in the relationship between a star’s color and temperature.
- Students will analyze data and use the Hertzsprung-Russell Diagram to classify stars, explore their life cycle, and explain the relationship between a star’s temperature and luminosity.

Component: *Grade 8 Teacher Guide*

ISBN: 9781418398675

Current Page Number(s): 137

Location: Revisit Everyday Phenomenon

Original Text: During the class discussion, ask students to explain their original reasoning for choosing the explanation they did. Then encourage students to revise their initial answers as needed now that they have completed the Explain activities and answer the second question using evidence gathered from the Experience. Invite students to share why they revised their original answers.

Updated Text: During the class discussion, ask students to explain their original reasoning for choosing the explanation they did. Then encourage students to revise their initial answers as needed now that they have completed the Explain activities and answer the second question using evidence gathered from the Experience. Encourage students to think about activities they completed during the experience, such as the Hands-On Lab where students related the color of a star to its temperature. Invite students to share why they revised their original answers.

Component: *Grade 8 Teacher Guide*

ISBN: 9781418398675

Current Page Number(s): 140

Location: Objectives section top of page

Original Text: Objective

Students will explore galaxies and categorize them as spiral, elliptical, and irregular and locate Earth's solar system within the Milky Way galaxy.

Updated Text: Objectives

- Students will use models to explore galaxies and categorize them as spiral, elliptical, and irregular and locate Earth's solar system within the Milky Way galaxy.
- Students will investigate the effects of gravity and the relationship between gas and dust to the structure (shapes and sizes) of galaxies.

Component: *Grade 8 Teacher Guide*

ISBN: 9781418398675

Current Page Number(s): 143

Location: Hands-on Lab

Original Text: Materials colored glitter, 3 paper plates, coffee mug, scissors, tablespoon, colored pencils, duct tape, ruler, spray glue

Updated Text: Materials colored glitter, 3 paper plates, large or wide-mouth coffee mug, scissors, teaspoon, colored pencils, masking tape, ruler

Component: *Grade 8 Teacher Guide*

ISBN: 9781418398675

Current Page Number(s): 147

Location: Revisit Everyday Phenomenon

Original Text: Direct students to go back to the Everyday Phenomenon Activity they completed at the start of this Experience. Conduct a class discussion about students' original written explanations or drawn pictures, and ask students to explain their reasoning for their work. Then ask students to revise their initial answers now that they have completed the Explain activities. Suggest they answer any of their questions if possible, or add new questions that they have about the phenomenon.

Updated Text: Direct students to go back to the Everyday Phenomenon Activity they completed at the start of this Experience. Conduct a class discussion about students' original written explanations or drawn pictures, and ask students to explain their reasoning for their work. Then ask students to revise their initial answers now that they have completed the Explain activities. Encourage students to think about the activities they completed during the Experience, such as the Hands-On Lab where they explored the arrangement of stars in the galaxy using models. Suggest they answer any of their questions if possible, or add new questions that they have about the phenomenon.

Component: *Grade 8 Teacher Guide*

ISBN: 9781418398675

Current Page Number(s): 150

Location: Objectives section top of page

Original Text: Objective

- Students explore and analyze scientific data used as evidence to develop the Big Bang theory on the origin of the universe.

Updated Text: Objectives

- Students will explore and analyze scientific data to explain the Big Bang theory and the origin of the universe.
- Students will investigate the relationship between stability and change and the origin and expansion of the universe.

Component: *Grade 8 Teacher Guide*

ISBN: 9781418398675

Current Page Number(s): 157

Location: Revisit Everyday Phenomenon

Original Text: Direct students to go back to the Everyday Phenomenon Activity they completed at the start of this Experience.

During the class discussion, instead of focusing on wrong or right answers, invite student volunteers to explain their reasoning for the answers they provided. You may also wish to invite other students to join the discussion to add their logic or provide different perspectives. Ask students to revise their initial answers now that they have completed the Explain activities. Consider pairing students and have them discuss the changes each of them made to their initial answers.

Updated Text: Direct students to go back to the Everyday Phenomenon Activity they completed at the start of this Experience.

During the class discussion, instead of focusing on wrong or right answers, invite student volunteers to explain their reasoning for the answers they provided. You may also wish to invite other students to join the discussion to add their logic or provide different perspectives. Ask students to revise their initial answers now that they have completed the Explain activities. Encourage students to think about the activities they completed during the experience, such as the Data Analysis activity where students analyzed spectra to learn about galaxies and how they move. Consider pairing students and have them discuss the changes each of them made to their initial answers.

Component: *Grade 8 Teacher Guide*

ISBN: 9781418398675

Current Page Number(s): 158

Location: STEAM Activity

Original Text: WHAT ARE THE ORIGINS OF THE UNIVERSE? Students work in groups to research a scientist who studied the origin of the universe and the evidence they used to develop their theory. Then students develop a multimedia presentation and present it to the class.

Updated Text: WHAT ARE THE ORIGINS OF THE UNIVERSE? Students work in groups to research a scientist who studied the origin of the universe and the evidence they used to develop their theory. Then students develop a multimedia presentation and present it to the class.

Materials poster board or other materials for a presentation, multimedia presentation software, Internet access

Component: *Grade 8 Student Activity Companion*

ISBN: 9781418398644

Current Page Number(s): 180

Location: Share with a Partner

Original Text: Share with a Partner Turn to a partner and compare your lists. If you have the same terms checked off, compare your definitions with your partner's definitions. Discuss any differences and see if you can agree on a definition.

Updated Text: Share with a Partner Turn to a partner and compare your lists. If you have the same terms highlighted or circled, compare your definitions with your partner's definitions. Discuss any differences and see if you can agree on a definition.

Component: *Grade 8 Teacher Guide*

ISBN: 9781418398675

Current Page Number(s): 162

Location: Preview the Topic - Entire Page

Original Text: Preview the Topic

In Experience 1, students are introduced to the weather and climate. They become familiar with how energy from the sun warms Earth, interacts with the hydrosphere and atmosphere, and influences weather and climate. In Experience 2, they discover global patterns of atmospheric movement and how they influence weather. In Experience 3, they learn about features of local weather including air masses and fronts. Finally, in Experience 4, they explore tropical cyclones, typhoons, and hurricanes.

Topic Readiness

Students answer questions to show what they already know about natural and human influences on climate by completing a printed or online Topic Readiness Test.

Updated Text: Preview the Topic

In this Topic, students will develop and use models to describe how energy from the sun interacts with the atmosphere and hydrosphere, influencing weather and climate. They will identify global patterns of atmospheric movement and identify their effect on local weather. They will also describe the factors that lead to the formation of tropical cyclones. In Experience 1, students are introduced to the weather and climate. They become familiar with how energy from the sun warms Earth, interacts with the hydrosphere and atmosphere, and influences weather and climate. In Experience 2, they discover global patterns of atmospheric movement and how they influence weather. In Experience 3, they learn about features of local weather including air masses and fronts. Finally, in Experience 4, they explore tropical cyclones, typhoons, and hurricanes.

In Grade 5, students learned about weather and climate and investigated how the sun and ocean interact in the water cycle and affect weather. They will build on their prior understanding to describe factors that affect global climate and local weather as well as the formation of tropical cyclones.

Topic Readiness

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 2149 of 3538

Students answer questions to show what they already know about natural and human influences on climate by completing a printed or online Topic Readiness Test. Remediation is provided for students who struggle with prerequisite concepts. You could also use the Look Back Presentation to remind students of content they learned in prior grades.

Component: *Grade 8 Teacher Guide*

ISBN: 9781418398675

Current Page Number(s): 166

Location: Launch the Anchoring Phenomenon

Original Text: Students watch a video that introduces the phenomenon of Texas experiencing more hurricanes than Maine. Throughout the Topic, students will gain knowledge that should help them explain that hurricanes typically form in warm, tropical waters in the Atlantic or near the Gulf of Mexico, where Texas is located. Texas is in the path of trade winds that move hurricanes from east to west.

Updated Text: Students will analyze data and use evidence to develop explanations about factors that lead to the development of hurricanes and cause more hurricanes to make landfall in Texas than in Maine. Students watch a video that introduces the phenomenon of Texas experiencing more hurricanes than Maine. Throughout the Topic, students will gain knowledge that should help them explain that hurricanes typically form in warm, tropical waters in the Atlantic or near the Gulf of Mexico, where Texas is located. Texas is in the path of trade winds that move hurricanes from east to west.

Component: *Grade 8 Teacher Guide*

ISBN: 9781418398675

Current Page Number(s): 168

Location: Objectives section top of page

Original Text: Objective

Students will explore how solar energy, the hydrosphere, and the atmosphere interact and influence weather and climate.

Updated Text: Objectives

- Students will use models to investigate how solar energy, the hydrosphere, and the atmosphere interact and influence weather and climate.
- Students will identify patterns and analyze data to describe how solar energy, the hydrosphere, and the atmosphere interact and influence weather and climate.

Component: *Grade 8 Teacher Guide*

ISBN: 9781418398675

Current Page Number(s): 178

Location: Objectives section top of page

Original Text: Objective

- Students will describe how solar energy, hydrosphere, and atmosphere interact and influence weather and climate.
- Students will identify global patterns of atmospheric movement and how they influence local weather.

Updated Text: Objectives

- Students will use models to explain how solar energy, hydrosphere, and atmosphere interact and influence weather and climate.
- Students will investigate global patterns of atmospheric movement and use data to explain how they influence local weather.

Component: *Grade 8 Teacher Guide*

ISBN: 9781418398675

Current Page Number(s): 185

Location: Revisit Everyday Phenomenon

Original Text: Direct students to go back to the Everyday Phenomenon Activity they completed at the start of this Experience.

During a class discussion, do not focus on wrong or right answers. Instead, ask students to explain their original reasoning for their answers. Other students may then join the discussion to add their logic or provide different perspectives. Ask students to revise their initial answers now that they have completed the Explain activities. Consider pairing students and have them discuss the changes each of them made to their initial answers and answer the questions they posed.

Updated Text: Direct students to go back to the Everyday Phenomenon Activity they completed at the start of this Experience. During a class discussion, do not focus on wrong or right answers. Instead, ask students to explain their original reasoning for their answers. Other students may then join the discussion to add their logic or provide different perspectives. Ask students to revise their initial answers now that they have completed the Explain activities. Consider pairing students and have them discuss the changes each of them made to their initial answers and answer the questions they posed. Students should understand that the air in the atmosphere presses down on everything beneath it, causing atmospheric pressure. The flat newspaper and the crumpled paper have the same mass, but when the flat paper is placed on top of the ruler, a lot more air presses on the surface of the paper. This pins the ruler in place and makes it harder to knock off the desk.

Component: *Grade 8 Teacher Guide*

ISBN: 9781418398675

Current Page Number(s): 188

Location: Objectives section top of page

Original Text: Objective

Students will identify global patterns of atmospheric movement and how they influence local weather.

Updated Text: Objectives

- Students will use models to explain how energy from the sun, hydrosphere, and atmosphere interact and influence weather and climate.
- Students will analyze global patterns of atmospheric movement and use data to explain how they influence local weather.

Component: *Grade 8 Teacher Guide*

ISBN: 9781418398675

Current Page Number(s): 198

Location: Objectives section top of page

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 2151 of 3538

Original Text: Objective

- Students will explore the interactions among ocean currents and air masses that produce tropical cyclones.
- Students will explore where tropical cyclones, hurricanes, and typhoons form.

Updated Text: Objectives

- Students will investigate the interactions among ocean currents and air masses that produce tropical cyclones.
- Students will use models to represent where tropical cyclones, hurricanes, and typhoons form.

Component: *Grade 8 Teacher Guide*

ISBN: 9781418398675

Current Page Number(s): 205

Location: Revisit Everyday Phenomenon

Original Text: Direct students to go back to the Everyday Phenomenon Activity they completed at the start of this Experience. Students should now revise their explanations based on information indicated by the symbols on the weather map and what they have learned about the cause-and-effect relationship between weather fronts and weather. Ask students to revise their initial answers now that they have completed the Explain activities. Consider pairing students to discuss revisions.

Updated Text: Direct students to go back to the Everyday Phenomenon Activity they completed at the start of this Experience. New explanations should reflect an understanding that hurricanes, also known as tropical cyclones, form in conditions of low atmospheric pressure when warm, moist air rises over ocean water. As more air rises, winds start to form, eventually developing into a tropical storm and then a hurricane. Hurricanes get stronger over warm ocean water and weaken over cold ocean water. They also weaken after they make landfall. Students should understand that tropical cyclones can occur in different regions of the world and that they may be called typhoons or cyclones based on where they occur. Ask students to revise their initial answers now that they have completed the Explain activities. Consider pairing students to discuss revisions.

Component: *Grade 8 Teacher Guide*

ISBN: 9781418398675

Current Page Number(s): 210

Location: Preview the Topic

Original Text: In Experience 1, students are introduced to natural events that can impact global climate. They explore the carbon cycle and become familiar with the use of scientific evidence to describe how volcanic eruptions, meteor impacts, and abrupt changes in ocean currents influence climate. In Experience 2, they explore how human activities, such as the release of greenhouse gases, deforestation, and urbanization, influence climate.

Updated Text: In this Topic, students will plan and conduct an experimental investigation to identify the cause-and-effect relationship between carbon dioxide in the atmosphere and warmer average global climate. Students will use scientific evidence and analyze data to examine factors that can affect global climate. In Experience 1, students are introduced to natural events that can impact global climate. They explore the carbon cycle and become familiar with the use of scientific evidence to describe how volcanic eruptions, meteor impacts, and abrupt changes in ocean currents influence climate. In Experience 2, they explore how human activities, such as the release of greenhouse gases, deforestation, and urbanization, influence climate.

Students learned about weather and climate in Grade 4. In Grade 7, they learned about thermal energy transfer and the cycling of matter in ecosystems. In this Topic, they will build on their prior knowledge to understand how natural events and human activity can impact climate.

Component: *Grade 8 Teacher Guide*

ISBN: 9781418398675

Current Page Number(s): 214

Location: Launch the Anchoring Phenomenon

Original Text: Students watch a video that introduces the phenomenon of a glacial lagoon in Iceland that is increasing in size over time as a glacier melts. Throughout the Topic, students will gain knowledge that should help them explain that natural events and human activities affect the climate, which affects how much ice melts from the glacier into the lagoon. A warming climate results in more ice melting from the glacier, which causes the lagoon to increase in size.

Updated Text: Students will analyze data and use evidence to describe how natural events and human activities can affect global climate. Students watch a video that introduces the phenomenon of a glacial lagoon in Iceland that is increasing in size over time as a glacier melts. Throughout the Topic, students will gain knowledge that should help them explain that natural events and human activities affect the climate, which affects how much ice melts from the glacier into the lagoon. A warming climate results in more ice melting from the glacier, which causes the lagoon to increase in size.

Component: *Grade 8 Teacher Guide*

ISBN: 9781418398675

Current Page Number(s): 216

Location: Objectives section top of page

Original Text: Objective

- Students explore how natural events, such as volcanic eruptions, meteor impacts, and changes in ocean currents, can influence global climate.
- Students investigate how carbon cycles through Earth's spheres.

Updated Text: Objectives

Students will use scientific evidence to explain how natural events, such as volcanic eruptions, meteor impacts, and changes in ocean currents, can influence global climate. Students will analyze how carbon cycles through Earth's spheres and evaluate experimental and engineering designs that measure effects on Earth's temperature.

Component: *Grade 8 Teacher Guide*

ISBN: 9781418398675

Current Page Number(s): 223

Location: Multiple areas, second half of page

Original Text: REVISIT EVERYDAY PHENOMENON

Direct students to go back to the Everyday Phenomenon Activity they completed at the start of this Experience.

During the class discussion, encourage students to share their original choices and explain their reasoning. Then ask students if they want to choose another explanation now that they have completed the Explain activities, especially to add evidence from the Experience to their explanation. Consider having students form small groups to discuss the changes each of them made to their initial answers.

EXIT TICKET

Give students 3–5 minutes to create a story board or story outline about a natural event that influences climate. As a class, discuss each response and any

revisions that should be made.

As an alternative exit ticket, ask students to answer the following questions:

- Which is part of the carbon cycle?
 - a. Carbon is taken in by plants during photosynthesis.
 - b. Forest fires and burning fossil fuels release CO₂ into the atmosphere (correct).
 - c. Carbon enters the geosphere when organisms die and decay.
 - d. All of the above
- Give a thumbs up if you think that an abrupt change in an ocean current can cause the climate to change because ocean currents moderate Earth's climate by moving warm water away from the equator and cold water toward the equator. (thumbs up)

Updated Text: REVISIT EVERYDAY PHENOMENON

Direct students to go back to the Everyday Phenomenon Activity they completed at the start of this Experience. During the class discussion, encourage students to share their original choices and explain their reasoning. Then ask students if they want to choose another explanation now that they have completed the Explain activities, especially to add evidence from the Experience to their explanation. Students should conclude that B is the best explanation. Volcanoes emit materials that disperse for great distances. These materials reflect sunlight back into space, which can lead to lower a lower global temperature.

EXIT TICKET

Give students 3–5 minutes to create a story board or story outline about a natural event that influences climate. As a class, discuss each response and any revisions that should be made.

Alternative Exit Ticket Ask students to answer the following question:

Which is part of the carbon cycle?

- a. Carbon is taken in by plants during photosynthesis.
- b. Forest fires and burning fossil fuels release CO₂ into the atmosphere.
- c. Carbon enters the geosphere when organisms die and decay.
- d. All of the above (correct).

Component: *Grade 8 Teacher Guide*

ISBN: 9781418398675

Current Page Number(s): 226

Location: Objectives section top of page

Original Text: Students explore how human activities, including the release of greenhouse gases, deforestation, and urbanization, can influence global climate.

Updated Text: Students will analyze data and develop explanations to explore how human activities, including the release of greenhouse gases, deforestation, and urbanization, can impact the stability and change of climate.

Component: *Grade 8 Teacher Guide*

ISBN: 9781418398675

Current Page Number(s): 232

Location: Replace Vocabulary Support Box

Original Text: Vocabulary Support

Root Words Remind students that word parts include root words, which are words onto which prefixes and suffixes are

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 2154 of 3538

added. Have students identify the root words in deforestation (forest) and urbanization (urban). Then have them explain to a partner how the meaning of these root words is related to the meaning of the vocabulary terms.

Updated Text: Mastering Scientific and Engineering Practices

Engaging in Scientific Argumentation Various strategies, from carbon capture technology to reducing carbon emissions, have been proposed but not yet adopted on a large enough scale. Have students research specific strategies to address climate change. Students should develop an argument advocating for their chosen technology or policy. Students can consider various types of data, including data related to emissions sources, amount of greenhouse gases emitted in the atmosphere, time frame for implementing and seeing effects of a technology, etc. Remind students that their arguments should be supported by data and evidence.

Component: *Grade 8 Teacher Guide*

ISBN: 9781418398675

Current Page Number(s): 233

Location: Revisit Everyday Phenomenon

Original Text: Direct students to go back to the Everyday Phenomenon Activity they completed at the start of this Experience. Ask students to revise their initial answers now that they have completed the Explain activities. Then, during a class discussion, invite students to contrast their initial and revised answers. Ask students to explain their reasoning for any revisions. Other students may then join the discussion to add their logic or provide different perspectives.

Updated Text: Direct students to go back to the Everyday Phenomenon Activity they completed at the start of this Experience. Ask students to revise their initial answers now that they have completed the Explain activities. Then, during a class discussion, invite students to contrast their initial and revised answers. Ask students to explain their reasoning for any revisions. Other students may then join the discussion to add their logic or provide different perspectives. Student responses should indicate that they understand removing trees can affect global temperatures because trees remove carbon dioxide from the atmosphere and they can affect very local temperatures because they provide shade.

Component: *Grade 8 Teacher Guide*

ISBN: 9781418398675

Current Page Number(s): 235

Location: Differentiated Instruction

Original Text: Ask students to help you complete the table by comparing and contrasting the phenomena of Mount Pinatubo and Glacier Lagoon. Lead students to observe that a change in global temperatures and thus climate connects both places.

Updated Text: Ask students to help you complete the table by comparing and contrasting the phenomena of deforestation and Glacier Lagoon. Lead students to observe that changes that occur in one part of the world can affect another part of the world.

Component: *Grade 8 Student Activity Companion*

ISBN: 9781418398644

Current Page Number(s): 312

Location: Share with a Partner

Original Text: Share with a Partner Turn to a partner and compare your lists. If you have the same terms checked off, compare your definitions with your partner's definitions. Discuss any differences and see if you can agree on a definition.

Updated Text: Share with a Partner Turn to a partner and compare your lists. If you have the same terms highlighted or circled, compare your definitions with your partner's definitions. Discuss any differences and see if you can agree on a definition.

Publisher: Summit K12 Holdings

Science, Grade 8

Program: *Dynamic Science 8th Grade: TEKS*

Component: *Dynamic Science 8th Grade*

ISBN: 9781433409523

Location: Lesson Guide - Evaluate section

Original Text: Formative Assessment 1

Updated Text: Assessment 1 (changed name as a result of TRR guidance in every Lesson Guide)

Component: *Dynamic Science 8th Grade*

ISBN: 9781433409523

Location: Lesson Guide - Evaluate section

Original Text: Formative Assessment 2

Updated Text: Assessment 2 (changed name as a result of TRR guidance in every Lesson Guide)

Publisher: TPS Publishing

Science, Grade 8

Program: *STEAM into Science - Grade 8 Edition: TEKS*

Component: *Learn By Doing STEAM Activity Reader Book - Grade 8 Student Edition*

ISBN: 9781788058667

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 44

Location: Bottom of page number 4

Original Text: n/a

Updated Text: Delete; Ask the students to compare and contrast the properties of acids and bases, using information from the chapter text.

Component: *Learn By Doing STEAM Activity Reader Book - Grade 8 Student Edition*

ISBN: 9781788058667

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 44

Location: Bottom of page number 5

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 2156 of 3538

Original Text: Ask the students to compare and contrast

Updated Text: Compare and contrast

Component: *Learn By Doing STEAM Activity Reader Book - Grade 8 Student Edition*

ISBN: 9781788058667

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 44

Location: Conclusion

Original Text: The students should record whether their

Updated Text: Record whether

Component: *Learn By Doing STEAM Activity Reader Book - Grade 8 Student Edition*

ISBN: 9781788058667

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 44

Location: Line after Conclusion

Original Text: On the following pages record your hypothesis, discussion

Updated Text: On the following pages record your hypothesis, results, discussion

Component: *Learn By Doing STEAM Activity Reader Book - Grade 8 Teacher Edition*

ISBN: 9781788058650

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 94

Location: Forth line

Original Text: Queen

Updated Text: King

Component: *Learn By Doing STEAM Activity Reader Book - Grade 8 Student Edition*

ISBN: 9781788058667

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 124

Location: Forth line

Original Text: Queen

Updated Text: King

Component: *Learn By Doing STEAM Activity Reader Book - Grade 8 Teacher Edition*

ISBN: 9781788058650

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 105

Location: Fifth line under graphic

Original Text: last thousand years (125).

Updated Text: last ten thousand years (116, 117)

Component: *Learn By Doing STEAM Activity Reader Book - Grade 8 Student Edition*

ISBN: 9781788058667

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 135

Location: Fifth line under graphic

Original Text: last thousand years (125).

Updated Text: last ten thousand years (116, 117)

Component: *Learn By Doing STEAM Activity Reader Book - Grade 8 Teacher Edition*

ISBN: 9781788058650

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 105

Location: Last line

Original Text: (123)

Updated Text: (115)

Component: *Learn By Doing STEAM Activity Reader Book - Grade 8 Student Edition*

ISBN: 9781788058667

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 135

Location: Fifth line under graphic

Original Text: last thousand years (125).

Updated Text: last ten thousand years (116, 117)

Component: *Learn By Doing STEAM Activity Reader Book - Grade 8 Teacher Edition*

ISBN: 9781788058650

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 106

Location: 6th and 8th bullet

Original Text: n/a

Updated Text: Add to end the following;

(117)

Component: *Learn By Doing STEAM Activity Reader Book - Grade 8 Student Edition*

ISBN: 9781788058667

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 136

Location: 6th and 8th bullet

Original Text: n/a

Updated Text: Add to end the following;

(117)

Component: *Learn By Doing STEAM Activity Reader Book - Grade 8 Teacher Edition*

ISBN: 9781788058650

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 106

Location: End of penultimate paragrph

Original Text: n/a

Updated Text: Add to end the following;

(116)

Component: *Learn By Doing STEAM Activity Reader Book - Grade 8 Student Edition*

ISBN: 9781788058667

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 136

Location: End of penultimate paragrph

Original Text: n/a

Updated Text: Add to end the following;

(116)

Component: *Learn By Doing STEAM Activity Reader Book - Grade 8 Teacher Edition*

ISBN: 9781788058650

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 107

Location: Bottom half of page

Original Text: Climate Change Global Temperature

How Do We Know Climate Change is Real?

What evidence exists that Earth is warming and that humans are the main cause?

Updated Text: Climate Change Global Temperature - (115)

How Do We Know Climate Change is Real? -(116)

What evidence exists that Earth is warming and that humans are the main cause? (117)

Component: *Learn By Doing STEAM Activity Reader Book - Grade 8 Student Edition*

ISBN: 9781788058667

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 137

Location: Bottom half of page

Original Text: Climate Change Global Temperature

How Do We Know Climate Change is Real?

What evidence exists that Earth is warming and that humans are the main cause?

Updated Text: Climate Change Global Temperature - (115)

How Do We Know Climate Change is Real? -(116)

What evidence exists that Earth is warming and that humans are the main cause? (117)

Component: *Teacher Textbook - Grade 8 Science*

ISBN: 9781788058674

Current Page Number(s): ii, xiv, xv, xxxii

Location: Digital Frog

Original Text: n/a

Updated Text: Remove reference to Digital Frog

Component: *Learn By Doing STEAM Activity Reader Book - Grade 8 Teacher Edition*

ISBN: 9781788058650

Link to Current Content:

[View Current Content](#)

Current Page Number(s): Page 3

Location: Add to Idea box guidance

Original Text: N/A

Updated Text: Idea Boxes

Idea boxes placed throughout the chapter text function to provide opportunities for collaborative discussion of content, review of content introduced, and focus on certain content that is harder to grasp. Guidance on how to use the idea

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 2160 of 3538

boxes can be found in the Comprehension Skills section. However, before reading each chapter prepare for the idea boxes by:

- Reviewing the chapter and idea boxes and planning for the time taken for each box to be implemented (guidance on how long each idea box will take to implement can be found in the Learn by Doing Activity Reader Books Scope and Sequence that can be found in the TPS Online Library Teacher Support).
- Reading the chapter and planning where in the text to stop for the Idea box; this should be an appropriate break from the text that can be used to implement the idea box.
- Planning to have at hand any materials needed to implement the Idea box.
- Reviewing the task information contained within the Idea boxes.

Publisher: Houghton Mifflin Harcourt

Science, (Spanish) Grade K

Program: *HMH ¡Arriba las Ciencias! Texas Hybrid Classroom Package Grade K: TEKS*

Component: *HMH ¡Arriba las Ciencias! Texas Teacher License Digital Grade K*

ISBN: 9780358881636

Link to Current Content:

[View Current Content](#)

Current Page Number(s): TEKS K.1-K.5 Banco de destrezas y temas p. 24

Location: Item 36, prompt

Original Text: "Josh quiere resolver el problema usando objetos pequeños primero. ¿Qué objetos puede usar Josh como modelo para resolver el problema?"

Updated Text: "La caja de juguetes de Josh no se mantiene cerrada. Josh quiere resolver el problema usando objetos pequeños primero, así que va a construir un modelo. ¿Qué objetos puede usar Josh como modelo para resolver el problema?"

[HMH: Please note that the first sentence already appears in the direction line above the image.]

Component: *HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade K*

ISBN: 9780358841715

Link to Current Content:

[View Current Content](#)

Current Page Number(s): T6

Location: La luz y los materiales, Día 2

Original Text: "Observa la luz"

Updated Text: "Explora la luz"

Component: *HMH ¡Arriba las Ciencias! Texas Student Edition Print Consumable Grade K*

ISBN: 9780358881285

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p.18

Location: Las ciencias en distintas profesiones, bottom of page, teacher prompt

Original Text: "Dibuja una línea debajo de la imagen que muestra un químico trabajando en un laboratorio."

Updated Text: N/A

Component: *HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade K*

ISBN: 9780358841715

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p.9

Location: First column, top of page, Pasos 1-2

Original Text: "Si los estudiantes no están seguros sobre la forma en la que deben anotar sus hallazgos, muéstrelles cómo completar la tabla con uno de sus objetos. "

Updated Text: "Puede ser útil darles a los estudiantes la opción de trazar formas o usar crayones para anotar el color de los objetos de la bandeja. Muéstrelles cómo completar la tabla con uno de sus objetos."

Component: *HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade K*

ISBN: 9780358841715

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p.3

Location: Column 2, Día 3, Consejos para la preparación,

Original Text: "Proporcióneles a los estudiantes grupos de objetos en diferentes cantidades y tamaños, de modo que los estudiantes sean capaces de comparar los objetos por tamaño y cantidad."

Updated Text: "Los estudiantes compararán el tamaño del objeto individual y la cantidad de objetos en cada tazón. Mientras prepara cada tazón con materiales, asegúrese de que la cantidad de objetos en cada tazón sea diferente para que los estudiantes puedan hacer una comparación clara (por ejemplo, pocas canicas, muchos copos de algodón) acerca de la cantidad relativa."

Component: *HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade K*

ISBN: 9780358841715

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p.12

Location: Column 2, Consejos para la preparación

Original Text: "Proporcióneles a los estudiantes grupos de objetos que varíen en tamaño y número para que así puedan comparar los objetos por tamaño relativo y cantidad."

Updated Text: "Los estudiantes compararán el tamaño del objeto individual y la cantidad de objetos en cada tazón. Mientras prepara cada tazón con materiales, asegúrese de que la cantidad de objetos en cada tazón sea diferente para que los estudiantes puedan hacer una comparación clara (por ejemplo, pocas canicas, muchos copos de algodón) acerca de la cantidad relativa."

Component: *HMH ¡Arriba las Ciencias! Texas Student Edition Print Consumable Grade K*

ISBN: 9780358881285

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p.11

Location: Propiedades, captions for each image

Original Text: N/A

Updated Text: "La textura es una propiedad que puedes sentir. La canica es dura. El copo de algodón es suave."

"El material es de lo que está hecho un objeto. El bloque azul está hecho de poliestireno. El otro bloque es de madera."

"El color es una propiedad que puedes ver. Una pera es verde. La otra pera es roja."

"La forma es otra propiedad que puedes ver. Un bloque es un cuadrado. El otro es un triángulo."

Component: *HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade K*

ISBN: 9780358841715

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p.16

Location: Las ciencias en distintas profesiones, Column 1, paragraph 1, after first sentence, insert Apoyo para las respuestas de los estudiantes

Original Text: N/A

Updated Text: "¿Qué hacen los químicos? Dibuja un círculo alrededor de los enunciados verdaderos." [anno text:] "B. C."

Component: *HMH ¡Arriba las Ciencias! Texas Teacher License Digital Grade K*

ISBN: 9780358881636

Link to Current Content:

[View Current Content](#)

Current Page Number(s): Force and Motion (TEKS K.7) Test, p. 3

Location: La fuerza y el movimiento (TEKS K.7) Prueba, Question 4, Prompt Table

Original Text: N/A

Updated Text: New column in student response table, row two with label "Atrae."

[HMH: If we add this new column, the answer should be "Yes" or "No", but the activity asks the students to select among A-D options. I suggest making the following changes instead:

Add new column in student response table, between "Imán 2" and "Razón", with label "Atrae". Add to possible responses "E. Sí" and "F. No"] [JK-8/11/23 Do the following. The prompt should read "Sam wants to interact with magnets. Predict how she could set up the magnets to describe how they pull towards each other.

Write the letter of ONE correct answer in each box. Some letters may be used more than once. Not all letters will be used."

Keep the table and add a column to left of table title 'Attract'. Keep answer choices as they are now.]

Component: *HMH ¡Arriba las Ciencias! Texas Student License Digital Grade K*

ISBN: 9780358881544

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 2163 of 3538

Link to Current Content:

[View Current Content](#)

Current Page Number(s): Screen 3

Location: Paso 5, bottom of the screen

Original Text: "Describe cómo se puede usar un imán para empujar o tirar de un objeto."

Updated Text: "Trabaja con un compañero para describir cómo se puede usar un imán para empujar o tirar de un objeto."

Component: *HMH ¡Arriba las Ciencias! Texas Student Edition Print Consumable Grade K*

ISBN: 9780358881285

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p.30

Location: Boleto de salida, bottom of page, teacher prompt

Original Text: "Mira la imagen con muchos objetos. Predice qué objetos atraerá un imán. Encierra en un círculo cada uno de ellos."

Updated Text: "Mira la imagen de arriba y predice qué objetos atraerá un imán. Mira las tres imágenes de abajo y encierra en un círculo los objetos que cumplen tu predicción."

Component: *HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade K*

ISBN: 9780358841715

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p.29

Location: Apoyo para las respuestas de los estudiantes

Original Text: "Mira la imagen. Prediga cuáles serán los elementos que el imán atraerá"

Updated Text: "Mira la imagen de arriba y predice qué objetos atraerá un imán. Mira las tres imágenes de abajo y encierra en un círculo los objetos que cumplen tu predicción."

Component: *HMH ¡Arriba las Ciencias! Texas Student Edition Print Consumable Grade K*

ISBN: 9780358881285

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p.27

Location: Paso 2, middle of page, second sentence

Original Text: "Predice qué objetos atraerá el imán."

Updated Text: "Predice qué objetos atraerá el imán. Comparte tus ideas con un compañero."

Component: *HMH ¡Arriba las Ciencias! Texas Student License Digital Grade K*

ISBN: 9780358881544

Link to Current Content:

[View Current Content](#)

Current Page Number(s): Screen 3

Location: Paso 2, second sentence

Original Text: "Predice de qué objetos tirará el imán."

Updated Text: "Predice de qué objetos tirará (o qué objetos atraerá) el imán. Comparte tus ideas con un compañero."

Component: *HMH ¡Arriba las Ciencias! Texas Student Edition Print Consumable Grade K*

ISBN: 9780358881285

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p.37

Location: Leer, escribir y compartir, bottom of page, teacher prompt

Original Text: "Comenta, dibuja o escribe sobre dos cosas en el salón de clases que estén en movimiento. Comparte tu trabajo con los demás."

Updated Text: "Dibuja o escribe sobre dos cosas en el salón de clases que estén en movimiento. Comparte tu trabajo con los demás."

Component: *HMH ¡Arriba las Ciencias! Texas Student License Digital Grade K*

ISBN: 9780358881544

Link to Current Content:

[View Current Content](#)

Current Page Number(s): Día 2, Screen 3

Location: Paso 6, after first sentence

Original Text: "¿Cuál es la causa y cuál es el efecto? Haz otra pregunta que tengas sobre tu investigación."

Updated Text: "¿Cuál es la causa y cuál es el efecto? Comparte tus ideas con un compañero. Haz otra pregunta que tengas sobre tu investigación."

Component: *HMH ¡Arriba las Ciencias! Texas Student Edition Print Consumable Grade K*

ISBN: 9780358881285

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p.28

Location: Paso 6, after first sentence

Original Text: N/A

Updated Text: ..."Comparte tus ideas con un compañero."

Component: *HMH ¡Arriba las Ciencias! Texas Student License Digital Grade K*

ISBN: 9780358881544

Link to Current Content:

[View Current Content](#)

Current Page Number(s): Screen 6

Location: Boleto de salida, after second sentence

Original Text: N/A

Updated Text: ..."Elige las imágenes de abajo que cumplen tu predicción."

Component: *HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade K*

ISBN: 9780358841715

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p.27

Location: Column 1, Pasos 3-5, after last sentence

Original Text: N/A

Updated Text: "Para anotar sus hallazgos, los estudiantes pueden dibujar los objetos que el imán atrajo o no atrajo en vez de escribirlos."

Component: *HMH ¡Arriba las Ciencias! Texas Teacher License Digital Grade K*

ISBN: 9780358881636

Link to Current Content:

[View Current Content](#)

Current Page Number(s): La luz (TEKS K.8) Prueba, p. 3

Location: La luz (TEKS K.8) Prueba, Item 5, Answer Choices A and C

Original Text: "A. Se puede ver el libro"

"C. No se puede ver nada en la habitación"

Updated Text: "A. Cal puede ver el libro"

C. Cal no puede ver nada en la habitación"

Component: *HMH ¡Arriba las Ciencias! Texas Student Edition Print Consumable Grade K*

ISBN: 9780358881285

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p.61

Location: Bottom of page, after Paso 1

Original Text: N/A

Updated Text: Table with two columns and two rows.

Title: "Papel encerado"

Columns heads: "La luz pasa", "La luz no pasa"

Component: *HMH ¡Arriba las Ciencias! Texas Student Edition Print Consumable Grade K*

ISBN: 9780358881285

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 2166 of 3538

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p.123

Location: Paso 2, last line

Original Text: "Describe y dibuja."

Updated Text: "Describe o muestra los colores."

Component: *HMH ¡Arriba las Ciencias! Texas Student Edition Print Consumable Grade K*

ISBN: 9780358881285

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p.123

Location: Paso 3, last line

Original Text: "Describe y dibuja."

Updated Text: "Describe o dibuja las texturas."

Component: *HMH ¡Arriba las Ciencias! Texas Student Edition Print Consumable Grade K*

ISBN: 9780358881285

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p.123

Location: Paso 4, last line

Original Text: "Describe y dibuja."

Updated Text: "Describe o dibuja las formas."

Component: *HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade K*

ISBN: 9780358841715

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p.140

Location: Middle of first column, activity title

Original Text: "Observa patrones del estado del tiempo"

Updated Text: "Observa las estaciones"

Component: *HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade K*

ISBN: 9780358841715

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p.140

Location: Middle of second column, Dirija un debate en grupo, lines 5–6

Original Text: "Use los marcos de oraciones en la sección de Afirmaciones, Evidencias y Razonamiento."

Updated Text: N/A

Component: *HMH ¡Arriba las Ciencias! Texas Student Edition Print Consumable Grade K*

ISBN: 9780358881285

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p.140

Location: 2nd and 3rd image

Original Text: Middle image shows sunset (sun near horizon on left)

Bottom image shows midday (sun high in the middle of the sky)

Updated Text: Middle image shows midday (sun high in the middle of the sky)

Bottom image shows sunset (sun near horizon on left)

Component: *HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade K*

ISBN: 9780358841715

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p.180

Location: Column 1, Objetivo de aprendizaje

Original Text: "Los estudiantes describirán las propiedades de las rocas, el suelo y el agua y darán ejemplos de cómo se puede utilizar cada uno de ellos."

Updated Text: "Los estudiantes comprenderán de qué manera los recursos naturales forman parte de un sistema y generan usos prácticos para las rocas, el suelo y el agua."

Component: *HMH ¡Arriba las Ciencias! Texas Student Edition Print Consumable Grade K*

ISBN: 9780358881285

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p.202

Location: Bottom of page, Teacher prompt

Original Text: "Dibuja una línea debajo de la imagen que muestre a un científico especialista en suelos evaluando el suelo."

Updated Text: N/A

Component: *HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade K*

ISBN: 9780358841715

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p.169

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 2168 of 3538

Location: Consejos para la preparación, before first sentence

Original Text: "Algunos estudiantes pueden beneficiarse de la observación de imágenes adicionales de rocas, del suelo y del agua, tanto al utilizarla como en su estado natural."

Updated Text: "Imprima un conjunto de tarjetas ilustradas para cada estudiante o pareja antes de comenzar la actividad. Algunos estudiantes pueden beneficiarse de la observación de imágenes adicionales de rocas, del suelo y del agua, tanto al utilizarla como en su estado natural."

Component: *HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade K*

ISBN: 9780358841715

Link to Current Content:
[View Current Content](#)

Current Page Number(s): p.174

Location: Consejos para la preparación, before first sentence

Original Text: "Algunos estudiantes pueden beneficiarse de la observación de imágenes adicionales de rocas, del suelo y del agua, tanto al utilizarla como en su estado natural."

Updated Text: "Imprima un conjunto de tarjetas ilustradas para cada estudiante o pareja antes de comenzar la actividad. Algunos estudiantes pueden beneficiarse de la observación de imágenes adicionales de rocas, del suelo y del agua, tanto al utilizarla como en su estado natural."

Component: *HMH ¡Arriba las Ciencias! Texas Student Edition Print Consumable Grade K*

ISBN: 9780358881285

Link to Current Content:
[View Current Content](#)

Current Page Number(s): p.197

Location: Middle of page, Caption 2, second image

Original Text: "El agua limpia el cuerpo."

Updated Text: "El agua limpia a las personas y los animales."

Component: *HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade K*

ISBN: 9780358841715

Link to Current Content:
[View Current Content](#)

Current Page Number(s): p.197

Location: Column 1, Paso 4, last sentence

Original Text: "... Pídales que completen el Organizador de temas científicos de Estabilidad y cambio para identificar lo que cambia y lo que permanece igual."

Updated Text: "... Mientras los estudiantes dibujan cada planta, anímelos a comentar y comparar sus observaciones con un compañero. También puede pedirles que completen el Organizador de temas científicos de Estabilidad y cambio como ayuda para identificar en qué cambiaron y en qué permanecieron iguales las plantas."

Component: *HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade K*

ISBN: 9780358841715

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 2169 of 3538

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p.193

Location: Column 2, Paso 5, first sentence

Original Text: "Después de cinco días, pida a los estudiantes que completen el Organizador de temas de Estabilidad y cambio para identificar lo que cambia y lo que permanece igual. Cuando comparen sus plantas, anímelos a comentar cómo cambió la planta que no se regó."

Updated Text: "Después de cinco días, pida a los estudiantes que dibujen las mismas plantas del Paso 1. A medida que comparan sus dibujos, anímelos a explicar cómo cambió la planta que no recibió agua. También puede completar el Organizador de temas científicos de Estabilidad y cambio para seguir ayudando a los estudiantes a identificar lo que cambió o lo que permaneció igual."

Component: *HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade K*

ISBN: 9780358841715

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p.196

Location: Column 2, Objetivo de aprendizaje

Original Text: "Los estudiantes planificarán y realizarán una investigación para identificar que las plantas necesitan luz solar."

Updated Text: "Los estudiantes podrán observar e identificar que las plantas necesitan luz solar."

Component: *HMH ¡Arriba las Ciencias! Texas Student Edition Print Consumable Grade K*

ISBN: 9780358881285

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p.218

Location: Bottom of page, Teacher Prompt

Original Text: "Las plantas necesitan espacio para sus raíces, tallos y hojas. Colorea el espacio entre las plantas jóvenes."

Updated Text: "Las plantas necesitan espacio para sus raíces, tallos y hojas."

Component: *HMH ¡Arriba las Ciencias! Texas Student Edition Print Consumable Grade K*

ISBN: 9780358881285

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p.223

Location: Bottom of page, Teacher Prompt

Original Text: "Comparte tus dibujos de la planta cuando obtiene todo lo que necesita. Explica lo que necesita la planta."

Updated Text: "Hay un problema con esta planta. ¿Cuál crees que es el problema? Comparte tu dibujo de la planta cuando obtiene todo lo que necesita."

Component: *HMH ¡Arriba las Ciencias! Texas Teacher License Digital Grade K*

ISBN: 9780358881636

Link to Current Content:

[View Current Content](#)

Current Page Number(s): Lo que necesitan las plantas (TEKS K.12.A) Examen breve, p.4

Location: Lo que necesitan las plantas (TEKS K.12.A) Examen breve, Item 7, Question and Answer choices

Original Text: "¿De qué otra manera podrían los estudiantes explicarse uno al otro cómo crece la semilla?"

A. "Escribir en su diario de ciencias"

C. "Contar a su maestro lo que ocurrió"

Updated Text: "¿De qué otra manera podrían los estudiantes hablar uno con el otro sobre cómo crece la semilla?"

A. "Plantar nuevas semillas"

C. "Mirar las plantas y sentarse en silencio"

Component: *HMH ¡Arriba las Ciencias! Texas Student Edition Print Consumable Grade K*

ISBN: 9780358881285

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p.238

Location: Bottom of page

Original Text: N/A

Updated Text: "Haz una afirmación sobre lo que tu animal necesita para vivir y crecer."

Component: *HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade K*

ISBN: 9780358841715

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p.244

Location: Column 2, Consejos para la preparación, after last sentence

Original Text: N/A

Updated Text: "Los estudiantes observarán el crecimiento de las plantas durante dos semanas antes de completar la Parte 2."

Component: *HMH ¡Arriba las Ciencias! Texas Student Edition Print Consumable Grade K*

ISBN: 9780358881285

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 113 (existing pages 113-114 becomes new pages 114-115)

Location: Top of page, caption 1, caption 2

Original Text: N/A

Updated Text: "¿Cómo sabes si es de día o de noche?"

[Caption 1] "De día el cielo está iluminado. Vemos el Sol. Los objetos del cielo se ven con facilidad."

[Caption 2] "De noche el cielo está oscuro. Vemos la Luna y las estrellas en el cielo."

Component: *HMH ¡Arriba las Ciencias! Texas Student Edition Print Consumable Grade K*

ISBN: 9780358881285

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 113 (existing pages 113-114 becomes new pages 114-115)

Location: Bottom of page

Original Text: N/A

Updated Text: "Traza una línea para identificar las cosas que observas durante el día. Identifica las cosas que observas durante la noche."

Component: *HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade K*

ISBN: 9780358841715

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 104

Location: Column 1

Original Text: N/A

Updated Text: "Pida a los niños que miren los videos para observar las características del día y de la noche."

"Apoyo para las respuestas de los estudiantes

Traza una línea para identificar las cosas que observas durante el día. Identifica las cosas que observas durante la noche.

Día: Sol, nubes Noche: Luna, estrellas"

Publisher: McGraw Hill

Science, (Spanish) Grade K

Program: *McGraw Hill Ciencias para Texas Kindergarten: TEKS*

Component: *McGraw Hill Ciencias para Texas, Grado K Student Edition*

ISBN: 9781266314735

Current Page Number(s): 14

Location: Top of the page, next to the heading "Models and Visuals"

Original Text: N/A

Updated Text: [Engage with the Page icon]

Component: *McGraw Hill Ciencias para Texas, Grado K Student Edition*

ISBN: 9781266314735

Current Page Number(s): 52

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 2172 of 3538

Location: Top of the page, next to the heading "Magnets Pull Objects"

Original Text: [Engage with the Page icon]

Updated Text: N/A

Component: McGraw Hill Ciencias para Texas, Grado K Student Edition

ISBN: 9781266314735

Current Page Number(s): 102

Location: Bottom half of the page in the Write About It! section

Original Text: [2-5 Word Web graphic organizer]

Updated Text: [K-2 Simple Word Web graphic organizer]

Component: McGraw Hill Ciencias para Texas, Grado K Student Edition

ISBN: 9781266314735

Current Page Number(s): 134

Location: Top of the page, next to the Build Your Skill heading

Original Text: N/A

Updated Text: [Engage with the Page icon]

Component: McGraw Hill Ciencias para Texas, Grado K Student Edition

ISBN: 9781266314735

Current Page Number(s): 164

Location: Top of the page, next to the Sun and Clouds heading

Original Text: N/A

Updated Text: [Talk About It icon]

Component: McGraw Hill Ciencias para Texas, Grado K Student Edition

ISBN: 9781266314735

Current Page Number(s): 164

Location: Bottom of the page, below "DIRECTIONS"

Original Text: N/A

Updated Text: Talk About It How can the descriptions in the text help you illustrate objects in the sky?

Component: McGraw Hill Ciencias para Texas, Grado K Student Edition

ISBN: 9781266314735

Current Page Number(s): 178

Location: Top of the page, next to the Patterns heading

Original Text: N/A

Updated Text: [Engage with the Page icon]

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 2173 of 3538

Component: McGraw Hill Ciencias para Texas, Grado K Student Edition

ISBN: 9781266314735

Current Page Number(s): 221

Location: Sample answer annotation circles on both photos

Original Text: N/A

Updated Text: Sample answers:

Component: McGraw Hill Ciencias para Texas, Grado K Student Edition

ISBN: 9781266314735

Current Page Number(s): 223

Location: Sentences 4-6

Original Text: But she didn't mind.

Ynes Mexia loved learning.

Ynes Mexia loved plants.

Updated Text: She helped people learn more about plants.

She helped save Redwood trees.

Component: McGraw Hill Ciencias para Texas, Grado K Student Edition

ISBN: 9781266314735

Current Page Number(s): 248

Location: Middle right, photo of woodpecker

Original Text: Photo of woodpecker

Updated Text: Photo of spotted nutcracker

Component: McGraw Hill Ciencias para Texas, Grado K Teacher Edition

ISBN: 9781266115585

Current Page Number(s): 3I

Location: Day 2 Assess, Below Quick Check Section

Original Text: N/A

Updated Text: Review the cognitive verbs and Scientific and Engineering Practices and post the word cards on the Interactive Word Wall. [gray pill] 5 min

Component: McGraw Hill Ciencias para Texas, Grado K Teacher Edition

ISBN: 9781266115585

Current Page Number(s): 3J

Location: Day 3 Teach:

Original Text: Delete yellow box: Review the cognitive verbs and Scientific and Engineering Practices and post the word cards on the Interactive Word Wall. [5 min]

Updated Text: N/A

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 2174 of 3538

Component: McGraw Hill Ciencias para Texas, Grado K Teacher Edition

ISBN: 9781266115585

Current Page Number(s): 3J

Location: Day 5 Teach, gray bar

Original Text: 20 min

Updated Text: 25 min

Component: McGraw Hill Ciencias para Texas, Grado K Teacher Edition

ISBN: 9781266115585

Current Page Number(s): 3J

Location: Day 5 Teach, Make a Noise Maker

Original Text: 10 min

Updated Text: 15 min

Component: McGraw Hill Ciencias para Texas, Grado K Teacher Edition

ISBN: 9781266115585

Current Page Number(s): 3J

Location: Day 5 Teach

Original Text: Make a Noise Maker

Updated Text: Build a Noise Maker

Component: McGraw Hill Ciencias para Texas, Grado K Teacher Edition

ISBN: 9781266115585

Current Page Number(s): 3J

Location: Day 5 Teach

Original Text: Make a Noise Maker Students design and build something that makes noise.
10 min

Continue to add words, students' work, and artifacts to the Interactive Word Wall.
1 min

Connect to the Chapter Question 1 min

Updated Text: Connect to the Chapter Question

Continue to add words, students' work, and artifacts to the Interactive Word Wall.
1 min

Make a Noise Maker Students design and build something that makes noise.
10 min

Component: McGraw Hill Ciencias para Texas, Grado K Teacher Edition

ISBN: 9781266115585

Current Page Number(s): 3J

Location: Day 5 Assess, Gray Bar

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 2175 of 3538

Original Text: 10 min

Updated Text: 5 min

Component: McGraw Hill Ciencias para Texas, Grado K Teacher Edition

ISBN: 9781266115585

Current Page Number(s): 3J

Location: Day 5 Assess

Original Text: Quick Check Ask which step of the engineering design process involves drawing a design. 5 min

Updated Text: N/A

Component: McGraw Hill Ciencias para Texas, Grado K Teacher Edition

ISBN: 9781266115585

Current Page Number(s): 9

Location: Talk About It section

Original Text: N/A

Updated Text: Students should name the five senses (touch, taste, smell, hearing, and sight) and describe how they use them to observe. They may mention different plants that George Washington Carver used in his inventions.

Component: McGraw Hill Ciencias para Texas, Grado K Teacher Edition

ISBN: 9781266115585

Current Page Number(s): 11

Location: 2nd column, under Apply It, 4th paragraph

Original Text: Ask: How do you know which sweet potato is longer? Sample answer: I used more paper clips to measure the longer sweet potato.

Updated Text: [THEME] Scale, Proportion, and Quantity Ask: How do you know which sweet potato is longer? Sample answer: I used more paper clips to measure the longer sweet potato. [TEKS] K.5C

Component: McGraw Hill Ciencias para Texas, Grado K Teacher Edition

ISBN: 9781266115585

Current Page Number(s): 13

Location: 2nd Column, ASSESS bar and the content below it

Original Text: ASSESS 10 min

Check for Understanding

Quick Check Ask: Which step of the engineering design process involves drawing a design? Sample answer: Make a Plan

Back to the Big Idea.

Updated Text: N/A

Component: McGraw Hill Ciencias para Texas, Grado K Teacher Edition

ISBN: 9781266115585

Current Page Number(s): 14A

Location: Top Right, Next to Clock Icon

Original Text: 15 min

Updated Text: 20 min

Component: McGraw Hill Ciencias para Texas, Grado K Teacher Edition

ISBN: 9781266115585

Current Page Number(s): 14A

Location: Under HOI Video Screenshot

Original Text: Make a Noise Maker

Updated Text: Build a Noise Maker

Component: McGraw Hill Ciencias para Texas, Grado K Teacher Edition

ISBN: 9781266115585

Current Page Number(s): 14A

Location: HOI: Test the Design/Improve the Design: Step 4

Original Text: Students should test their prototypes to determine if they make noise as they intended.

Updated Text: Students should test their prototypes to determine whether they make noise as they intended.

Component: McGraw Hill Ciencias para Texas, Grado K Teacher Edition

ISBN: 9781266115585

Current Page Number(s): 14A

Location: Under Communicate

Original Text: what worked and did not work about them

Updated Text: in terms of what worked and what did not work.

Component: McGraw Hill Ciencias para Texas, Grado K Teacher Edition

ISBN: 9781266115585

Current Page Number(s): 14A

Location: Above the Brainstorm head

Original Text: N/A

Updated Text: Science Mindset Collaboration is an important science skill. Help students collaborate by encouraging them to listen to one another's ideas. Students may also assign each group member a different task to complete the investigation.

Component: McGraw Hill Ciencias para Texas, Grado K Teacher Edition

ISBN: 9781266115585

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 2177 of 3538

Current Page Number(s): 25E

Location: STEAM Stations, Engineering Station

Original Text: Engineering | Observe Categories

REINFORCE | Use to Intervene Students observe categorized groups of objects and find the object that does not belong. They compare answers with a partner to practice communicating explanations and collaborating with others.

EXTEND | Use to Accelerate Solidify understanding. Students draw a group of objects in their notebook, including one object that does not belong. If there is time, their partner finds the object that does not belong. TEKS K.3B, K.3C FINE ARTS Art K.1A, K.2A

Updated Text: Technology | Design an App

REINFORCE | Use to Intervene Build real-world connections. Students work with their classroom device to observe and discuss the colors and shapes used to design icons.

EXTEND | Use to Accelerate Students practice engineering by creating, drawing, and labeling their own application icon. [TEKS] K.1G [TECH] K.5A, K.6A [FINE ARTS] Art K.2A

Component: McGraw Hill Ciencias para Texas, Grado K Teacher Edition

ISBN: 9781266115585

Current Page Number(s): 25E

Location: STEAM Stations, Engineering Station

Original Text: Photo of Legos

Updated Text: Photo of boy with laptop

Component: McGraw Hill Ciencias para Texas, Grado K Teacher Edition

ISBN: 9781266115585

Current Page Number(s): 25E

Location: STEAM Stations, Math Station, after EXTEND | Use to Accelerate

Original Text: Have students complete the picture graph by adding circles in the empty row.

Updated Text: Students complete the picture graph by adding circles in the empty row.

Component: McGraw Hill Ciencias para Texas, Grado K Teacher Edition

ISBN: 9781266115585

Current Page Number(s): 25E

Location: STEAM Stations, Science Station, sentence after Reinforce | Use to Intervene

Original Text: Provide pattern blocks and prompt students to sort them by color, shape, and more.

Updated Text: Students sort pattern blocks by color, shape, and more.

Component: McGraw Hill Ciencias para Texas, Grado K Teacher Edition

ISBN: 9781266115585

Current Page Number(s): 25E

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 2178 of 3538

Location: STEAM Stations, Science Station, sentence after EXTEND | Use to Accelerate, 2nd sentence

Original Text: Once students have sorted their pattern blocks, they can create designs with their groups.

Updated Text: After sorting their pattern blocks, students can create designs with their groups.

Component: McGraw Hill Ciencias para Texas, Grado K Teacher Edition

ISBN: 9781266115585

Current Page Number(s): 34

Location: ASSESS Notebooking

Original Text: Have students continue Step 3 of the Claim, Evidence, Reasoning Routine by adding any additional evidence or reasoning.

Updated Text: Have students continue Step 3 of the Claim, Evidence, Reasoning Routine by adding any additional evidence or reasoning to the class claim.

Component: McGraw Hill Ciencias para Texas, Grado K Teacher Edition

ISBN: 9781266115585

Current Page Number(s): 34

Location: Write About It, 4 Points

Original Text: The student (1) created a video game character; (2) identified the different colors and shapes used to draw the character; (3) included vocabulary words; (4) used vocabulary words correctly.

Updated Text: The student (1) drew a video game character; (2) wrote a sentence about their character; (3) identified the different colors and shapes used to draw the character; (3) used vocabulary words to label their drawing; (4) used vocabulary words correctly.

Component: McGraw Hill Ciencias para Texas, Grado K Teacher Edition

ISBN: 9781266115585

Current Page Number(s): 37E

Location: STEAM Stations, Science Station, sentence after Reinforce / Use to intervene, 1st sentence

Original Text: Have students

Updated Text: Students

Component: McGraw Hill Ciencias para Texas, Grado K Teacher Edition

ISBN: 9781266115585

Current Page Number(s): 37E

Location: STEAM Stations, Technology Station

Original Text: Technology | Design an App

REINFORCE | Use to Intervene Build real-world connections.
Have students work with their classroom device to observe and discuss the colors and shapes used to design icons.

EXTEND | Use to Accelerate Students practice engineering by

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 2179 of 3538

creating, drawing, and labeling their own application icon.

TEKS K.1G TECH K.5A, K.6A FINE ARTS Art K.2A

Updated Text: Engineering | Build It! REINFORCE | Use to Intervene Have students build their own pencil holder or other useful product. They should discuss the color, shape, size, texture, and material of their product.

EXTEND | Use to Accelerate Students apply the engineering design process by testing and improving the design of their product. [TEKS] K.1B [FINE ARTS] Art K.2A

Component: McGraw Hill Ciencias para Texas, Grado K Teacher Edition

ISBN: 9781266115585

Current Page Number(s): 37E

Location: STEAM Stations, Technology Station

Original Text: photo of child

Updated Text: photo of pencil case

Component: McGraw Hill Ciencias para Texas, Grado K Teacher Edition

ISBN: 9781266115585

Current Page Number(s): 52D

Location: Communicate, Item 6, sentence after Sample answer

Original Text: The magnet pulled the paper cilp, the metal ball, the metal spoon, and the other bar magnet toward it.

Updated Text: The magnet picked up the paper clip, the metal ball, the metal spoon, and the other bar magnet.

Component: McGraw Hill Ciencias para Texas, Grado K Teacher Edition

ISBN: 9781266115585

Current Page Number(s): 52D

Location: Communicate, Item 7, sentence after Sample answer

Original Text: I was surprised that the magnet did not pull the penny or the aluminum foil.

Updated Text: I was surprised that the magnet did not pick up the penny or the aluminum foil.

Component: McGraw Hill Ciencias para Texas, Grado K Teacher Edition

ISBN: 9781266115585

Current Page Number(s): 52D

Location: Communicate, Item 8, sentence after Sample answer

Original Text: The other group said that the magnet pulled the objects made of steel.

Updated Text: The other group said that the magnet picked up the objects made of steel.

Component: McGraw Hill Ciencias para Texas, Grado K Teacher Edition

ISBN: 9781266115585

Current Page Number(s): 52D

Location: Communicate, Item 9, sentence after Sample answer

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 2180 of 3538

Original Text: No. I thought the magnet would pull all metal objects, but it only pulled some metal objects.

Updated Text: Yes, I thought the magnet would pick up some metals and not pick up others and that is what I observed.

Component: McGraw Hill Ciencias para Texas, Grado K Teacher Edition

ISBN: 9781266115585

Current Page Number(s): 55

Location: 2nd column, Key Moment

Original Text: Virtual Field trip inside Key Moment

Updated Text: Virtual Field Trip moved outside Key Moment

Component: McGraw Hill Ciencias para Texas, Grado K Teacher Edition

ISBN: 9781266115585

Current Page Number(s): 55

Location: 2nd column, sentence before Investigation Connection

Original Text: Read and discuss the text with students.

Updated Text: N/A

Component: McGraw Hill Ciencias para Texas, Grado K Teacher Edition

ISBN: 9781266115585

Current Page Number(s): 55

Location: 2nd column, heading after Virtual Field Trip

Original Text: Recycling Center

Updated Text: N/A

Component: McGraw Hill Ciencias para Texas, Grado K Teacher Edition

ISBN: 9781266115585

Current Page Number(s): 55

Location: 2nd column, Claim, Evidence, Reasoning section, sample answer, 1st sentence

Original Text: I claim that magnets pull some metals. My claim is valid because the magnet pulled a paper clip.

Updated Text: I claim that a magnet can pull objects made of some metals. My claim is valid because the magnet pulled a paper clip made of metal but did not pull other metals.

Component: McGraw Hill Ciencias para Texas, Grado K Teacher Edition

ISBN: 9781266115585

Current Page Number(s): 55

Location: 2nd column, Check for Understanding section, after REINFORCE | Use to Intervene, 1st sentence

Original Text: have them use the Act It Out graphic organizer to play a vocabulary game.

Updated Text: have them use the Act It Out game to reinforce concepts.

Component: McGraw Hill Ciencias para Texas, Grado K Teacher Edition

ISBN: 9781266115585

Current Page Number(s): 64

Location: 1st column, Visual Literacy section, 2nd sample answer

Original Text: the window

Updated Text: the window on the first photo and the light bulb in the second photo

Component: McGraw Hill Ciencias para Texas, Grado K Teacher Edition

ISBN: 9781266115585

Current Page Number(s): 64

Location: 1st column, between Key Moment and Visual Literacy

Original Text: N/A

Updated Text: Read and discuss text with students.

Component: McGraw Hill Ciencias para Texas, Grado K Teacher Edition

ISBN: 9781266115585

Current Page Number(s): 64

Location: 1st column, between 2nd Key Moment and Investigation Connection

Original Text: Read and discuss text with students.

Updated Text: N/A

Component: McGraw Hill Ciencias para Texas, Grado K Teacher Edition

ISBN: 9781266115585

Current Page Number(s): 64

Location: 1st column, TEACH section, Key Moment and Investigation Connection section

Original Text: Key Moment Investigation Connection

Notebooking After reading, students build on what they have learned by looking back to make a connection between the photos of the bright and dim light and their Investigation. They should be able to determine that they saw their mystery object better in bright light

Updated Text: N/A

Component: McGraw Hill Ciencias para Texas, Grado K Teacher Edition

ISBN: 9781266115585

Current Page Number(s): 64

Location: 1st column, TEACH section, after IWW

Original Text: N/A

Updated Text: Talk About It Have students describe objects in dim light and bright light. Help them understand that dim light makes colors and other details more difficult to see.

Science Mindset Kindergarten students are becoming more aware of the perspectives of others. Encourage them to think about how others see things by having them look at an object from different places around the room and describing how the object looked different.

Component: McGraw Hill Ciencias para Texas, Grado K Teacher Edition

ISBN: 9781266115585

Current Page Number(s): 64

Location: Visual Literacy head

Original Text: Incorrect heading size

Updated Text: Corrected heading size

Component: McGraw Hill Ciencias para Texas, Grado K Teacher Edition

ISBN: 9781266115585

Current Page Number(s): 65

Location: ASSESS gray bar

Original Text: N/A

Updated Text: clock icon and "10 min".

Component: McGraw Hill Ciencias para Texas, Grado K Teacher Edition

ISBN: 9781266115585

Current Page Number(s): 65

Location: top of the wrap

Original Text: N/A

Updated Text: KEY MOMENT Investigation Connection Notebooking After reading, students build on what they have learned by looking back to make a connection between the photos of the bright and dim light and their Investigation. They should be able to determine that they saw their mystery object better in bright light.

Component: McGraw Hill Ciencias para Texas, Grado K Teacher Edition

ISBN: 9781266115585

Current Page Number(s): 65

Location: 2nd column, 2nd and 3rd paragraph

Original Text: Talk About It Have students describe objects in dim light and bright light. Help them understand that dim light makes colors and other details more difficult to see.

Science Mindset Kindergarten students are becoming more aware of the perspectives of others. Encourage them to think about how others see things by having them look at an object from different places around the room and describing how the object looked different.

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 2183 of 3538

Updated Text: N/A

Component: McGraw Hill Ciencias para Texas, Grado K Teacher Edition

ISBN: 9781266115585

Current Page Number(s): 65

Location: Science Mindset last sentence

Original Text: Encourage them to think about how others see things by having them look at an object from different places around the room and describing how the object looked different.

Updated Text: Encourage them to think about how others see things by having them look at an object from different places around the room and describing how the object looked different from each different place.

Component: McGraw Hill Ciencias para Texas, Grado K Teacher Edition

ISBN: 9781266115585

Current Page Number(s): 65

Location: 2nd column, under Claim, Evidence, Reasoning, 2nd paragraph

Original Text: Sample answer: I claim that we see objects better in bright light. My claim is valid because I saw my mystery object better in bright light.

Updated Text: Sample answer: I claim that bright light makes objects easier to see. You cannot see objects without light. My claim is valid because I saw my mystery object better in bright light but not as well when it was dark."

Component: McGraw Hill Ciencias para Texas, Grado K Teacher Edition

ISBN: 9781266115585

Current Page Number(s): 79

Location: Right Column, Bottom

Original Text: N/A

Updated Text: NOTE: Opaque and transparent are difficult vocabulary words for Kindergarten students. Remind students that transparent objects let light pass through and that opaque objects block light. Students should not be graded on their knowledge of these terms, but on their understanding of the concepts behind them.

Component: McGraw Hill Ciencias para Texas, Grado K Teacher Edition

ISBN: 9781266115585

Current Page Number(s): 79

Location: 2nd column, under GET READY, after 1st sentence

Original Text: N/A

Updated Text: Download the Show What YOU Know support and rubric.
 Download the STEM Project Teacher Support.
 Preview the Chapter Test.

Component: McGraw Hill Ciencias para Texas, Grado K Teacher Edition

ISBN: 9781266115585

Current Page Number(s): 79

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 2184 of 3538

Location: 1st column, Digital Spotlight, after 1st sentence

Original Text: 1:37

Updated Text: 2:33

Component: McGraw Hill Ciencias para Texas, Grado K Teacher Edition

ISBN: 9781266115585

Current Page Number(s): 98

Location: 1st column, after Interactive Word Wall

Original Text: THEME Structure and Function Continue to add words, realia, and drawings to the wall as students make more connections.

Use sentence stems and frames to help students understand structure and function and practice citing evidence:

Updated Text: Continue to add words, realia, and drawings to the wall as students make more connections.

[THEME] Structure and Function Use sentence stems and frames to help students understand structure and function and practice citing evidence:

Component: McGraw Hill Ciencias para Texas, Grado K Teacher Edition

ISBN: 9781266115585

Current Page Number(s): 98

Location: 1st column, Below Interactive Word Wall box

Original Text: N/A

Updated Text: KEY MOMENT

Visual Literacy

Read the Photo Guide students through the See-Scan-Analyze thinking process.

Ask: How can some houses use soil? Sample answer: They

may be made of bricks. Ask: How do people play in soil?

Sample answer: They play in sand.

Component: McGraw Hill Ciencias para Texas, Grado K Teacher Edition

ISBN: 9781266115585

Current Page Number(s): 99

Location: 2nd column, KEY MOMENT box

Original Text: KEY MOMENT Visual Literacy

Read the Photo Guide students through the See-Scan-Analyze thinking process.

Ask: How can some houses use soil? Sample answer: They

may be made of bricks. Ask: How do people play in soil?

Sample answer: They play in sand.

Updated Text: N/A

Component: McGraw Hill Ciencias para Texas, Grado K Teacher Edition

ISBN: 9781266115585

Current Page Number(s): 99

Location: 2nd column, above Differentiation Tip

Original Text: N/A

Updated Text: [icon] Talk About It Have students discuss ways they have use rocks and soil in small groups. Students may have used rocks to create art or as a paperweight.

Component: McGraw Hill Ciencias para Texas, Grado K Teacher Edition

ISBN: 9781266115585

Current Page Number(s): 99

Location: 2nd column, before THEME

Original Text: N/A

Updated Text: [play button icon]

Component: McGraw Hill Ciencias para Texas, Grado K Teacher Edition

ISBN: 9781266115585

Current Page Number(s): 99

Location: ASSESS: CER, sample answer

Original Text: I claim that people use soil to grow plants and build things. My claim is valid because I read about how soil is used.

Updated Text: I claim that people use rocks for building and soil for growing plants. My claim is valid because I saw and read about how soil and rocks are used for buildings and growing grass.

Component: McGraw Hill Ciencias para Texas, Grado K Teacher Edition

ISBN: 9781266115585

Current Page Number(s): 99

Location: ASSESS: after REINFORCE

Original Text: N/A

Updated Text: | Use to Intervene

Component: McGraw Hill Ciencias para Texas, Grado K Teacher Edition

ISBN: 9781266115585

Current Page Number(s): 101

Location: Digital Spotlight

Original Text: photo of garden

Updated Text: image of GrowNYC logo

Component: McGraw Hill Ciencias para Texas, Grado K Teacher Edition

ISBN: 9781266115585

Current Page Number(s): 165

Location: Under ASSESS bar, Quick Check, First Sentence

Original Text: Have students complete the Frayer Model graphic organizer to practice lesson vocabulary.

Updated Text: Have students complete the Frayer Model vocabulary resource.

Component: McGraw Hill Ciencias para Texas, Grado K Teacher Edition

ISBN: 9781266115585

Current Page Number(s): 165

Location: Below the Key Moment

Original Text: N/A

Updated Text: Talk About It Have students discuss the words that describe the color, shape, and texture of the Sun and clouds. Discuss how these words can help them illustrate the objects.

Component: McGraw Hill Ciencias para Texas, Grado K Teacher Edition

ISBN: 9781266115585

Current Page Number(s): 208A

Location: First column, the paragraph that begins with "NOTE"

Original Text: soak seeds in water

Updated Text: the lima beans

Component: McGraw Hill Ciencias para Texas, Grado K Teacher Edition

ISBN: 9781266115585

Current Page Number(s): 208A

Location: Second column, Under Investigate, Step 7

Original Text: N/A

Updated Text: Insert as first sentence in Step 7: Explain that scientists draw pictures, write descriptions, and take photos to record life cycle changes. Demonstrate how to draw pictures and add labels.

Component: McGraw Hill Ciencias para Texas, Grado K Teacher Edition

ISBN: 9781266115585

Current Page Number(s): 208A

Location: Second column, Under Investigate

Original Text: Step 8

Updated Text: Steps 8–10

Component: McGraw Hill Ciencias para Texas, Grado K Teacher Edition

ISBN: 9781266115585

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 2187 of 3538

Current Page Number(s): 208A

Location: Second column, Under Communicate, First Paragraph

Original Text: Have students share their drawings with another group.

Updated Text: Have students share their drawings in the data table with another group.

Component: McGraw Hill Ciencias para Texas, Grado K Teacher Edition

ISBN: 9781266115585

Current Page Number(s): 215

Location: 2nd column, under TEACH, 2nd paragraph

Original Text: Use the Four Corners strategy. Assign each of the four corners of the room with one of the possible responses to the probe. Have students go to the corner representing the response they agree with and discuss as a class.

Updated Text: Use the Fingers Under Chin/Five Fingers strategy. Explain to students that the number of fingers they hold up will represent the person from the probe that they agree with. Charlotte can be one finger, Mateo can be two fingers, and Mirabel can be three fingers. Ask students to use their fingers to show who they agree with.

Publisher: Savvas Learning

Science, (Spanish) Grade K

Program: Texas Experimenta las Ciencias Grade K (Print with digital): TEKS

Component: Guía del maestro, Kindergarten

ISBN: 9781323223444

Current Page Number(s): Throughout Plan del tema and Experience pages

Location: TEKS References

Original Text: None

Updated Text: (Global Change) Added additional TEKS references to better align with the content and skills covered in the Experiences

Component: Guía del maestro, Kindergarten

ISBN: 9781323223444

Current Page Number(s): Vistazo a la Experiencia pages

Location: TEKS References

Original Text: TEKS

Updated Text: Adding PCI and TCR to TEKS so that is clear to the teacher the types of TEKS that are covered in the Experience.

Component: Guía del maestro, Kindergarten

ISBN: 9781323223444

Current Page Number(s): Throughout Topic and Experience pages

Location: Enseñanza diferenciada boxes

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 2188 of 3538

Original Text: Enseñanza diferenciada boxes currently include two activity ideas with run-in bold titles for the activities.

Updated Text: We will add the headings EN MEJORA, AVANZADO and NECESIDADES ESPECIALES to these activities to help teachers more easily identify them.

Component: *Guía del maestro, Kindergarten*

ISBN: 9781323223444

Current Page Number(s): Topic Wrap-Up, Last page of each topic

Location: After Topic Test Remediation

Original Text: (None)

Updated Text: (Global Change) Contenido en espiral Asigne a los estudiantes la actividad de contenido en espiral en Realize para que puedan revisar y practicar los conceptos de ciencias que aprendieron hasta ahora. (side column) Actividad de contenido en espiral

Component: *Digital assesment/Examen de preparación para el tema*

ISBN: 9781428553828

Current Page Number(s): (None)

Location: (None)

Original Text: (None)

Updated Text: We will create Exámenes de preparación para el tema with audio for each topic.

Component: *Guía del maestro, Kindergarten*

ISBN: 9781323223444

Current Page Number(s): All Experience at a Glance pages

Location: Experience at a Glance pages, blue box under Fenómeno de anclaje logo

Original Text: Video de preparación para el maestro Recuerde que debe mirar o escuchar el video de preparación para el maestro como preparación para enseñar esta Experiencia.

Updated Text: (Global Change) Delete Video de preparación para el maestro box.

Component: *Guía del maestro, Kindergarten*

ISBN: 9781323223444

Current Page Number(s): page 9

Location: Tema 1, Plan del tema

Original Text: (None)

Updated Text: (insert new box, below "VÍA RÁPIDA") En Realize, encontrará versiones editables del plan del tema y de las páginas de vistazo a la Experiencia, así como de los planes diarios.

Component: *Guía del maestro, Kindergarten*

ISBN: 9781323223444

Current Page Number(s): page 20

Location: Experiencia 2, Vistazo

Original Text: (Objetivo) Los estudiantes clasificarán objetos usando sus propiedades físicas.

Updated Text: (updated text) Los estudiantes usarán prácticas científicas para llevar a cabo investigaciones descriptivas simples para identificar y clasificar objetos según sus propiedades físicas.

Component: *Guía del maestro, Kindergarten*

ISBN: 9781323223444

Current Page Number(s): page 24

Location: Experiencia 2, Explorar, En la sección de las estaciones, Enseñanza diferenciada

Original Text: (None)

Updated Text: (insert) Apoyo para la clasificación de objetos Para los estudiantes que necesiten apoyo adicional para clasificar objetos, pídeles que dibujen tres círculos grandes en tres hojas de papel separadas. Pídeles que rotulen los círculos con las palabras redondo, cuadrado, triangular. Los estudiantes podrán colocar los botones en los círculos correctos para clasificarlos.

Component: *Guía del maestro, Kindergarten*

ISBN: 9781323223444

Current Page Number(s): page 26

Location: Experiencia 2, Explicar, QUÉ SE ESPERA

Original Text: Los estudiantes buscarán materiales en la escuela, como madera, vidrio y plástico. Anotarán lo que hallaron en una tabla. Invítelos a reflexionar sobre cómo los diferentes materiales también tienen distintas texturas. Pueden añadir una tercera columna al cartel para incluir una palabra descriptiva para las texturas.

Updated Text: (updated text) Los estudiantes buscarán materiales en la escuela, como madera, vidrio y plástico. Anotarán lo que hallaron en una tabla. Invítelos a reflexionar sobre cómo los diferentes materiales también tienen distintas texturas. Pueden añadir una tercera columna a la tabla para incluir una palabra descriptiva para las texturas.

Component: *Guía del maestro, Kindergarten*

ISBN: 9781323223444

Current Page Number(s): page 36

Location: Experiencia 1, Vistazo, Objetivo

Original Text: Los estudiantes describirán y predecirán cómo interactúa un imán con diferentes materiales.

Updated Text: (updated text) Los estudiantes usarán prácticas científicas para planear y llevar a cabo investigaciones simples para describir y predecir relaciones de causa y efecto acerca de cómo interactúa un imán con diferentes materiales.

Component: *Guía del maestro, Kindergarten*

ISBN: 9781323223444

Current Page Number(s): page 38

Location: Experiencia 1, Emprender, Fenómenos relacionados

Original Text: Como alternativa al fenómeno cotidiano, considere la posibilidad de mostrar un video de una barredora de calle magnética o una escoba magnética. Pregunte a los estudiantes qué creen que ayuda a la barredora a levantar los objetos de metal.

Updated Text: (updated text) Como alternativa al fenómeno cotidiano, considere la posibilidad de mostrar un video de una barredora de calle magnética o una escoba magnética mientras se usa en una calle o en una empresa locales. Pregunte a los estudiantes qué creen que ayuda a la barredora a levantar los objetos de metal.

Component: *Guía del maestro, Kindergarten*

ISBN: 9781323223444

Current Page Number(s): page 44

Location: Experiencia 2, Vistazo, Objetivo

Original Text: Los estudiantes describirán y predecirán cómo un imán puede empujar y jalar objetos.

Updated Text: (updated text) Los estudiantes investigarán para describir y predecir las relaciones de causa y efecto acerca de cómo un imán puede empujar o jalar objetos.

Component: *Guía del maestro, Kindergarten*

ISBN: 9781323223444

Current Page Number(s): page 46

Location: Experiencia 2, Emprender, Fenómenos relacionados

Original Text: Como otro fenómeno cotidiano, considere la posibilidad de mostrar un video para resaltar cómo las fuerzas magnéticas le permiten a un tren de levitación magnética moverse y alcanzar una velocidad de más de 300 millas por hora.

Updated Text: (updated text) Como otro fenómeno cotidiano, considere la posibilidad de mostrar un video para resaltar cómo las fuerzas magnéticas le permiten a un tren de levitación magnética moverse y alcanzar una velocidad de más de 300 millas por hora y que los estudiantes puedan ver los conceptos detrás del tren de alta velocidad planificado de Dallas a Houston.

Component: *Guía del maestro, Kindergarten*

ISBN: 9781323223444

Current Page Number(s): page 10

Location: Tema 1, Inicio, Video del fenómeno de anclaje, second bullet

Original Text: Está bien si empieza con una idea y revisa su idea a medida que reciba más información.

Updated Text: (updated text) Está bien si empieza con una idea y revisa su idea a medida que reciba más información.

Publisher: Summit K12 Holdings

Science, (Spanish) Grade K

Program: *Dynamic Science (Spanish) Kindergarten : TEKS*

Component: *Dynamic Science (Spanish) Kindergarten*

ISBN: 9781433406058

Location: Lesson Guide - Investigate and Learn

Link to Updated Content:

[View Updated Content](#)

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 2191 of 3538

Original Text: Teach and Discuss

Updated Text: Based on TRR Feedback, the Teach and Discuss portion of the Lesson Guide has been renamed to Investigate and Learn.

Publisher: TPS Publishing

Science, (Spanish) Grade K

Program: *STEAM into Science - Grade Kindergarten Spanish Edition: TEKS*

Component: *Texas Proc 24 Science - Aprender haciendo - STEAM Libro de actividades - Kindergarten Edición para el profesor*

ISBN: 9781788055741

Link to Current Content:

[View Current Content](#)

Current Page Number(s): Page 81

Location: Last paragraph

Original Text: solar es una palabra que describe la energía del Sol", explicó.

Updated Text: solar es una palabra que puede utilizarse para describir la energía procedente del Sol", explicó.

Component: *Texas Proc 24 Science - Aprender haciendo - STEAM Libro de actividades - Kindergarten Edición para el profesor*

ISBN: 9781788055741

Link to Current Content:

[View Current Content](#)

Current Page Number(s): Page 81

Location: Bolded text

Original Text: El Sol es una bola de fuego

Updated Text: El Sol es una bola de gas caliente

Component: *Texas Proc 24 Science - Aprender haciendo - STEAM Libro de actividades - Kindergarten Edición para el profesor*

ISBN: 9781788055741

Link to Current Content:

[View Current Content](#)

Current Page Number(s): Page 83

Location: First paragraph

Original Text: Solo podemos ver hasta cierto punto con nuestros telescopios.

Updated Text: Podemos ver otras galaxias con nuestros telescopios, pero con menos claridad.

Component: *Texas Proc 24 Science - Aprender haciendo - STEAM Libro de actividades - Kindergarten Edición para el profesor*

ISBN: 9781788055741

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 2192 of 3538

Link to Current Content:

[View Current Content](#)

Current Page Number(s): Page 138

Location: Last paragraph

Original Text: Los agricultores utilizan las semillas para cultivar alimentos.

Updated Text: Los agricultores utilizan las semillas para cultivar plantas destinadas a la alimentación.

Publisher: Houghton Mifflin Harcourt

Science, (Spanish) Grade 1

Program: *HMH ¡Arriba las Ciencias! Texas Hybrid Classroom Package Grade 1: TEKS*

Component: *HMH ¡Arriba las Ciencias! Texas Teacher License Digital Grade 1*

ISBN: 9780358881643

Link to Current Content:

[View Current Content](#)

Current Page Number(s): TEKS 1.1-1.5 Banco de destrezas y temas, p. 22

Location: Item 42

Original Text: "Cammi quiere anotar cómo ensambló sus bloques de construcción para armar una casa en la escuela. Hizo un dibujo en su diario de ciencias en la escuela. ¿Cuál de estas opciones es otra manera en la que puede explicar cómo construyó la casa?"

- A. Puede construir un carro con los bloques en casa
- B. Puede escribir los pasos en su diario en casa
- C. Puede mostrar a sus tres amigos cómo construir cosas con los bloques en la escuela"

Updated Text: "Cammi y Elliot compiten con otros grupos de su clase para ver quiénes pueden construir la torre más alta con bloques de construcción. Cammi piensa que sabe cómo hacer una torre alta sin que se caigan los bloques, pero no quiere que los demás escuchen su plan. ¿Cuál es el MEJOR lugar para que Cammi le cuente su plan a Elliot?"

- A. en el patio de juegos mientras juega un juego con amigos
- B. en un lugar silencioso del salón de clases sin nadie alrededor
- C. en la cafetería mientras almuerza con Elliot y sus otros amigos"

Component: *HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 1*

ISBN: 9780358841722

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 50

Location: Column 2, Consejos para la preparación, paragraph 3, after last sentence

Original Text: N/A

Updated Text: "Para limpiar el vaso de precipitados y quitar el lápiz de color derretido, congele el vaso de precipitados. Use un palito plano de madera para levantar y quitar la cera del vaso de precipitados. Para limpiarlo con más facilidad, engrase el vaso de precipitados antes de comenzar la actividad."

Component: *HMH ¡Arriba las Ciencias! Texas Student Edition Print Consumable Grade 1*

ISBN: 9780358881292

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 73

Location: Column 1, image 2

Original Text: Image with no ball

Updated Text: Image shows the ball.

Component: *HMH ¡Arriba las Ciencias! Texas Student Edition Print Consumable Grade 1*

ISBN: 9780358881292

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 73

Location: Column 2, image 3

Original Text: Image with no ball

Updated Text: Image shows the ball.

Component: *HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 1*

ISBN: 9780358841722

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 83

Location: Column 1, Paso 2, paragraph 2, sentences 1-2

Original Text: "...para dibujar y rotular las partes de su casa. Los estudiantes pueden describir cómo se relaciona con su solución."

Updated Text: "para mostrar y describir cómo su modelo cambiará la temperatura dentro de la caja. Los estudiantes también pueden usarlo para compartir su solución."

Component: *HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 1*

ISBN: 9780358841722

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 91

Location: Column 2, Boleto de salida/Evaluación formativa, sentence 2

Original Text: "Recuérdelos que el calor no solo sirve para calentar nuestras casas y nuestros cuerpos."

Updated Text: "Recuérdelos que el calor no solo sirve para calentar nuestras casas."

Component: *HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 1*

ISBN: 9780358841722

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 2194 of 3538

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 106

Location: Column 2, paragraph 3, Apoyo para las respuestas de los estudiantes, sentences 2-4

Original Text: "¿Cómo cambia la limonada? Respuesta: Primero, la limonada líquida se congela y se convierte en un sólido. Luego, se derrite y vuelve a ser un líquido."

Updated Text: "¿Cómo cambia la limonada? Rotula la imagen para mostrar cómo cambia. Respuesta: primer rótulo: se congela, segundo rótulo: se derrite"

Component: *HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 1*

ISBN: 9780358841722

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 102

Location: Column 1, Ed en línea, item 5

Original Text: N/A

Updated Text: "Organizador gráfico Tabla de causa y efecto (TEKS 1.F)"

Component: *HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 1*

ISBN: 9780358841722

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 128

Location: Column 1, Actividad clave de aprendizaje, Comprobar la comprensión de los estudiantes, paragraph 2, sentence 2

Original Text: "Organizador gráfico de temas científicos Patrones"

Updated Text: "Organizador de temas científicos Estabilidad y el cambio"

Component: *HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 1*

ISBN: 9780358841722

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 129

Location: Column 2, Boletín de salida/Evaluación formativa, Demuestre y explique estrategias, sentence 2

Original Text: "Organizador gráfico de temas científicos Patrones"

Updated Text: "Organizador de temas científicos Estabilidad y el cambio"

Component: *HMH ¡Arriba las Ciencias! Texas Student Edition Print Consumable Grade 1*

ISBN: 9780358881292

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 143

Location: Paragraph 3

Original Text: "En invierno, a algunos animales les crece un pelaje grueso para estar abrigados o se vuelven blancos para esconderse en la nieve."

Updated Text: "Muchos árboles pierden sus hojas en el invierno. A algunos animales les crece un pelaje grueso para estar abrigados o se vuelven blancos para esconderse. Otros animales duermen en el invierno."

Component: *HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 1*

ISBN: 9780358841722

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 115

Location: Column 2, Día 3: El patrón de las horas de luz, Objetivo de aprendizaje

Original Text: "Los estudiantes podrán describir y predecir los patrones de las estaciones del año, como el orden de aparición y los cambios en la naturaleza."

Updated Text:

"Los estudiantes podrán describir y predecir los patrones de las estaciones del año, como los cambios en la naturaleza."

Component: *HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 1*

ISBN: 9780358841722

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 124

Location: Column 1, Actividad clave de aprendizaje, Objetivo de aprendizaje

Original Text: "Los estudiantes podrán describir y predecir los patrones de las estaciones del año, como el orden de aparición y los cambios en la naturaleza."

Updated Text:

"Los estudiantes podrán describir y predecir los patrones de las estaciones del año, como los cambios en la naturaleza."

Component: *HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 1*

ISBN: 9780358841722

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 115

Location: Column 1, Día 2: El patrón de las estaciones del año, Objetivo de aprendizaje

Original Text: "Los estudiantes podrán predecir el orden de las estaciones del año y describir los cambios que se producen en la naturaleza al cambiar las estaciones."

Updated Text: "Los estudiantes podrán describir y predecir el orden de las estaciones del año."

Component: *HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 1*

ISBN: 9780358841722

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 120

Location: Column 1, Actividad clave de aprendizaje, Objetivo de aprendizaje

Original Text: "Los estudiantes podrán predecir el orden de las estaciones del año y describir los cambios que se producen en la naturaleza al cambiar las estaciones."

Updated Text: "Los estudiantes podrán describir y predecir el orden de las estaciones del año."

Component: *HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 1*

ISBN: 9780358841722

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 117

Location: Column 1, Conexión con la comunidad, Calendario comunitario estacional, sentence 1

Original Text: "las familias"

Updated Text: "los progenitores o tutores"

Component: *HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 1*

ISBN: 9780358841722

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 123

Location: Column 1, Boleto de salida/Evaluación formativa, Demuestre y explique el contenido, sentence 3

Original Text: "Señale que la primavera ya está colocada en la segunda fila."

Updated Text: "Use la primera entrada, primavera, para mostrar cómo completar el boleto de salida y explicar su razonamiento".

Component: *HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 1*

ISBN: 9780358841722

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 128

Location: Column 1, Ed en línea Box, item 3

Original Text: "Organizador gráfico de temas científicos Patrones"

Updated Text: "Organizador de temas científicos Estabilidad y el cambio"

Component: *HMH ¡Arriba las Ciencias! Texas Student Edition Print Consumable Grade 1*

ISBN: 9780358881292

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 2197 of 3538

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 134

Location: Column 1, all images

Original Text: From top to bottom, images are park in spring, park in fall, park in winter, park in summer

Updated Text: From top to bottom, images are park in spring, park in summer, park in fall, park in winter

Component: *HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 1*

ISBN: 9780358841722

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 124

Location: Column 1, Ed en línea Box, item 4

Original Text: N/A

Updated Text: "Organizador gráfico Tabla de datos (TEKS 1.F), Organizador gráfico Gráfica de barras (TEKS 1.F)"

Component: *HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 1*

ISBN: 9780358841722

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 145

Location: Column 2, Paso 4

Original Text: "Los estudiantes anotan sus preguntas en una hoja de papel aparte o las comentan con sus compañeros."

Updated Text: "Después de anotar sus preguntas, los estudiantes pueden comentarlas con un compañero".

Component: *HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 1*

ISBN: 9780358841722

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 140

Location: Column 1, Ed en línea Box, item 5

Original Text: N/A

Updated Text: Add "Organizador gráfico Tabla de datos (TEKS 1.F)"

Component: *HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 1*

ISBN: 9780358841722

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 144

Location: Column 1, Ed en línea Box, item 5

Original Text: N/A

Updated Text: Add "Organizador gráfico Tabla de datos (TEKS 1.F)"

Component: *HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 1*

ISBN: 9780358841722

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 179

Location: Column 2, Pasos 2–3, sentence 2

Original Text: "...masas de agua y comparaciones de diferentes características para los mismos pares de masas de agua."

Updated Text: "...masas de agua."

Component: *HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 1*

ISBN: 9780358841722

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 179

Location: Column 2, Paso 4, sentence 3

Original Text: "Anime a los estudiantes a ver las experiencias personales de sus compañeros como fuentes de datos científicos."

Updated Text: "Anime a los estudiantes a escuchar las experiencias personales de sus compañeros."

Component: *HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 1*

ISBN: 9780358841722

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 189

Location: Column 2, Día 4: Mide la precipitación, Consejos para la preparación, sentence 2

Original Text: "Al menos algunos de esos días, tendrá que llover, caer aguanieve o nevar."

Updated Text: "La actividad resultará mejor si hay precipitación algunos de esos días."

Component: *HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 1*

ISBN: 9780358841722

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 198

Location: Column 2, Consejos para la preparación, sentence 2

Original Text: "El último día, también completan los pasos 4 y 5."

Updated Text: N/A

Component: *HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 1*

ISBN: 9780358841722

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 225

Location: Column 2, Apoyo para las respuestas de los estudiantes, paragraph 5, sentence 1

Original Text: "Explica cómo usaste las rocas y el suelo."

Updated Text: "¿De qué manera usaste patrones para identificar cómo usan el agua las plantas?"

Component: *HMH ¡Arriba las Ciencias! Texas Student License Digital Grade 1*

ISBN: 9780358881551

Current Page Number(s): TEKS Lesson 1.11.A, Día 4, Screen 3

Location: Paso 2, sentence 1

Original Text: "Riega la Semilla A con 1/2 pulgada de agua todos los días."

Updated Text: "Riega la Semilla A todos los días."

Component: *HMH ¡Arriba las Ciencias! Texas Student Edition Print Consumable Grade 1*

ISBN: 9780358881292

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 251

Location: Paso 2, sentence 1

Original Text: "Riega la Semilla A con 1/2 pulgada de agua todos los días."

Updated Text: "Riega la Semilla A todos los días."

Component: *HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 1*

ISBN: 9780358841722

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 217

Location: Column 1, Paso 1, sentence 3

Original Text: "enumeren todas las cosas que ellos y sus familias hacen para utilizar el agua."

Updated Text: "enumeren todas las cosas que hacen para utilizar el agua."

Component: *HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 1*

ISBN: 9780358841722

Link to Current Content:

[View Current Content](#)

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 2200 of 3538

Current Page Number(s): p. 222

Location: Column 1, Apoyo para las respuestas de los estudiantes, Afirmaciones, evidencia y razonamiento, sentencias 3-6

Original Text: "Díselas a un compañero. Escucha las evidencias de tu compañero. Habla sobre cómo las evidencias justifican la afirmación. Explica tu razonamiento."

Updated Text: "Habla con un compañero sobre tu razonamiento."

Component: *HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 1*

ISBN: 9780358841722

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 226

Location: Column 1, Apoyo para las respuestas de los estudiantes, Afirmaciones, evidencia y razonamiento, sentencias 3-6

Original Text: "Díselas a un compañero. Escucha las evidencias de los demás. Habla sobre cómo las evidencias justifican la afirmación. Explica tu razonamiento."

Updated Text: "Habla con un compañero sobre tu razonamiento."

Component: *HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 1*

ISBN: 9780358841722

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 225

Location: Column 2, Pasos 5–6, paragraph 1, sentence 1

Original Text: "las semillas crecen"

Updated Text: "las raíces crecen"

Component: *HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 1*

ISBN: 9780358841722

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 213

Location: Column 1, Conexión con la comunidad, Uso del agua

Original Text: "Uso del agua: Pida a los estudiantes que, junto con uno de sus progenitores o tutores, hagan una lista de las formas en que la familia utiliza el agua en casa. Anime a los estudiantes a compartir sus listas con la clase."

Updated Text: N/A

Component: *HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 1*

ISBN: 9780358841722

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 220

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 2201 of 3538

Location: Column 2, Consejos para la preparación, sentence 2

Original Text: N/A

Updated Text: "La arcilla de alfarería se parece mucho al suelo arcilloso." after first sentence in paragraph.

Component: *HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 1*

ISBN: 9780358841722

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 221

Location: Column 1, Pasos 4–5, paragraph 2, sentence 3

Original Text: N/A

Updated Text: "Informe a los estudiantes que la arcilla suele estar presente en muchos suelos. Así, pueden pensar en la arcilla al describir cómo utilizaron la tierra." at end of paragraph after "...cómo utilizaron las rocas y la tierra."

Component: *HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 1*

ISBN: 9780358841722

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 247

Location: Column 1, Apoyo para las respuestas de los estudiantes

Original Text: "A. La gente bebe el agua; C. Los animales viven en el agua."

Updated Text: "A. Una niña bebe agua; C. Un animal bajo el agua."

Component: *HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 1*

ISBN: 9780358841722

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 249

Location: Column 1, ¿Puedes explicarlo?, Provocar el razonamiento de los estudiantes, sentences 3-6

Original Text: "Los estudiantes deben haber mejorado la profundidad del conocimiento sobre la conservación del agua. ¿Qué significa conservar agua? ¿Por qué debemos conservar agua? ¿Por qué debemos trabajar para mantener limpia el agua?"

Updated Text: "Los estudiantes deben haber mejorado la profundidad del conocimiento sobre la conservación del agua. Si necesitan apoyo adicional, haga preguntas que provoquen el razonamiento de los estudiantes y los preparen para responder la Pregunta guía. ¿Qué significa conservar el agua? ¿Por qué debemos conservar el agua? ¿Por qué debemos trabajar para mantener limpia el agua?"

Component: *HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 1*

ISBN: 9780358841722

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 237

Location: Column 1, Conexión con la comunidad, sentence 1-3

Original Text: "Conservar el agua en casa: Haga que los estudiantes compartan con sus progenitores o tutores lo que han aprendido sobre el ahorro de agua al lavarse las manos, cepillarse los dientes y ducharse. A continuación, los estudiantes pueden discutir con los adultos otras formas de ahorrar agua en casa. Podrían empezar por plantearse tareas como lavar la ropa o los platos."

Updated Text: "Conservación del agua en el centro comunitario: Con toda la clase, escriban una carta o un correo electrónico a un centro comunitario local. Dirija un debate de toda la clase para que los estudiantes compartan lo que aprendieron sobre la conservación del agua y usen sus ideas para la carta. Pídeles que hagan preguntas a quienes dirigen el centro comunitario sobre qué hacen para conservar el agua en el edificio".

Component: *HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 1*

ISBN: 9780358841722

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 238

Location: Column 1, Provocar el razonamiento de los estudiantes, sentence 1-2

Original Text: "Provocar el razonamiento de los estudiantes pidiéndoles que expliquen por qué el agua es un recurso natural importante. Si los estudiantes tienen dificultades, presénteles situaciones en las que se utilice agua, como lavar la ropa o cocinar pasta, y pregúnteles qué harían si no tuvieran agua."

Updated Text: "Provocar el razonamiento de los estudiantes preguntándoles por qué el agua es un recurso natural tan importante y dirigiendo un debate con toda la clase acerca de cómo usan el agua todos los días y cómo ven que se utiliza el agua. Si los estudiantes tienen dificultades, presénteles situaciones en las que se utilice agua, como lavar la ropa o cocinar pasta."

Component: *HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 1*

ISBN: 9780358841722

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 246

Location: Column 2, Apoyo para las respuestas de los estudiantes, sentence 7

Original Text: "Puedo ayudar a limpiar una masa de agua o una playa."

Updated Text: "Recojo la basura que veo en la orilla del río."

Component: *HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 1*

ISBN: 9780358841722

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 246

Location: Column 1, Indicadores de rendimiento, item 3

Original Text: "identificar y describir cómo usan los humanos las rocas y el suelo"

Updated Text: "diseñar una solución al problema de la basura en el agua"

Component: *HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 1*

ISBN: 9780358841722

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 237

Location: Column 2, Evaluación formativa: Prueba TEKS

Original Text: "Los seres vivos usan materiales de la Tierra"

Updated Text: "Conservar el agua"

Component: *HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 1*

ISBN: 9780358841722

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 246

Location: Column 1, Apoyo para las respuestas de los estudiantes, Afirmaciones, evidencia y razonamiento: sentencias 1-5

Original Text: "Haz una afirmación sobre cómo y por qué puedes proteger el agua. ¿Cuáles son tus evidencias? Díselas a un compañero. Escucha las evidencias de los demás. Habla sobre cómo las evidencias justifican la afirmación."

Updated Text: "Haz una afirmación sobre cómo puedes proteger el agua. ¿Cuáles son tus evidencias? Habla con un compañero sobre el diseño de tu herramienta. Usa tu herramienta como evidencia para justificar tu afirmación."

Component: *HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 1*

ISBN: 9780358841722

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 242

Location: Column 1, Apoyo para las respuestas de los estudiantes, Afirmaciones, evidencia y razonamiento, sentence 1

Original Text: "Haz una afirmación sobre cómo pueden usar menos agua las personas."

Updated Text: "Haz una afirmación sobre cómo se puede conservar el agua."

Component: *HMH ¡Arriba las Ciencias! Texas Student Edition Print Consumable Grade 1*

ISBN: 9780358881292

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 280

Location: Boleto de salida, sentences 3-4

Original Text: "Las personas y los animales necesitan agua limpia para beber. Los animales que viven en el agua necesitan agua limpia."

Updated Text: N/A

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 2204 of 3538

Component: *HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 1*

ISBN: 9780358841722

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 249

Location: Column 1, Responde a la Pregunta guía, Respuesta de ejemplo

Original Text: "Respuesta de ejemplo: Es importante conservar el agua porque las personas, los animales y las plantas la necesitan para vivir. Debemos utilizar el agua con prudencia y no derrocharla. Debemos mantener el agua limpia para los animales que viven en ella y para las personas y animales que la beben."

Updated Text: "Respuesta de ejemplo: Los seres vivos necesitan agua todos los días. La necesitan para beber. Los animales que viven en el agua necesitan que esté limpia."

Component: *HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 1*

ISBN: 9780358841722

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 245

Location: Column 2, Los estudiantes como científicos, sentence 1

Original Text: "los científicos a menudo tienen que poner a prueba varios diseños"

Updated Text: "los científicos a menudo tienen que poner a prueba y mejorar los diseños varias veces"

Component: *HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 1*

ISBN: 9780358841722

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 241

Location: Column 2, Apoyo para las respuestas de los estudiantes, sentence 1

Original Text: "Apoyo para las respuestas de los estudiantes Describe las maneras de conservar el agua que se derrocha."

Updated Text: "Pida a los estudiantes que describan las maneras de conservar el agua que se derrocha."

Component: *HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 1*

ISBN: 9780358841722

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 242

Location: Column 1, Apoyo para las respuestas de los estudiantes

Original Text: "Apoyo para las respuestas de los estudiantes Las personas y los animales necesitan agua para vivir. Tenemos que asegurarnos de que haya suficiente agua para todos. Por eso es importante conservar el agua. ¿Cómo puedes ayudar? Respuesta de ejemplo: Puedo ducharme en lugar de bañarme. Puedo asegurarme de darme duchas cortas programando un temporizador."

Updated Text: N/A

Component: *HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 1*

ISBN: 9780358841722

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 243

Location: Column 1, Boletín de salida/Evaluación formativa, Comprobar la comprensión de los estudiantes, sentence 3

Original Text: "la mujer está intentando arreglar las tuberías"

Updated Text: "la mujer está arreglando las tuberías"

Component: *HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 1*

ISBN: 9780358841722

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 237

Location: Column 1, Práctica matemática, sentence 1

Original Text: "qué estudiante utilizó más agua para cepillarse los dientes."

Updated Text: "cuánta agua utilizó cada estudiante para cepillarse los dientes."

Component: *HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 1*

ISBN: 9780358841722

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 256

Location: Column 1, Activar conocimientos previos, sentence 1

Original Text: "...hagan clic en los puntos interactivos para repasar qué necesitan las plantas y los animales..."

Updated Text: "...hagan clic en las imágenes para repasar qué necesitan las plantas y los animales..."

Component: *HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 1*

ISBN: 9780358841722

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 266

Location: Column 2, Leer, escribir y compartir, paragraph 1

Original Text: N/A

Updated Text: "Respuesta de ejemplo: El problema es que por los incendios forestales y las sequías, los sapos han perdido sus hábitats. Una solución podría ser crear hábitats seguros para los sapos."

Component: *HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 1*

ISBN: 9780358841722

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 275

Location: Column 1, Apoyo para las respuestas de los estudiantes

Original Text: "Apoyo para las respuestas de los estudiantes PREGUNTA GUÍA: ¿De qué manera dependen los seres vivos de otros seres vivos y objetos inertes de su medio ambiente? Respuesta de ejemplo: Un árbol sirve de hogar a un pájaro. Los gusanos viven en la tierra."

Updated Text: N/A

Component: *HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 1*

ISBN: 9780358841722

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 271

Location: Column 1, Día 2: Haz un terrario, Parte 1, Consejos para la preparación, sentence 3

Original Text: N/A

Updated Text: "Los estudiantes no deben cortar las botellas."

Component: *HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 1*

ISBN: 9780358841722

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 276

Location: Column 2, Consejos para la preparación, paragraph 1, sentence 3

Original Text: N/A

Updated Text: "Los estudiantes no deben cortar las botellas."

Component: *HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 1*

ISBN: 9780358841722

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 271

Location: Column 2, Día 5: Observa un acuario, Parte 2, Consejos para la preparación, sentence 3

Original Text: N/A

Updated Text: "Con los cuidados adecuados, los peces pueden vivir varios años en un acuario. Antes de comenzar esta actividad, por favor considere si podrá comprometerse a mantener el acuario. Como alternativa, muchos acuarios grandes transmiten videos en vivo de sus instalaciones en línea. Puede buscar uno en línea para que los estudiantes

hagan sus observaciones. Si decide usar peces, espere 24 horas después de haber agregado agua al acuario antes de poner los peces".

Component: *HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 1*

ISBN: 9780358841722

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 284

Location: Column 2, Consejos para la preparación, sentence 3

Original Text: N/A

Updated Text: "Con los cuidados adecuados, los peces pueden vivir varios años en un acuario. Antes de comenzar esta actividad, por favor considere si podrá comprometerse a mantener el acuario. Como alternativa, muchos acuarios grandes transmiten videos en vivo de sus instalaciones en línea. Puede buscar uno en línea para que los estudiantes hagan sus observaciones. Si decide usar peces, espere 24 horas después de haber agregado agua al acuario antes de poner los peces".

Component: *HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 1*

ISBN: 9780358841722

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 293

Location: Column 1, Día 2: Haz un modelo de una cadenaalimentaria, Consejos para la preparación

Original Text: "El bibliotecario del colegio y otros docentes pueden ayudar a identificar y reunir libros de animales que sean útiles para que los estudiantes los utilicen en esta actividad."

Updated Text: "Reúna varios libros sobre cadenas alimentarias e interacciones entre animales que los estudiantes puedan consultar para esta actividad."

Component: *HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 1*

ISBN: 9780358841722

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 315

Location: Column 1, Práctica matemática, sentence 2 MOVE TO Column 1, Práctica matemática, Apoyo para las respuestas de los estudiantes, sentence 2

Original Text: "Los estudiantes pueden contar los dientes de la boca de un compañero o buscar la información en Internet."

Updated Text: "Proporcione a los estudiantes recursos para la investigación, como libros o sitios web autorizados."

Component: *HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 1*

ISBN: 9780358841722

Link to Current Content:

[View Current Content](#)

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 2208 of 3538

Current Page Number(s): p. 314

Location: Column 1, Dar sentido

Original Text: "Los estudiantes comprenderán que los animales tienen partes del cuerpo diseñadas para ayudarles a moverse..."

Updated Text: "Los estudiantes comprenderán que los animales tienen partes del cuerpo que les ayudan a moverse..."

Component: *HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 1*

ISBN: 9780358841722

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 320

Location: Column 1, Dar sentido

Original Text: "Los estudiantes comprenderán que cada animal tiene partes del cuerpo especialmente diseñadas para ayudarle a comer, encontrar comida, mantenerse a salvo y moverse en su entorno."

Updated Text: "Los estudiantes comprenderán que los animales tienen partes del cuerpo que les ayudan a comer, encontrar comida, mantenerse a salvo y moverse en su entorno."

Component: *HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 1*

ISBN: 9780358841722

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 334

Location: Column 2, Apoyo para las respuestas de los estudiantes, Respuesta de ejemplo

Original Text: "Tanto el pájaro como el pato comienzan su ciclo de vida como huevos. Ambos animales nacen de un huevo y van creciendo hasta convertirse en adultos. Las plumas de un pato cambian de color a medida que envejece. Las plumas de un pájaro no cambian de color."

Updated Text: "Tanto mi modelo como el pato comienzan su ciclo de vida como huevos. El pato adulto tiene patas palmeadas. Mi modelo de un ave adulta tiene garras afiladas."

Component: *HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 1*

ISBN: 9780358841722

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 334

Location: Column 2, Comprobar la comprensión de los estudiantes

Original Text: "Comprobar la comprensión de los estudiantes haciendo que los estudiantes lean sobre el ciclo de vida de un pato. Pida a los estudiantes que digan si un pájaro y un pato pertenecen a la misma familia de animales y cómo lo saben. Anímelos a nombrar otras aves que nacen de huevos y se hacen más grandes a medida que crecen."

Updated Text: "Comprobar la comprensión de los estudiantes leyendo sobre el ciclo de vida de un pato. Anímelos a nombrar otras aves que nacen de huevos y se hacen más grandes a medida que crecen."

Component: *HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 1*

ISBN: 9780358841722

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 362

Location: Column 1, Actividad clave de aprendizaje, Objetivo de aprendizaje

Original Text: "Los estudiantes comprenderán que las crías tienen las mismas partes del cuerpo y los mismos recubrimientos corporales que sus progenitores...."

Updated Text: "Los estudiantes comprenderán que la mayoría de las crías tienen las mismas partes del cuerpo y los mismos recubrimientos corporales que sus progenitores..."

Publisher: McGraw Hill

Science, (Spanish) Grade 1

Program: *McGraw Hill Ciencias para Texas, Grado 1: TEKS*

Component: *McGraw Hill Ciencias para Texas, Grado 1 Student Edition*

ISBN: 9781264901340

Current Page Number(s): 8

Location: Bottom of the page, Talk About It

Original Text: Why would a scientist investigate popcorn?

Updated Text: Identify a scientist you have learned about.

Component: *McGraw Hill Ciencias para Texas, Grado 1 Student Edition*

ISBN: 9781264901340

Current Page Number(s): 12

Location: Bottom of the page, Talk About It

Original Text: N/A

Updated Text: Talk About It

Identify an engineer you have learned about.

Component: *McGraw Hill Ciencias para Texas, Grado 1 Student Edition*

ISBN: 9781264901340

Current Page Number(s): 12

Location: First sentence

Original Text: An engineer identifies problems.

Updated Text: Engineers identify problems.

Component: *McGraw Hill Ciencias para Texas, Grado 1 Student Edition*

ISBN: 9781264901340

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 2210 of 3538

Current Page Number(s): 12

Location: Sentence on the page above "DIRECTIONS"

Original Text: "prototype" is bold and highlighted

Updated Text: remove bold and highlight

Component: McGraw Hill Ciencias para Texas, Grado 1 Student Edition

ISBN: 9781264901340

Current Page Number(s): 16

Location: Photo on the left side of the page, under first paragraph of text.

Original Text: Photo of two young students

Updated Text: Different photo of young students collaborating in a classroom setting.

Component: McGraw Hill Ciencias para Texas, Grado 1 Student Edition

ISBN: 9781264901340

Current Page Number(s): 51

Location: Talk About It at the bottom of the page

Original Text: N/A

Updated Text: Talk About It How can you describe the structures by counting and comparing the number of red, blue, and yellow blocks? Tell a partner.

Component: McGraw Hill Ciencias para Texas, Grado 1 Student Edition

ISBN: 9781264901340

Current Page Number(s): 61

Location: Bottom of the page, left

Original Text: Video Screenshot of glass blowing in progress

Updated Text: Video Screenshot of finished, blown glass

Component: McGraw Hill Ciencias para Texas, Grado 1 Student Edition

ISBN: 9781264901340

Current Page Number(s): 113

Location: The text in Ellie, Sita, and Ren's texting bubbles.

Original Text: Ellie: My mom and I are planting a garden. The soil is clumpy and brown. Is all soil clumpy and brown?

Sita: I think soil is all the same color and texture.

Ren: I think soil can be different colors and textures.

Updated Text: Ellie: My mom and I are planting a garden. I think soil is tiny pieces of rock.

Sita: I think soil is tiny pieces of rock and bits of dead plants and animals that are alive.

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 2211 of 3538

Ren: I think soil is tiny pieces of rock and bits of dead plants and animals.

Component: McGraw Hill Ciencias para Texas, Grado 1 Student Edition

ISBN: 9781264901340

Current Page Number(s): 219

Location: Bottom of the page, left, video screenshot

Original Text: Photo of bird nest

Updated Text: Illustration of a bird drinking water

Component: McGraw Hill Ciencias para Texas, Grado 1 Student Edition

ISBN: 9781264901340

Current Page Number(s): 219

Location: Bottom of the page, center, blue text box

Original Text: Watch Is It Living?

Updated Text: Check out Is It Living?

Component: McGraw Hill Ciencias para Texas, Grado 1 Teacher Edition

ISBN: 9781266115707

Current Page Number(s): 31

Location: Day 2, Assess, under Quick Check

Original Text: N/A

Updated Text: Review the cognitive verbs and Scientific and Engineering Practices and post the word cards on the Interactive Word Wall. [5 min]

Component: McGraw Hill Ciencias para Texas, Grado 1 Teacher Edition

ISBN: 9781266115707

Current Page Number(s): 31

Location: Day 3, Teach, under Magnet Investigation

Original Text: Review the cognitive verbs and Scientific and Engineering Practices and post the word cards on the Interactive Word Wall. [5 min]

Updated Text: N/A

Component: McGraw Hill Ciencias para Texas, Grado 1 Teacher Edition

ISBN: 9781266115707

Current Page Number(s): 31

Location: Day 3, Teach, Magnet Investigation

Original Text: 15 min

Updated Text: 20 min

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 2212 of 3538

Component: McGraw Hill Ciencias para Texas, Grado 1 Teacher Edition

ISBN: 9781266115707

Current Page Number(s): 3J

Location: Day 5, Teach, under Track Time

Original Text: N/A

Updated Text: Move "Continue to add words, students' work, and artifacts to the Interactive Word Wall. [2 min]" above the Track Time section

Component: McGraw Hill Ciencias para Texas, Grado 1 Teacher Edition

ISBN: 9781266115707

Current Page Number(s): 3J

Location: Day 5, Assess

Original Text: 10 min

Updated Text: 5 min

Component: McGraw Hill Ciencias para Texas, Grado 1 Teacher Edition

ISBN: 9781266115707

Current Page Number(s): 3J

Location: Day 5, Assess

Original Text: Quick Check Students answer questions about the steps of the engineering design process. [5 min]

Updated Text: N/A

Component: McGraw Hill Ciencias para Texas, Grado 1 Teacher Edition

ISBN: 9781266115707

Current Page Number(s): 3J

Location: Day 5, Teach

Original Text: 20 min

Updated Text: 25 min

Component: McGraw Hill Ciencias para Texas, Grado 1 Teacher Edition

ISBN: 9781266115707

Current Page Number(s): 3J

Location: Day 5, Teach, Track Time

Original Text: 10 min

Updated Text: 15 min

Component: McGraw Hill Ciencias para Texas, Grado 1 Teacher Edition

ISBN: 9781266115707

Current Page Number(s): 5

Location: Science Notebooks, last paragraph on the page

Original Text: [icon] Talk About It Begin a classroom discussion about engineers and inventors and what they do. Talk about how a new invention might help children learn even more than a television.

Updated Text: N/A

Component: McGraw Hill Ciencias para Texas, Grado 1 Teacher Edition

ISBN: 9781266115707

Current Page Number(s): 8

Location: Heading

Original Text: Descriptive Investigation

Updated Text: Descriptive Investigations

Component: McGraw Hill Ciencias para Texas, Grado 1 Teacher Edition

ISBN: 9781266115707

Current Page Number(s): 10A

Location: Top of the page, Heading

Original Text: Structured Inquiry

Updated Text: Guided Inquiry

Component: McGraw Hill Ciencias para Texas, Grado 1 Teacher Edition

ISBN: 9781266115707

Current Page Number(s): 10A

Location: Note, under Materials

Original Text: NOTE: Download the student page for structured inquiry.

Updated Text: NOTE: Download the student page for guided inquiry.

Component: McGraw Hill Ciencias para Texas, Grado 1 Teacher Edition

ISBN: 9781266115707

Current Page Number(s): 10A

Location: Predict

Original Text: Students should use their observations to answer the explorable question: Ask: How can you use a magnet to investigate?

Updated Text: Students should discuss and record potential questions they have about magnets. They will choose one question to answer in the following steps.

Component: McGraw Hill Ciencias para Texas, Grado 1 Teacher Edition

ISBN: 9781266115707

Current Page Number(s): 10A

Location: Communicate

Original Text: For each item in their bowl, students should be able to answer “yes” for magnetic and “no” for not magnetic. Their results should match what they circled in the table.

Updated Text: For each item in their bowl, students should write out their observations. Their conclusions should match their observations.

Component: McGraw Hill Ciencias para Texas, Grado 1 Teacher Edition

ISBN: 9781266115707

Current Page Number(s): 10B

Location: Top of the page, Heading

Original Text: Guided and Open Options

Updated Text: Structured and Open Options

Component: McGraw Hill Ciencias para Texas, Grado 1 Teacher Edition

ISBN: 9781266115707

Current Page Number(s): 10B

Location: Under Structured and Open Options

Original Text: For guided and open inquiry, students are expected to develop materials lists, write procedure steps, and determine how they will share their results. Revisions are likely during their investigation.

Updated Text: For structured inquiry, students are given a procedure. For open inquiry, students are expected to develop materials lists, write procedure steps, and determine how they will share their results. Revisions are likely during their investigation.

Component: McGraw Hill Ciencias para Texas, Grado 1 Teacher Edition

ISBN: 9781266115707

Current Page Number(s): 10B

Location: Guided Inquiry

Original Text: Guided Inquiry

Updated Text: Structured Inquiry

Component: McGraw Hill Ciencias para Texas, Grado 1 Teacher Edition

ISBN: 9781266115707

Current Page Number(s): 10B

Location: Guided Inquiry box

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 2215 of 3538

Original Text: Provide the explorable question:

Updated Text: Provide step-by-step instructions to help students investigate the explorable question.

Component: McGraw Hill Ciencias para Texas, Grado 1 Teacher Edition

ISBN: 9781266115707

Current Page Number(s): 10B

Location: Open Inquiry

Original Text: Ask students to test other classroom items and predict whether they are magnetic. Investigations must answer the explorable question.

Updated Text: Step 1: Test items individually to determine if it is magnetic or not.

Step 2: Record their findings in the table.

Step 3: Test other items around the classroom to determine if they are magnetic or not.

Step 4: Discuss the properties of the items that were magnetic. Talk about the properties of the items that were not magnetic.

Component: McGraw Hill Ciencias para Texas, Grado 1 Teacher Edition

ISBN: 9781266115707

Current Page Number(s): 10B

Location: Open Inquiry box

Original Text: Students might investigate

Updated Text: Students might investigate different ways to determine if an object is magnetic or not.

Component: McGraw Hill Ciencias para Texas, Grado 1 Teacher Edition

ISBN: 9781266115707

Current Page Number(s): 10B

Location: Assess, first paragraph, first sentence

Original Text: "Make a Prediction"

Updated Text: "Predict"

Component: McGraw Hill Ciencias para Texas, Grado 1 Teacher Edition

ISBN: 9781266115707

Current Page Number(s): 13

Location: Below the third paragraph, the ASSESS gray bar and the text below it

Original Text: ASSESS 10 min

Check for Understanding

Quick Check Ask: What is the first step of the engineering design process? Sample answer: Identify the Problem Ask:

What is the last step of the engineering design process? Sample answer: Develop the Prototype

Back to the Big Idea Ask: What is the job of an engineer? Sample answer: to design solutions to problems

Updated Text: Ask: What is the first step of the engineering design process? Sample answer: Identify the Problem Ask:

What is the last step of the engineering design process? Sample answer: Develop the Prototype

Ask: What is the job of an engineer? Sample answer: to design solutions to problems

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 2216 of 3538

Component: McGraw Hill Ciencias para Texas, Grado 1 Teacher Edition

ISBN: 9781266115707

Current Page Number(s): 14A

Location: Materials, after NOTE

Original Text: N/A

Updated Text: Encourage students to save and bring in cardboard tubes in the weeks prior to this activity.

Component: McGraw Hill Ciencias para Texas, Grado 1 Teacher Edition

ISBN: 9781266115707

Current Page Number(s): 14A

Location: Heading below Purpose

Original Text: Structured Inquiry

Updated Text: Guided Inquiry

Component: McGraw Hill Ciencias para Texas, Grado 1 Teacher Edition

ISBN: 9781266115707

Current Page Number(s): 14A

Location: Track Time, Materials, NOTE, first sentence

Original Text: structured inquiry

Updated Text: guided inquiry

Component: McGraw Hill Ciencias para Texas, Grado 1 Teacher Edition

ISBN: 9781266115707

Current Page Number(s): 14A

Location: Second column, first heading

Original Text: Identify a Problem/Brainstorm Solutions

Updated Text: Identify

Component: McGraw Hill Ciencias para Texas, Grado 1 Teacher Edition

ISBN: 9781266115707

Current Page Number(s): 14A

Location: Identify a Problem/Brainstorm Solutions

Original Text: Think about how things get from one place to another. Ask:
How can you build a track that gets a marble from one place
to another?

Updated Text: Ask:

How can you build a track that gets a marble from one place
to another?

Students should discuss and record potential solutions to the problem. They will choose one solution to develop in the following steps.

Component: McGraw Hill Ciencias para Texas, Grado 1 Teacher Edition

ISBN: 9781266115707

Current Page Number(s): 14B

Location: Header

Original Text: Guided and Open Options

Updated Text: Structured and Open Options

Component: McGraw Hill Ciencias para Texas, Grado 1 Teacher Edition

ISBN: 9781266115707

Current Page Number(s): 14B

Location: Guided and Open Options

Original Text: For guided and open inquiry, students are expected to develop materials lists, write procedure steps, and determine how they will share their results. Revisions are likely during their investigation.

Updated Text: For structured inquiry, students are given a procedure. For open inquiry, students are expected to develop materials lists, write procedure steps, and determine how they will share their results. Revisions are likely during their investigation.

Component: McGraw Hill Ciencias para Texas, Grado 1 Teacher Edition

ISBN: 9781266115707

Current Page Number(s): 14B

Location: Header

Original Text: Guided Inquiry

Updated Text: Structured Inquiry

Component: McGraw Hill Ciencias para Texas, Grado 1 Teacher Edition

ISBN: 9781266115707

Current Page Number(s): 14B

Location: Under header, first gray box

Original Text: Provide explorable question.

Updated Text: Provide step-by-step instructions to help students investigate the explorable question.

Component: McGraw Hill Ciencias para Texas, Grado 1 Teacher Edition

ISBN: 9781266115707

Current Page Number(s): 14B

Location: Under Header, first gray box, Example

Original Text: Ask students to make a marble track that is at least one foot long. Investigations must answer the explorable question.

Updated Text: Step 1: Build a track with materials that are provided to get a marble from one place to another.
Step 2: Use objects from the classroom to make an inclined plane for the marble to move.
Step 3: Test the design and think of ways to improve it. Think about what works and what does not work in the design.

Component: McGraw Hill Ciencias para Texas, Grado 1 Teacher Edition

ISBN: 9781266115707

Current Page Number(s): 14B

Location: Open Inquiry box, first two sentences

Original Text: Students write their own explorable question. Ask: How can a marble move around a curve without a person touching it?

Updated Text: Students identify their own problem. Ask: What problem could you solve using the Engineering Design Process?

Component: McGraw Hill Ciencias para Texas, Grado 1 Teacher Edition

ISBN: 9781266115707

Current Page Number(s): 14B

Location: Under header, second gray box, Plan the Investigation

Original Text: Make sure students choose a testable question. Ask: Can your question be answered by making observations or conducting a test?

Updated Text: Make sure students choose an engineering design problem they can solve using the resources available.

Component: McGraw Hill Ciencias para Texas, Grado 1 Teacher Edition

ISBN: 9781266115707

Current Page Number(s): 14B

Location: Assess, first sentence

Original Text: For this investigation, revisit the "Make a Prediction" question from the start of the investigation.

Updated Text: For this investigation, revisit the "Identify" question from the start of the investigation.

Component: McGraw Hill Ciencias para Texas, Grado 1 Teacher Edition

ISBN: 9781266115707

Current Page Number(s): 28C

Location: Top right corner of the page

Original Text: N/A

Updated Text: [GO ONLINE] Student recording sheets are available in flexible formats.

Component: McGraw Hill Ciencias para Texas, Grado 1 Teacher Edition

ISBN: 9781266115707

Current Page Number(s): 28C

Location: 2nd student mini, under Communicate:

Original Text: N/A

Updated Text: Add a new Item 5: How can you describe the properties of the objects in terms of quantity?

Component: McGraw Hill Ciencias para Texas, Grado 1 Teacher Edition

ISBN: 9781266115707

Current Page Number(s): 28C

Location: Below 2nd student mini: Communicate, after Item 4

Original Text: N/A

Updated Text: [insert] 5. Sample answer: There are more crayons than pencils.
(renumber existing answers to 6-8)

Component: McGraw Hill Ciencias para Texas, Grado 1 Teacher Edition

ISBN: 9781266115707

Current Page Number(s): 28C

Location: Below 2nd student mini: Make a Claim

Original Text: you can observe objects and put them into groups by ways they are the same.

Updated Text: objects can be classified by the different shapes, variety of colors, and texture.

Component: McGraw Hill Ciencias para Texas, Grado 1 Teacher Edition

ISBN: 9781266115707

Current Page Number(s): 31

Location: Assess, paragraph after "My claim is valid because ____."

Original Text: I claim that objects can be classified by shape, color, and texture by putting them into groups. My claim is valid because. I put objects with the same color, texture, and shape together.

Updated Text: My claim is valid because objects were classified and sorted by color, texture, and shape. For example, I sorted crayons with the same color and observed the rough texture of a rope made it easier to climb.

Component: McGraw Hill Ciencias para Texas, Grado 1 Teacher Edition

ISBN: 9781266115707

Current Page Number(s): 31

Location: Under Extend, above Assess

Original Text: N/A

Updated Text: Talk About It Start a classroom discussion about what the students circled on the infographic.

Component: McGraw Hill Ciencias para Texas, Grado 1 Teacher Edition

ISBN: 9781266115707

Current Page Number(s): 40B

Location: Assess, under Claim, Evidence, Reasoning

Original Text: Ask: How can we classify objects by size?

Updated Text: Ask: How can objects be classified by size?

Component: McGraw Hill Ciencias para Texas, Grado 1 Teacher Edition

ISBN: 9781266115707

Current Page Number(s): 40B

Location: Assess, under Talk About It

Original Text: Sample answer: you can find out which things are smaller or larger or heavier or lighter and put them into groups.

Updated Text: Sample answer: objects can be sorted into groups by their size and how heavy they are.

Component: McGraw Hill Ciencias para Texas, Grado 1 Teacher Edition

ISBN: 9781266115707

Current Page Number(s): 50D

Location: Communicate

Original Text: I used modeling clay and straws to disassemble and assemble a new object.

Updated Text: I disassembled an object made of modeling clay and straws and assembled a new object using the same clay and straws.

Component: McGraw Hill Ciencias para Texas, Grado 1 Teacher Edition

ISBN: 9781266115707

Current Page Number(s): 50D

Location: Bottom of the page, Make a Claim

Original Text: Sample answer: I claim you can take an object apart and put it back together.

Updated Text: Sample answer: I claim that objects can be taken apart and put back together.

Component: McGraw Hill Ciencias para Texas, Grado 1 Teacher Edition

ISBN: 9781266115707

Current Page Number(s): 52

Location: Teach, below Promote Rich Vocabulary

Original Text: N/A

Updated Text: [KEY MOMENT] Read and discuss the text with students.

Component: McGraw Hill Ciencias para Texas, Grado 1 Teacher Edition

ISBN: 9781266115707

Current Page Number(s): 52

Location: Teach, second paragraph

Original Text: Read the text with students.

Updated Text: N/A

Component: McGraw Hill Ciencias para Texas, Grado 1 Teacher Edition

ISBN: 9781266115707

Current Page Number(s): 52

Location: below Interactive Word Wall box

Original Text: N/A

Updated Text: [EB/EL] Scaffold to Support Access

Check students' comprehension by asking information questions, rather than always asking yes/no questions. Say: Look at the photo. What parts do you see? [ELPS] 2D

Component: McGraw Hill Ciencias para Texas, Grado 1 Teacher Edition

ISBN: 9781266115707

Current Page Number(s): 53

Location: Access, Claim, Evidence, Reasoning

Original Text: Sample answer: I took apart a toy and put it back together. I used all the parts. The object is a whole made of the parts.

Updated Text: Sample answer: My claim is valid because I took apart a toy and put it back together. I used all the parts. The object is a whole made of the parts. The parts of an object can be the same or different.

Component: McGraw Hill Ciencias para Texas, Grado 1 Teacher Edition

ISBN: 9781266115707

Current Page Number(s): 53

Location: EB/EL Scaffold to Support Access

Original Text: [EB/EL] Scaffold to Support Access

Check students' comprehension by asking information questions, rather than always asking yes/no questions. Say: Look at the photo. What parts do you see? [ELPS] 2D

Updated Text: N/A

Component: McGraw Hill Ciencias para Texas, Grado 1 Teacher Edition

ISBN: 9781266115707

Current Page Number(s): 53

Location: Digital Spotlight box

Original Text: A Toy Store

Updated Text: Toy Store

Component: McGraw Hill Ciencias para Texas, Grado 1 Teacher Edition

ISBN: 9781266115707

Current Page Number(s): 53

Location: Assess, Back to the Big Idea

Original Text: objects

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 2222 of 3538

Updated Text: materials

Component: McGraw Hill Ciencias para Texas, Grado 1 Teacher Edition

ISBN: 9781266115707

Current Page Number(s): 57D

Location: During Explain, EB/EL Leveled Support

Original Text: Beginning Make a knot. Say: Let's reverse my action. Undo the knot. Repeat the task, once reversing the action and once not. Ask: Did I reverse my action?

Intermediate Make a knot. Say: Let's reverse my action. Undo the knot. Repeat the task. Ask: What did I do?

Advanced/Advanced High Ask students to demonstrate reversing an action, explaining what they're doing to reverse it.

Updated Text: Beginning Make a knot. Say: Let's reverse my action. Undo the knot. Repeat the task, once reversing the action and once not. Ask: Did I reverse my action? Now have students write about it using the word reverse. Use the following sentence frame: I tied a knot. I can _____ the knot by untying it.

Intermediate Make a knot. Say: Let's reverse my action. Undo the knot. Repeat the task. Ask: What did I do? Now have students write about it using the word reserve. Sample answer: You tied a knot. You can reverse the knot by untying it.

Advanced/Advanced High Ask students to demonstrate reversing an action, explaining what they're doing to reverse it. Have students write about it using the word reverse. Sample answer: I took the cap off a marker. When I put it back on, I reverse the action.

Component: McGraw Hill Ciencias para Texas, Grado 1 Teacher Edition

ISBN: 9781266115707

Current Page Number(s): 60A

Location: Structured Inquiry, Materials

Original Text: N/A

Updated Text: heat-resistant gloves (teacher use only)

Component: McGraw Hill Ciencias para Texas, Grado 1 Teacher Edition

ISBN: 9781266115707

Current Page Number(s): 60A

Location: Structured Inquiry, Materials

Original Text: N/A

Updated Text: tile trivet (teacher use only)

Component: McGraw Hill Ciencias para Texas, Grado 1 Teacher Edition

ISBN: 9781266115707

Current Page Number(s): 60A

Location: NOTE last sentence

Original Text: N/A

Updated Text: Set the pan on the trivet after heating.

Component: McGraw Hill Ciencias para Texas, Grado 1 Teacher Edition

ISBN: 9781266115707

Current Page Number(s): 60A

Location: Structured Inquiry, Materials

Original Text: 8-in. × 8-in. aluminum foil pan
(teacher use only)

Updated Text: 8-in. × 8-in. aluminum foil pan with water
(teacher use only)

Component: McGraw Hill Ciencias para Texas, Grado 1 Teacher Edition

ISBN: 9781266115707

Current Page Number(s): 60A

Location: NOTE, after first sentence

Original Text: N/A

Updated Text: Fill the pan with a half-inch of water.

Component: McGraw Hill Ciencias para Texas, Grado 1 Teacher Edition

ISBN: 9781266115707

Current Page Number(s): 60A

Location: Investigate

Original Text: Step 4

Updated Text: Steps 3, 4

Component: McGraw Hill Ciencias para Texas, Grado 1 Teacher Edition

ISBN: 9781266115707

Current Page Number(s): 61

Location: Above Explain It Video

Original Text: N/A

Updated Text: [icon] Talk About It Have students discuss whether cooling reversed changes caused by heating during their investigation.

Component: McGraw Hill Ciencias para Texas, Grado 1 Teacher Edition

ISBN: 9781266115707

Current Page Number(s): 79D

Location: During Explain, EB/EL leveled support

Original Text: Beginning Push a light object off your desk. Say: I caused the [notebook] to fall. Repeat with another object, repeating what you did, and having students chime in with caused along with you.

Intermediate Push a light object off your desk. Say: I caused

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 2224 of 3538

the [notebook] to fall. Repeat with another object. Ask: Did I cause the [pencil] to fall?

Advanced/Advanced High Have a student volunteer help you to demonstrate. Place a notebook in front of you and another in front of the student. Have the student push the notebook off the desk onto the floor. Don't push your notebook. Ask: Who caused a notebook to fall? Ask students to explain their answer

Updated Text: Beginning Push a notebook off your desk. Say: I caused the notebook to fall. Have students write using the word cause. Use the following sentence frame: You _____ the notebook to fall. Repeat with another object, repeating what you did, and have students chime in with cause along with you. Provide students with a sentence frame to write about the second object.

Intermediate Push a notebook off your desk. Say: I caused the notebook to fall. Repeat with a pencil. Ask: Who caused the pencil to fall? Have students write using the word cause. Use the following sentence stem: When you moved the pencil, _____. Sample answer: you caused it to fall

Advanced/Advanced High Have a student volunteer help you to demonstrate. Place a notebook in front of you and another in front of the student. Have the student push the notebook off the desk onto the floor. Don't push your notebook. Ask: Who caused the notebook to fall? Have students write using the word cause. Sample answer: My classmate caused the notebook to fall.

Component: McGraw Hill Ciencias para Texas, Grado 1 Teacher Edition

ISBN: 9781266115707

Current Page Number(s): 82A

Location: Investigate

Original Text: N/A

Updated Text: Move "Tools and Safety Handbook Teach how to use a thermometer and proper safety practices using the Tools and Safety Handbook." above Steps 1, 2, 7, 8

Component: McGraw Hill Ciencias para Texas, Grado 1 Teacher Edition

ISBN: 9781266115707

Current Page Number(s): 82A

Location: Investigate, Steps 1, 2, 7, and 8

Original Text: Show groups how you measure the temperature of the water. Tell them the temperature and have them record it in the data table.

Updated Text: Help students measure the temperature of the water. Have them record it in the data table.

Component: McGraw Hill Ciencias para Texas, Grado 1 Teacher Edition

ISBN: 9781266115707

Current Page Number(s): 82D

Location: Below 2nd student mini, Make a Claim

Original Text: Sample answer: I claim that heating butter causes changes to the butter that can change back, or be reversed.

Updated Text: Sample answer: I claim that heating causes changes to food that can be reversed.

Component: McGraw Hill Ciencias para Texas, Grado 1 Teacher Edition

ISBN: 9781266115707

Current Page Number(s): 95

Location: Above Connect to the Chapter Question

Original Text: N/A

Updated Text: [icon] Talk About It Encourage students to back up their answers with evidence and reasoning.

Component: McGraw Hill Ciencias para Texas, Grado 1 Teacher Edition

ISBN: 9781266115707

Current Page Number(s): 95

Location: Assess, Claim, Evidence, Reasoning, Sample answer

Original Text: Sample answer: I claim that pushes and pulls can change the speed and direction of an object. My claim is valid because I changed the motion of a marble by pushing it in different directions.

Updated Text: Sample answer: My claim is valid because I changed the motion of a marble by pushing it in different directions.

Component: McGraw Hill Ciencias para Texas, Grado 1 Teacher Edition

ISBN: 9781266115707

Current Page Number(s): 95

Location: Assess, Claim, Evidence, Reasoning, third sentence

Original Text: I also saw pushes and pulls shown in photos.

Updated Text: I also saw pushes and pulls shown in photos, like a boy kicking a ball. That is a push.

Component: McGraw Hill Ciencias para Texas, Grado 1 Teacher Edition

ISBN: 9781266115707

Current Page Number(s): 96

Location: Heading

Original Text: Meet an Engineer

Updated Text: Meet an Engineer and an Astronaut

Component: McGraw Hill Ciencias para Texas, Grado 1 Teacher Edition

ISBN: 9781266115707

Current Page Number(s): 109

Location: Assess, last blue question and sample answer

Original Text: Ask: What tools might you need to plan your investigation? Sample answer: to car, ball, masking tape, ramp"

Updated Text: Ask: What pushes and pulls have you used today? Sample answer: I pushed my chair in. I pulled my socks up.

Component: McGraw Hill Ciencias para Texas, Grado 1 Teacher Edition

ISBN: 9781266115707

Current Page Number(s): 116A

Location: Zoom In on Soil, Investigate

Original Text: N/A

Updated Text: Step 5: Review the meaning of the verb document. Ask: What are some ways you can document the colors, sizes, textures, and shapes of soil particles? Sample answer: I can document the properties of soil particles by drawing pictures or writing observations.

Component: McGraw Hill Ciencias para Texas, Grado 1 Teacher Edition

ISBN: 9781266115707

Current Page Number(s): 116A

Location: Under the video screenshot

Original Text: Preview step-by-step support in the Anytime Investigation video, Zoom In on Soil. 4:00

Updated Text: To see the different uses for photo cards, preview the Anytime Investigation Video, Photo Cards Support. 1:31

Component: McGraw Hill Ciencias para Texas, Grado 1 Teacher Edition

ISBN: 9781266115707

Current Page Number(s): 116A

Location: Hands On Investigation, title

Original Text: Zoom in on Soil

Updated Text: Zoom In on Soil

Component: McGraw Hill Ciencias para Texas, Grado 1 Teacher Edition

ISBN: 9781266115707

Current Page Number(s): 116A

Location: Hands On Investigation, Purpose

Original Text: Students will observe, compare, describe, and sort components of soil by size, texture, and color

Updated Text: Students will observe, compare, and describe components of soil by size, texture, and color

Component: McGraw Hill Ciencias para Texas, Grado 1 Teacher Edition

ISBN: 9781266115707

Current Page Number(s): 116A

Location: Hands On Investigation, Summary

Original Text: flashlight

Updated Text: tweezers

Component: McGraw Hill Ciencias para Texas, Grado 1 Teacher Edition

ISBN: 9781266115707

Current Page Number(s): 116A

Location: Note, third sentence

Original Text: plates

Updated Text: pans

Component: McGraw Hill Ciencias para Texas, Grado 1 Teacher Edition

ISBN: 9781266115707

Current Page Number(s): 116A

Location: Hands On Investigation, Materials

Original Text: N/A

Updated Text: crayons

Component: McGraw Hill Ciencias para Texas, Grado 1 Teacher Edition

ISBN: 9781266115707

Current Page Number(s): 116A

Location: Hands On Investigation, Note

Original Text: label cup 1, 2, and 3

Updated Text: label each cup Soil 1, 2, or 3

Component: McGraw Hill Ciencias para Texas, Grado 1 Teacher Edition

ISBN: 9781266115707

Current Page Number(s): 116A

Location: Note, last two sentences

Original Text: cups. Prepare the cups with soil prior to the start of the lesson.

Updated Text: cups prior to the start of the lesson.

Component: McGraw Hill Ciencias para Texas, Grado 1 Teacher Edition

ISBN: 9781266115707

Current Page Number(s): 116A

Location: Investigate

Original Text: Step 1 Students may notice the color of the soil, the grain size, and the texture.

Steps 2–4 When students pour the soil and use the tweezers

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 2228 of 3538

they may notice small rocks, particles, or clumps in the soil samples.

Updated Text: Steps 1-4 When students pour the soil and use the hand lens and tweezers they may notice small rocks, particles, or clumps in the soil samples.

Component: McGraw Hill Ciencias para Texas, Grado 1 Teacher Edition

ISBN: 9781266115707

Current Page Number(s): 116A

Location: Investigate

Original Text: samples.

Updated Text: samples. [TEKS] 1.1D

Component: McGraw Hill Ciencias para Texas, Grado 1 Teacher Edition

ISBN: 9781266115707

Current Page Number(s): 116A

Location: Tools and Safety Handbook

Original Text: goggles and gloves using the Tools and Safety Handbook.

Updated Text: goggles, tweezers, and a hand lens using the Tools and Safety Handbook. [TEKS] 1.1C

Component: McGraw Hill Ciencias para Texas, Grado 1 Teacher Edition

ISBN: 9781266115707

Current Page Number(s): 116A

Location: Above Investigate

Original Text: N/A

Updated Text: Move "Tools and Safety Handbook Review how to use goggles, tweezers, and a hand lens using the Tools and Safety Handbook. [TEKS] 1.1.C" above the Investigate heading.

Component: McGraw Hill Ciencias para Texas, Grado 1 Teacher Edition

ISBN: 9781266115707

Current Page Number(s): 116D

Location: Hands On Investigation

Original Text: shape.

Updated Text: shape, and I observed that in the soil samples.

Component: McGraw Hill Ciencias para Texas, Grado 1 Teacher Edition

ISBN: 9781266115707

Current Page Number(s): 116D

Location: Hands On Investigation, Make a Claim

Original Text: Sample answer: soil can have different colors, textures, particle sizes, and shapes.

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 2229 of 3538

Updated Text: Sample answer: I claim that soil can have different colors, textures, particle sizes, and shapes.

Component: McGraw Hill Ciencias para Texas, Grado 1 Teacher Edition

ISBN: 9781266115707

Current Page Number(s): 116

Location: Interactive Word Wall, fourth paragraph

Original Text: Ask: How can you document what you observe during your investigation? Sample answer: I can record my observations in a table.

Updated Text: Ask: How can you document what you observe about the shape of soil particles during your investigation? Sample answer: I can document my observations about the different shapes of soil particles in a table.

Component: McGraw Hill Ciencias para Texas, Grado 1 Teacher Edition

ISBN: 9781266115707

Current Page Number(s): 139

Location: Above Looking For More? Try This!

Original Text: N/A

Updated Text: [icon] Talk About It Encourage students to use the word because as they explain their thinking. [TEKS] 1.5B

Component: McGraw Hill Ciencias para Texas, Grado 1 Teacher Edition

ISBN: 9781266115707

Current Page Number(s): 139

Location: Assess, Check for Understanding

Original Text: Earth materials.

Updated Text: Earth's materials.

Component: McGraw Hill Ciencias para Texas, Grado 1 Teacher Edition

ISBN: 9781266115707

Current Page Number(s): 139

Location: Science Song

Original Text: Science Song Water All Around

Updated Text: Science Song: Water All Around Reinforce concepts about moving water by listening to this song.

Component: McGraw Hill Ciencias para Texas, Grado 1 Teacher Edition

ISBN: 9781266115707

Current Page Number(s): 139

Location: Looking For More? Try This!

Original Text: N/A

Updated Text: Move "Ask: How can rain move soil? Sample answer: It can wash loose soil particles down a hill.

Ask: How does flowing water change after it goes downhill

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 2230 of 3538

and reaches flat land? Sample answer: The water slows down as it reaches flat land." to the top of the column.

Component: McGraw Hill Ciencias para Texas, Grado 1 Teacher Edition

ISBN: 9781266115707

Current Page Number(s): 140

Location: Get Ready

Original Text: Download the Cause and Effect graphic organizer.

Updated Text: N/A

Component: McGraw Hill Ciencias para Texas, Grado 1 Teacher Edition

ISBN: 9781266115707

Current Page Number(s): 140

Location: Get Ready, last two checkboxes

Original Text: draw conclusions

Updated Text: Draw Conclusions

Component: McGraw Hill Ciencias para Texas, Grado 1 Teacher Edition

ISBN: 9781266115707

Current Page Number(s): 140

Location: Get Ready, second checkbox

Original Text: Cue up the video Earth Materials Move.

Updated Text: Cue up the video Earth Materials Move!

Component: McGraw Hill Ciencias para Texas, Grado 1 Teacher Edition

ISBN: 9781266115707

Current Page Number(s): 140

Location: Digital Spotlight

Original Text: N/A

Updated Text: 1:47

Component: McGraw Hill Ciencias para Texas, Grado 1 Teacher Edition

ISBN: 9781266115707

Current Page Number(s): 140

Location: Teach, below Promote Rich Vocabulary

Original Text: N/A

Updated Text: [Key Moment] Read and Discuss the text with students.

Component: McGraw Hill Ciencias para Texas, Grado 1 Teacher Edition

ISBN: 9781266115707

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 2231 of 3538

Current Page Number(s): 140

Location: Interactive Word Wall, new paragraph

Original Text: Continue to add words, realia, and drawings to the wall as students make more connections. Use sentence stems and frames to help students see cause-and-effect relationships and practice citing evidence:

Water can move _____ and _____. [TEKS] 1.5B

Updated Text: Continue to add words, realia, and drawings to the wall as students make more connections.

[THEME] Cause and Effect Use sentence stems and frames to help students see cause-and-effect relationships and practice citing evidence:

Water can move _____ and _____. [TEKS] 1.5B

Component: McGraw Hill Ciencias para Texas, Grado 1 Teacher Edition

ISBN: 9781266115707

Current Page Number(s): 140

Location: Teach, Below Interactive Word Wall

Original Text: N/A

Updated Text: [icon] EXPLAIN It Video Earth Materials Move! Remind students to be on the lookout for evidence for their claim as they watch the video.

Component: McGraw Hill Ciencias para Texas, Grado 1 Teacher Edition

ISBN: 9781266115707

Current Page Number(s): 140

Location: Digital Spotlight

Original Text: Video: Earth Materials

Move

Students observe how Earth materials move with the help of water.

Updated Text: EXPLAIN It Video: Earth Materials

Move!

Students observe how Earth materials move with the help of water.

Component: McGraw Hill Ciencias para Texas, Grado 1 Teacher Edition

ISBN: 9781266115707

Current Page Number(s): 140

Location: Digital Spotlight, under Explain It video information

Original Text: N/A

Updated Text: WordLab

Students observe, examine, and practice using vocabulary words.

Component: McGraw Hill Ciencias para Texas, Grado 1 Teacher Edition

ISBN: 9781266115707

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 2232 of 3538

Current Page Number(s): 140

Location: Digital Spotlight

Original Text: Digital Spotlight

Video: Earth Materials Move

Students observe how Earth materials move with the help of water.

Updated Text: N/A

Component: McGraw Hill Ciencias para Texas, Grado 1 Teacher Edition

ISBN: 9781266115707

Current Page Number(s): 141

Location: Claim, Evidence, Reasoning

Original Text: Sample answer: water can move rocks downhill from a mountain. It can also move soil downhill from a stream.

Updated Text: Sample answer: when water was poured on the mound during the investigation, it moved rocks and soil. From the diagram, I observed that a stream carries rocks from the top of a mountain to the ocean.

Component: McGraw Hill Ciencias para Texas, Grado 1 Teacher Edition

ISBN: 9781266115707

Current Page Number(s): 141

Location: Visual Literary, first sentence

Original Text: N/A

Updated Text: Guide students through the See-Scan-Analyze thinking process.

Component: McGraw Hill Ciencias para Texas, Grado 1 Teacher Edition

ISBN: 9781266115707

Current Page Number(s): 141

Location: Assess, gray bar

Original Text: N/A

Updated Text: [clock icon] 10 min

Component: McGraw Hill Ciencias para Texas, Grado 1 Teacher Edition

ISBN: 9781266115707

Current Page Number(s): 141

Location: Assess, Essential Question Check-In

Original Text: draw conclusions

Updated Text: Draw Conclusions

Component: McGraw Hill Ciencias para Texas, Grado 1 Teacher Edition

ISBN: 9781266115707

Current Page Number(s): 141

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 2233 of 3538

Location: Assess, Reinforce

Original Text: N/A

Updated Text: | Use to Intervene

Component: McGraw Hill Ciencias para Texas, Grado 1 Teacher Edition

ISBN: 9781266115707

Current Page Number(s): 162A

Location: Plan/Develop, Step 2

Original Text: N/A

Updated Text: [TEKS] 1.1G

Component: McGraw Hill Ciencias para Texas, Grado 1 Teacher Edition

ISBN: 9781266115707

Current Page Number(s): 162A

Location: Structured Inquiry

Original Text: Structured Inquiry

Updated Text: Guided Inquiry

Component: McGraw Hill Ciencias para Texas, Grado 1 Teacher Edition

ISBN: 9781266115707

Current Page Number(s): 162A

Location: Structured Inquiry, Note, first sentence

Original Text: NOTE: Download the student page for structured inquiry.

Updated Text: NOTE: Download the student page for guided inquiry.

Component: McGraw Hill Ciencias para Texas, Grado 1 Teacher Edition

ISBN: 9781266115707

Current Page Number(s): 162B

Location: Claim, Evidence, Reasoning, under Talk About It

Original Text: Sample answer: humans use earth materials by using rocks to make stepping stones in a garden.

Updated Text: Sample answer: humans use earth materials in different ways and for different reasons.

Component: McGraw Hill Ciencias para Texas, Grado 1 Teacher Edition

ISBN: 9781266115707

Current Page Number(s): 162B

Location: Interactive Word Wall, questions and answers

Original Text: Ask: What problem does your design solve? Sample answer: not being able to walk through a garden easily

Ask: What did you consider while designing a solution? Sample answer: The rocks had to be big enough to step on.

Updated Text: Say: Identify a problem your design solves. Sample answer: walking through a garden easily Say: Describe what you considered while designing a solution. Sample answer: The rocks had to be big enough to step on.

Component: McGraw Hill Ciencias para Texas, Grado 1 Teacher Edition

ISBN: 9781266115707

Current Page Number(s): 162B

Location: EB/EL, first sentence

Original Text: Write about ways people use rocks, water, and soil.

Updated Text: Ensure students understand how to write about ways people use rocks, water, and soil.

Component: McGraw Hill Ciencias para Texas, Grado 1 Teacher Edition

ISBN: 9781266115707

Current Page Number(s): 162B

Location: Heading

Original Text: Guided and Open Options

Updated Text: Structured and Open Options

Component: McGraw Hill Ciencias para Texas, Grado 1 Teacher Edition

ISBN: 9781266115707

Current Page Number(s): 162B

Location: Guided and Open Options

Original Text: For guided and open inquiry, students are expected to develop materials lists, write procedure steps, and determine how they will share their results. Revisions are likely during their investigation.

Updated Text: For structured inquiry, students are given a procedure. For open inquiry, students are expected to develop materials lists, write procedure steps, and determine how they will share their results. Revisions are likely during their investigation.

Component: McGraw Hill Ciencias para Texas, Grado 1 Teacher Edition

ISBN: 9781266115707

Current Page Number(s): 162B

Location: Heading

Original Text: Guided Inquiry

Updated Text: Structured Inquiry

Component: McGraw Hill Ciencias para Texas, Grado 1 Teacher Edition

ISBN: 9781266115707

Current Page Number(s): 162B

Location: Guided Inquiry

Original Text: Provide the explorable question:

Updated Text: Provide step-by-step instructions to help students investigate the explorable question.

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 2235 of 3538

Component: McGraw Hill Ciencias para Texas, Grado 1 Teacher Edition

ISBN: 9781266115707

Current Page Number(s): 162B

Location: Guided Inquiry, Example

Original Text: Students may change one aspect of their design and see how it changes the results.

Investigations must answer the explorable question.

Updated Text: Option 1: Students may use rocks to build. Stack rocks to build a dam, house, or walkway.

Option 2: Students may work with another group to develop a presentation about one, two, or three of the materials.

Option 3: Students can use soil to build and grow food. The soil can be turned into a garden to grow food. It can also be used to build a soil dam.

Component: McGraw Hill Ciencias para Texas, Grado 1 Teacher Edition

ISBN: 9781266115707

Current Page Number(s): 162B

Location: Open Inquiry

Original Text: Students write their own explorable question. Ask: How can a marble move around a curve without a person touching it?

Updated Text: Students identify their own problem. Ask: What problem could you solve using the Engineering Design Process?

Component: McGraw Hill Ciencias para Texas, Grado 1 Teacher Edition

ISBN: 9781266115707

Current Page Number(s): 162B

Location: Open Inquiry, Plan the Investigation

Original Text: Make sure students choose a testable question. Ask: Can your question be answered by making observations or conducting a test?

Updated Text: Make sure students choose an engineering design problem they can solve using the resources available.

Component: McGraw Hill Ciencias para Texas, Grado 1 Teacher Edition

ISBN: 9781266115707

Current Page Number(s): 166

Location: Teach, beginning of third paragraph

Original Text: N/A

Updated Text: [icon] Talk About It

Component: McGraw Hill Ciencias para Texas, Grado 1 Teacher Edition

ISBN: 9781266115707

Current Page Number(s): 166

Location: Apply It

Original Text: Allow students time to talk about which materials would be helpful for crossing the stream and which would not.

Updated Text: Encourage students to think about structure and function as they share ideas. TEKS 1.5F

Component: McGraw Hill Ciencias para Texas, Grado 1 Teacher Edition

ISBN: 97812666115707

Current Page Number(s): 166

Location: Get Ready gray bar

Original Text: Text Complexity: 510L

Updated Text: N/A

Component: McGraw Hill Ciencias para Texas, Grado 1 Teacher Edition

ISBN: 97812666115707

Current Page Number(s): 166

Location: Notebooking Tip

Original Text: Chunking Over and Above Use notebooks to scaffold chunked content. Recurring Themes and Concepts can be written on quarter- or half-sheets that are anchor tabbed in margins around and over past entries. Tabs can open sideways or upside down. By raising and lowering tabs, students kinesthetically work their way from present (on top) to past (underneath) learning

Updated Text: Student Response to the Text Students use speech bubbles in their notebooks to ask a question, self-question, shout a claim, share something they are thinking, and make a statement. The anchor tabs of speech bubbles are glued in margins near or around related content in the notebook. Students may add speech bubbles independently or when assigned.

Change caption under cover photo to See page 34.

Component: McGraw Hill Ciencias para Texas, Grado 1 Teacher Edition

ISBN: 97812666115707

Current Page Number(s): 167

Location: Assess, under Claim, Evidence, Reasoning

Original Text: N/A

Updated Text: "Guide students as they review what they have learned and reflect on their learning. Have them complete the Am I Ready? activity.

Component: McGraw Hill Ciencias para Texas, Grado 1 Teacher Edition

ISBN: 97812666115707

Current Page Number(s): 172D

Location: Student mini, Communicate, under Item 4

Original Text: N/A

Updated Text: Add 5. Describe a water condition that causes organisms to change.

Component: McGraw Hill Ciencias para Texas, Grado 1 Teacher Edition

ISBN: 9781266115707

Current Page Number(s): 172D

Location: Student mini, above Make a Claim

Original Text: 5. Did your research support your prediction? Use evidence to explain why or why not.

Updated Text: 6. Did your research support your prediction? Use evidence to explain why or why not.

Component: McGraw Hill Ciencias para Texas, Grado 1 Teacher Edition

ISBN: 9781266115707

Current Page Number(s): 172D

Location: Below student mini, Communicate, below item 3

Original Text: N/A

Updated Text: Add 4. Sample answer: We need enough water for all living things to survive.

(renumber existing #4 to #5)

Component: McGraw Hill Ciencias para Texas, Grado 1 Teacher Edition

ISBN: 9781266115707

Current Page Number(s): 172D

Location: Below student mini, Make a Claim

Original Text: Sample claim: I claim that water conservation is important because all living things need water.

Updated Text: Sample answer: I claim that water conservation is important because all living things need water to survive.

Component: McGraw Hill Ciencias para Texas, Grado 1 Teacher Edition

ISBN: 9781266115707

Current Page Number(s): 172D

Location: Below student mini, Communicate section

Original Text: 5. Sample answer: Yes. All living things depend on water.

Updated Text: 6. Sample answer: Yes. My research materials showed that all living things depend on water.

Component: McGraw Hill Ciencias para Texas, Grado 1 Teacher Edition

ISBN: 9781266115707

Current Page Number(s): 206A

Location: Hands On Investigation, Predict

Original Text: Look at the photo of the girl with the flower:

Updated Text: Students should use their observations to answer the explorable question.

Component: McGraw Hill Ciencias para Texas, Grado 1 Teacher Edition

ISBN: 9781266115707

Current Page Number(s): 206A

Location: Hands On Investigation, Investigate

Original Text: Step 2

Updated Text: Steps 2-5

Component: McGraw Hill Ciencias para Texas, Grado 1 Teacher Edition

ISBN: 9781266115707

Current Page Number(s): 206A

Location: Hands On Investigation, Investigate

Original Text: Step 3

Updated Text: Steps 6-7

Component: McGraw Hill Ciencias para Texas, Grado 1 Teacher Edition

ISBN: 9781266115707

Current Page Number(s): 206A

Location: Hands On Investigation, Communicate

Original Text: Discuss what each season looks like in your area. Make a chart and list descriptors of each season with words and pictures.

Updated Text: Discuss how the seasons are a repeating pattern. Have students determine what time of year comes next in the pattern. Also discuss what each season looks like in your area. Make a chart and list descriptors of each season with words and pictures.

Component: McGraw Hill Ciencias para Texas, Grado 1 Teacher Edition

ISBN: 9781266115707

Current Page Number(s): 222

Location: Teach, under Apply It

Original Text: Ask: What are an animal's basic needs? Sample answer: food and water

Updated Text: [THEME] Patterns Ask: What are an animal's basic needs? Sample answer: food and water. [TEKS] 1.5A

Component: McGraw Hill Ciencias para Texas, Grado 1 Teacher Edition

ISBN: 9781266115707

Current Page Number(s): 222

Location: Write About It

Original Text: The student (1) observed and identified living and nonliving things; (2) drew what they observed; (3) labeled their drawing; (4) used vocabulary to label their drawing.

Updated Text: The student (1) drew living things they observed; (2) drew nonliving things they observed; (3) labeled their drawings; (4) used vocabulary.

Component: McGraw Hill Ciencias para Texas, Grado 1 Teacher Edition

ISBN: 9781266115707

Current Page Number(s): 235

Location: Header at the top of the page

Original Text: Lesson 2 TEKS 1.12B Aquariums and Terrariums

Updated Text: N/A

Component: McGraw Hill Ciencias para Texas, Grado 1 Teacher Edition

ISBN: 9781266115707

Current Page Number(s): 243

Location: Digital Spotlight

Original Text: N/A

Updated Text: EXPLAIN It Video blurb: Word Lab
Students observe, examine, and practice using vocabulary words.

Component: McGraw Hill Ciencias para Texas, Grado 1 Teacher Edition

ISBN: 9781266115707

Current Page Number(s): 270

Location: Top of the page, blue header bar

Original Text: TEKS 1.13C

Updated Text: TEKS 1.13B

Component: McGraw Hill Ciencias para Texas, Grado 1 Teacher Edition

ISBN: 9781266115707

Current Page Number(s): 270

Location: Get Ready, checklist items

Original Text: Plan for the Simulation on page 272A.

Updated Text: Preview the simulation and plan for the investigation on page 272A.

Component: McGraw Hill Ciencias para Texas, Grado 1 Teacher Edition

ISBN: 9781266115707

Current Page Number(s): 270

Location: About the Photo

Original Text: The photo shows a skate case with its young inside, which is known as a mermaid's purse.

Updated Text: The photo shows a skate case with the young skate inside. A skate case is also known as a mermaid's purse.

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 2240 of 3538

Component: McGraw Hill Ciencias para Texas, Grado 1 Teacher Edition

ISBN: 9781266115707

Current Page Number(s): 270

Location: About the Photo

Original Text: The photo may help students recognize the process that some animals go through as they grow and reproduce.

Updated Text: The photo may help students understand how some animals grow and reproduce.

Component: McGraw Hill Ciencias para Texas, Grado 1 Teacher Edition

ISBN: 9781266115707

Current Page Number(s): 271

Location: Digital Spotlight, Engage Video screenshot photo

Original Text: photo of wolves

Updated Text: Photo of two first grade girls working together on a laptop.

Component: McGraw Hill Ciencias para Texas, Grado 1 Teacher Edition

ISBN: 9781266115707

Current Page Number(s): 272A

Location: Under Video Screenshot

Original Text: Preview step-by-step support in the Anytime Investigation Video, Fish, Bird, Mammal. 4:00

Updated Text: To understand the general organization and operation of simulations, preview the Anytime Investigation Video, Simulation Support. 6:40

Component: McGraw Hill Ciencias para Texas, Grado 1 Teacher Edition

ISBN: 9781266115707

Current Page Number(s): 272A

Location: Under Investigate Heading

Original Text: Encourage students to use evidence from the simulation to answer the questions.

Updated Text: Encourage students to use evidence from the simulation to respond to each prompt.

Component: McGraw Hill Ciencias para Texas, Grado 1 Teacher Edition

ISBN: 9781266115707

Current Page Number(s): 272A

Location: Under Investigate Heading

Original Text: N/A

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 2241 of 3538

Updated Text: Guide students to share different ways observations can be recorded. Ask: How can you record your observations of the fish? Sample answers: I can draw pictures of what an adult fish looks like. I can write words to describe fish eggs.

Component: McGraw Hill Ciencias para Texas, Grado 1 Teacher Edition

ISBN: 9781266115707

Current Page Number(s): 272A

Location: Under Investigate Heading

Original Text: NA

Updated Text: TEKS Pill 1.1D

Component: McGraw Hill Ciencias para Texas, Grado 1 Teacher Edition

ISBN: 9781266115707

Current Page Number(s): 272A

Location: Under Investigate Heading

Original Text: NA

Updated Text: TEKS Pill 1.1E, 1.1F

Component: McGraw Hill Ciencias para Texas, Grado 1 Teacher Edition

ISBN: 9781266115707

Current Page Number(s): 272

Location: Question and answer under Interactive Word Wall heading

Original Text: Ask: Can you describe a life cycle? Sample answer: the stages a living thing goes through during its life

Updated Text: Say: Describe your observations of the fish life cycle. How can you record your observations? Sample answer: A fish starts life as an egg and changes as it grows. I can draw pictures of the different ways fish look as they grow.

Component: McGraw Hill Ciencias para Texas, Grado 1 Teacher Edition

ISBN: 9781266115707

Current Page Number(s): 273

Location: Teach, Investigation Connection, Notebooking

Original Text: After reading, students build on what they have learned by looking back to compare the life cycles of the animals they read about to the life cycles of the fish, bird, and mammal they explored during the simulation. They should be able to indicate that the life cycles of all the animals follow the same order.

Updated Text: After reading, students build on what they have learned by looking back to compare the life cycles of a goose and a chicken.

Component: McGraw Hill Ciencias para Texas, Grado 1 Teacher Edition

ISBN: 9781266115707

Current Page Number(s): 274

Location: Top of the page, blue header bar

Original Text: TEKS 1.13C

Updated Text: TEKS 1.13B

Component: *McGraw Hill Ciencias para Texas, Grado 1 Teacher Edition*

ISBN: 9781266115707

Current Page Number(s): 274

Location: Teach, below Key Moment

Original Text: N/A

Updated Text: Talk About It Start a class discussion about the life cycle of a pig.

Component: *McGraw Hill Ciencias para Texas, Grado 1 Teacher Edition*

ISBN: 9781266115707

Current Page Number(s): 274

Location: Key Moment, after Read and discuss text with students.

Original Text: N/A

Updated Text: Visual Literacy Read the Diagram Guide students through the See-Scan-Analyze thinking process.

Ask: What does the diagram show? Sample answer: It shows how a pig changes and grows during its life cycle. Ask: How does a pig change during its life cycle? Sample answer: Pigs become bigger as they get older.

Publisher: Savvas Learning

Science, (Spanish) Grade 1

Program: *Texas Experimenta las Ciencias Grade 1 (Print with digital): TEKS*

Component: *Adaptaciones para las evaluaciones de Experimenta las Ciencias para Texas*

ISBN: 9781428553835

Location: New Content

Link to Updated Content:

[View Updated Content](#)

Original Text: New Content

Updated Text: We created the Adaptaciones para las evaluaciones de Experimenta las Ciencias para Texas, which is an assessment tool to help teachers implement accommodations for each type of assessment in the program so that students can demonstrate mastery of the knowledge and skills aligned to their learning goals. See link

Component: *Guía del maestro*

ISBN: 9781323223451

Current Page Number(s): Throughout Plan del tema and Experience pages

Location: Experience columns in Topic Planners and top of side column in Experience pages

Original Text: TEKS references

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 2243 of 3538

Updated Text: (Global Change)

Added additional TEKS references to better align with the content and skills covered in the Experiences

Component: *Guía del maestro*

ISBN: 9781323223451

Current Page Number(s): Vistazo a la Experiencia pages 12, 20, 28, 44, 52, 60, 76, 84, 100, 108, 124, 132, 148, 164, 172, 180, 196, 204, 212

Location: The TEKS box on the Experience at a Glance pages

Original Text: TEKS references

Updated Text: (GLOBAL CHANGE)

We will add labels that say PCI TEKS and TCR TEKS so that is clear to the teacher the types of TEKS that are covered in the Experience.

Component: *Guía del maestro*

ISBN: 9781323223451

Current Page Number(s): Throughout Topic and Experience pages

Location: Enseñanza diferenciada boxes

Original Text: Enseñanza diferenciada boxes currently include two activity ideas with run-in bold titles for the activities.

Updated Text: We will add the headings EN MEJORA, AVANZADO and NECESIDADES ESPECIALES to these activities to help teachers more easily identify them.

Component: *Guía del maestro*

ISBN: 9781323223451

Current Page Number(s): Last page of each topic 37, 69, 93, 117, 157, 189, 221

Location: After Topic Test Remediation

Original Text: (None)

Updated Text: (Global Change)

Contenido en espiral

Asigne a los estudiantes la actividad de contenido en espiral en Realize para que puedan revisar y practicar los conceptos de ciencias que aprendieron hasta ahora.

(side column)

Actividad de contenido en espiral

Component: *Digital assesment/Examen de preparación para el tema*

ISBN: 9781428553835

Current Page Number(s): (None)

Location: (None)

Original Text: (None)

Updated Text: We will create Exámenes de preparación para el tema with audio for each topic.

Component: *Guía del maestro*

ISBN: 9781323223451

Current Page Number(s): All Experience at a Glance pages

Location: Experience at a Glance pages, blue box under Fenómeno de anclaje logo

Original Text: Video de preparación para el maestro Recuerde que debe mirar o escuchar el video de preparación para el maestro como preparación para enseñar esta Experiencia.

Updated Text: (Global Change)

Delete Video de preparación para el maestro box.

Component: *Guía del maestro*

ISBN: 9781323223451

Current Page Number(s): page 47

Location: Pensar como un científico

Original Text: De un vistazo la actividad de la estación de trabajo práctico con los estudiantes.

Updated Text: (updated text) Dé un vistazo a la actividad de la estación de trabajo práctico con los estudiantes.

Component: *Guía del maestro*

ISBN: 9781323223451

Current Page Number(s): page 20

Location: Experiencia 2, Objetivos

Original Text: Los estudiantes observarán y clasificarán objetos de acuerdo a sus propiedades físicas, incluyendo su forma, color y textura, y de acuerdo a atributos físicos tales como ser más grandes o pequeños y más pesados o livianos.

Updated Text: (updated text) Los estudiantes observarán y clasificarán objetos de acuerdo con sus propiedades físicas, incluyendo su forma, color y textura, y de acuerdo con atributos físicos tales como ser más grandes o pequeños y más pesados o livianos.

Los estudiantes comunicarán las explicaciones y las soluciones de manera individual y colaborativa en una variedad de escenarios y formatos.

Component: *Guía del maestro*

ISBN: 9781323223451

Current Page Number(s): page 22

Location: Experiencia 2, Fenómeno relacionado

Original Text: Como fenómeno cotidiano alternativo, considere mostrar una foto de una tienda en la que los objetos, tales como los zapatos, la ropa y el equipamiento deportivo, están ordenados y bien acomodados para enfatizar cómo se agrupan los artículos. Pregunte a los estudiantes cómo están agrupados los artículos y por qué era necesario agrupar los de la tienda.

Updated Text: (updated text) Como fenómeno cotidiano alternativo, considere mostrar una foto de una tienda local en la que los objetos, tales como los zapatos, la ropa y el equipamiento deportivo, están ordenados y bien acomodados para enfatizar cómo se agrupan los artículos. Pregunte a los estudiantes cómo están agrupados los artículos y por qué era necesario agrupar los de la tienda.

Component: *Guía del maestro*

ISBN: 9781323223451

Current Page Number(s): page 28

Location: Experiencia 3, Vistazo, Objetivos

Original Text: Los estudiantes observarán e investigarán cómo el calentamiento y el enfriamiento cambian a los materiales. También predecirán y explicarán cambios en los materiales causados por el calentamiento o el enfriamiento.

Updated Text: (updated text) Los estudiantes desarrollarán y usarán modelos para predecir y explicar los cambios que el calentamiento y el enfriamiento generan en los materiales.

Los estudiantes identificarán formas de la energía y propiedades de la materia.

Component: *Guía del maestro*

ISBN: 9781323223451

Current Page Number(s): page 32

Location: Explorar, PROCEDIMIENTO DE INDAGACIÓN GUIADA

Original Text: 1. Colóquense los lentes de seguridad.

2. Lean en voz alta el punto 1 de la actividad práctica.

3. Tomen la bolsa por su borde superior. Observen los cubos sin tocarlos.

4. Lean en voz alta el punto 2 de la actividad práctica, e imiten la manera de responder al punto.

5. Metan cuidadosamente la bolsa en el vaso con agua, asegurándose de no derramar agua.

6. Después de uno o dos minutos, despacio y con cuidado, saquen la bolsa del agua y sosténgala por encima del vaso para que gotee dentro de él.

7. Observen la bolsa. Luego colóquenla de nuevo con cuidado en el vaso con agua.

8. Vuelvan a la actividad práctica e imiten la manera de completar la hoja.

Updated Text: (updated text)

1. Colóquense los lentes de seguridad.

2. Tomen la bolsa por su borde superior. Observen los cubos sin tocarlos.

3. Metan cuidadosamente la bolsa en el vaso con agua, asegurándose de no derramar agua.

4. Después de uno o dos minutos, despacio y con cuidado, saquen la bolsa del agua y sosténgala por encima del vaso para que gotee dentro de él.

5. Observen la bolsa. Luego colóquenla de nuevo con cuidado en el vaso con agua.

Component: *Guía del maestro*

ISBN: 9781323223451

Current Page Number(s): page 42

Location: Fenómeno relacionado, bullet text

Original Text: Hazlo con queso Pida a los estudiantes que describan un trozo de queso y dibuje los detalles que describen. Luego, pídale que digan que habría que hacer con el queso si quisieran preparar macarrones con queso. Posiblemente, la respuesta sea que deben rallar el queso o usar calor para derretirlo. Pida a los estudiantes que comenten maneras en las que podrían calentar el queso para derretirlo. Dibuje sus respuestas.

Updated Text: (updated text) Queso al estilo de Texas Pida a los estudiantes que describan un trozo de queso y dibuje los detalles que describen. Luego, pídale que digan qué habría que hacer con el queso si quisieran preparar queso al estilo de Texas. Posiblemente, la respuesta sea que deben rallar el queso o usar calor para derretirlo. Pida a los estudiantes que comenten maneras en las que podrían calentar el queso para derretirlo. Dibuje sus respuestas.

Component: *Guía del maestro*

ISBN: 9781323223451

Current Page Number(s): page 44

Location: Experiencia 1, Objetivo

Original Text: Los estudiantes investigarán y describirán aplicaciones del calor en la vida cotidiana.

Updated Text: (updated text) Los estudiantes investigarán y harán una predicción de las relaciones de causa y efecto para describir las aplicaciones del calor en la vida diaria.

Los estudiantes reunirán observaciones y mediciones como evidencia.

Component: *Guía del maestro*

ISBN: 9781323223451

Current Page Number(s): page 46

Location: Emprender, Fenómenos relacionados

Original Text: Ponga un pedazo de cartulina oscura al sol durante varios minutos. Pida a los estudiantes que describan cómo se sienten sus manos después de tocar el papel. Explique a los estudiantes que el calor del sol ha hecho que el papel se sienta tibio.

Updated Text: (updated text) Usando los sitios web USGS.gov o waterdatafortexas.org, busque tablas y datos que muestren los niveles y las temperaturas de los lagos y reservas locales durante un año. Pida a los estudiantes que hagan predicciones acerca de qué puede causar que el nivel del agua del lago disminuya y que su temperatura aumente.

Component: *Guía del maestro*

ISBN: 9781323223451

Current Page Number(s): page 48

Location: Explorar, PROCEDIMIENTO DE INDAGACIÓN GUIADA

Original Text: 1. Pongan cubos de hielo en ambos vasos.

2. Viertan agua tibia en uno de ellos.

3. Usen Use el cronometro para medir cuánto tardan en derretirse los cubos de cada vaso.

4. Si el tiempo para la investigación es limitado, registre el grado de derretimiento de los cubos de cada vaso.

5. Pregunte:

Updated Text: (updated text)

1. Pongan cubos de hielo en ambos vasos. Viertan agua tibia en uno de ellos.

2. Usen Use el cronometro para medir cuánto tardan en derretirse los cubos.

3. Pregunte:

Component: *Guía del maestro*

ISBN: 9781323223451

Current Page Number(s): page 49

Location: Repaso fenómeno de anclaje

Original Text: Pida a los estudiantes que apliquen lo que han aprendido sobre el calor para encontrar una explicación para el fenómeno de anclaje, ¿Qué necesitas para hacer un crayón con forma de oso?

Updated Text: (updated text) Pida a los estudiantes que apliquen lo que han aprendido sobre el calor para encontrar una explicación para el fenómeno de anclaje, ¿Qué ropa se secará más rápido?

Component: *Guía del maestro*

ISBN: 9781323223451

Current Page Number(s): page 52

Location: Experiencia 2, Vistazo, Objetivo

Original Text: Los estudiantes identificarán y describirán cambios provocados por el calor que pueden revertirse, como derretir mantequilla.

Updated Text: (updated text) Los estudiantes usarán prácticas científicas para investigar y hacer una predicción de las relaciones de causa y efecto en la ciencia para identificar y describir los cambios que genera el calor y se pueden revertir, como derretir manteca.

Component: *Guía del maestro*

ISBN: 9781323223451

Current Page Number(s): page 60

Location: Experiencia 3, Vistazo, Objetivo

Original Text: Identificar y describir que algunos cambios provocados por el calor no pueden revertirse, como cuando se hornea un pastel o se hierve un huevo.

Updated Text: (updated text)

Los estudiantes identificarán y describirán los cambios provocados por el calor que no pueden revertirse, como cuando se hornea un pastel o se hierve un huevo, a través de imágenes, números, palabras, símbolos y gráficas simples.

Los estudiantes identificarán formas de la energía y propiedades de la materia.

Component: *Guía del maestro*

ISBN: 9781323223451

Current Page Number(s): page 62

Location: Experiencia 3, Emprender, Fenómeno relacionado, first bullet

Original Text: Muestre un video de una fogata que resalte los cambios irreversibles que tienen lugar cuando se quema madera. Pida a los estudiantes que describan los cambios que observan. También pídeles que hagan una predicción acerca de si la ceniza que queda puede volver a convertirse en madera.

Updated Text: (updated text)

Muestre un video o una foto de una fogata de un campamento de la zona que resalte los cambios irreversibles que tienen lugar cuando se quema madera. Pida a los estudiantes que describan los cambios que observan. También pídeles que hagan una predicción acerca de si la ceniza que queda puede volver a convertirse en madera.

Component: *Guía del maestro*

ISBN: 9781323223451

Current Page Number(s): page 64

Location: Explorar, ENSEÑANZA DIFERENCIADA, bottom

Original Text: (None)

Updated Text: (insert new text)

Planear y llevar a cabo investigaciones Para los estudiantes que estén experimentando dificultades para planear y llevar a cabo esta investigación, pídeles que escriban estas preguntas antes de comenzar: ¿Qué preguntas estás intentando responder? ¿Cómo usarás tus materiales para responder a esta pregunta? Guíe a los estudiantes para responder a las preguntas, según sea necesario.

Publisher: Summit K12 Holdings

Science, (Spanish) Grade 1

Program: *Dynamic Science (Spanish) 1st Grade: TEKS*

Component: *Dynamic Science (Spanish) 1st Grade*

ISBN: 9781433406072

Location: Lesson Guide - Investigate and Learn

Link to Updated Content:

[View Updated Content](#)

Original Text: Teach and Discuss

Updated Text: Based on TRR Feedback, the Teach and Discuss portion of the Lesson Guide has been renamed to Investigate and Learn.

Publisher: TPS Publishing

Science, (Spanish) Grade 1

Program: *STEAM into Science - Grade 1 Spanish Edition: TEKS*

Component: *Texas Proc 24 Science - Aprender haciendo - STEAM Libro de actividades - Grado 1 Edición para el profesor*

ISBN: 9781788055833

Link to Current Content:

[View Current Content](#)

Current Page Number(s): Page 53

Location: Second paragraph

Original Text: n/a

Updated Text: Delete "El magnetismo es una forma de energía"

Component: *Texas Proc 24 Science - Aprender haciendo - STEAM Libro de actividades - Grado 1 Edición para el profesor*

ISBN: 9781788055833

Link to Current Content:

[View Current Content](#)

Current Page Number(s): Page 156

Location: Idea box 3

Original Text: Haz una lluvia de ideas con ejemplos - por ejemplo, salmón y huevos de salmón, conejos y conejitos, perros y cachorros

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 2249 of 3538

Updated Text: Ejemplos de mapas mentales, por ejemplo: salmones y huevos y alevines, conejos y cachorros, perros y cachorros

Component: *Texas Proc 24 Science - Aprender haciendo - STEAM Libro de actividades - Grado 1 Edición para el profesor*

ISBN: 9781788055833

Link to Current Content:

[View Current Content](#)

Current Page Number(s): Page 154

Location: Second paragraph

Original Text: El embrión crece dentro del huevo para crear un pollito y, cuando está listo, eclosiona donde sale el pollito. El polluelo crece y se convierte en gallina.

Updated Text: El embrión crece dentro del huevo para crear un polluelo y, cuando está listo, sale del cascarón. El polluelo recién salido del cascarón se llama cría.

Component: *Texas Proc 24 Science - Aprender haciendo - STEAM Libro de actividades - Grado 1 Edición para estudiantes*

ISBN: 9781788055840

Link to Current Content:

[View Current Content](#)

Current Page Number(s): Page 51

Location: Numbers on Thermometer

Original Text: 37F, 32, 26, 22, 15, 10, 4, 0F, -6, -50, -77F

Updated Text: 100F, 90, 78, 72, 60, 50, 40, 32F, -22, -58, -100F

Publisher: Houghton Mifflin Harcourt

Science, (Spanish) Grade 2

Program: *HMH ¡Arriba las Ciencias! Texas Hybrid Classroom Package Grade 2: TEKS*

Component: *HMH ¡Arriba las Ciencias! Texas Student Edition Print Consumable Grade 2*

ISBN: 9780358881308

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p.13

Location: Table at top of page, row 4

Original Text: "Pelota 4" Last row in table

Updated Text: N/A Delete entire last row

Component: *HMH ¡Arriba las Ciencias! Texas Student Edition Print Consumable Grade 2*

ISBN: 9780358881308

Link to Current Content:

[View Current Content](#)

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 2250 of 3538

Current Page Number(s): p.18

Location: Paso 2, new first bullet

Original Text: N/A

Updated Text: "Echa una pequeña cantidad de agua de la jarra en un vaso."

Component: *HMH ¡Arriba las Ciencias! Texas Student Edition Print Consumable Grade 2*

ISBN: 9780358881308

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p.18

Location: Paso 2, existing first bullet

Original Text: "Echa el agua de un vaso en la taza medidora. Observa."

Updated Text: "Echa el agua del vaso en la taza medidora. Observa."

Component: *HMH ¡Arriba las Ciencias! Texas Student License Digital Grade 2*

ISBN: 9780358881568

Link to Current Content:

[View Current Content](#)

Current Page Number(s): TEKS Lesson 2.6.A, Día 4, Screen 4

Location: Paso 2, new first bullet

Original Text: N/A

Updated Text: "Echa una pequeña cantidad de agua de la jarra en un vaso."

Component: *HMH ¡Arriba las Ciencias! Texas Student License Digital Grade 2*

ISBN: 9780358881568

Link to Current Content:

[View Current Content](#)

Current Page Number(s): TEKS Lesson 2.6.A, Día 4, Screen 4

Location: Paso 2, existing first bullet

Original Text: "Echa el agua de un vaso en la taza medidora. Observa."

Updated Text: "Echa el agua del vaso en la taza medidora. Observa."

Component: *HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 2*

ISBN: 9780358841739

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p.12

Location: Column 2, Consejos para la preparación, before first sentence

Original Text: N/A

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 2251 of 3538

Updated Text: "Prepare distintos tipos de pelotas y canicas para cada pareja o grupo." In the existing first sentence, remove "u objetos como cucharas de metal".

Component: *HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 2*

ISBN: 9780358841739

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p.17

Location: Column 2, Paso 2, before first sentence

Original Text: N/A

Updated Text: "Aliente a los estudiantes a echar una pequeña cantidad de agua de la jarra en un vaso. Ayúdelos con este paso según sea necesario."

Component: *HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 2*

ISBN: 9780358841739

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p.3

Location: Column 1, Día 3: Compara la temperatura, el tamaño y la cantidad, Consejos para la preparación, before first sentence

Original Text: N/A

Updated Text: "Prepare distintos tipos de pelotas y canicas para cada pareja o grupo." In the existing first sentence, remove "u objetos como cucharas de metal".

Component: *HMH ¡Arriba las Ciencias! Texas Student Edition Print Consumable Grade 2*

ISBN: 9780358881308

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p.33

Location: Paso 2, second sentence

Original Text: "Luego, vuelve a doblarla por la mitad para formar un triángulo más pequeño."

Updated Text: N/A

Component: *HMH ¡Arriba las Ciencias! Texas Student License Digital Grade 2*

ISBN: 9780358881568

Link to Current Content:

[View Current Content](#)

Current Page Number(s): TEKS Lesson 2.6.B, Día 2, Screen 3

Location: Paso 2, second sentence

Original Text: "Luego, vuelve a doblarla por la mitad para formar un triángulo más pequeño."

Updated Text: N/A

Component: *HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 2*

ISBN: 9780358841739

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p.34

Location: Column 2, Seguridad

Original Text: "Como medida de seguridad, solo el maestro u otro adulto deben utilizar la placa caliente. Todos los estudiantes y adultos deben usar gafas al utilizar una placa caliente y todos los adultos que utilicen la placa caliente deberán usar guantes resistentes al calor. Haga que los estudiantes identifiquen otras prácticas de seguridad para seguir durante esta investigación."

Updated Text: "Como medida de seguridad, solo el maestro debe utilizar la placa caliente. Use gafas y guantes resistentes al calor para aplicar las prácticas de seguridad. Todos los estudiantes deben usar gafas y guantes resistentes al calor al observar el vaso de precipitados sobre la placa caliente."

Component: *HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 2*

ISBN: 9780358841739

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p.35

Location: Column 2, Paso 5

Original Text: "Advierta a los estudiantes que los vasos de precipitados estarán calientes al retirarlos de la placa caliente."

Updated Text: "Advierta a los estudiantes que deben mantenerse a una distancia segura del vaso de precipitados y de la placa caliente. Haga que los estudiantes usen gafas y guantes resistentes al calor mientras miden el vaso de precipitados con crayones y registran las medidas. Si tienen dificultades con la medición, aliéntelos a observar las líneas de medidas del vaso de precipitados."

Component: *HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 2*

ISBN: 9780358841739

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p.35

Location: Column 2, Pasos 6-8 (to be renumbered Paso 5 and Paso 6)

Original Text: "Los estudiantes pueden utilizar una nueva hoja de papel para registrar las observaciones que realicen después de congelar los vasos de precipitados."

Updated Text: "Advierta a los estudiantes que el vaso de precipitados estará caliente aun después de retirarlo de la placa caliente. Haga que los estudiantes dibujen sus observaciones mientras los crayones se congelan." "Apoyo para las respuestas de los estudiantes, ¿Cómo cambian las propiedades de los crayones? Respuesta de ejemplo: Los crayones pasan de estado líquido a sólido." "Cuando los crayones se hayan congelado, haga que los estudiantes midan el vaso de precipitados con crayones y registren las medidas. Haga que comparen sus mediciones con las del Paso 4." "Apoyo para las respuestas de los estudiantes, Mide los crayones congelados y registra las medidas. Compáralas con tus mediciones

del Paso 4. ¿Qué observas? Respuesta de ejemplo: Observo que la primera medida y la de los crayones congelados son similares."

Component: *HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 2*

ISBN: 9780358841739

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p.39

Location: Column 1, Paso 2

Original Text: "En este paso los estudiantes deberán resolver una forma de cronometrar un minuto para lijar."

Updated Text: "Para ayudar a los estudiantes mientras lijan la madera, observe un reloj o use un cronómetro para calcular un minuto."

Component: *HMH ¡Arriba las Ciencias! Texas Student Edition Print Consumable Grade 2*

ISBN: 9780358881308

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p.33

Location: Paso 3, bottom of page

Original Text: "Dobla el papel en tercios. Luego, corta las puntas inferiores para formar un triángulo."

Updated Text: "Vuelve a doblar la hoja por la mitad para formar un triángulo más pequeño."

Component: *HMH ¡Arriba las Ciencias! Texas Student License Digital Grade 2*

ISBN: 9780358881568

Link to Current Content:

[View Current Content](#)

Current Page Number(s): TEKS Lesson 2.6.B, Día 2, Screen 2

Location: Paso 3

Original Text: "Dobla el papel en tercios. Luego, corta las puntas inferiores para formar un triángulo."

Updated Text: "Vuelve a doblar la hoja por la mitad para formar un triángulo más pequeño."

Component: *HMH ¡Arriba las Ciencias! Texas Student Edition Print Consumable Grade 2*

ISBN: 9780358881308

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p.40

Location: Paso 5 (to be renumbered Paso 4), MOVE TO p.41

Original Text: "Mide los crayones. ¿Cómo cambian sus propiedades? Explícalo."

Updated Text: "Ponte los lentes de seguridad y los guantes resistentes al calor. Mide el vaso de precipitados con crayones y anota las medidas. ¿Cómo cambiaron las propiedades de los crayones? Explícalo."

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 2254 of 3538

Component: *HMH ¡Arriba las Ciencias! Texas Student License Digital Grade 2*

ISBN: 9780358881568

Link to Current Content:

[View Current Content](#)

Current Page Number(s): TEKS Lesson 2.6.B, Día 3, Screen 4

Location: Paso 5 (to be renumbered Paso 4)

Original Text: "Mide los crayones. ¿Cómo cambian sus propiedades? Explícalo."

Updated Text: "Ponte los lentes de seguridad y los guantes resistentes al calor. Mide el vaso de precipitados con crayones y anota las medidas. ¿Cómo cambiaron las propiedades de los crayones? Explícalo."

Component: *HMH ¡Arriba las Ciencias! Texas Student Edition Print Consumable Grade 2*

ISBN: 9780358881308

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p.41

Location: Paso 8 (to be renumbered Paso 6), MOVE TO p.41

Original Text: "Mide los materiales. Compáralos con tus primeras mediciones. ¿Qué observas?"

Updated Text: "Mide los crayones congelados y anota las medidas. Compáralas con tus mediciones del Paso 4. ¿Qué observas?"

Component: *HMH ¡Arriba las Ciencias! Texas Student License Digital Grade 2*

ISBN: 9780358881568

Link to Current Content:

[View Current Content](#)

Current Page Number(s): TEKS Lesson 2.6.B, Día 3, Screen 5

Location: Paso 8 (to be renumbered Paso 6)

Original Text: "Mide los materiales. Compáralos con tus primeras mediciones. ¿Qué observas?"

Updated Text: "Mide los crayones congelados y anota las medidas. Compáralas con tus mediciones del Paso 4. ¿Qué observas?"

Component: *HMH ¡Arriba las Ciencias! Texas Student Edition Print Consumable Grade 2*

ISBN: 9780358881308

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p.39

Location: Paso 3, MOVE TO p.40 and delete current Paso 4

Original Text: "Mide el aceite. ¿Cómo cambian sus propiedades? Explícalo."

Updated Text: "Pide a tu maestro que se ponga guantes resistentes al calor. Observa cómo tu maestro coloca el vaso de precipitados de vidrio con los crayones sobre la hornilla. Dibuja lo que observas."

Component: *HMH ¡Arriba las Ciencias! Texas Student License Digital Grade 2*

ISBN: 9780358881568

Link to Current Content:

[View Current Content](#)

Current Page Number(s): TEKS Lesson 2.6.B, Día 3, Screen 3

Location: Paso 3

Original Text: "Mide el aceite. ¿Cómo cambian sus propiedades? Explícalo."

Updated Text: "Pide a tu maestro que se ponga guantes resistentes al calor. Observa cómo tu maestro coloca el vaso de precipitados de vidrio con los crayones sobre la hornilla. Dibuja lo que observas."

Component: *HMH ¡Arriba las Ciencias! Texas Student Edition Print Consumable Grade 2*

ISBN: 9780358881308

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p.41

Location: Paso 8, bottom of page

Original Text: "Mide los materiales. Compáralos con tus primeras mediciones. ¿Qué observas?"

Updated Text: N/A

Component: *HMH ¡Arriba las Ciencias! Texas Student License Digital Grade 2*

ISBN: 9780358881568

Link to Current Content:

[View Current Content](#)

Current Page Number(s): TEKS Lesson 2.6.B, Día 3, Screen 5

Location: Paso 8

Original Text: "Mide los materiales. Compáralos con tus primeras mediciones. ¿Qué observas?"

Updated Text: N/A

Component: *HMH ¡Arriba las Ciencias! Texas Student Edition Print Consumable Grade 2*

ISBN: 9780358881308

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p.39

Location: Paso 2

Original Text: "Observa el aceite congelado durante unos 10 minutos. Dibuja lo que observas."

Updated Text: "Observa los crayones en el vaso de precipitados. Dibuja lo que observas."

Component: *HMH ¡Arriba las Ciencias! Texas Student License Digital Grade 2*

ISBN: 9780358881568

Link to Current Content:

[View Current Content](#)

Current Page Number(s): TEKS Lesson 2.6.B, Día 3, Screen 3

Location: Paso 2

Original Text: "Observa el aceite congelado durante unos 10 minutos. Dibuja lo que observas."

Updated Text: "Observa los crayones en el vaso de precipitados. Dibuja lo que observas."

Component: *HMH ¡Arriba las Ciencias! Texas Student Edition Print Consumable Grade 2*

ISBN: 9780358881308

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p.41

Location: Paso 7 (to be renumbered Paso 5), MOVE TO p.41

Original Text: "Ponte los lentes de seguridad. Observa y compara los materiales en los vasos de precipitados. Dibuja lo que observas. ¿Cómo cambiaron las propiedades de los materiales al congelarse?"

Updated Text: "Observa cómo tu maestro retira de la hornilla el vaso de precipitados de vidrio con los crayones. Espera hasta que los crayones se congelen. ¿Cómo cambiaron las propiedades de los crayones? Dibuja lo que observas."

Component: *HMH ¡Arriba las Ciencias! Texas Student License Digital Grade 2*

ISBN: 9780358881568

Link to Current Content:

[View Current Content](#)

Current Page Number(s): TEKS 2.6.B, Día 3, Screen 5

Location: Paso 7 (to be renumbered Paso 5)

Original Text: "Ponte los lentes de seguridad. Observa y compara los materiales en los vasos de precipitados. Dibuja lo que observas. ¿Cómo cambiaron las propiedades de los materiales al congelarse?"

Updated Text: "Observa cómo tu maestro retira de la hornilla el vaso de precipitados de vidrio con los crayones. Espera hasta que los crayones se congelen. ¿Cómo cambiaron las propiedades de los crayones? Dibuja lo que observas."

Component: *HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 2*

ISBN: 9780358841739

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p.31

Location: Column 1, Pasos 2-3

Original Text: "Algunos estudiantes podrán necesitar ayuda con las instrucciones para plegar y cortar. Modele el proceso. Para plegar el triángulo en tercios, sostenga el papel de forma que se parezca a una pirámide. Pliegue los vértices inferior izquierdo e inferior derecho formando una punta de flecha. Corte las puntas inferiores formando un nuevo triángulo."

Updated Text: "Algunos estudiantes podrán necesitar ayuda con las instrucciones para plegar y cortar. Modele el proceso. Comience con una hoja cuadrada de papel. Pliegue el vértice superior izquierdo sobre el vértice inferior derecho

para formar un triángulo. Luego, pliegue el vértice superior del triángulo sobre el vértice inferior izquierdo para formar un triángulo más pequeño."

Component: *HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 2*

ISBN: 9780358841739

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p.35

Location: Column 1, Paso 4

Original Text: "Use guantes resistentes al calor y gafas de seguridad para colocar los vasos de precipitados sobre la placa caliente. Haga que los estudiantes usen gafas para observar los crayones (los crayones pueden salpicar mientras se derriten). Varios grupos pueden tener vasos de precipitados sobre la placa caliente a la vez, para mantener la actividad en movimiento."

Updated Text: "Use guantes resistentes al calor y gafas de seguridad para colocar el vaso de precipitados con crayones sobre la placa caliente. Haga que los estudiantes usen gafas para observar los crayones (los crayones pueden salpicar mientras se derriten). Haga que los estudiantes registren sus observaciones."

Component: *HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 2*

ISBN: 9780358841739

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p.34

Location: Column 2, Hacer un modelo y explicar las prácticas, after last sentence

Original Text: N/A

Updated Text: "Repase la palabra de vocabulario "congelarse" para enfocarse en el cambio de líquido a sólido. Los estudiantes pueden pensar incorrectamente que algo puede congelarse solo cuando las temperaturas son frías."

Component: *HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 2*

ISBN: 9780358841739

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p.53

Location: Step 2, first sentence

Original Text: "Los estudiantes pueden utilizar el Sistema y el Organizador de temas de la ciencia para modelos de sistemas que podrán ayudarlos a comprender durante la realización de esta tarea."

Updated Text: N/A

Component: *HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 2*

ISBN: 9780358841739

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p.63

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 2258 of 3538

Location: Column 2, Vocabulario/Aplica, second sentence

Original Text: "Cuando hablan sobre sistemas, pueden incluir cómo pueden utilizar modelos para demostrar cómo funciona un sistema."

Updated Text: "Cuando hablan sobre sistemas, pueden comentar cómo se utilizan los modelos para representar sistemas."

Component: *HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 2*

ISBN: 9780358841739

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p.92

Location: Column 1, Dar sentido

Original Text: "Los estudiantes podrán demostrar cómo empujar y tirar puede cambiar el movimiento de un objeto e identificar si un objeto es magnético o no."

Updated Text: "Los estudiantes comprenderán que la variación de las fuerzas puede provocar un cambio en el movimiento de un objeto, como el carro de la sección Participa."

Component: *HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 2*

ISBN: 9780358841739

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p.100

Location: Column 2, Dar sentido

Original Text: "Los estudiantes podrán demostrar cómo empujar y tirar puede cambiar el movimiento de un objeto e identificar si un objeto es magnético o no."

Updated Text: "Los estudiantes comprenderán que el movimiento de un objeto puede controlarse según la intensidad de la fuerza que actúa sobre el objeto."

Component: *HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 2*

ISBN: 9780358841739

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p.101

Location: Column 2, Práctica matemática, after last sentence

Original Text: N/A

Updated Text: "empuje fuerte > empuje débil"

Component: *HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 2*

ISBN: 9780358841739

Link to Current Content:

[View Current Content](#)

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 2259 of 3538

Current Page Number(s): p.145

Location: Column 1, Apoyo para las respuestas de los estudiantes, Pregunta guía

Original Text: "Apoyo para las respuestas de los estudiantes, Pregunta guía: ¿Cómo utilizamos el sonido para comunicarnos? Respuesta de ejemplo: Utilizamos nuestras voces para hablar unos con otros. Utilizamos el sonido para demostrar nuestros sentimientos cuando nos reímos o lloramos. Utilizamos el sonido para enviar señales. Utilizamos el sonido cuando hablamos por teléfono."

Updated Text: N/A

Component: *HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 2*

ISBN: 9780358841739

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p.171

Location: Column 1, Paso 4, sentence 2

Original Text: "Haga que los estudiantes observen la Luna y la Tierra en la oscuridad y dibujen sus observaciones."

Updated Text: "Haga que los estudiantes observen la Luna y la Tierra y dibujen sus observaciones."

Component: *HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 2*

ISBN: 9780358841739

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p.187

Location: Column 1, Pasos 1-2, first sentence

Original Text: "Recuérdelos a los estudiantes que eviten mirar directamente al Sol cuando utilicen solo sus ojos para observar los objetos del cielo del paso 1."

Updated Text: "Recuérdelos a los estudiantes que eviten mirar directamente al Sol."

Component: *HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 2*

ISBN: 9780358841739

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p.187

Location: Column 1, Pasos 1-2, after first sentence

Original Text: N/A

Updated Text: "Aliéntelos a registrar sus observaciones en el Paso 1 antes de usar una herramienta, como los binoculares".

Component: *HMH ¡Arriba las Ciencias! Texas Student Edition Print Consumable Grade 2*

ISBN: 9780358881308

Link to Current Content:

[View Current Content](#)

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 2260 of 3538

Current Page Number(s): p.246

Location: Leer, escribir y compartir, sentence 2

Original Text: "Comenta por qué las medidas no son exactamente iguales y cómo podrías resolver el problema de tener medidas diferentes."

Updated Text: "Comenta por qué las medidas no son exactamente iguales."

Component: *HMH ¡Arriba las Ciencias! Texas Student License Digital Grade 2*

ISBN: 9780358881568

Link to Current Content:

[View Current Content](#)

Current Page Number(s): TEKS Lesson 2.10.A, Día 2, Screen 7

Location: Leer, escribir y compartir, sentence 2

Original Text: "Comenta por qué las medidas no son exactamente iguales y cómo podrías resolver el problema de tener medidas diferentes."

Updated Text: "Comenta por qué las medidas no son exactamente iguales."

Component: *HMH ¡Arriba las Ciencias! Texas Student Edition Print Consumable Grade 2*

ISBN: 9780358881308

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p.249

Location: Paso 1, first sentence

Original Text: "Busca los puntos que mediste en el Día 2."

Updated Text: "Ponte los lentes de seguridad y busca los puntos que mediste en el Día 2."

Component: *HMH ¡Arriba las Ciencias! Texas Student License Digital Grade 2*

ISBN: 9780358881568

Link to Current Content:

[View Current Content](#)

Current Page Number(s): TEKS Lesson 2.10.A, Día 3, Screen 3

Location: Paso 1, first sentence

Original Text: "Busca los puntos que mediste en el Día 2."

Updated Text: "Ponte los lentes de seguridad y busca los puntos que mediste en el Día 2."

Component: *HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 2*

ISBN: 9780358841739

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p.203

Location: Column 1, Pasos 1-2

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 2261 of 3538

Original Text: "Los estudiantes agregan un nuevo conjunto de medidas a sus cuadros. Si los estudiantes están dibujando imágenes para registrar sus observaciones, pueden agregar etiquetas para que sepan qué paso en la actividad representa cada imagen."

Updated Text: "Haga que los estudiantes se pongan las gafas de seguridad. Deben utilizar la pajilla para soplar suavemente sobre cada punto. Recuérdeles que deben realizar las mediciones en los mismos puntos que en el Día 1. Haga que agreguen las nuevas mediciones a sus tablas."

Component: *HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 2*

ISBN: 9780358841739

Link to Current Content:
[View Current Content](#)

Current Page Number(s): p.205

Location: Column 1, Pasos 3-4, before sentence 1

Original Text: N/A

Updated Text: "Recuérdeles a los estudiantes que realicen las mediciones en los mismos puntos que en el Día 3."

Component: *HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 2*

ISBN: 9780358841739

Link to Current Content:
[View Current Content](#)

Current Page Number(s): p.201

Location: Column 2, Leer, escribir y compartir, sentence 2

Original Text: "Discuten por qué las medidas no son exactamente iguales y cómo pueden solucionar el problema de tener diferentes medidas."

Updated Text: "Discuten por qué las medidas no son exactamente iguales y explican por qué tienen diferentes medidas."

Component: *HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 2*

ISBN: 9780358841739

Link to Current Content:
[View Current Content](#)

Current Page Number(s): p.197

Location: Column 1, Leer, escribir y compartir, Día 2, sentence 2

Original Text: "Discuten por qué las medidas no son exactamente iguales y cómo pueden solucionar el problema de tener diferentes medidas."

Updated Text: "Discuten por qué las medidas no son exactamente iguales y explican por qué tienen diferentes medidas."

Component: *HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 2*

ISBN: 9780358841739

Link to Current Content:
[View Current Content](#)

Current Page Number(s): p.201

Location: Column 1, Paso 4, sentence 1

Original Text: "Los estudiantes crean un cuadro sencillo, ya que estarán tomando y registrando medidas varias veces a lo largo de la actividad en varias ubicaciones."

Updated Text: "Explique a los estudiantes que estarán tomando y registrando medidas varias veces a lo largo de la actividad en las mismas tres ubicaciones."

Component: *HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 2*

ISBN: 9780358841739

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p.203

Location: Column 1, Pasos 3-4

Original Text: "Pídales que no soplen demasiado fuerte, ya que la arena o el suelo puede salirse de los recipientes. Puede que quiera que los estudiantes registren cómo cambiaron el suelo, la arena y la grava, y qué causó que cambiaran. Los estudiantes pueden usar el organizador de temas de ciencia Causa y efecto, para identificar la causa y los efectos."

Updated Text: "Pídales que no soplen demasiado fuerte, ya que la arena o el suelo puede salirse de los recipientes. Haga que los estudiantes registren sus mediciones. Puede que quiera que los estudiantes usen el organizador de temas de ciencia Causa y efecto para registrar cómo cambiaron el suelo, la arena y la grava."

Component: *HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 2*

ISBN: 9780358841739

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p.195

Location: Column 1, Día 2: Haz un modelo de arroyo, Parte 1, Consejos para la preparación, after first paragraph

Original Text: N/A

Updated Text: "Como alternativa, puede utilizar un molde de plástico con un agujero en un extremo para hacer el simulador de arroyo. Pase un extremo de un trozo de tubo a través del agujero del molde y selle con arcilla. Coloque el otro extremo del tubo en un tazón para recoger el agua que sale."

Component: *HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 2*

ISBN: 9780358841739

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p.200

Location: Column 2, Consejos para la preparación, after first paragraph

Original Text: N/A

Updated Text: "Como alternativa, puede utilizar un molde de plástico con un agujero en un extremo para hacer el simulador de arroyo. Pase un extremo de un trozo de tubo a través del agujero del molde y selle con arcilla. Coloque el otro extremo del tubo en un tazón para recoger el agua que sale."

Component: *HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 2*

ISBN: 9780358841739

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p.267

Location: Column 1, Paso 1

Original Text: "Puede que los estudiantes quieran hacer una lista de tipos de basura encontrada con frecuencia en el comedor y luego clasificarlas en tres grupos: reciclar, reutilizar, tirar. De ser posible, muestre ejemplos limpios para que los estudiantes usen."

Updated Text: "Haga que los estudiantes observen la basura del comedor después del almuerzo. Mientras los estudiantes comentan sus observaciones, puede ser útil hacer una lista de los objetos que vean y clasificarlos en tres grupos: reciclar, reutilizar, tirar. De ser posible, muestre ejemplos limpios para que los estudiantes observen."

Component: *HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 2*

ISBN: 9780358841739

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p.260

Location: Objetivo de la lección, middle of page

Original Text: "Los estudiantes podrán diseñar un área de reciclaje y reutilización."

Updated Text: "Los estudiantes podrán describir cómo se puede limitar el impacto del ser humano mediante la toma de decisiones para reducir, reutilizar, reciclar o desechar apropiadamente diferentes materiales."

Component: *HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 2*

ISBN: 9780358841739

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p.266

Location: Column 1, Objetivo de aprendizaje

Original Text: "Los niños podrán diseñar, modelar y construir una solución al problema del área de reciclaje y reutilización para la basura del comedor."

Updated Text: "Los estudiantes podrán diseñar, modelar y construir una solución al problema de reducir la basura del comedor."

Component: *HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 2*

ISBN: 9780358841739

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p.268

Location: Column 2, Objetivo de aprendizaje

Original Text: "Los niños podrán probar, mejorar y rediseñar una solución al problema del área de reciclaje y reutilización para la basura del comedor."

Updated Text: "Los estudiantes podrán probar, mejorar y rediseñar una solución al problema de que hay demasiada basura en el comedor."

Component: *HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 2*

ISBN: 9780358841739

Link to Current Content:
[View Current Content](#)

Current Page Number(s): p.266

Location: Column 2, Consejos para la preparación

Original Text: "Prepare una selección de materiales para manualidades para que los niños elijan, tales como placas de espuma, hilo, tela, madera, cartón, cordones y palitos planos. Los niños también pueden elegir lo que encuentren útil en el salón de clases. Pida a los estudiantes que usen guantes al clasificar la basura."

Updated Text: "En vez de observar el bote de la basura del comedor, puede ser útil “preparar” un bote de basura del salón de clases con materiales que encontrarían en el bote de la basura del comedor. Con guantes puestos, puede demostrar cómo clasificar los objetos en tres grupos: reciclar, reutilizar, tirar. Además, prepare una selección de materiales para manualidades para que los estudiantes utilicen en su solución."

Component: *HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 2*

ISBN: 9780358841739

Link to Current Content:
[View Current Content](#)

Current Page Number(s): p.261

Location: Column 1, Día 2: Diseña un área para reciclar y reusar basura, Parte 1, Consejos para la preparación

Original Text: "Prepare una selección de materiales para manualidades para niños, tales como placas de espuma, hilo, tela, madera, cartón, cordones y palitos de manualidades. Los niños también pueden elegir lo que encuentren útil en el salón de clases."

Updated Text: "En vez de observar el bote de la basura del comedor, puede ser útil “preparar” un bote de basura del salón de clases con materiales que encontrarían en el bote de la basura del comedor. Con guantes puestos, puede demostrar cómo clasificar los objetos en tres grupos: reciclar, reutilizar, tirar. Además, prepare una selección de materiales para manualidades para que los estudiantes utilicen en su solución."

Component: *HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 2*

ISBN: 9780358841739

Link to Current Content:
[View Current Content](#)

Current Page Number(s): p.267

Location: Column 2, Aporte comentarios, sentence 1

Original Text: "Aporte comentarios haciendo que los estudiantes discutan lo que aprendieron mientras planeaban y construían su área de reciclaje y reutilización."

Updated Text: "Aporte comentarios haciendo que los estudiantes discutan lo que aprendieron mientras planeaban y construían su solución."

Component: *HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 2*

ISBN: 9780358841739

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p.266

Location: Column 2, Seguridad

Original Text: "Revise la manipulación adecuada de las tijeras con los estudiantes.. Indique a los estudiantes que discutan otras prácticas de seguridad que seguirán mientras usan los materiales de clase."

Updated Text: "Pida a los estudiantes que usen guantes al clasificar la basura."

Component: *HMH ¡Arriba las Ciencias! Texas Teacher License Digital Grade 2*

ISBN: 9780358881650

Link to Current Content:

[View Current Content](#)

Current Page Number(s): Guía de evaluación, Clave de respuestas, TEKS 2.12 tab

Location: Prueba: Seres vivos y medios ambientes (TEKS 2.12), N.º de ejercicio 1, Clave de opción múltiple

Original Text: N/A

Updated Text: "C"

Component: *HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 2*

ISBN: 9780358841739

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p.279

Location: Leer, escribir y compartir, first sentence

Original Text: "Los estudiantes leen más acerca de cómo predecir el estado del tiempo y escriben cómo mejores predicciones del estado del tiempo pueden ayudar a las personas."

Updated Text: "Busque libros o apruebe recursos en línea para que los estudiantes lean más acerca de cómo predecir el estado del tiempo y escriban cómo mejores predicciones del estado del tiempo pueden ayudar a las personas."

Component: *HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 2*

ISBN: 9780358841739

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p.286

Location: Leer, escribir y compartir, first sentence

Original Text: "Los estudiantes leen más acerca de cómo predecir el estado del tiempo y escriben cómo mejores predicciones del estado del tiempo pueden ayudar a las personas."

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 2266 of 3538

Updated Text: "Busque libros o apruebe recursos en línea para que los estudiantes lean más acerca de cómo predecir el estado del tiempo y escriban cómo mejores predicciones del estado del tiempo pueden ayudar a las personas."

Component: *HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 2*

ISBN: 9780358841739

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p.277

Location: Objetivo de aprendizaje

Original Text: "Los estudiantes podrán describir cómo las características físicas del medio ambiente, incluida la cantidad de precipitación, sustentan a plantas y animales dentro de un ecosistema."

Updated Text: "Los estudiantes podrán modelar precipitaciones en medio ambiente de desierto y bosque lluvioso, y usar los modelos para describir cómo la cantidad de precipitaciones sustenta a las plantas y animales que viven en un medio ambiente."

Component: *HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 2*

ISBN: 9780358841739

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p.282

Location: Column 1, Objetivo de aprendizaje

Original Text: "Los estudiantes podrán describir cómo las características físicas del medio ambiente, incluida la cantidad de precipitación, sustentan a plantas y animales dentro de un ecosistema."

Updated Text: "Los estudiantes podrán modelar precipitaciones en medio ambiente de desierto y bosque lluvioso, y usar los modelos para describir cómo la cantidad de precipitaciones sustenta a las plantas y animales que viven en un medio ambiente."

Component: *HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 2*

ISBN: 9780358841739

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p.276

Location: Objetivo de la lección

Original Text: "Los estudiantes podrán modelar precipitaciones en medio ambiente de desierto y bosque lluvioso, y usar los modelos para describir cómo la cantidad de precipitaciones sustenta a las plantas y animales que viven en un medio ambiente."

Updated Text: "Los estudiantes podrán describir cómo las características físicas del medio ambiente, incluida la cantidad de precipitación, sustentan a plantas y animales dentro de un ecosistema."

Component: *HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 2*

ISBN: 9780358841739

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p.283

Location: Pasos 3-4

Original Text: "Pida a los estudiantes que discuten por qué están agregando agua al segundo recipiente. Pida a los estudiantes que describan cómo una selva tropical es diferente de un desierto."

Updated Text: "Pida a los estudiantes que discutan por qué están agregando agua al segundo recipiente. Pídeles que describan cómo una selva tropical es diferente de un desierto. Recuérdeles que deben alternar los colores de las esponjas cuando las colocan en el tazón una a la vez."

Component: *HMH ¡Arriba las Ciencias! Texas Student Edition Print Consumable Grade 2*

ISBN: 9780358881308

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p.353

Location: Paso 3

Original Text: "Vierte 3 cm de agua en el segundo tazón. Rotula el tazón como selva tropical. Repite el Paso 2."

Updated Text: "Rotula el segundo tazón como selva tropical. Vierte 10 cm de agua en el segundo tazón. Repite el Paso 2."

Component: *HMH ¡Arriba las Ciencias! Texas Student Edition Print Consumable Grade 2*

ISBN: 9780358881308

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p.353

Location: Paso 1

Original Text: "Usa el pluviómetro para medir el agua. Vierte 1 cm de agua en el primer tazón. Rotula el tazón como desierto."

Updated Text: "Rotula el primer tazón como desierto. Usa el pluviómetro para medir el agua. Vierte 3 cm de agua en el tazón."

Component: *HMH ¡Arriba las Ciencias! Texas Student License Digital Grade 2*

ISBN: 9780358881568

Link to Current Content:

[View Current Content](#)

Current Page Number(s): TEKS Lesson 2.12.A, Día 2, Screen 3

Location: Paso 3

Original Text: "Vierte 3 cm de agua en el segundo tazón. Rotula el tazón como selva tropical. Repite el Paso 2."

Updated Text: "Rotula el segundo tazón como selva tropical. Vierte 10 cm de agua en el segundo tazón. Repite el Paso 2."

Component: *HMH ¡Arriba las Ciencias! Texas Student License Digital Grade 2*

ISBN: 9780358881568

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 2268 of 3538

Link to Current Content:

[View Current Content](#)

Current Page Number(s): TEKS Lesson 2.12.A, Día 2, Screen 3

Location: Paso 1

Original Text: "Usa el pluviómetro para medir el agua. Vierte 1 cm de agua en el primer tazón. Rotula el tazón como desierto."

Updated Text: "Rotula el primer tazón como desierto. Usa el pluviómetro para medir el agua. Vierte 3 cm de agua en el tazón."

Component: *HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 2*

ISBN: 9780358841739

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p.291

Location: Column 1, Consejos para la preparación

Original Text: "Además de los materiales de la lista, también les puede dar a los estudiantes cartón o cartulina y cinta adhesiva o pegamento para que armen su cadena alimentaria en un póster."

Updated Text: "Apruebe recursos en línea que los estudiantes puedan utilizar para investigar las cadenas alimentarias. Como alternativa, si los estudiantes utilizan libros y revistas, prepare los recursos con antelación. Puede que quiera darles a los estudiantes cartulina y cinta adhesiva o pegamento para que presenten sus cadenas alimentarias."

Component: *HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 2*

ISBN: 9780358841739

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p.296

Location: Column 2, Consejos para la preparación

Original Text: "También les puede dar a los estudiantes cartón o cartulina y cinta adhesiva o pegamento para que armen su cadena alimentaria en un póster."

Updated Text: "Apruebe recursos en línea que los estudiantes puedan utilizar para investigar las cadenas alimentarias. Como alternativa, si los estudiantes utilizan libros y revistas, prepare los recursos con antelación. Puede que quiera darles a los estudiantes cartulina y cinta adhesiva o pegamento para que presenten sus cadenas alimentarias."

Component: *HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 2*

ISBN: 9780358841739

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p.290

Location: Objetivo de la lección

Original Text: "Los estudiantes podrán hacer un modelo de una cadena alimentaria y describir el camino que recorre la energía en la cadena alimentaria."

Updated Text: "Los estudiantes podrán crear y describir cadenas alimentarias para describir cómo los animales dependen de otros seres vivos."

Component: *HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 2*

ISBN: 9780358841739

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p.297

Location: Column 1, Estimular el pensamiento de los estudiantes, paragraph 2

Original Text: "Los estudiantes completan el Organizador de temas científicos Estructura y función para los roles y dependencias de los productores y consumidores en una cadena alimentaria."

Updated Text: "Puede que quiera que los estudiantes completen el Organizador de temas científicos Estructura y función para que comprendan mejor los roles y dependencias de los productores y consumidores en una cadena alimentaria."

Component: *HMH ¡Arriba las Ciencias! Texas Student Edition Print Consumable Grade 2*

ISBN: 9780358881308

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p.371

Location: Paso 4, sentence 2

Original Text: "Escucha a tus compañeros mientras describen sus cadenas alimentarias. Hazles buenas preguntas."

Updated Text: "Escucha a tus compañeros mientras describen sus cadenas alimentarias. Hazles preguntas sobre los productores y consumidores de sus cadenas alimentarias."

Component: *HMH ¡Arriba las Ciencias! Texas Student License Digital Grade 2*

ISBN: 9780358881568

Link to Current Content:

[View Current Content](#)

Current Page Number(s): TEKS Lesson 2.12.B, Día 2, Screen 3

Location: Paso 4, sentence 2

Original Text: "Hazles buenas preguntas."

Updated Text: "Hazles preguntas sobre los productores y consumidores de sus cadenas alimentarias."

Component: *HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 2*

ISBN: 9780358841739

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p.311

Location: Column 2, Estimule el pensamiento de los estudiantes

Original Text: "Estimule el pensamiento de los estudiantes acerca de prácticas de seguridad a seguir durante las investigaciones científicas. Pida a los estudiantes que debatan acerca de las prácticas de seguridad que es importante que sigan mientras investigan el movimiento del polen"

Updated Text: "Estimule el pensamiento de los estudiantes preguntándoles en qué se parece la pelota de algodón de su modelo a la abeja que vieron al comienzo de la actividad."

Component: *HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 2*

ISBN: 9780358841739

Link to Current Content:
[View Current Content](#)

Current Page Number(s): p.315

Location: Column 1, Pasos 2-3

Original Text: "Los estudiantes registran todos los pasos o ideas que tengan para sus planes de investigación y observación que quieran registrar en una hoja de papel aparte o en su cuaderno."

Updated Text: "Para ayudar a los estudiantes a planificar su investigación, aliéntelos a recordar cómo los animales, el viento y el agua movieron el polen en la exploración del Día 2. Pídeles que registren su plan antes de comenzar."

Component: *HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 2*

ISBN: 9780358841739

Link to Current Content:
[View Current Content](#)

Current Page Number(s): p.315

Location: Column 1, Pasos 2-3, after last sentence

Original Text: N/A

Updated Text: "A medida que los estudiantes cambian su investigación, deben hacer que la semilla se mueva de una manera diferente."

Component: *HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 2*

ISBN: 9780358841739

Link to Current Content:
[View Current Content](#)

Current Page Number(s): p.311

Location: Column 1, Pasos 2-4

Original Text: "Los estudiantes pueden registrar sus observaciones como notas y/o dibujos en una hoja de actividad o en una hoja de papel aparte."

Updated Text: "Si los estudiantes no observan el movimiento del "polen" al principio, pídeles que repitan el Paso 3. Mientras los estudiantes registran y discuten sus observaciones, aliéntelos a identificar de qué manera las partes de su modelo representan el proceso de cómo los animales mueven el polen."

Component: *HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 2*

ISBN: 9780358841739

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p.304

Location: Objetivo de la lección

Original Text: "Los estudiantes podrán modelar cómo las plantas dependen de los animales para la polinización y dependen de seres vivos, el viento o el agua para mover sus semillas."

Updated Text: "Los estudiantes podrán explicar y modelar cómo las plantas dependen de los animales, el viento y el agua para la polinización o para mover sus semillas."

Component: *HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 2*

ISBN: 9780358841739

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p.310

Location: Column 2, Dar sentido

Original Text: "Los estudiantes entenderás que algunas plantas dependen de otros seres vivos, el viento o el agua para la polinización, y para mover sus semillas."

Updated Text: "Los estudiantes comprenderán que los animales pueden mover el polen y las semillas."

Component: *HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 2*

ISBN: 9780358841739

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p.306

Location: Content Objective, middle of page

Original Text: "Model how plants depend on animals for pollination and depend on living things, wind, or water to move their seeds. TEKS 2.12.C"

Updated Text: "Explain and demonstrate how some plants depend on other living things, wind, or water for pollination and to move their seeds around. 2.12.C"

Component: *HMH ¡Arriba las Ciencias! Texas Student Edition Print Consumable Grade 2*

ISBN: 9780358881308

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p.393

Location: Paso 4

Original Text: "Muestra tu nuevo modelo a tus compañeros. Demuestra cómo el viento, el agua u otros seres vivos mueven la semilla."

Updated Text: "Muestra a tus compañeros la nueva manera en la que se mueve tu modelo de semilla. Demuestra cómo el viento, el agua u otros seres vivos mueven la semilla."

Component: *HMH ¡Arriba las Ciencias! Texas Student License Digital Grade 2*

ISBN: 9780358881568

Link to Current Content:

[View Current Content](#)

Current Page Number(s): Día 2, Screen 3

Location: Paso 2 and Paso 3

Original Text: "Paso 2" "Usa los vasos para poner a prueba el movimiento del polvo. Introduce un hisopo en uno de los vasos con polvo y muévelo en círculos. Luego usa la lupa para observar el extremo del hisopo." "Paso 3" "Coloca el mismo extremo en el otro vaso con polvo. Muévelo en círculos."

Updated Text: "Paso 2" "Usa los vasos para poner a prueba el movimiento del polvo. Introduce un copo de algodón en uno de los vasos con polvo y empújalo hacia abajo. Luego usa la lupa para observar el copo de algodón." "Paso 3" "Introduce el lado con polvo del copo de algodón en el otro vaso con polvo. Empuja el copo de algodón hacia abajo."

Component: *HMH ¡Arriba las Ciencias! Texas Student Edition Print Consumable Grade 2*

ISBN: 9780358881308

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p.385

Location: Paso 2 and Paso 3

Original Text: "Paso 2" "Usa los vasos para poner a prueba el movimiento del polvo. Introduce un hisopo en uno de los vasos con polvo y muévelo en círculos. Luego usa la lupa para observar el extremo del hisopo." "Paso 3" "Coloca el mismo extremo en el otro vaso con polvo. Muévelo en círculos."

Updated Text: "Paso 2" "Usa los vasos para poner a prueba el movimiento del polvo. Introduce un copo de algodón en uno de los vasos con polvo y empújalo hacia abajo. Luego usa la lupa para observar el copo de algodón." "Paso 3" "Introduce el lado con polvo del copo de algodón en el otro vaso con polvo. Empuja el copo de algodón hacia abajo."

Component: *HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 2*

ISBN: 9780358841739

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p.314

Location: Column 2, Consejos para la preparación

Original Text: "La actividad involucra mover un modelo de una semilla, por lo que los materiales del salón de clases que modelan el viento (incluido hacer un paracaídas), el agua y las maneras de adjuntarlo serán útiles. Estos materiales pueden incluir agua, recipientes, sartenes, plumas, cuerda, telas, pedazos de madera o cartón y pajillas."

Updated Text: "Los estudiantes deben recordar las maneras en las que algunas plantas dependen de los animales, el viento y el agua para mover el polen. En la investigación de hoy, los estudiantes harán un plan para mostrar cómo podría moverse un modelo de una semilla. Puede proporcionarles agua, así como materiales que puedan representar el viento o animales, como cierres de gancho y bucle, cinta adhesiva, globos, pajillas, tazones, telas y otros materiales de manualidades."

Component: *HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 2*

ISBN: 9780358841739

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p.305

Location: Column 2, Día 3: Haz un modelo de las semillas en movimiento, Consejos para la preparación

Original Text: "La actividad involucra mover un modelo de una semilla, por lo que los materiales del salón de clases que modelan el viento (incluido hacer un paracaídas), el agua y las maneras de adjuntarlo serán útiles. Estos materiales pueden incluir agua, recipientes, sartenes, plumas, cuerda, telas, pedazos de madera o cartón y pajillas."

Updated Text: "Los estudiantes deben recordar las maneras en las que algunas plantas dependen de los animales, el viento y el agua para mover el polen. En la investigación de hoy, los estudiantes harán un plan para mostrar cómo podría moverse un modelo de una semilla. Puede proporcionarles agua, así como materiales que puedan representar el viento o animales, como cierres de gancho y bucle, cinta adhesiva, globos, pajillas, tazones, telas y otros materiales de manualidades."

Component: *HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 2*

ISBN: 9780358841739

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p.322

Location: Objetivo de la lección

Original Text: "Los estudiantes podrán hacer un modelo de tallos de plantas y comparar cómo las partes de las plantas ayudan a diferentes plantas a satisfacer sus necesidades básicas para sobrevivir."

Updated Text: "Los estudiantes podrán identificar las partes de las plantas y comparar cómo esas partes ayudan a las plantas a satisfacer sus necesidades."

Component: *HMH ¡Arriba las Ciencias! Texas Student Edition Print Consumable Grade 2*

ISBN: 9780358881308

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p.424

Location: Leer, escribir y compartir, under picture

Original Text: "Rosa Ortiz estudia la semilla de luna/botánica, que es una familia de plantas."

Updated Text: "Rosa Ortiz estudia la semilla de luna/geología, que es una familia de plantas."

Component: *HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 2*

ISBN: 9780358841739

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p.323

Location: Columns 1-2, Consejos para la preparación, paragraph 2, after last sentence

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 2274 of 3538

Original Text: N/A

Updated Text: "Si elige que la clase observe un clavel, cada pareja de estudiantes solo necesitará un vaso con agua y colorante para alimentos para hacer el modelo del tallo."

Component: *HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 2*

ISBN: 9780358841739

Link to Current Content:
[View Current Content](#)

Current Page Number(s): p.328

Location: Column 2, Consejos para la preparación, after last sentence

Original Text: N/A

Updated Text: "Se obtendrán mejores resultados si se deja la flor durante toda la noche. Si elige que la clase observe un clavel, cada pareja de estudiantes solo necesitará un vaso con agua y colorante para alimentos para hacer el modelo del tallo."

Component: *HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 2*

ISBN: 9780358841739

Link to Current Content:
[View Current Content](#)

Current Page Number(s): p.329

Location: Pasos 2-4, first paragraph, after sentence 2

Original Text: N/A

Updated Text: "Haga que los estudiantes plieguen muchas veces la tira de papel absorbente antes de empujarla a través de la pajilla con la brocheta."

Component: *HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 2*

ISBN: 9780358841739

Link to Current Content:
[View Current Content](#)

Current Page Number(s): p.361

Location: Column 1, Pasos 1-2, second paragraph, last sentence

Original Text: "También puede poner un cubo de esponja mojada para que las hormigas tengan agua."

Updated Text: "También puede poner un cubo de esponja mojada dentro de la granja para que las hormigas tengan agua."

Component: *HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 2*

ISBN: 9780358841739

Link to Current Content:
[View Current Content](#)

Current Page Number(s): p.377

Location: Column 2, second instance of Apoyo para las respuestas de los estudiantes

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 2275 of 3538

Original Text: "Piensa en lo que hiciste cuando investigaste el ciclo de vida de una mariposa. ¿Qué práctica de seguridad de interior es importante para esta actividad? D. No correr." "¿Por qué es importante seguir todas las prácticas de seguridad de interior en la clase? Respuesta de ejemplo: Seguir las prácticas de seguridad ayuda a que mis compañeros y yo estemos a salvo."

Updated Text: "Piensa en lo que hiciste cuando investigaste el ciclo de vida de una mariposa. ¿Por qué es importante seguir todas las prácticas de seguridad de interior en la clase? Respuesta de ejemplo: Seguir las prácticas de seguridad ayuda a que mis compañeros y yo estemos a salvo."

Component: *HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 2*

ISBN: 9780358841739

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p.376

Location: Column 2, Actividad clave de aprendizaje, Hacer un modelo y explicar, after first sentence

Original Text: N/A

Updated Text: "Comente en qué se diferencian el ciclo de vida de un ser humano y el de una mariposa."

Component: *HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 2*

ISBN: 9780358841739

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p.380

Location: Column 2, Actividad clave de aprendizaje, Hacer un modelo y explicar

Original Text: "Hacer un modelo y explicar haciendo que los estudiantes revisen y discutan el ciclo de vida de una mariposa."

Updated Text: "Hacer un modelo y explicar haciendo que los estudiantes revisen y discutan el ciclo de vida de una mariposa y en qué se parece al ciclo de vida de una rana."

Component: *HMH ¡Arriba las Ciencias! Texas Student Edition Print Consumable Grade 2*

ISBN: 9780358881308

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p.475

Location: Middle of page, student question, student multiple choice responses

Original Text: "¿Qué práctica de seguridad dentro del salón de clases es importante para esta actividad?" "A. Ten cuidado con los objetos afilados, como las tijeras." "B. No toques las plantas silvestres." "C. Limpia los derrames." "D. No corras."

Updated Text: N/A

Component: *HMH ¡Arriba las Ciencias! Texas Student Edition Print Consumable Grade 2*

ISBN: 9780358881308

Link to Current Content:

[View Current Content](#)

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 2276 of 3538

Current Page Number(s): p.475

Location: Middle of page, student question, student multiple choice responses

Original Text: "¿Qué práctica de seguridad dentro del salón de clases es importante para esta actividad?"

"A. Ten cuidado con los objetos afilados, como las tijeras."

"B. No toques las plantas silvestres."

"C. Limpia los derrames."

"D. No corras."

Updated Text: N/A

Component: *HMH ¡Arriba las Ciencias! Texas Student License Digital Grade 2*

ISBN: 9780358881568

Link to Current Content:

[View Current Content](#)

Current Page Number(s): TEKS Lesson 2.13.D, Día 2, Screen 5

Location: Middle of page, student question, student multiple choice responses

Original Text: "¿Qué práctica de seguridad dentro del salón de clases es importante para esta actividad?" "A. Ten cuidado con los objetos afilados, como las tijeras." "B. No toques las plantas silvestres." "C. Limpia los derrames." "D. No corras."

Updated Text: N/A

Component: *HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 2*

ISBN: 9780358841739

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p.25

Location: Planificación de las actividades prácticas, Column 1, Día 3, Consejos para la preparación, first paragraph

Original Text: "Coloque los materiales en vasos de precipitados de 50, 100 o 250 mililitros con anticipación. Congele 5 o 10 mililitros de aceite vegetal en vasos de precipitados de plástico o utilice cubos de hielo como reemplazo, teniendo en cuenta que toma más tiempo que se derrita el hielo que el aceite congelado."

Updated Text: N/A

Component: *HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 2*

ISBN: 9780358841739

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 9

Location: Column 2, paragraphs 2–3

Original Text: "Sugiera a los estudiantes que conversen sobre por qué creen que ninguno de los materiales de la actividad fue clasificado como que toda la luz pasa a través de ellos."

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 2277 of 3538

Los estudiantes podrán notar que ningún material permite que pase toda la luz a través de ellos. Algunos materiales permiten que la luz pase a través de ellos, como las ventanas de nuestra aula, pero no tuvimos ejemplos de esos materiales para probarlos en la actividad."

Updated Text: N/A

Component: *HMH ¡Arriba las Ciencias! Texas Student License Digital Grade 2*

ISBN: 9780358881568

Link to Current Content:

[View Current Content](#)

Current Page Number(s): TEKS Lesson 2.8.A, Day 1, Screen 5

Location: Speech to Text Interactivity, image

Original Text: image of water with ripples

Updated Text: Image of water "still" and smooth.

Component: *HMH ¡Arriba las Ciencias! Texas Student Edition Print Consumable Grade 2*

ISBN: 9780358881308

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 132

Location: top image

Original Text: image of water with ripples

Updated Text: Image of water "still" and smooth.

Component: *HMH ¡Arriba las Ciencias! Texas Student Edition Print Consumable Grade 2*

ISBN: 9780358881308

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 145

Location: top image

Original Text: image of water with ripples

Updated Text: Image of water "still" and smooth.

Component: *HMH ¡Arriba las Ciencias! Texas Student License Digital Grade 2*

ISBN: 9780358881568

Link to Current Content:

[View Current Content](#)

Current Page Number(s): TEKS Lesson 2.9.B, Day 2, Screen 3

Location: Paso 3

Original Text: "Paso 3"

Updated Text: "Paso 3
Organiza tus datos usando palabras. Haz una tabla para comparar.
Paso 4"

Component: *HMH ¡Arriba las Ciencias! Texas Student Edition Print Consumable Grade 2*

ISBN: 9780358881308

Link to Current Content:
[View Current Content](#)

Current Page Number(s): p. 226

Location: Paso 3

Original Text: "Paso 3"

Updated Text: "Paso 3
Organiza tus datos usando palabras. Haz una tabla para comparar.
Paso 4"

Component: *HMH ¡Arriba las Ciencias! Texas Student Edition Print Consumable Grade 2*

ISBN: 9780358881308

Link to Current Content:
[View Current Content](#)

Current Page Number(s): p. 44

Location: Paragraph 2, Sentence 1

Original Text: "Aprendiste cómo cambian el aceite y los crayones congelados cuando se derriten."

Updated Text: "Aprendiste cómo cambian los crayones cuando se derriten."

Component: *HMH ¡Arriba las Ciencias! Texas Student License Digital Grade 2*

ISBN: 9780358881568

Link to Current Content:
[View Current Content](#)

Current Page Number(s): TEKS Lesson 2.6.B, Day 3, Screen 10

Location: Speech to Text interactivity, sentence 1

Original Text: "Aprendiste cómo cambian el aceite y los crayones congelados cuando se derriten."

Updated Text: "Aprendiste cómo cambian los crayones cuando se derriten."

Publisher: McGraw Hill

Science, (Spanish) Grade 2

Program: *McGraw Hill Ciencias para Texas, Grado 2: TEKS*

Component: *McGraw Hill Ciencias para Texas, Grado 2 Student Edition*

ISBN: 9781266309212

Current Page Number(s): 4

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 2279 of 3538

Location: STEM Connection, Meet a Biochemist: Marie Maynard Daly, 2nd paragraph, 1st sentence

Original Text: Marie Maynard Daly was the first African American woman to graduate with a Doctor of Chemistry degree in the United States.

Updated Text: Marie Maynard Daly was the first African American woman to graduate as a doctor of chemistry in the United States.

Component: McGraw Hill Ciencias para Texas, Grado 2 Student Edition

ISBN: 9781266309212

Current Page Number(s): 4

Location: STEM connection, below the video screenshot at the bottom of the page

Original Text: What did Marie Daly test in the lab? Watch Meet a Biochemist to find out.

Updated Text: What did Marie Maynard Daly test in the lab? Watch Meet a Biochemist to find out.

Component: McGraw Hill Ciencias para Texas, Grado 2 Student Edition

ISBN: 9781266309212

Current Page Number(s): 32

Location: Apply It, first sentence

Original Text: Dash Construction is building new homes in Parkside.

Updated Text: Dash Construction is building new homes.

Component: McGraw Hill Ciencias para Texas, Grado 2 Student Edition

ISBN: 9781266309212

Current Page Number(s): 32

Location: Apply It, third sentence

Original Text: The pictograph shows the result of the poll.

Updated Text: N/A

Component: McGraw Hill Ciencias para Texas, Grado 2 Student Edition

ISBN: 9781266309212

Current Page Number(s): 76

Location: Meet an Inventor and Teacher: Alexander Graham Bell, first sentence

Original Text: Alexander Graham Bell was a scientist who lived from 1847 to 1922.

Updated Text: Alexander Graham Bell was an engineer who lived from 1847 to 1922.

Component: McGraw Hill Ciencias para Texas, Grado 2 Student Edition

ISBN: 9781266309212

Current Page Number(s): 77

Location: Under second paragraph

Original Text: N/A

Updated Text: [icon] With a partner, research and identify other engineers who invented objects that use sound. Share with the class.

Component: McGraw Hill Ciencias para Texas, Grado 2 Student Edition

ISBN: 9781266309212

Current Page Number(s): 118

Location: Around the table and heading

Original Text: No visual literacy treatment

Updated Text: Add Visual literacy treatment

Component: McGraw Hill Ciencias para Texas, Grado 2 Student Edition

ISBN: 9781266309212

Current Page Number(s): 122

Location: STEM Connection, Write About It!, next to 3, first sentence

Original Text: Use the information you gathered in your Word Web to write a paragraph and draw a sketch about yo-yos.

Updated Text: Use the information you gathered in your Word Web to write a paragraph and draw a sketch about yo-yos or another toy.

Component: McGraw Hill Ciencias para Texas, Grado 2 Student Edition

ISBN: 9781266309212

Current Page Number(s): 153

Location: Last image in table

Original Text: photo of oil barrels

Updated Text: Replace with different photo of oil barrels, three black barrels with white text "Oil"

Component: McGraw Hill Ciencias para Texas, Grado 2 Student Edition

ISBN: 9781266309212

Current Page Number(s): 197

Location: Investigation Connection

Original Text: Look at your model. What is the source of light? Discuss with a partner.

Updated Text: Look at your model. What did the flashlight represent? What forms of energy are provided by the Sun?

Component: McGraw Hill Ciencias para Texas, Grado 2 Student Edition

ISBN: 9781266116438

Current Page Number(s): 223

Location: Plant Structures, next to item 1

Original Text: Image of seedlings getting rained on.

Updated Text: N/A

Component: McGraw Hill Ciencias para Texas, Grado 2 Teacher Edition

ISBN: 9781266116438

Current Page Number(s): 31

Location: Day 2, Assess, Below Quick Check Section

Original Text: N/A

Updated Text: Review the cognitive verbs and Scientific and Engineering Practices and post the word cards on the Interactive Word Wall. [3 min]

Component: McGraw Hill Ciencias para Texas, Grado 2 Teacher Edition

ISBN: 9781266116438

Current Page Number(s): 31

Location: Day 3 Teach

Original Text: Delete yellow box: Review the cognitive verbs and Scientific and Engineering Practices and post the word cards on the Interactive Word Wall. 10 min

Updated Text: N/A

Component: McGraw Hill Ciencias para Texas, Grado 2 Teacher Edition

ISBN: 9781266116438

Current Page Number(s): 31

Location: Day 5, Assess

Original Text: Delete Quick Check section.

Updated Text: N/A

Component: McGraw Hill Ciencias para Texas, Grado 2 Teacher Edition

ISBN: 9781266116438

Current Page Number(s): 31

Location: Day 5, TEACH, First paragraph, and third paragraph

Original Text: 10 min, 15 min

Updated Text: 5 min, 20 min

Component: McGraw Hill Ciencias para Texas, Grado 2 Teacher Edition

ISBN: 9781266116438

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 2282 of 3538

Current Page Number(s): 7

Location: GET READY, First list item

Original Text: Preview the Presentation Slides.

Updated Text: N/A

Component: McGraw Hill Ciencias para Texas, Grado 2 Teacher Edition

ISBN: 9781266116438

Current Page Number(s): 10A

Location: Under video screenshot

Original Text: Preview step-by-step support in the Anytime Investigation Video, The Foods We Eat. 4:00

Updated Text: To see the different uses for photo cards, preview the Anytime Investigation Video, [ital]Photo Cards Support.[/ital] 1:31

Component: McGraw Hill Ciencias para Texas, Grado 2 Teacher Edition

ISBN: 9781266116438

Current Page Number(s): 10A

Location: Structured Inquiry, Summary

Original Text: Students use technology to research a chosen animal's diet. They then create a Venn diagram to compare it to what humans eat.

Updated Text: Students observe photo cards of different types of food and decide whether they eaten by humans or animals. They record their data in a table.

Component: McGraw Hill Ciencias para Texas, Grado 2 Teacher Edition

ISBN: 9781266116438

Current Page Number(s): 10A

Location: Structured Inquiry, Expected Outcome

Original Text: Results will vary, based on the animal chosen, but students will typically find both similarities and differences between what the animal eats and what humans eat.

Updated Text: Students will determine that some animals eat only plants or animals while some, including humans, eat both.

Component: McGraw Hill Ciencias para Texas, Grado 2 Teacher Edition

ISBN: 9781266116438

Current Page Number(s): 10A

Location: Structured Inquiry, Short on Time?

Original Text: Choose an animal as a class and conduct the research whole group.

Updated Text: Complete this as a whole class activity.

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 2283 of 3538

Component: McGraw Hill Ciencias para Texas, Grado 2 Teacher Edition

ISBN: 9781266116438

Current Page Number(s): 10A

Location: Right column, Conduct an Investigation, Steps 1-2

Original Text: If students need help choosing an animal, display photos of different animals as suggestions.

Updated Text: As students observe the photo cards, encourage them to work together to sort them into groups, asking questions and listening to one another.

Component: McGraw Hill Ciencias para Texas, Grado 2 Teacher Edition

ISBN: 9781266116438

Current Page Number(s): 10A

Location: Right column, Conduct and Investigation, Step 3, Step 4

Original Text: • Step 3 Help students who are struggling by assisting them with research and suggesting different sites to visit.

• Step 4 Students may use illustrations or text to record data in the table.

Updated Text: Steps 3-4 Help students record data in the correct columns and brainstorm other foods as needed.

Component: McGraw Hill Ciencias para Texas, Grado 2 Teacher Edition

ISBN: 9781266116438

Current Page Number(s): 10A

Location: Right column, Communicate Information

Original Text: Students will use evidence from the research they collected to determine which kind of food their animal primarily eats. They will also analyze and categorize their data using a graphic organizer.

Updated Text: Students will analyze and categorize data learned from small-group and class discussions as well as prior knowledge using a graphic organizer.

Component: McGraw Hill Ciencias para Texas, Grado 2 Teacher Edition

ISBN: 9781266116438

Current Page Number(s): 10A

Location: Right column, Science Mindset, first sentence

Original Text: Scientists often ask questions as they are conducting research to learn about new topics.

Updated Text: Scientists often ask questions as they are researching and learning about new topics.

Component: McGraw Hill Ciencias para Texas, Grado 2 Teacher Edition

ISBN: 9781266116438

Current Page Number(s): 10A

Location: The Foods We Eat, next to clock icon

Original Text: 25 min

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 2284 of 3538

Updated Text: 35 min

Component: McGraw Hill Ciencias para Texas, Grado 2 Teacher Edition

ISBN: 9781266116438

Current Page Number(s): 10D

Location: Communicate Information, item 5, item 6

Original Text: 5. Venn diagrams should show the similarities and differences between the types of foods humans eat and the types of food students' chosen animals eat.

6. Sample answer: My animal eats only plants.

Updated Text: 5. Venn diagrams should show the similarities and differences between the types of foods humans eat and the types of food animals eat.

6. Sample answer: The results of the investigation supported my prediction because some animals eat only plants or animals and some eat both. Humans also eat both.

Component: McGraw Hill Ciencias para Texas, Grado 2 Teacher Edition

ISBN: 9781266116438

Current Page Number(s): 11

Location: Above ASSESS bar

Original Text: N/A

Updated Text: [THEME] Systems and System Models Ask: How do the combined materials form a system? Sample answer: The hot plate heats the beaker, which in turn heats the thermometer. You can read the temperature of the water using the thermometer.

Component: McGraw Hill Ciencias para Texas, Grado 2 Teacher Edition

ISBN: 9781266116438

Current Page Number(s): 13

Location: Fourth paragraph

Original Text: ASSESS 10 min

Check for Understanding

Quick Check Have students use vocabulary words to describe how engineers make innovations to solve problems.

Sample answer: Engineers use the steps of the Engineering Design Process and follow criteria to make innovations.

Back to the Big Idea

Updated Text: N/A

Component: McGraw Hill Ciencias para Texas, Grado 2 Teacher Edition

ISBN: 9781266116438

Current Page Number(s): 14A

Location: Red heading at the top of the page, left column

Original Text: Structured Inquiry

Updated Text: Guided Inquiry

Component: McGraw Hill Ciencias para Texas, Grado 2 Teacher Edition

ISBN: 9781266116438

Current Page Number(s): 14A

Location: Left column, NOTE

Original Text: Download the student page for structured inquiry.

Updated Text: Download the student page for guided inquiry.

Component: McGraw Hill Ciencias para Texas, Grado 2 Teacher Edition

ISBN: 9781266116438

Current Page Number(s): 14A

Location: Identify a Problem/Brainstorm a Solution

Original Text: Students should use their observations to answer the explorable question. Ask: How can a pantry be organized to help make it easy to find ingredients?

Updated Text: Ask: How can a pantry be organized to help make it easy to find ingredients?

Students should discuss and record potential solutions to the problem. They will choose one solution to develop in the following steps.

Component: McGraw Hill Ciencias para Texas, Grado 2 Teacher Edition

ISBN: 9781266116438

Current Page Number(s): 14A

Location: Above Steps 3-5

Original Text: N/A

Updated Text: Develop the Design/Test the Design

Component: McGraw Hill Ciencias para Texas, Grado 2 Teacher Edition

ISBN: 9781266116438

Current Page Number(s): 14B

Location: Guided and Open Options

Original Text: Guided and Open Options

For guided and open inquiry, students are expected to develop materials lists, write procedure steps, and determine how they will share their results. Revisions are likely during their investigation.

Updated Text: Structured and Open Options

For structured inquiry, students are given a procedure. For open inquiry, students are expected to develop materials lists, write procedure steps, and determine how they will share their results. Revisions are likely during their investigation.

Component: McGraw Hill Ciencias para Texas, Grado 2 Teacher Edition

ISBN: 9781266116438

Current Page Number(s): 14B

Location: Guided Inquiry

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 2286 of 3538

Original Text: Guided Inquiry

Provide the explorable question. Ask: How can a pantry be organized to help make it easy to find ingredients? Example Students might choose to incorporate organization tools such as organizer bins or can rack organizers into their designs. Investigations must answer the explorable question.

Updated Text: Structured Inquiry

Provide step-by-step instructions to help students investigate the explorable question. Ask: How can a pantry be organized to help make it easy to find ingredients?

Example Option 1: Students can sort the food by sizes of the containers they are in. They could put all of the larger containers together and all of the smaller containers together. Option 2: Students can sort the food by the type of food it is. They could put all of the spices together in a group. All of the pasta could go together in another group. The cereal could make another group. Then consolidate the others into another group. Option 3: The students could sort the food by wet and dry food. Option 4: The students could introduce food storage solutions and sort the food using food containers.

Component: McGraw Hill Ciencias para Texas, Grado 2 Teacher Edition

ISBN: 9781266116438

Current Page Number(s): 14B

Location: Open Inquiry box

Original Text: Students write their own explorable question. Ask: What questions do you have when you observed the photo of the messy pantry? Plan the Investigation Make sure students choose a testable question. Ask: Can your question be investigated through research, observation, modeling, and/or experimentation?

Updated Text: Students identify their own problem.

Ask: What problem could you solve using the Engineering Design Process? Plan the Investigation Make sure students choose an engineering design problem they can solve using the resources available.

Component: McGraw Hill Ciencias para Texas, Grado 2 Teacher Edition

ISBN: 9781266116438

Current Page Number(s): 14B

Location: Right column under Assess bar

Original Text: For this investigation, revisit the “Make a Prediction” question from the start of the investigation. Ask: How can this pantry be organized to help make it easy to find ingredients?

Updated Text: For this investigation, revisit the “Identify a Problem” question from the start of the investigation. Ask: How can a pantry be organized to help make it easy to find ingredients?

Component: McGraw Hill Ciencias para Texas, Grado 2 Teacher Edition

ISBN: 9781266116438

Current Page Number(s): 23D

Location: Matter and Materials, first header

Original Text: Plan Your Chapter

Updated Text: Chapter Resource Snapshot

Component: McGraw Hill Ciencias para Texas, Grado 2 Teacher Edition

ISBN: 9781266116438

Current Page Number(s): 23D

Location: Lesson 2, second column, Materials

Original Text: 6 cups with lids; 9 oz, water, dish soap, opaque liquid, rock or wood block, paper, piece of fabric

Updated Text: 6 cups with lids (9 oz), water, dish soap, opaque liquid, rock, paper, piece of fabric, measuring cup (teacher use only)

Component: McGraw Hill Ciencias para Texas, Grado 2 Teacher Edition

ISBN: 9781266116438

Current Page Number(s): 23D

Location: Lesson 3, first column, third line

Original Text: THEME Music Video Slow and Rapid Changes 2:17

Updated Text: N/A

Component: McGraw Hill Ciencias para Texas, Grado 2 Teacher Edition

ISBN: 9781266116438

Current Page Number(s): 23D

Location: Lesson 3, second column, Materials

Original Text: ice cube, 2 pieces of paper, crayon, scissors, sandpaper

Updated Text: ice cube, 2 pieces of paper, crayon, scissors, sandpaper, and the following teacher-use only materials: hot plate, tile trivet, heat-resistant gloves, saucepan, ice cube tray

Component: McGraw Hill Ciencias para Texas, Grado 2 Teacher Edition

ISBN: 9781266116438

Current Page Number(s): 23D

Location: Lesson 4, second column, materials

Original Text: masking tape

Updated Text: tape

Component: McGraw Hill Ciencias para Texas, Grado 2 Teacher Edition

ISBN: 9781266116438

Current Page Number(s): 23

Location: Top of the page, blue bar

Original Text: Chapter 2 Matter and Materials

Updated Text: N/A

Component: McGraw Hill Ciencias para Texas, Grado 2 Teacher Edition

ISBN: 9781266116438

Current Page Number(s): 48A

Location: Teacher Tips

Original Text: Next, turn the hot plate on to medium heat. Warm the water until small bubbles start to form at the bottom of the pan. Set the hot plate to low or off.

Updated Text: Next, turn the hot plate on to low heat. Warm the water until small bubbles start to form at the bottom of the pan.

Component: McGraw Hill Ciencias para Texas, Grado 2 Teacher Edition

ISBN: 9781266116438

Current Page Number(s): 48A

Location: Summary

Original Text: Students will demonstrate ways the physical properties of paper, clay, crayon, and ice can be changed using their hands, scissors, and heat.

Updated Text: Students will demonstrate ways the physical properties of paper, crayon, and ice can be changed using their hands, scissors, and heat.

Component: McGraw Hill Ciencias para Texas, Grado 2 Teacher Edition

ISBN: 9781266116438

Current Page Number(s): 48A

Location: Expected Outcome

Original Text: the clay can be cut/shaped,

Updated Text: N/A

Component: McGraw Hill Ciencias para Texas, Grado 2 Teacher Edition

ISBN: 9781266116438

Current Page Number(s): 48A

Location: Short on Time

Original Text: Project the student page and demonstrate Steps 2 and 3 for students. Have students complete the remaining steps to investigate changes to the clay and ice cube.

Updated Text: Project the student page and demonstrate making changes to the physical state of the ice cube. Have students investigate making changes to the paper and crayon.

Component: McGraw Hill Ciencias para Texas, Grado 2 Teacher Edition

ISBN: 9781266116438

Current Page Number(s): 48A

Location: Conduct an Investigation

Original Text: Step 1

Updated Text: Step 2

Component: McGraw Hill Ciencias para Texas, Grado 2 Teacher Edition

ISBN: 9781266116438

Current Page Number(s): 48A

Location: Conduct an Investigation

Original Text: Steps 2-3

Updated Text: Steps 3-4

Component: McGraw Hill Ciencias para Texas, Grado 2 Teacher Edition

ISBN: 9781266116438

Current Page Number(s): 48A

Location: Make a Prediction

Original Text: Think about the wood mosaic you saw earlier and how it was made and changed.

Updated Text: N/A

Component: McGraw Hill Ciencias para Texas, Grado 2 Teacher Edition

ISBN: 9781266116438

Current Page Number(s): 48B

Location: Guided and Open Options, Guided Inquiry, second sentence

Original Text: Think about the wood mosaic you saw earlier and how it was made and changed.

Updated Text: N/A

Component: McGraw Hill Ciencias para Texas, Grado 2 Teacher Edition

ISBN: 9781266116438

Current Page Number(s): 48B

Location: Second column, ASSESS, first paragraph, second sentence

Original Text: To make their claim,

Updated Text: To make a claim,

Component: McGraw Hill Ciencias para Texas, Grado 2 Teacher Edition

ISBN: 9781266116438

Current Page Number(s): 48B

Location: Second column, ASSESS, second paragraph, second sentence

Original Text: I claim that the physical properties of materials can be changed by folding, molding, cutting, or heating them.

Updated Text: I claim that the physical properties of materials can be changed by melting, folding, sanding, and cutting them.

Component: McGraw Hill Ciencias para Texas, Grado 2 Teacher Edition

ISBN: 9781266116438

Current Page Number(s): 48B

Location: Second column, ASSESS, Interactive Word Wall, third sentence

Original Text: I made observations as I folded, cut, or melted each material.

Updated Text: I made observations as I melted, folded, sanded, or cut each material.

Component: McGraw Hill Ciencias para Texas, Grado 2 Teacher Edition

ISBN: 9781266116438

Current Page Number(s): 48B

Location: Second column, ASSESS, EB/EL Leveled Support, Advanced, second sentence,

Original Text: Ask the students to talk about what might happen when they try to change the matter with their hands, scissors, and heat.

Updated Text: Ask the students to talk about what might happen when they try to change the matter with their hands, scissors, sandpaper, and heat.

Component: McGraw Hill Ciencias para Texas, Grado 2 Teacher Edition

ISBN: 9781266116438

Current Page Number(s): 48B

Location: Second column, ASSESS, Interactive Word Wall, under fifth sentence

Original Text: N/A

Updated Text: Ask: How did you plan and conduct an investigation? Sample answer: I made a prediction and then tested it and wrote down my observations. [TEKS] 2.1B

Component: McGraw Hill Ciencias para Texas, Grado 2 Teacher Edition

ISBN: 9781266116438

Current Page Number(s): 48C

Location: Left column, Make a Prediction

Original Text: I can cut the paper, fold the clay, sand the crayon, and melt the ice.

Updated Text: I can melt the ice, fold the paper, sand the crayon, and cut the paper.

Component: McGraw Hill Ciencias para Texas, Grado 2 Teacher Edition

ISBN: 9781266116438

Current Page Number(s): 48C

Location: Right column, Conduct an Investigation

Original Text: 2 and 4.

Updated Text: 2, 4.

Component: McGraw Hill Ciencias para Texas, Grado 2 Teacher Edition

ISBN: 9781266116438

Current Page Number(s): 48C

Location: Right column, Conduct an Investigation, first column of table

Original Text: Materials

Updated Text: Material

Component: McGraw Hill Ciencias para Texas, Grado 2 Teacher Edition

ISBN: 9781266116438

Current Page Number(s): 48D

Location: Communicate Information, Item 8

Original Text: I was able to cut the paper, fold the clay, sand the crayon, and melt the ice cube.

Updated Text: I was able to melt the ice, fold the paper, sand the crayon, and cut the paper.

Component: McGraw Hill Ciencias para Texas, Grado 2 Teacher Edition

ISBN: 9781266116438

Current Page Number(s): 50

Location: TEACH, above Visual Literacy

Original Text: N/A

Updated Text: Read and discuss the text with students.

Component: McGraw Hill Ciencias para Texas, Grado 2 Teacher Edition

ISBN: 9781266116438

Current Page Number(s): 50

Location: TEACH, Visual Literacy, last sentence

Original Text: Sample answer: Steps 2 and 5

Updated Text: Steps 2, 4, and 5.

Component: McGraw Hill Ciencias para Texas, Grado 2 Teacher Edition

ISBN: 9781266116438

Current Page Number(s): 58A

Location: Red heading at the top of the page

Original Text: Structured Inquiry

Updated Text: Guided Inquiry

Component: McGraw Hill Ciencias para Texas, Grado 2 Teacher Edition

ISBN: 9781266116438

Current Page Number(s): 58A

Location: Left column, NOTE

Original Text: Download the student page for structured inquiry.

Updated Text: Download the student page for guided inquiry.

Component: McGraw Hill Ciencias para Texas, Grado 2 Teacher Edition

ISBN: 9781266116438

Current Page Number(s): 58A

Location: Right column, Identify a Problem/Brainstorm a Solution

Original Text: Students should discuss and record potential solutions to the problem. They will choose one solution to develop in the following steps. Say: Think back to the photo of the brick building and how bricks are put together.

Demonstrate how you can combine the materials in different ways to make the tallest tower.

Updated Text: Demonstrate how

you can combine the materials in different ways to make the tallest tower. Students should discuss and record potential solutions to the problem. They will choose one solution to develop in the following steps.

Component: McGraw Hill Ciencias para Texas, Grado 2 Teacher Edition

ISBN: 9781266116438

Current Page Number(s): 58B

Location: Guided and Open Options

Original Text: Guided and Open Options

For guided and open inquiry, students are expected to develop materials lists, write procedure steps, and determine how they will share their results. Revisions are likely during their investigation.

Updated Text: Structured and Open Options

For structured inquiry, students are given a procedure. For open inquiry, students are expected to develop materials lists, write procedure steps, and determine how they will share their results. Revisions are likely during their investigation.

Component: McGraw Hill Ciencias para Texas, Grado 2 Teacher Edition

ISBN: 9781266116438

Current Page Number(s): 58B

Location: Guided Inquiry

Original Text: Guided Inquiry

Provide the explorable question.

Say: Think back to the photo of the brick building and how bricks are put together. Demonstrate how you can combine the

materials in different ways to make the tallest tower. Example Students may think back to what they have learned about the properties of materials to help them determine which materials would help them construct the tallest tower. Investigations must answer the explorable question.

Updated Text: Structured Inquiry

Provide step-by-step instructions to help students investigate the explorable question.

Say: Think back to the photo of the brick building and how bricks are put together. Demonstrate how you can combine the materials in different ways to make the tallest tower.

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 2293 of 3538

Example Step 1. Use uncooked spaghetti noodles, toothpicks, and chenille stems to build a structure. Step 2. Use tape and modeling clay to hold the materials together. Step 3. Measure your structure and compare with your classmates. Step 4: Brainstorm ways to make your structure taller and more stable.

Component: McGraw Hill Ciencias para Texas, Grado 2 Teacher Edition

ISBN: 9781266116438

Current Page Number(s): 58B

Location: Open Inquiry box

Original Text: Students write their own explorable question.

Ask: What questions did you have when you observed the photo of the building?

Plan the Investigation Make sure students choose a testable question. Ask: Can your question be investigated through research, observation, modeling, and/or experimentation?

Updated Text: Students identify their own problem. Ask: What problem could you solve using the Engineering Design Process? Plan the Investigation Make sure students choose an engineering design problem they can solve using the resources available.

Component: McGraw Hill Ciencias para Texas, Grado 2 Teacher Edition

ISBN: 9781266116438

Current Page Number(s): 65

Location: GET READY, below the second list item.

Original Text: N/A

Updated Text: Download the Show What YOU Know support and rubric.

Download the STEM Project Teacher Support.

Preview the Chapter Test

Component: McGraw Hill Ciencias para Texas, Grado 2 Teacher Edition

ISBN: 9781266116438

Current Page Number(s): 65

Location: Key Moment, next to number 2

Original Text: N/A

Updated Text: Dual Coded

Component: McGraw Hill Ciencias para Texas, Grado 2 Teacher Edition

ISBN: 9781266116438

Current Page Number(s): 84

Location: Word-Learning Strategies, Use Context section

Original Text: Use Context

Updated Text: Context

Component: McGraw Hill Ciencias para Texas, Grado 2 Teacher Edition

ISBN: 9781266116438

Current Page Number(s): 84

Location: Word-Learning Strategies, Cognates, above "volume / volumen"

Original Text: N/A

Updated Text: sound / sonido

Component: McGraw Hill Ciencias para Texas, Grado 2 Teacher Edition

ISBN: 9781266116438

Current Page Number(s): 84

Location: Word-Learning Strategies, Multiple Meanings, below "volume" information

Original Text: N/A

Updated Text: level "1. A position on a scale of amount, quantity, extent, or quality
2. Having a flat and even surface" Adjust height of boxes as need for fit.

Component: McGraw Hill Ciencias para Texas, Grado 2 Teacher Edition

ISBN: 9781266116438

Current Page Number(s): 94A

Location: Red heading at the top of the page, left column

Original Text: Structured Inquiry

Updated Text: Guided Inquiry

Component: McGraw Hill Ciencias para Texas, Grado 2 Teacher Edition

ISBN: 9781266116438

Current Page Number(s): 94A

Location: Left column, NOTE

Original Text: Download the student page for structured inquiry.

Updated Text: Download the student page for guided inquiry.

Component: McGraw Hill Ciencias para Texas, Grado 2 Teacher Edition

ISBN: 9781266116438

Current Page Number(s): 94A

Location: Right column under Identify a Problem heading

Original Text: Students should discuss and record potential solutions to the problem. They will choose one solution to develop in the following steps. Ask: How can you create a device to communicate over a distance using sound?

Updated Text: Ask: How can you create a device to communicate over a distance using sound?
Students should discuss and record potential solutions to the problem. They will choose one solution to develop in the following steps.

Component: McGraw Hill Ciencias para Texas, Grado 2 Teacher Edition

ISBN: 9781266116438

Current Page Number(s): 94A

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 2295 of 3538

Location: Right column heading

Original Text: Communicate Information

Updated Text: Communicate the Results

Component: McGraw Hill Ciencias para Texas, Grado 2 Teacher Edition

ISBN: 9781266116438

Current Page Number(s): 94B

Location: Guided and Open Options

Original Text: Guided and Open Options

For guided and open inquiry, students are expected to develop materials lists, write procedure steps, and determine how they will share their results. Revisions are likely during their investigation.

Updated Text: Structured and Open Options

For structured inquiry, students are given a procedure. For open inquiry, students are expected to develop materials lists, write procedure steps, and determine how they will share their results. Revisions are likely during their investigation.

Component: McGraw Hill Ciencias para Texas, Grado 2 Teacher Edition

ISBN: 9781266116438

Current Page Number(s): 94B

Location: Open Inquiry

Original Text: Students write their own explorable question.

Ask: What questions did you have when you observed the photo of the siren? Plan the Investigation Make sure students choose a testable question. Ask: Can your question be investigated through research, observation, modeling, and/or experimentation?

Updated Text: Students identify their own problem. Ask: What problem could you solve using the Engineering Design Process?

Plan the Investigation Make sure students choose an engineering design problem they can solve using the resources available.

Component: McGraw Hill Ciencias para Texas, Grado 2 Teacher Edition

ISBN: 9781266116438

Current Page Number(s): 94B

Location: Right column under Assess heading

Original Text: I claim that I can design and build a device that produces sound that travels over a distance.

Updated Text: I claim that a device that produces sound that travels over a distance can be designed and built.

Component: McGraw Hill Ciencias para Texas, Grado 2 Teacher Edition

ISBN: 9781266116438

Current Page Number(s): 94B

Location: Interactive Word Wall

Original Text: N/A

Updated Text: Ask: What materials did you use to build your design? Sample answer: I used a cardboard tube, construction paper, and masking tape."

Component: McGraw Hill Ciencias para Texas, Grado 2 Teacher Edition

ISBN: 9781266116438

Current Page Number(s): 94C

Location: Under 1st student mini, Identify a Problem, sample answer

Original Text: I can make a horn that amplifies my voice to send sound across a distance.

Updated Text: I can make a horn that amplifies my voice to communicate across an open area.

Component: McGraw Hill Ciencias para Texas, Grado 2 Teacher Edition

ISBN: 9781266116438

Current Page Number(s): 94C

Location: Under 1st student mini, under Identify a Problem section

Original Text: N/A

Updated Text: Brainstorm a Solution
Answers will vary.

Component: McGraw Hill Ciencias para Texas, Grado 2 Teacher Edition

ISBN: 9781266116438

Current Page Number(s): 94C

Location: Under 2nd student mini, above Item 3

Original Text: N/A

Updated Text: Make a Plan

Component: McGraw Hill Ciencias para Texas, Grado 2 Teacher Edition

ISBN: 9781266116438

Current Page Number(s): 94C

Location: Under 2nd student mini, table

Original Text: Brainstorm Your Design
will vary by student

Sketch Your Design
will vary by student

List Your Materials
will vary by student

Updated Text: Sketch Your Design
Drawings should show a device that can be used to communicate across a distance.

List Your Materials
Answers will vary.

Component: McGraw Hill Ciencias para Texas, Grado 2 Teacher Edition

ISBN: 9781266116438

Current Page Number(s): 116A

Location: Red heading on the top of the page

Original Text: Structured Inquiry

Station 1

Summary

Students will plan and conduct an investigation to demonstrate how the strength of a push changes an object's motion.

Updated Text: Guided Inquiry

Station 1

Summary

Students plan and conduct their own investigations about how the strength of pushes changes motion.

Component: McGraw Hill Ciencias para Texas, Grado 2 Teacher Edition

ISBN: 9781266116438

Current Page Number(s): 116A

Location: Top of the page, next to Purpose

Original Text: Plan and conduct an investigation to demonstrate how strengths of pushes and pulls can change an object's motion

Updated Text: Students plan and conduct investigations to demonstrate how strengths of pushes and pulls can change the motion of objects.

Component: McGraw Hill Ciencias para Texas, Grado 2 Teacher Edition

ISBN: 9781266116438

Current Page Number(s): 116A

Location: Left column, NOTE

Original Text: Download the student page for structured inquiry.

Updated Text: Download the student page for guided inquiry.

Component: McGraw Hill Ciencias para Texas, Grado 2 Teacher Edition

ISBN: 9781266116438

Current Page Number(s): 116A

Location: Left column, Teacher Tips and top of right column

Original Text: Remind students to push the ball rather than throwing it. It may help to demonstrate pushing the ball down the ramp so students know what is expected. Encourage students to be safe when pulling the box. They should use only the force necessary to pull the box. Excessive force could cause falls. You may want to set this investigation up in a large open area like the gym.

Updated Text: You may want to set this investigation up in a large open area like a gymnasium. Remind students to push the ball rather than throw it. It may help to demonstrate pushing the ball so students know what is expected. Encourage students to be safe when pulling the box. They should use only the force necessary to pull the box. Excessive force could cause falls.

Component: McGraw Hill Ciencias para Texas, Grado 2 Teacher Edition

ISBN: 9781266116438

Current Page Number(s): 116A

Location: Right column

Original Text: N/A

Updated Text: Short on time? If students are struggling to create an investigation plan, provide a list of possible steps they could use for investigating pushes.

Component: McGraw Hill Ciencias para Texas, Grado 2 Teacher Edition

ISBN: 9781266116438

Current Page Number(s): 116A

Location: Conduct an Investigation heading

Original Text: Steps 1–2 Have students record the steps of their plan to investigate pushes in the data table, revising the steps as necessary as they conduct their investigation.

Updated Text: Steps 1–2 Ask students questions to help them determine the steps needed in their investigations. Students should revise their written plan as they make changes during the investigation. [TEKS pill] 2.1B

Component: McGraw Hill Ciencias para Texas, Grado 2 Teacher Edition

ISBN: 9781266116438

Current Page Number(s): 116A

Location: Conduct an Investigation heading

Original Text: Step 3

Updated Text: Step 5

Component: McGraw Hill Ciencias para Texas, Grado 2 Teacher Edition

ISBN: 9781266116438

Current Page Number(s): 116A

Location: Under Science Mindset heading

Original Text: Provide time for students to share with a partner their reasoning in Step 4.

Updated Text: N/A

Component: McGraw Hill Ciencias para Texas, Grado 2 Teacher Edition

ISBN: 9781266116438

Current Page Number(s): 116B

Location: Left column, NOTE

Original Text: Download the student page for structured inquiry.

Updated Text: Download the student page for guided inquiry. Place the heavy books in the box.

Component: McGraw Hill Ciencias para Texas, Grado 2 Teacher Edition

ISBN: 9781266116438

Current Page Number(s): 116B

Location: Left column under Summary heading

Original Text: Students will plan and conduct an investigation to demonstrate how the strength of a pull changes an object's motion.

Updated Text: Students plan and conduct an investigation to demonstrate how the strength of a pull changes an object's motion.

Component: McGraw Hill Ciencias para Texas, Grado 2 Teacher Edition

ISBN: 9781266116438

Current Page Number(s): 116B

Location: Left column, Conduct an Investigation heading

Original Text: Step 7

Updated Text: Step 5

Component: McGraw Hill Ciencias para Texas, Grado 2 Teacher Edition

ISBN: 9781266116438

Current Page Number(s): 116B

Location: Communicate Information

Original Text: Steps 8–9

Updated Text: Steps 6-8

Component: McGraw Hill Ciencias para Texas, Grado 2 Teacher Edition

ISBN: 9781266116438

Current Page Number(s): 116B

Location: Right column, Assess heading

Original Text: Ask: How does the strength of a push or pull change an object's motion? Sample answer: I claim that a stronger push or pull will cause an object to move faster.

Updated Text: Ask: How does the strength of a push or pull change an object's motion? Sample answer: I claim that a stronger push or pull will cause some objects to move faster. Ask: How did you change your procedures after conducting the investigations? Sample answer: I added more steps.

Component: McGraw Hill Ciencias para Texas, Grado 2 Teacher Edition

ISBN: 9781266116438

Current Page Number(s): 116B

Location: EB/EL Leveled Support

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 2300 of 3538

Original Text: Before students do the investigation, provide them with the vocabulary they need to complete the tables.

Updated Text: Before students do the investigation, provide them with the vocabulary they need to make and complete the tables.

Component: McGraw Hill Ciencias para Texas, Grado 2 Teacher Edition

ISBN: 9781266116438

Current Page Number(s): 118

Location: Under Interactive Word Wall yellow box

Original Text: n/a

Updated Text: [notebook icon] Notebooking Have students plan and conduct another investigation using one of the objects they have listed in the table. Investigations can be simple. Students should record their procedure and their observations in their notebook.

Component: McGraw Hill Ciencias para Texas, Grado 2 Teacher Edition

ISBN: 9781266116438

Current Page Number(s): 130A

Location: Right column, Conduct an Investigation, under Step 3

Original Text: N/A

Updated Text: Steps 6-9 Students will add pieces of rock to the container and will note the differences between what happens to the pieces of rock and the sand.

Component: McGraw Hill Ciencias para Texas, Grado 2 Teacher Edition

ISBN: 9781266116438

Current Page Number(s): 130A

Location: Right column, Conduct an Investigation, Step 2

Original Text: 2.1E

Updated Text: 2.1E, 2.1F

Component: McGraw Hill Ciencias para Texas, Grado 2 Teacher Edition

ISBN: 9781266116438

Current Page Number(s): 130A

Location: Right column, Communicate Information, REINFORCE

Original Text: If needed, rephrase Questions 6–8 to make them more accessible for students. For example, you might rephrase Question 6 as “How did the wind affect the sand?” or “How was the sand changed by the wind?”

Updated Text: If needed, rephrase Questions 10-12 to make them more accessible for students. For example, you might rephrase Question 10 as “How did the wind affect the sand?” or “How was the sand changed by the wind?”

Component: McGraw Hill Ciencias para Texas, Grado 2 Teacher Edition

ISBN: 9781266116438

Current Page Number(s): 130B

Location: Right column, ASSESS, Interactive Word Wall, under the second question and answer

Original Text: N/A

Updated Text: Ask: How did you use your observations as evidence? Sample answer: I used my observations to explain how wind moves materials. [TEKS] 2.1E

Component: McGraw Hill Ciencias para Texas, Grado 2 Teacher Edition

ISBN: 9781266116438

Current Page Number(s): 130B

Location: Right column, ASSESS, Interactive Word Wall, fourth sentence

Original Text: Ask: How did you use tools to make observations?

Updated Text: Say: Describe how you used tools to make observations.

Component: McGraw Hill Ciencias para Texas, Grado 2 Teacher Edition

ISBN: 9781266116438

Current Page Number(s): 140A

Location: Structured Inquiry, right column, top

Original Text: Before you begin, fill each pan with about 2cm of top soil and fill the 250mL beakers with 180mL of water.

Updated Text: N/A

Component: McGraw Hill Ciencias para Texas, Grado 2 Teacher Edition

ISBN: 9781266116438

Current Page Number(s): 140A

Location: Structured Inquiry, right column, Make a Prediction, second sentence

Original Text: Ask: What will happen when water flows over Earth's surface?

Updated Text: Ask: What will happen when water flows over a model of Earth's surface?

Component: McGraw Hill Ciencias para Texas, Grado 2 Teacher Edition

ISBN: 9781266116438

Current Page Number(s): 140A

Location: Structured Inquiry, right column, Conduct an Investigation, below Step 1

Original Text: N/A

Updated Text: • Step 2 Make sure students hold the cup in one place as they pour the water.

Component: McGraw Hill Ciencias para Texas, Grado 2 Teacher Edition

ISBN: 9781266116438

Current Page Number(s): 140A

Location: Structured Inquiry, right column, under Step 2

Original Text: Steps 2-4

Updated Text: Step 4

Component: McGraw Hill Ciencias para Texas, Grado 2 Teacher Edition

ISBN: 9781266116438

Current Page Number(s): 140A

Location: Structured Inquiry, right column, Communicate Information

Original Text: Students make a real-world connection to the science concept being investigated.

Updated Text: Students describe how water changes Earth's surface and describe the limitations of their models.

Component: McGraw Hill Ciencias para Texas, Grado 2 Teacher Edition

ISBN: 9781266116438

Current Page Number(s): 140B

Location: Left Column, Guided Inquiry, second sentence

Original Text: What will happen when water flows over Earth's surface?

Updated Text: What will happen
when water flows over a model of Earth's surface?

Component: McGraw Hill Ciencias para Texas, Grado 2 Teacher Edition

ISBN: 9781266116438

Current Page Number(s): 140B

Location: Right column, ASSESS, gray bar

Original Text: N/A

Updated Text: 10 min

Component: McGraw Hill Ciencias para Texas, Grado 2 Teacher Edition

ISBN: 9781266116438

Current Page Number(s): 174C

Location: Student mini, title

Original Text: Investigation: Weather Watch

Updated Text: Investigation: Watching the Weather

Component: McGraw Hill Ciencias para Texas, Grado 2 Teacher Edition

ISBN: 9781266116438

Current Page Number(s): 174C

Location: Under the 1st student mini, Make a Prediction, 3rd sentence: Change "precipitation" to "rain"

Original Text: Precipitation

Updated Text: Rain

Component: McGraw Hill Ciencias para Texas, Grado 2 Teacher Edition

ISBN: 9781266116438

Current Page Number(s): 174C

Location: Under the 2nd student mini, Conduct an Investigation, Daily Weather table, 2nd row under "Weather"

Original Text: Precipitation

Updated Text: Rain

Component: McGraw Hill Ciencias para Texas, Grado 2 Teacher Edition

ISBN: 9781266116438

Current Page Number(s): 174C

Location: Under the 2nd student mini, Conduct an Investigation, Daily Weather table, 2nd and 3rd rows under "Day 3"

Original Text: 61°F

5 mm

Updated Text: 70°F

0 mm

Component: McGraw Hill Ciencias para Texas, Grado 2 Teacher Edition

ISBN: 9781266116438

Current Page Number(s): 196A

Location: Right column, Conduct an Investigation, Step 1

Original Text: Step 1 In Kindergarten, students learned about the cycle of day and night. Have students think about what they see and feel during the day and night. Students should circle the objects in the sky that provide the Earth with light.

Updated Text: Steps 1-2 Help students tape the circles to the craft sticks. The circles should be taped toward the top of the stick.

Component: McGraw Hill Ciencias para Texas, Grado 2 Teacher Edition

ISBN: 9781266116438

Current Page Number(s): 196A

Location: Right column, Conduct an Investigation, Steps 2-3

Original Text: Steps 2-3

Updated Text: Steps 3-7

Component: McGraw Hill Ciencias para Texas, Grado 2 Teacher Edition

ISBN: 9781266116438

Current Page Number(s): 196A

Location: Right column, Conduct an Investigation, Step 4

Original Text: Step 4 Students draw a model to illustrate the paths of the Sun's light from the Sun-Earth-Moon model they created. TEKS 2.1G

Updated Text: N/A

Component: McGraw Hill Ciencias para Texas, Grado 2 Teacher Edition

ISBN: 9781266116438

Current Page Number(s): 196A

Location: Right column, Conduct an Investigation, Steps 2-3, third sentence

Original Text: Note that the light reflecting off the Moon will not be very bright, they will have to look carefully to see results. TEKS 2.1G

Updated Text: Note that the light reflecting off the Moon will not be very bright; they will have to look carefully to see results. TEKS 2.1D, 2.1G

Component: McGraw Hill Ciencias para Texas, Grado 2 Teacher Edition

ISBN: 9781266116438

Current Page Number(s): 196A

Location: Right column, Communicate Information, REINFORCE

Original Text: revisit Step 3,

Updated Text: revisit Step 7,

Component: McGraw Hill Ciencias para Texas, Grado 2 Teacher Edition

ISBN: 9781266116438

Current Page Number(s): 206A

Location: Left column, Structured Inquiry, next to Materials, under thumbnail

Original Text: Preview step-by-step support in the Anytime Investigation Video, Mooning Over the Night Sky.

Updated Text: Preview step-by-step support in the Anytime Investigation Video, Moon Over the Night Sky.

Component: McGraw Hill Ciencias para Texas, Grado 2 Teacher Edition

ISBN: 9781266116438

Current Page Number(s): 206A

Location: Top of the page, next to Hands-On Investigation

Original Text: Mooning Over the Night Sky

Updated Text: Moon Over the Night Sky

Component: McGraw Hill Ciencias para Texas, Grado 2 Teacher Edition

ISBN: 9781266116438

Current Page Number(s): 206A

Location: Top of the page, next to Moon Over the Night Sky

Original Text: 35 min

Updated Text: 25 min

Component: McGraw Hill Ciencias para Texas, Grado 2 Teacher Edition

ISBN: 9781266116438

Current Page Number(s): 206A

Location: Structured Inquiry, left column, Summary

Original Text: Students observe photos taken with a regular camera lens and with a telescopic lens. They note the similarities and differences between the two photos.

Updated Text: Students observe clouds with and without binoculars and then observe photos taken with a regular camera lens and with a telescopic lens. They note the similarities and differences between the clouds and the photos.

Component: McGraw Hill Ciencias para Texas, Grado 2 Teacher Edition

ISBN: 9781266116438

Current Page Number(s): 206A

Location: Under Moon Over the Night Sky, Purpose

Original Text: Students will observe and compare photos of the Moon taken with a standard camera and telescopic lens.

Updated Text: Students will observe clouds with and without binoculars and will observe and compare photos of the Moon taken with a standard camera and telescopic lens.

Component: McGraw Hill Ciencias para Texas, Grado 2 Teacher Edition

ISBN: 9781266116438

Current Page Number(s): 206A

Location: Structured Inquiry, left column, Expected Outcome

Original Text: Students should determine that more details of the Moon can be observed when using a tool.

Updated Text: Students should determine that more details of objects in the sky can be observed when using a tool.

Component: McGraw Hill Ciencias para Texas, Grado 2 Teacher Edition

ISBN: 9781266116438

Current Page Number(s): 206A

Location: Right column, Conduct an Investigation, Steps 1-4

Original Text: Draw students' attention to the size, shape, and color of the Moon. Ask them to focus on the same characteristics as they analyze both photos.

Updated Text: Draw student's attention to the size and shape of the clouds. Encourage them to notice how the size and shape change when viewed through the binoculars

Component: McGraw Hill Ciencias para Texas, Grado 2 Teacher Edition

ISBN: 9781266116438

Current Page Number(s): 206A

Location: Right column, Conduct an Investigation, under Steps 1-4

Original Text: N/A

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 2306 of 3538

Updated Text: • Steps 6-9 Draw students' attention to the size, shape, and color of the Moon. Ask them to focus on the same characteristics as they analyze both photos. [TEKS] 2.1E, 2.2B

Component: McGraw Hill Ciencias para Texas, Grado 2 Teacher Edition

ISBN: 9781266116438

Current Page Number(s): 206C

Location: Title, under Explore Day

Original Text: Mooning Over the Night Sky

Updated Text: Moon Over the Night Sky

Component: McGraw Hill Ciencias para Texas, Grado 2 Teacher Edition

ISBN: 9781266116438

Current Page Number(s): 206C

Location: Left column, below student mini: Make a Prediction

Original Text: Sample answer: I can see the Moon with more detail if I use a tool that makes the Moon look closer.

Updated Text: Sample answer: I can see the Moon with more details if I use a tool that makes the Moon look closer.

Component: McGraw Hill Ciencias para Texas, Grado 2 Teacher Edition

ISBN: 9781266116438

Current Page Number(s): 206C

Location: Below student mini, Conduct an Investigation table

Original Text: [table] Objects in the Sky

Photo of the Moon

Observations

Photo 1 pasted here

The moon looks far away. It is a bright, white circle.

Photo 2 pasted here

The Moon is close up. There are ridges and craters.

Updated Text: [table] Objects in the Sky

Object

Viewing without a Tool

Viewing with a Tool

cloud

small, white, fluffy clouds

small, white, three different clouds

Moon

mostly white and round

white and round with darker areas; some bright, white spots

Component: McGraw Hill Ciencias para Texas, Grado 2 Teacher Edition

ISBN: 9781266116438

Current Page Number(s): 206D

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 2307 of 3538

Location: Left column, below student mini, Communicate Information, item 10

Original Text: Sample answer: In one picture the clouds look far away. In the other picture you can see more detail. In both pictures the clouds are white.

Updated Text: Sample answer: When you look at the clouds without binoculars, they look far away. When you look at them with binoculars, they look close up. They look white both with and without binoculars.

Component: McGraw Hill Ciencias para Texas, Grado 2 Teacher Edition

ISBN: 9781266116438

Current Page Number(s): 206D

Location: Right column, below student mini, Communicate Information (continued), item 13

Original Text: Sample answer: I used the tools safely and did not look directly at the Sun.

Updated Text: Sample answer: I used the binoculars safely and did not look directly at the Sun.

Component: McGraw Hill Ciencias para Texas, Grado 2 Teacher Edition

ISBN: 9781266116438

Current Page Number(s): 206D

Location: Right column, below student mini, Communicate Information (continued), item 14

Original Text: Sample answer: The results of the investigation did support my prediction because if I use a tool I can see more detail on the Moon.

Updated Text: Sample answer: The results of the investigation did support my prediction because the photos of the Moon showed that I can see the Moon with more details if I use a tool that makes the Moon look closer.

Component: McGraw Hill Ciencias para Texas, Grado 2 Teacher Edition

ISBN: 9781266116438

Current Page Number(s): 218A

Location: Blue banner at the top of the page next to "Lesson 1"

Original Text: 2.13B

Updated Text: 2.13A

Component: McGraw Hill Ciencias para Texas, Grado 2 Teacher Edition

ISBN: 9781266116438

Current Page Number(s): 218A

Location: Icons next to Structured Inquiry header

Original Text: Apron and Gloves icons

Updated Text: N/A

Component: McGraw Hill Ciencias para Texas, Grado 2 Teacher Edition

ISBN: 9781266116438

Current Page Number(s): 218A

Location: Structured Inquiry, left column, Summary

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 2308 of 3538

Original Text: Students place a flowering plant into colored water. They draw observations of the plant over a period of three days.

Updated Text: Students examine plant parts with a hand lens and then place a flowering plant into colored water. They draw observations of the plant over a period of three days.

Component: McGraw Hill Ciencias para Texas, Grado 2 Teacher Edition

ISBN: 9781266116438

Current Page Number(s): 218A

Location: Structured Inquiry, left column, Expected Outcome

Original Text: Students should make observations of the flower's petals turning the same color as the food coloring mixed into the water. Typically, students notice that the plant's roots draw in water which travels up the plant's stem to the flower.

Updated Text: Students should make observations of the flower's petals and the celery turning the same color as the food coloring mixed into the water. Typically, students notice that the plants' roots draw in water which travels up the plants' stems to the rest of the plants.

Component: McGraw Hill Ciencias para Texas, Grado 2 Teacher Edition

ISBN: 9781266116438

Current Page Number(s): 218A

Location: Structured Inquiry, left column, NOTE

Original Text: NOTE: Download the student page for structured inquiry. Before introducing the plant to your students, remind them not to disturb or take the plant out of the water.

Updated Text: NOTE: Download the student page for structured inquiry. Before introducing the plant to your students, remind them not to disturb or take the plant out of the water after it has been placed.

Component: McGraw Hill Ciencias para Texas, Grado 2 Teacher Edition

ISBN: 9781266116438

Current Page Number(s): 218A

Location: Structured Inquiry, left column, bottom of the page under REINFORCE section

Original Text: Before beginning try the

Updated Text: Before You Begin Try the

Component: McGraw Hill Ciencias para Texas, Grado 2 Teacher Edition

ISBN: 9781266116438

Current Page Number(s): 218A

Location: Structured Inquiry, right column, Short on Time

Original Text: Model for students Steps 1–3. Complete the observatoins for Day 1 as a class.

Updated Text: Complete Steps 7 and 8 three days before the investigation. On the day of the investigation, complete Steps 1-6 as a class with an identical flowering plant and celery. Then display the flowering plant and celery you put in water ahead of time and explain that this is what the plants look like after being in the water for three days.

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 2309 of 3538

Component: McGraw Hill Ciencias para Texas, Grado 2 Teacher Edition

ISBN: 9781266116438

Current Page Number(s): 218A

Location: Right column, Conduct an Investigation

Original Text: Steps 1

Updated Text: Step 1

Component: McGraw Hill Ciencias para Texas, Grado 2 Teacher Edition

ISBN: 9781266116438

Current Page Number(s): 218A

Location: Right column, Conduct an Investigation

Original Text: Steps 3–5 Ensure that whoever is handling the plant wears safety gloves and washes their hands afterward.

Updated Text: Step 7 Make sure any student volunteers demonstrating and handling the plant wash their hands afterward.

Component: McGraw Hill Ciencias para Texas, Grado 2 Teacher Edition

ISBN: 9781266116438

Current Page Number(s): 218A

Location: Right column, Conduct an Investigation

Original Text: Step 6

Updated Text: Steps 2, 4, 6, 9

Component: McGraw Hill Ciencias para Texas, Grado 2 Teacher Edition

ISBN: 9781266116438

Current Page Number(s): 238A

Location: Next to Structured Inquiry heading

Original Text: N/A

Updated Text: [Wash Hands Icon]

Component: McGraw Hill Ciencias para Texas, Grado 2 Teacher Edition

ISBN: 9781266116438

Current Page Number(s): 238A

Location: NOTE

Original Text: pots

Updated Text: cups

Component: McGraw Hill Ciencias para Texas, Grado 2 Teacher Edition

ISBN: 9781266116438

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 2310 of 3538

Current Page Number(s): 238A

Location: Structured Inquiry, bottom of the page, left column, Short on Time

Original Text: Demonstrate Steps 1 and 2 for the class.

Model the first set of observations for students.

Updated Text: Complete Steps 1 and 2 as a whole class.

Component: McGraw Hill Ciencias para Texas, Grado 2 Teacher Edition

ISBN: 9781266116438

Current Page Number(s): 238A

Location: Right column, Conduct an Investigation

Original Text: Steps 1–2 To ensure accurate measurements, tell students to place the graduated cylinder on the table and read the number below the meniscus at eye level. Once students have found the correct place to fill the water to it may be helpful to use tape to mark that spot on the graduated cylinder for future use.

Updated Text: Step 5 To ensure accurate measurements, tell students to place the graduated cylinder on the table and read the number below the meniscus at eye level. Once students have found the correct place to fill for 40 mL, it may be helpful to use tape to mark that spot on the graduated cylinder for future use.

Component: McGraw Hill Ciencias para Texas, Grado 2 Teacher Edition

ISBN: 9781266116438

Current Page Number(s): 238A

Location: Right column, Conduct an Investigation

Original Text: Math Replay Video callout after Step 7

Updated Text: Math Replay Video callout after Step 5

Component: McGraw Hill Ciencias para Texas, Grado 2 Teacher Edition

ISBN: 9781266116438

Current Page Number(s): 252A

Location: Right column, Conduct an Investigation header, under Make a Prediction

Original Text: Investigate

Updated Text: Conduct an Investigation

Component: McGraw Hill Ciencias para Texas, Grado 2 Teacher Edition

ISBN: 9781266116438

Current Page Number(s): 252A

Location: Right column, Conduct an Investigation

Original Text: Steps 1-2

Updated Text: Steps 3, 5, 7

Component: McGraw Hill Ciencias para Texas, Grado 2 Teacher Edition

ISBN: 9781266116438

Current Page Number(s): 252A

Location: Right column, Conduct an Investigation

Original Text: Step 3 Once students have arranged their food chain in the correct order, distribute the yarn. Model how to weave the yarn through the holes so that the food chain will hang vertically.

Updated Text: Steps 4, 6 Help students weave the yarn through their index cards. Ensure that the cards are in the correct position before weaving the yarn through them.

Component: McGraw Hill Ciencias para Texas, Grado 2 Teacher Edition

ISBN: 9781266116438

Current Page Number(s): 264A

Location: Teacher Tips, left column, Short on Time

Original Text: Complete Steps 2 and 3 as a class, and have students complete Steps 4 and 5 with a partner.

Updated Text: Complete Steps 1-4 as a class, and have students complete Steps 5-8 with a partner.

Component: McGraw Hill Ciencias para Texas, Grado 2 Teacher Edition

ISBN: 9781266116438

Current Page Number(s): 264A

Location: Right column, Conduct an Investigation

Original Text: Step 1 As students are observing the animal photos, encourage them to ask questions, such as “What would happen to this animal if it stopped raining in this ecosystem?” and “What would happen to this animal if there was too much rain?”

Updated Text: Step 3 As students are observing the animal photos, encourage them to ask questions, such as “What would happen to this animal if it stopped raining in this environment?” and “What would happen to this animal if there was too much rain?” [TEKS] 2.1A

Component: McGraw Hill Ciencias para Texas, Grado 2 Teacher Edition

ISBN: 9781266116438

Current Page Number(s): 264A

Location: Right column, Conduct an Investigation

Original Text: Steps 2 and 4 As students are observing the photos of Lake Travis, have them ask questions, such as “Where do I think this animal lives?” and “How is this animal’s life supported by rainfall and water?”

Updated Text: Step 4 As students try to determine which environment the animals are likely to live in, encourage them to consider what the animal needs to survive and how the ecosystem in the environment might support that animal.

Component: McGraw Hill Ciencias para Texas, Grado 2 Teacher Edition

ISBN: 9781266116438

Current Page Number(s): 264A

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 2312 of 3538

Location: Right column, Conduct an Investigation

Original Text: Steps 3 and 5 Have students record the animals that they observed in the first column of the data table. Have them record their observations in the second column. [TEKS] 2.1E

Updated Text: Steps 5, 7 Have students record their observations of physical characteristics of the environments in the first column of each data table. [TEKS] 2.1E

Component: McGraw Hill Ciencias para Texas, Grado 2 Teacher Edition

ISBN: 9781266116438

Current Page Number(s): 264A

Location: Right column, Conduct an Investigation

Original Text: N/A

Updated Text: Steps 6, 8 Have students record the names of the animals and how the ecosystem in the corresponding environment supports that animal in the second column of the data table.

Component: McGraw Hill Ciencias para Texas, Grado 2 Teacher Edition

ISBN: 9781266116438

Current Page Number(s): 264A

Location: Right column, Communicate Information

Original Text: Have students refer back to the data they recorded to help them describe how rainfall and other physical characteristics of a lake environment support animal survival.

Updated Text: Have students refer back to the information they recorded in their data tables to help them describe why animals live in the different environments and how the physical characteristics affect or don't affect the animals that live there.

Component: McGraw Hill Ciencias para Texas, Grado 2 Teacher Edition

ISBN: 9781266116438

Current Page Number(s): 264C

Location: Conduct an Investigation header

Original Text: Conduct an Investigation (continued)

Updated Text: Conduct an Investigation

Component: McGraw Hill Ciencias para Texas, Grado 2 Teacher Edition

ISBN: 9781266116438

Current Page Number(s): 264C

Location: Conduct an Investigation, tables for Photo A and Photo B

Original Text: Photo A: Column 2: catfish, white bass

Photo B, Column 2: Rio Grande turkey, mouse, grey fox, deer

Updated Text: Photo A, Column 2: catfish, white bass. The environment supports the fish because it gives them water to swim in and rocks to hide behind.

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 2313 of 3538

Photo B, Column 2: Rio Grande Turkey, mouse, grey fox, deer. The environment supports the animals by giving them places to make homes or nests and by providing them with food and water.

Component: *McGraw Hill Ciencias para Texas, Grado 2 Teacher Edition*

ISBN: 9781266116438

Current Page Number(s): 267

Location: Visual Literacy

Original Text: Read the Map Guide students through the See-Scan-Analyze thinking process.

Ask: What do you see? Sample answer: A map of Texas that has sections shaded in different colors. Ask: What do the colors represent? How do you know? Sample answer: The colors represent different amounts of average annual rainfall. I saw the key that shows which color stands for which amounts of rainfall. Ask: What questions come to mind as you look at this graph? Sample answer: Do the ecosystems in these areas receive precipitation other than rain?

Updated Text: Read the Graph Guide students through the See-Scan-Analyze thinking process.

Ask: What do you see? Sample answer: I see a bar graph that compares the rainfall between a desert and a rain forest. Ask: What do the bars on the graph represent? Sample answer: The bars on the graph represent the rain fall in inches in the different locations. Ask: What questions come to mind as you look at at this graph? Sample answer: Do the ecosystems in these areas receive precipitation other than rain?

Publisher: Savvas Learning

Science, (Spanish) Grade 2

Program: *Texas Experimenta las Ciencias Grade 2 (Print with digital): TEKS*

Component: *Guía del maestro*

ISBN: 9781323223468

Current Page Number(s): Throughout Topic Planners and Experience pages

Location: Experience columns in Topic Planners and top of side column in Experience pages

Original Text: TEKS references

Updated Text: (GLOBAL CHANGE)

Added additional TEKS references to better align with the content and skills covered in the Experiences

Component: *Guía del maestro*

ISBN: 9781323223468

Current Page Number(s): Experience at a Glance pp. 12, 20, 28, 44, 52, 68, 76, 84, 100, 108, 132, 140, 164, 172, 180, 196, 204, 212

Location: The TEKS box on the Experience at a Glance pages

Original Text: TEKS references

Updated Text: (GLOBAL CHANGE)

We will add labels that say PCI TEKS and TCR TEKS so that is clear to the teacher the types of TEKS that are covered in the Experience.

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 2314 of 3538

Component: *Guía del maestro*

ISBN: 9781323223468

Current Page Number(s): Throughout Topic and Experience pages

Location: Differentiated Instruction boxes

Original Text: Differentiated instruction activities currently include two activity ideas with run-in bold titles for the activities.

Updated Text: (GLOBAL CHANGE)

We will add the headings EN MEJORA, AVANZADO, and NECESIDADES ESPECIALES to these activities, based on their content, to help teachers more easily identify them.

Component: *Guía del maestro*

ISBN: 9781323223468

Current Page Number(s): Topic Planners, pp. 9, 41, 65, 97, 129, 161, 193

Location: N/A

Original Text: N/A

Updated Text: (GLOBAL CHANGE)

Added columns to the Evaluación para el tema box at the bottom of the page to include:

Examen de preparación del tema

Repaso de la pregunta del fenómeno de anclaje

Actividad de contenido en espiral

Examen del tema

Added a note to the top of the page to provide additional information to the teacher:

En Realize, encontrará versiones editables del plan del tema y de las páginas de vistazo a la Experiencia, así como de los planes diarios.

Component: *Guía del maestro*

ISBN: 9781323223468

Current Page Number(s): pp. 37, 61, 93, 125, 157, 189, 221

Location: After Topic Test Remediation, last page of each topic

Original Text: N/A

Updated Text: (GLOBAL CHANGE)

Contenido en espiral

Asigne a los estudiantes la actividad de contenido en espiral en Realize para que puedan revisar y practicar los conceptos de ciencias que aprendieron hasta ahora.

(side column)

Actividad de contenido en espiral

Component: *Examen de preparación para el tema*

ISBN: 9781428553842

Current Page Number(s): N/A

Location: N/A

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 2315 of 3538

Original Text: N/A

Updated Text: We will create Exámenes de preparación para el tema with audio for each topic.

Component: *Guía del maestro*

ISBN: 9781323223468

Current Page Number(s): 28

Location: Topic 1, Experience 3, Experience at a Glance

Original Text: Objetivo

Los estudiantes demuestran que las unidades pequeñas pueden ser combinadas o vueltas a ensamblar para formar nuevos objetos para diferentes propósitos.

Updated Text: Objetivo

Los estudiantes usan prácticas de ingeniería para examinar y demostrar que las unidades pequeñas pueden ser combinadas o vueltas a ensamblar para formar nuevos objetos para diferentes propósitos.

Component: *Guía del maestro*

ISBN: 9781323223468

Current Page Number(s): 44

Location: Topic 2, Experience 1, Experience at a Glance

Original Text: Objetivo

Los estudiantes explicarán cómo los objetos se empujan entre sí y cómo algunos cambian de forma cuando se tocan o se chocan.

Updated Text: Objetivo

Los estudiantes investigarán y explicarán cómo los objetos se empujan entre sí y harán una predicción acerca de cómo algunos cambian de forma cuando se tocan o se chocan.

Component: *Guía del maestro*

ISBN: 9781323223468

Current Page Number(s): 52

Location: Topic 2, Experience 2, Experience at a Glance

Original Text: Objetivo

Los estudiantes harán un plan e investigarán cómo la intensidad de un empujón o un jalón influye en el movimiento de un objeto.

Updated Text: Objetivo

Los estudiantes planearán y llevarán a cabo una investigación para hacer una predicción de la relación de causa y efecto acerca de cómo la intensidad de un empujón o un jalón puede cambiar el movimiento de un objeto.

Component: *Guía del maestro*

ISBN: 9781323223468

Current Page Number(s): All Experience at a Glance pp. 12, 20, 28, 44, 52, 68, 76, 84, 100, 108, 132, 140, 164, 172, 180, 196, 204, 212

Location: Experience at a Glance pages, blue box under Fenómeno de anclaje logo

Original Text: Video de preparación para el maestro Recuerde que debe mirar o escuchar el video de preparación para el maestro como preparación para enseñar esta Experiencia.

Updated Text: (GLOBAL CHANGE)

Deleted Video de preparación para el maestro box.

Component: *Guía del maestro*

ISBN: 9781323223468

Current Page Number(s): p. 6

Location: Topic 1 Overview, Preview the Topic

Original Text: En este tema, los estudiantes aprenden sobre la materia. En la Experiencia 1, investigan las propiedades de la materia, incluyendo la textura, la flexibilidad y la temperatura. En la Experiencia 2, investigan los cambios en la materia a través de procesos como cortar, doblar, lijar, derretir y congelar. En la Experiencia 3, demuestran que la materia puede estar formada por objetos que, a su vez, están constituidos por unidades más pequeñas, y que esas unidades pueden combinarse o reensamblarse para formar nuevos objetos con distintos fines. También explican por qué los materiales se eligen en función de sus propiedades físicas.

Updated Text: (Inserted second paragraph below existing content.)

A medida que progrese en el tema, conecte las actividades con lo que los estudiantes aprendieron en el grado 1. Los estudiantes pueden aplicar lo que aprendieron en el tema 1 sobre clasificar objetos mediante las propiedades observables (TEKS 1.6A) y las propiedades de las partículas en distintos tipos de suelos (TEKS 1.10A) a lo que están aprendiendo en el tema 1 sobre propiedades como la textura (TEKS 2.6A). Pueden basarse en lo que aprendieron sobre los cambios en los materiales mediante el calentamiento (TEKS 1.6B, 1.8B) y aplicarlo en lo que están aprendiendo sobre los procesos que cambian la materia en el tema 1 (TEKS 2.6B).

Component: *Guía del maestro*

ISBN: 9781323223468

Current Page Number(s): p. 38

Location: Topic 2 Overview, Preview the Topic

Original Text: En este tema, los estudiantes aprenden sobre la fuerza y el movimiento. Primero, en la Experiencia 1, investigan cómo los objetos se empujan unos a otros y cómo pueden cambiar de forma cuando se tocan o se chocan. Luego, en la Experiencia 2, los estudiantes investigan cómo la intensidad de un empujón o un jalón puede cambiar el movimiento de un objeto.

Updated Text: (Inserted second paragraph below existing content.)

A medida que progrese en el tema, conecte las actividades con el tema 1, La materia. Los estudiantes pueden aplicar lo que aprendieron en el tema 1 sobre las propiedades físicas observables de la materia (TEKS 2.6A) y cómo las propiedades se pueden cambiar mediante procesos como doblar (TEKS 2.6B) para explicar cómo los objetos se empujan entre sí y pueden cambiar de forma cuando se tocan o colisionan (TEKS 2.7A).

Component: *Presentación de ideas clave*

ISBN: 9781428553842

Current Page Number(s): Slides 12–13

Location: Topic 2, Experience 2, Teacher Notes

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 2317 of 3538

Original Text: Comentar

Mire las imágenes con los estudiantes. Señale que la flecha roja representa la intensidad del empujón que se usó para hacer que el columpio se moviera. Una flecha más larga representa un empujón con una fuerza mayor.

Updated Text: Comentar

Mire las imágenes con los estudiantes. Señale que la flecha roja representa la intensidad del empujón que se usó para hacer que el columpio se moviera. Una flecha más larga representa un empujón con una fuerza mayor. Estas flechas representan fuerzas. También se pueden usar para representar la intensidad de un jalón.

Component: *Presentación de ideas clave*

ISBN: 9781428553842

Current Page Number(s): Slides 12–13

Location: Topic 2, Experience 2, Teacher Notes

Original Text: ¡Inténtalo!

Pida a los estudiantes que piensen en un objeto que se mueva, como una puerta, un carrito de compras o una pala. Luego, pida a los estudiantes que dibujen dos imágenes, una que muestre cómo se moverá el objeto cuando se use un pequeño empujón y otra que muestre cómo se moverá el objeto cuando se use un gran empujón. Permita que los estudiantes muestren sus dibujos a la clase y describan la causa y el efecto de los empujones de sus dibujos.

Updated Text: ¡Inténtalo!

Pida a los estudiantes que piensen en un objeto que se mueva, como una puerta, un carrito de compras o una pala. Luego, pida a los estudiantes que dibujen dos imágenes, una que muestre cómo se moverá el objeto cuando se use un pequeño empujón y otra que muestre cómo se moverá el objeto cuando se use un gran empujón. Repita esta actividad para mostrar cómo se moverá el objeto cuando se use un pequeño empujón y cuando se use un gran empujón. Permita que los estudiantes muestren sus dibujos a la clase y describan la causa y el efecto de los empujones de sus dibujos.

Component: *Guía del maestro*

ISBN: 9781323223468

Current Page Number(s): p. 68

Location: Topic 3, Experience 1, Objective

Original Text: Objetivo

Los estudiantes demostrarán y explicarán que el sonido se produce cuando la materia vibra.

Updated Text: Objetivo

Los estudiantes demostrarán que el sonido es una forma de energía y que se produce cuando la materia vibra.

Component: *Guía del maestro*

ISBN: 9781323223468

Current Page Number(s): p. 76

Location: Topic 3, Experience 2, Objective

Original Text: Objetivo

Los estudiantes explicarán cómo y por qué se usan distintos niveles de sonido en la vida diaria.

Updated Text: Objetivo

Los estudiantes desarrollarán explicaciones sobre cómo y por qué se usan diferentes niveles de sonido en la vida diaria y describirán las propiedades de los objetos en términos de cantidad.

Component: *Guía del maestro*

ISBN: 9781323223468

Current Page Number(s): p. 84

Location: Topic 3, Experience 3, Objective

Original Text: Objetivo

Los estudiantes explicarán cómo se utilizan distintos niveles de sonido en la vida diaria.

Updated Text: Objetivos

Los estudiantes explicarán cómo se utilizan distintos niveles de sonido en la vida diaria.

Los estudiantes utilizarán herramientas para examinar las partes de un todo para definir un dispositivo de sonido.

Component: *Guía del maestro*

ISBN: 9781323223468

Current Page Number(s): p. 100

Location: Topic 4, Experience 1, Objective

Original Text: Objetivo

Los estudiantes explicarán
que el Sol le brinda calor
y luz al planeta Tierra, y
que la Luna refleja la luz
del Sol.

Updated Text: Objetivos

Los estudiantes reunirán observaciones para explicar que el Sol le da luz y calor a la Tierra y que la Luna refleja la luz del Sol.

Los estudiantes investigarán y harán predicciones de las relaciones de causa y efecto entre la luz del Sol y la temperatura de la Tierra.

Component: *Guía del maestro*

ISBN: 9781323223468

Current Page Number(s): p. 108

Location: Topic 4, Experience 2, Objective

Original Text: Objetivo

Los estudiantes
anotarán y graficarán
información sobre el
estado del tiempo, como
la temperatura y las
precipitaciones.

Updated Text: Objetivos

Los estudiantes usarán herramientas para recolectar y graficar información sobre el tiempo, incluyendo la temperatura y la precipitación.

Los estudiantes observarán las partes de una herramienta que se usa para pronosticar el tiempo y explicarán de qué manera funcionan las partes para dar información sobre el tiempo.

Component: *Guía del maestro*

ISBN: 9781323223468

Current Page Number(s): p. 116

Location: Topic 4, Experience 3, Objective

Original Text: Objetivo

Los estudiantes investigarán los fenómenos de tiempo extremo, como los tornados, los huracanes y las inundaciones, y dónde es más probable que ocurran.

Updated Text: Objetivos

Los estudiantes investigarán los fenómenos de tiempo extremo, como los tornados, los huracanes y las inundaciones, y dónde es más probable que ocurran.

Los estudiantes harán un modelo de una inundación que ocurre cerca de un lago y analizarán sus datos para explicar lo que sucedería con las plantas y los animales que se encuentran cerca de un río inundado.

Component: *Guía del maestro*

ISBN: 9781323223468

Current Page Number(s): pp. 7, 39, 63, 95, 127, 159, 191

Location: Topic Overview, Conexión con el hogar box

Original Text: Existing topic-level Conexión con el hogar box

Updated Text: (Added a new paragraph to every box for each topic.)

Comparta la carta de la escuela al hogar para este tema con los padres y cuidadores para brindarles la información que apoye el aprendizaje de los estudiantes. Use la Guía de comunicación entre la escuela y el hogar para obtener ideas adicionales sobre traer el aprendizaje en el hogar al salón de clases.

Publisher: Summit K12 Holdings

Science, (Spanish) Grade 2

Program: *Dynamic Science (Spanish) 2nd Grade: TEKS*

Component: *Dynamic Science (Spanish) 2nd Grade*

ISBN: 9781433406096

Location: Lesson Guide - Investigate and Learn

Link to Updated Content:

[View Updated Content](#)

Original Text: Teach and Discuss

Updated Text: Based on TRR Feedback, the Teach and Discuss portion of the Lesson Guide has been renamed to Investigate and Learn.

Publisher: TPS Publishing

Science, (Spanish) Grade 2

Program: *STEAM into Science - Grade 2 Spanish Edition: TEKS*

Component: *Texas Proc 24 Science - Aprender haciendo - STEAM Libro de actividades - Grado 2 Edición para estudiantes*

ISBN: 9781788055017

Link to Current Content:

[View Current Content](#)

Current Page Number(s): Page 7

Location: Top of page

Original Text: n/a

Updated Text: Delete: A continuación, escribe unas líneas.

Component: *Texas Proc 24 Science - Aprender haciendo - STEAM Libro de actividades - Grado 2 Edición para estudiantes*

ISBN: 9781788055017

Link to Current Content:

[View Current Content](#)

Current Page Number(s): Page 10

Location: Top of page

Original Text: Dibuja el movimiento que produjo cada objeto debajo de la mesa.

Updated Text: Actividad 6 Empujar y tirar con imanes. Dibuja a continuación tus resultados con imanes.

Component: *Texas Proc 24 Science - Aprender haciendo - STEAM Libro de actividades - Grado 2 Edición para estudiantes*

ISBN: 9781788055017

Link to Current Content:

[View Current Content](#)

Current Page Number(s): Page 62

Location: Last paragraph

Original Text: Aprendieron que en Londres, Inglaterra, el Puente de la Torre se construyó en 1894, hace más de cien años y puede elevarse para permitir el paso de un barco alto.

Updated Text: Aprendieron que en Londres, Inglaterra, el Puente de la Torre fue construido en 1894; ¡hace más de cien años! Puede elevarse para permitir el paso de un barco alto.

Component: *Texas Proc 24 Science - Aprender haciendo - STEAM Libro de actividades - Grado 2 Edición para estudiantes*

ISBN: 9781788055017

Link to Current Content:

[View Current Content](#)

Current Page Number(s): Page 109

Location: Top of page

Original Text: Anota aquí los resultados. Escribe una frase que describa lo que representan las burbujas de las hojas.

Updated Text: Dibuja tu lechuga en ambos lugares y anota el número de burbujas. Escribe una frase que describa lo que representaban las burbujas en las hojas.

Publisher: Houghton Mifflin Harcourt

Science, (Spanish) Grade 3

Program: *HMH ¡Arriba las Ciencias! Texas Hybrid Classroom Package Grade 3: TEKS*

Component: *HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 3*

ISBN: 9780358841746

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 25

Location: Column 1, Pregunta guía

Original Text: "¿Cómo puedes comparar estos diferentes tipos de materia?"

Updated Text: "¿Cómo puedes comparar diferentes tipos de materia?"

Component: *HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 3*

ISBN: 9780358841746

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 13

Location: Column 1, Paso 1, Paragraph 1

Original Text: "Si los estudiantes no están seguros del tipo de tabla que deben usar, pregúnteles qué tipo de datos creen que pueden recopilar."

Updated Text: N/A

Component: *HMH ¡Arriba las Ciencias! Texas Student Edition Print Consumable Grade 3*

ISBN: 9780358881315

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 26

Location: Paragraph 1, sentence 1

Original Text: "Piensa en toda la materia física que pusiste a prueba y mediste a lo largo de la lección."

Updated Text: "Piensa en todas las propiedades físicas de la materia que pusiste a prueba y mediste a lo largo de la lección."

Component: *HMH ¡Arriba las Ciencias! Texas Student License Digital Grade 3*

ISBN: 9780358881575

Link to Current Content:

[View Current Content](#)

Current Page Number(s): TEKS Lesson 3.6.A, Día 5, Screen 3

Location: Paso 3, last sentence

Original Text: N/A

Updated Text: "Anota otras observaciones."

Component: *HMH ¡Arriba las Ciencias! Texas Student Edition Print Consumable Grade 3*

ISBN: 9780358881315

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 21

Location: Paso 3, last sentence

Original Text: N/A

Updated Text: "Anota otras observaciones."

Component: *HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 3*

ISBN: 9780358841746

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 42

Location: Column 2, Provocar el pensamiento de los estudiantes

Original Text: "...los estudiantes pueden oler, pero no ver, como alimentos que se cocinan, madera que se quema, césped recién cortado o productos de limpieza."

Updated Text: "...los estudiantes pueden oler, pero no ver, como alimentos que se cocinan, madera que se quema o césped recién cortado."

Component: *HMH ¡Arriba las Ciencias! Texas Student Edition Print Consumable Grade 3*

ISBN: 9780358881315

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 48

Location: Paragraph 2, Sentence 3

Original Text: "Los edificios, los carros e incluso los animales son ejemplos de sólidos."

Updated Text: "Los edificios, los carros e incluso el hielo son ejemplos de sólidos."

Component: *HMH ¡Arriba las Ciencias! Texas Student License Digital Grade 3*

ISBN: 9780358881575

Link to Current Content:

[View Current Content](#)

Current Page Number(s): TEKS Lesson 3.6.B, Día 5, Screen 3

Location: Paragraph 2, Sentence 3

Original Text: "Los edificios, los carros e incluso los animales son ejemplos de sólidos."

Updated Text: "Los edificios, los carros e incluso el hielo son ejemplos de sólidos."

Component: *HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 3*

ISBN: 9780358841746

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 46

Location: Column 1, Provocar el pensamiento de los estudiantes, last sentence

Original Text: "Por ejemplo, ¿es más fácil tragar una píldora sólida o un medicamento líquido?"

Updated Text: N/A

Component: *HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 3*

ISBN: 9780358841746

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 33

Location: Column 2, Observo/Me pregunto, Sentence 1

Original Text: "Dirija un debate en grupo haciendo que los estudiantes vuelvan a ver el video o que observen de cerca la imagen de las frutas. Pídales que anoten lo que observan y se preguntan sobre las frutas."

Updated Text: "Dirija un debate en grupo haciendo que los estudiantes vuelvan a ver el video o que observen de cerca la imagen del juguete flotador. Pídales que anoten lo que observan y se preguntan sobre el juguete flotador."

Component: *HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 3*

ISBN: 9780358841746

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 34

Location: Column 2, Haga un modelo y explique, last sentence

Original Text: N/A

Updated Text: "Es posible que los estudiantes no estén familiarizados con la palabra volumen. Explique que el volumen es la cantidad de espacio que ocupa la materia."

Component: *HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 3*

ISBN: 9780358841746

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 38

Location: Column 2, Materiales, bullet 5

Original Text: N/A

Updated Text: "agua"

Component: *HMH ¡Arriba las Ciencias! Texas Student Edition Print Consumable Grade 3*

ISBN: 9780358881315

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 36

Location: Materiales, bullet 5

Original Text: N/A

Updated Text: "agua"

Component: *HMH ¡Arriba las Ciencias! Texas Student License Digital Grade 3*

ISBN: 9780358881575

Link to Current Content:

[View Current Content](#)

Current Page Number(s): TEKS Lesson 3.6.B, Día 3, Screen 2

Location: Materiales, bullet 5

Original Text: N/A

Updated Text: "agua"

Component: *HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 3*

ISBN: 9780358841746

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 29

Location: Column 1, Día 3: Los líquidos fluyen, Materiales, bullet 5

Original Text: N/A

Updated Text: "agua"

Component: *HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 3*

ISBN: 9780358841746

Link to Current Content:
[View Current Content](#)

Current Page Number(s): p. 61

Location: Column 1, Pasos 6–7

Original Text: "... . Pídales que observen el agua cuando comienza a evaporarse y tomen notas sobre sus observaciones, si lo desean."

Updated Text: "... . El tiempo necesario para que hierva el agua puede variar según la hornilla. Pídales que observen el agua a medida que comienza a hervir y evaporarse, y que presten atención a cómo cambia el agua. Muchos estudiantes pueden pensar que el vapor es evidencia de la evaporación. El vapor de agua, o la forma gaseosa del agua, es invisible y es diferente del vapor. El vapor es evidencia de agua en el aire que se condensa y se vuelve visible. Pida a los estudiantes que identifiquen la ebullición como un cambio observable en el agua a medida que se calienta. El agua se evapora cuando hierve. Otra evidencia de evaporación sería una disminución en la cantidad total de agua en el vaso de precipitados."

Component: *HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 3*

ISBN: 9780358841746

Link to Current Content:
[View Current Content](#)

Current Page Number(s): p. 52

Location: Column 2, Temas y conceptos recurrentes

Original Text: "3.6.A mida, ponga a prueba y anote las propiedades físicas de la materia, incluyendo temperatura, masa, magnetismo y la habilidad de hundirse o flotar en el agua"

Updated Text: "3.5.E investigue el flujo de energía y el ciclo de la materia a través de los sistemas"

Component: *HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 3*

ISBN: 9780358841746

Link to Current Content:
[View Current Content](#)

Current Page Number(s): p. 52

Location: Column 1, Prácticas científicas y de ingeniería

Original Text: "3.6.C.i mida las propiedades físicas de la materia, incluyendo temperatura

3.6.C.ii mida las propiedades físicas de la materia, incluyendo masa

3.6.C.iii mida las propiedades físicas de la materia, incluyendo magnetismo"

Updated Text: Change to "3.1.A haga preguntas y defina problemas con base en observaciones o información de textos, fenómenos, modelos o investigaciones

3.1.D use herramientas, incluyendo lupas; reglas métricas; termómetros en grados Celsius; veleta de viento; pluviómetros; cilindros graduados; vasos de precipitados; básculas digitales; hornillas; reglas métricas; imanes; cuadernos; modelos del sistema del Sol, la Luna y la Tierra; aparatos de tiempo; materiales para apoyar la observación de hábitats de organismos, tales como terrarios, acuarios y redes; y materiales para apoyar la recopilación de datos digitales, tales como computadoras, tabletas y cámaras fotográficas, para observar, medir, probar y analizar información"

Component: *HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 3*

ISBN: 9780358841746

Link to Current Content:
[View Current Content](#)

Current Page Number(s): p. 58

Location: Column 1, Prácticas científicas y de ingeniería

Original Text: "3.6.C.i mida las propiedades físicas de la materia, incluyendo temperatura
Temas y conceptos recurrentes

3.6.C.ii mida las propiedades físicas de la materia, incluyendo masa"

Updated Text: "3.1.D use herramientas, incluyendo lupas; reglas métricas; termómetros en grados Celsius; veleta de viento; pluviómetros; cilindros graduados; vasos de precipitados; básculas digitales; hornillas; reglas métricas; imanes; cuadernos; modelos del sistema del Sol, la Luna y la Tierra; aparatos de tiempo; materiales para apoyar la observación de hábitats de organismos, tales como terrarios, acuarios y redes; y materiales para apoyar la recopilación de datos digitales, tales como computadoras, tabletas y cámaras fotográficas, para observar, medir, probar y analizar información"

Component: *HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 3*

ISBN: 9780358841746

Link to Current Content:
[View Current Content](#)

Current Page Number(s): p. 60

Location: Column 1, Prácticas científicas y de ingeniería

Original Text: "3.6.C.i mida las propiedades físicas de la materia, incluyendo temperatura
Temas y conceptos recurrentes

3.6.C.ii mida las propiedades físicas de la materia, incluyendo masa"

Updated Text: "3.1.D use herramientas, incluyendo lupas; reglas métricas; termómetros en grados Celsius; veleta de viento; pluviómetros; cilindros graduados; vasos de precipitados; básculas digitales; hornillas; reglas métricas; imanes; cuadernos; modelos del sistema del Sol, la Luna y la Tierra; aparatos de tiempo; materiales para apoyar la observación de hábitats de organismos, tales como terrarios, acuarios y redes; y materiales para apoyar la recopilación de datos digitales, tales como computadoras, tabletas y cámaras fotográficas, para observar, medir, probar y analizar información"

Component: *HMH ¡Arriba las Ciencias! Texas Student License Digital Grade 3*

ISBN: 9780358881575

Link to Current Content:
[View Current Content](#)

Current Page Number(s): TEKS Lesson 3.6.C, Día 3, Screen 2

Location: Materiales

Original Text: "termómetro en grados Celsius"

Updated Text: "termómetro en grados Celsius (sin mercurio)"

Component: *HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 3*

ISBN: 9780358841746

Link to Current Content:
[View Current Content](#)

Current Page Number(s): p. 58

Location: Column 1, Ed en línea

Original Text: "Tarjetas ilustradas de actividad práctica
Organizador gráfico del tema de ciencias Patrones"

Updated Text: "Organizador gráfico gráfica de barras (TEKS 1.F)"

Component: *HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 3*

ISBN: 9780358841746

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 60

Location: Column 1, Ed en línea

Original Text: "Tarjetas ilustradas de actividad práctica
Organizador gráfico del tema de ciencias"

Updated Text: "Organizador gráfico gráfica de barras (TEKS 1.F)"

Component: *HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 3*

ISBN: 9780358841746

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 58

Location: Column 2, Consejos para la preparación

Original Text: "Caliente el agua antes de la lección."

Updated Text: "Caliente el agua antes de la lección en un vaso de precipitados de vidrio. Luego, vierta el agua tibia en vasos de precipitados de plástico para los estudiantes."

Component: *HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 3*

ISBN: 9780358841746

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 64

Location: Column 2, Pasos 2–6

Original Text: "Pasos 2–6

Asegúrese de que los estudiantes expongan aire en un filtro de café y no expongan aire en el otro filtro. ..."

Updated Text: "Pasos 3–6

Asegúrese de que los estudiantes expongan un vaso de agua helada al aire y cierren el otro vaso de agua helada en una bolsa con mucho menos aire. ... Puede haber una pequeña cantidad de condensación en el vaso que estaba en la bolsa de plástico, pero debería haber visiblemente más condensación en el otro vaso."

Component: *HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 3*

ISBN: 9780358841746

Link to Current Content:
[View Current Content](#)

Current Page Number(s): p. 67

Location: Column 1, Boleto de salida, Apoyo para las respuestas de los estudiantes

Original Text: "Los estudiantes deben seleccionar respuestas: A. condensación, B. evaporación y D. fusión"

Updated Text: "Los estudiantes deben seleccionar respuestas: A. condensación y D. fusión"

Component: *HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 3*

ISBN: 9780358841746

Link to Current Content:
[View Current Content](#)

Current Page Number(s): p. 66

Location: Column 2, Cambios en el estado de la materia, Paragraph 2, Respuesta de ejemplo

Original Text: "El cubito de hielo se derretirá y volverá a ser agua."

Updated Text: "El cubito de hielo pasará de estado sólido a líquido y luego a estado gaseoso."

Component: *HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 3*

ISBN: 9780358841746

Link to Current Content:
[View Current Content](#)

Current Page Number(s): p. 59

Location: Column 1, Apoyo para las respuestas de los estudiantes, Estabilidad y cambio, Respuesta de ejemplo

Original Text: "El agua tibia derritió el hielo."

Updated Text: "El hielo se colocó en un ambiente que era más cálido que este. El ambiente más cálido hizo que el hielo se derritiera."

Component: *HMH ¡Arriba las Ciencias! Texas Student Edition Print Consumable Grade 3*

ISBN: 9780358881315

Link to Current Content:
[View Current Content](#)

Current Page Number(s): p. 58

Location: Paso 1, Sentence 2

Original Text: "Usa un termómetro para medir la temperatura del agua. Anota la temperatura en la siguiente tabla."

Updated Text: "Usa un termómetro para medir la temperatura del agua. Anota la temperatura en la tabla."

Component: *HMH ¡Arriba las Ciencias! Texas Student Edition Print Consumable Grade 3*

ISBN: 9780358881315

Link to Current Content:
[View Current Content](#)

Current Page Number(s): p. 64

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 2329 of 3538

Location: Paso 6

Original Text: "Usa el temporizador para obtener y registrar información cada 30 segundos durante 5 minutos."

Updated Text: "Usa el temporizador y el termómetro para obtener y registrar información cada 30 segundos durante 5 minutos."

Component: *HMH ¡Arriba las Ciencias! Texas Student Edition Print Consumable Grade 3*

ISBN: 9780358881315

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 62

Location: Safety icons

Original Text: Glassware safety icon is first

Updated Text: Fire/Heating safety icon is first

Component: *HMH ¡Arriba las Ciencias! Texas Student Edition Print Consumable Grade 3*

ISBN: 9780358881315

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 55

Location: Evaporation image

Original Text: Image of steam above hot spring

Updated Text: Image of a pot of water boiling on a stove.

Component: *HMH ¡Arriba las Ciencias! Texas Student Edition Print Consumable Grade 3*

ISBN: 9780358881315

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 62

Location: Actividad práctica introduction image

Original Text: Image of steam above hot spring

Updated Text: Image of a pot of water boiling on a stove

Component: *HMH ¡Arriba las Ciencias! Texas Student License Digital Grade 3*

ISBN: 9780358881575

Link to Current Content:

[View Current Content](#)

Current Page Number(s): TEKS Lesson 3.6.C, Día 1, Screen 3

Location: Flip Card interactivity, Evaporation image

Original Text: Image of steam above hot spring

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 2330 of 3538

Updated Text: Image of a pot of water boiling on a stove

Component: *HMH ¡Arriba las Ciencias! Texas Student License Digital Grade 3*

ISBN: 9780358881575

Link to Current Content:

[View Current Content](#)

Current Page Number(s): TEKS Lesson 3.6.C, Día 3, Screen 2

Location: Actividad práctica introduction image

Original Text: Image of steam above hot spring

Updated Text: Image of a pot of water boiling on a stove

Component: *HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 3*

ISBN: 9780358841746

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 63

Location: Middle of page, students cutting coffee filters, REPLACED BY image of pot of boiling water from p. 62

Original Text: Image of students with coffee filters

Updated Text: Image of a pot of boiling water

Component: *HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 3*

ISBN: 9780358841746

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 54

Location: Ed en línea, Apoyo lingüístico

Original Text: N/A

Updated Text: "Lectura FUNomenal

Las Lecturas FUNomenales están organizadas en tres niveles para poder asignar a los estudiantes una lectura según su nivel de lectura adecuado. Utilice la lectura "Analicemos los cambios de la materia" y su Apoyo al maestro como una minilección de ciencias para repasar, reforzar y complementar el contenido sobre los estados de la materia mediante el uso de texto de no ficción. Puede usar la lectura después del día 5 como lectura independiente, en grupo o con toda la clase.

Analicemos los cambios de la materia"

Component: *HMH ¡Arriba las Ciencias! Texas Student Edition Print Consumable Grade 3*

ISBN: 9780358881315

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 86

Location: Sentences under PREGUNTA GUÍA, sentence 2

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 2331 of 3538

Original Text: "Observa la imagen de la estudiante que construye una estructura con bloques."

Updated Text: "Observa las imágenes de la estudiante que construye una estructura con bloques."

Component: *HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 3*

ISBN: 9780358841746

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 108

Location: Prácticas científicas y de ingeniería

Original Text: "3.1.F elabore organizadores gráficos apropiados para reunir datos, incluyendo ... gráficas de barras"

Updated Text: "3.1.F elabore organizadores gráficos apropiados para reunir datos, incluyendo tablas, gráficas de barras, gráficas de líneas, mapas de árbol, mapas conceptuales, diagramas de Venn, diagramas de flujo o mapas de secuencia, y tablas de entrada-salida que muestren causa y efecto"

Component: *HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 3*

ISBN: 9780358841746

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 90

Location: Prácticas científicas y de ingeniería

Original Text: "3.1.F elabore organizadores gráficos apropiados para reunir datos, incluyendo ... gráficas de barras"

Updated Text: "3.1.F elabore organizadores gráficos apropiados para reunir datos, incluyendo tablas, gráficas de barras, gráficas de líneas, mapas de árbol, mapas conceptuales, diagramas de Venn, diagramas de flujo o mapas de secuencia, y tablas de entrada-salida que muestren causa y efecto"

Component: *HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 3*

ISBN: 9780358841746

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 108

Location: Ed en línea, Line 3

Original Text: N/A

Updated Text: "Organizador gráfico tabla de entrada-salida (TEKS 1.F)"

Component: *HMH ¡Arriba las Ciencias! Texas Student Edition Print Consumable Grade 3*

ISBN: 9780358881315

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 144

Location: Paso 1, Sentence 1

Original Text: "En una hoja de papel aparte"

Updated Text: "En la siguiente página"

Component: *HMH ¡Arriba las Ciencias! Texas Student Edition Print Consumable Grade 3*

ISBN: 9780358881315

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 173

Location: Paso 6, last sentence

Original Text: N/A

Updated Text: "Anota los datos."

Component: *HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 3*

ISBN: 9780358841746

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 131

Location: EVALÚA box

Original Text: N/A

Updated Text: "Día 7"

Component: *HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 3*

ISBN: 9780358841746

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 138

Location: Column 2, Consejos para la preparación, last sentence

Original Text: N/A

Updated Text: "Se pueden usar varas cilíndricas de madera como palos rítmicos."

Component: *HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 3*

ISBN: 9780358841746

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 140

Location: Column 2, Consejos para la preparación, last sentence

Original Text: N/A

Updated Text: "Se pueden usar varas cilíndricas de madera como palos rítmicos."

Component: *HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 3*

ISBN: 9780358841746

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 133

Location: Column 1, Día 2, Consejos para la preparación, last sentence

Original Text: N/A

Updated Text: "Se pueden usar varas cilíndricas de madera como palos rítmicos."

Component: *HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 3*

ISBN: 9780358841746

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p.162

Location: Column 2, Diferenciación: Reto, Line 1

Original Text: "Pida a los estudiantes que registren la velocidad de su objeto al bajar la rampa más alta/empinada."

Updated Text: "Pida a los estudiantes que registren el tiempo que tarda su objeto en bajar la rampa más alta/empinada."

Component: *HMH ¡Arriba las Ciencias! Texas Student License Digital Grade 3*

ISBN: 9780358881575

Link to Current Content:

[View Current Content](#)

Current Page Number(s): TEKS Lesson 3.8.B, Día 4, Screen 4

Location: Short Answer interactivity, Ejemplo de respuesta, Line 1

Original Text: "Creo que la engrapadora es la que tiene mayor energía porque es pesada."

Updated Text: "Creo que el lápiz es el que tiene mayor energía porque se mueve más rápido."

Component: *HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 3*

ISBN: 9780358841746

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 165

Location: Column 2, Apoyo para las respuestas de los estudiantes, Analiza los datos, Respuesta de ejemplo

Original Text: "Creo que la engrapadora es la que tiene mayor energía porque es pesada."

Updated Text: "Creo que el lápiz es el que tiene mayor energía porque se mueve más rápido."

Component: *HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 3*

ISBN: 9780358841746

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 159

Location: Column 2, Boleto de salida/Evaluación formativa

Original Text: "Aporte comentarios a los estudiantes identificando los conceptos erróneos que tengan sobre la medida de la energía en relación con la velocidad."

Updated Text: "Aporte comentarios a los estudiantes identificando los conceptos erróneos que tengan sobre la energía en relación con la velocidad."

Component: *HMH ¡Arriba las Ciencias! Texas Student License Digital Grade 3*

ISBN: 9780358881575

Link to Current Content:

[View Current Content](#)

Current Page Number(s): TEKS Lesson 3.8.B, Día 2, all screens

Location: Digital Lesson contents, Día 2 title

Original Text: "A paso rápido, a paso lento"

Updated Text: "¡A moverse!"

Component: *HMH ¡Arriba las Ciencias! Texas Student License Digital Grade 3*

ISBN: 9780358881575

Link to Current Content:

[View Current Content](#)

Current Page Number(s): TEKS Lesson 3.8.B, Día 2, Screen 3

Location: top of page title

Original Text: "A paso rápido, a paso lento"

Updated Text: "¡A moverse!"

Component: *HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 3*

ISBN: 9780358841746

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 156

Location: Column 1, Actividad práctica title

Original Text: "A paso rápido, a paso lento"

Updated Text: "¡A moverse!"

Component: *HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 3*

ISBN: 9780358841746

Link to Current Content:

[View Current Content](#)

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 2335 of 3538

Current Page Number(s): p. 149

Location: MAPA DE LA LECCIÓN, EXPLORAR Y EXPLICAR , Día 2

Original Text: "A paso rápido, a paso lento"

Updated Text: "¡A moverse!"

Component: *HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 3*

ISBN: 9780358841746

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 151

Location: Column 1, Día 2 Actividad práctica title

Original Text: "A paso rápido, a paso lento"

Updated Text: "¡A moverse!"

Component: *HMH ¡Arriba las Ciencias! Texas Student Edition Print Consumable Grade 3*

ISBN: 9780358881315

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 200

Location: Actividad práctica title

Original Text: "A paso rápido, a paso lento"

Updated Text: "¡A moverse!"

Component: *HMH ¡Arriba las Ciencias! Texas Student Edition Print Consumable Grade 3*

ISBN: 9780358881315

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 210

Location: Paso 11, Table

Original Text: "Velocidad"

Updated Text: "Tiempo"

Component: *HMH ¡Arriba las Ciencias! Texas Student Edition Print Consumable Grade 3*

ISBN: 9780358881315

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 207

Location: Paso 6, Table

Original Text: "Velocidad"
"Altura 1, Altura 2, Altura 3"

Updated Text: "Tiempo"
N/A

Component: *HMH ¡Arriba las Ciencias! Texas Student License Digital Grade 3*

ISBN: 9780358881575

Link to Current Content:
[View Current Content](#)

Current Page Number(s): TEKS Lesson 3.8.B, Día 4, Screen 6

Location: Short Answer Interactivity Ejemplo de respuesta

Original Text: "La energía pasó de la persona al objeto y luego a la rampa."

Updated Text: "La energía se movió de la persona al objeto, y luego con el objeto que bajaba por la rampa."

Component: *HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 3*

ISBN: 9780358841746

Link to Current Content:
[View Current Content](#)

Current Page Number(s): p. 165

Location: Column 2, Apoyo para las respuestas de los estudiantes, La energía en diferentes sistemas, last sentence

Original Text: "La energía pasó de la persona al objeto y luego a la rampa."

Updated Text: "La energía se movió de la persona al objeto, y luego con el objeto que bajaba por la rampa."

Component: *HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 3*

ISBN: 9780358841746

Link to Current Content:
[View Current Content](#)

Current Page Number(s): p.156

Location: Column 1, Ed en línea box

Original Text: N/A

Updated Text: "Organizador gráfico tabla de datos (TEKS 1.F)"

Component: *HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 3*

ISBN: 9780358841746

Link to Current Content:
[View Current Content](#)

Current Page Number(s): p. 160

Location: Ed en línea box

Original Text: N/A

Updated Text: "Organizador gráfico tabla de datos (TEKS 1.F)"

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 2337 of 3538

Component: *HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 3*

ISBN: 9780358841746

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 189

Location: Column 2, Apoyo para las respuestas de los estudiantes, line 1

Original Text: "Afirmaciones, evidencia y razonamiento: Haz una afirmación sobre la relación que hay entre las órbitas del Sol, la Tierra y la Luna. Justifica tu afirmación con evidencias de tu investigación. Explica tu razonamiento y conecta la afirmación con tus evidencias."

Updated Text: "Responde la pregunta guía describiendo el movimiento en el sistema formado por el Sol, la Tierra y la Luna. Use evidencias de tus actividades de representación en tu respuesta."

Component: *HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 3*

ISBN: 9780358841746

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 179

Location: Column 1, Apoyo para las respuestas de los estudiantes, Analiza los datos, last sentence

Original Text: "Giré y roté alrededor de la Tierra."

Updated Text: "Al representar a la Tierra, roté y giré alrededor del Sol."

Component: *HMH ¡Arriba las Ciencias! Texas Teacher License Digital Grade 3*

ISBN: 9780358881667

Link to Current Content:

[View Current Content](#)

Current Page Number(s): Cambios en el estado del tiempo (TEKS 3.10.A) Quiz A, p.

Location: Item 4, image

Original Text: "75 °F , 64 °F , 79 °F , 75 °F "

Updated Text: " 24 °C, 18 °C, 26 °C, 24 °C"

Component: *HMH ¡Arriba las Ciencias! Texas Student Edition Print Consumable Grade 3*

ISBN: 9780358881315

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 288

Location: 1st paragraph, last sentence

Original Text: "... expresar en grados Fahrenheit, como se muestra en este mapa."

Updated Text: "... expresar en grados Fahrenheit. Los científicos a menudo usan grados Celsius para expresar la temperatura, como se muestra en este mapa."

Component: *HMH ¡Arriba las Ciencias! Texas Student License Digital Grade 3*

ISBN: 9780358881575

Link to Current Content:

[View Current Content](#)

Current Page Number(s): TEKS Lesson 3.10.A, Día 5, Screen 4

Location: 1st paragraph, last sentence

Original Text: "... expresar en grados Fahrenheit, como se muestra en este mapa."

Updated Text: "... expresar en grados Fahrenheit. Los científicos a menudo usan grados Celsius para expresar la temperatura, como se muestra en este mapa."

Component: *HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 3*

ISBN: 9780358841746

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 215

Location: Column 1, Paso 1, line 1

Original Text: "Muestre a los estudiantes ejemplos para sus tablas de dirección del viento y cómo dibujar las gráficas de barras para la temperatura y la precipitación, entre ellos la decisión sobre los intervalos de medición y el rotulado de cada eje."

Updated Text: "Muestre a los estudiantes ejemplos para sus tablas y cómo dibujar las gráficas de barras para la temperatura y la precipitación; muestre cómo decidir los intervalos de medición y rotular cada eje."

Component: *HMH ¡Arriba las Ciencias! Texas Student Edition Print Consumable Grade 3*

ISBN: 9780358881315

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 288

Location: Map image

Original Text: Customary units map

Updated Text: Metric units map

Component: *HMH ¡Arriba las Ciencias! Texas Teacher License Digital Grade 3*

ISBN: 9780358881667

Link to Current Content:

[View Current Content](#)

Current Page Number(s): Cambios en el estado del tiempo (TEKS 3.10.A) Quiz A, p. 2

Location: Item 3, Table image, Temperatura

Original Text: First row: 36 °F , 40 °F , 38 °F , 34 °F , 30 °F

Second row: 68 °F , 69 °F , 67 °F , 65 °F , 70 °F

Updated Text: First row: 2 °C, 4 °C, 3 °C, 1 °C, 0 °C

Second row: 20 °C, 21 °C, 19 °C, 26 °C, 21 °C

Component: *HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 3*

ISBN: 9780358841746

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 213

Location: Column 1, Apoyo para las respuestas de los estudiantes, PREGUNTA GUÍA

Original Text: "PREGUNTA GUÍA: ¿Cómo puedes describir los cambios en el estado del tiempo de un día para otro en distintas ubicaciones? Respuesta de ejemplo: Puedo averiguar las temperaturas del aire y comparar los números."

Updated Text: N/A

Component: *HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 3*

ISBN: 9780358841746

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 261

Location: Column 1, Paso 3

Original Text: "Mezcle guijarros, tierra y unas cucharadas de agua..."

Updated Text: "Mezcle guijarros y tierra..."

Component: *HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 3*

ISBN: 9780358841746

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 321

Location: Column 2, Hacer un modelo y explicar las estrategias, line 3

Original Text: "Demuestre cómo elegir los términos adecuados para introducirlos en un motor de búsqueda, localizar textos en una biblioteca o utilizar el glosario y el índice de un libro para encontrar información."

Updated Text: "Demuestre cómo elegir los términos adecuados para introducirlos en un motor de búsqueda, localizar textos de una biblioteca o utilizar el índice y la tabla de contenidos de un libro para encontrar información."

Component: *HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 3*

ISBN: 9780358841746

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 317

Location: Column 1, Conexión con la comunidad, Científico de mascotas

Original Text: "Científico de mascotas: Los estudiantes siguen en casa los hábitos diarios de sus mascotas para observar cómo pasan el tiempo. Una vez que los estudiantes hayan recopilado suficientes datos, pueden compararlos con los datos del estado del tiempo (que pueden encontrarse en Internet) y determinar si existe alguna relación."

Updated Text: N/A

Component: *HMH ¡Arriba las Ciencias! Texas Student Edition Print Consumable Grade 3*

ISBN: 9780358881315

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 415

Location: First Paragraph, Line 5

Original Text: "Algunos entran en hibernación, mientras que otros realizan su migración."

Updated Text: "Algunos entran en hibernación, mientras que otros responden con migración."

Component: *HMH ¡Arriba las Ciencias! Texas Student License Digital Grade 3*

ISBN: 9780358881575

Link to Current Content:

[View Current Content](#)

Current Page Number(s): TEKS Lesson 3.12.B, Día 2, Screen 3

Location: Paso 4, last sentence

Original Text: "conectar a los organismos entre sí."

Updated Text: "conectar las tarjetas entre sí."

Component: *HMH ¡Arriba las Ciencias! Texas Student Edition Print Consumable Grade 3*

ISBN: 9780358881315

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 439

Location: Paso 4, last sentence

Original Text: "conectar a los organismos entre sí."

Updated Text: "conectar las tarjetas entre sí."

Component: *HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 3*

ISBN: 9780358841746

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 344

Location: Column 2, Diferenciación: Reto

Original Text: "Diferenciación: Reto

Comente las distintas formas en que los organismos utilizan la energía, como las abejas de las orquídeas que raspan las

fragancias de una flor para atraer a sus parejas. A continuación, pida a los estudiantes que expliquen por qué la cantidad de energía que fluye hacia el consumidor secundario no es tanta como la que fluye hacia el consumidor primario."

Updated Text: N/A

Component: *HMH ¡Arriba las Ciencias! Texas Student License Digital Grade 3*

ISBN: 9780358881575

Link to Current Content:

[View Current Content](#)

Current Page Number(s): TEKS Lesson 3.12.B, Día 2, Screen 4

Location: La energía y la materia, paragraph 2, sentence 4

Original Text: "¿Cómo afectaría eso a la serpiente, al césped y al grillo de la cadena alimentaria?"

Updated Text: "¿Cómo afectaría eso al césped, al grillo, a la rana y a la serpiente de la cadena alimentaria?"

Component: *HMH ¡Arriba las Ciencias! Texas Student Edition Print Consumable Grade 3*

ISBN: 9780358881315

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 442

Location: Prompt, sentence 2

Original Text: "¿Cómo afectaría eso a la serpiente, al césped y al grillo de la cadena alimentaria?"

Updated Text: "¿Cómo afectaría eso al césped, al grillo, a la rana y a la serpiente de la cadena alimentaria?"

Component: *HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 3*

ISBN: 9780358841746

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 339

Location: Column 2, Apoyo para las respuestas de los estudiantes, La energía y la materia, sentence 4

Original Text: "¿Cómo afectaría eso a la serpiente, al césped y al grillo de la cadena alimentaria?"

Updated Text: "¿Cómo afectaría eso al césped, al grillo, a la rana y a la serpiente de la cadena alimentaria?"

Component: *HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 3*

ISBN: 9780358841746

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 335

Location: Column 1, Conexión con la comunidad, Line 1

Original Text: "Cadena alimentaria del almuerzo: Los estudiantes registran los alimentos de su almuerzo y los utilizan para construir una cadena alimentaria que los incluya a ellos mismos. Ayude a los estudiantes a identificar los organismos que componen sus alimentos (como el trigo en el pan, la fruta en la mermelada, etc.)."

Updated Text: "Cadena alimentaria del menú: Muestre a los estudiantes un menú de un restaurante local. Seleccione un elemento del menú y ayude a los estudiantes a identificar los organismos que componen ese alimento, como el trigo en el pan o la fruta en la mermelada. Pida a los estudiantes que elaboren cadenas alimentarias que incluyan esos organismos y un comensal del restaurante. Para cualquier organismo consumidor que haya en la comida, considere proporcionar recursos que los estudiantes puedan usar para investigar de dónde obtienen su energía esos organismos."

Component: *HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 3*

ISBN: 9780358841746

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 339

Location: Column 1, Paso 1

Original Text: "Mezcle a los estudiantes menos avanzados con los estudiantes avanzados para animarlos a ayudarse mutuamente."

Updated Text: N/A

Component: *HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 3*

ISBN: 9780358841746

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 343

Location: Column 2, Boleto de salida/Evaluación formativa, Comprobar la comprensión del estudiante, sentence 2

Original Text: "Los estudiantes deben comprender que, aunque las gallinas y los humanos no comen abejas, ellas son esenciales para el crecimiento de las plantas que comen."

Updated Text: "Los estudiantes deben comprender que, aunque las gallinas y los humanos no comen abejas, ellas son esenciales para la reproducción de las plantas."

Component: *HMH ¡Arriba las Ciencias! Texas Student License Digital Grade 3*

ISBN: 9780358881575

Link to Current Content:

[View Current Content](#)

Current Page Number(s): TEKS Lesson 3.12.B, Día 2, Screen 3

Location: Paso 2, last sentence

Original Text: N/A

Updated Text: "En tu tarjeta final, dibuja y rotula el sol. Los productores, como las plantas, obtienen energía del sol."

Component: *HMH ¡Arriba las Ciencias! Texas Student Edition Print Consumable Grade 3*

ISBN: 9780358881315

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 439

Location: Paso 2, last sentence

Original Text: N/A

Updated Text: "En tu tarjeta final, dibuja y rotula el sol. Los productores, como las plantas, obtienen energía del sol."

Component: *HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 3*

ISBN: 9780358841746

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 356

Location: Column 2, Los estudiantes como científicos

Original Text: "Compruebe la comprensión de los estudiantes pidiéndoles que vuelvan a la pregunta que formularon al principio de la Actividad práctica y decidan si lo que han investigado la responde."

Updated Text: N/A

Component: *HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 3*

ISBN: 9780358841746

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 351

Location: Column 1, Conexión con la comunidad

Original Text: "Identificar cambios: Dirija un debate sobre los cambios naturales que se han producido en el medio ambiente local. Pueden ser sequías, ventiscas, deslizamientos de tierras o incendios forestales. Centre el debate en cómo ha cambiado la comunidad como resultado de estos cambios medioambientales."

Updated Text: N/A

Component: *HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 3*

ISBN: 9780358841746

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 356

Location: Column 1, Apoyo para las respuestas de los estudiantes, last 2 sentences

Original Text: "Mi evidencia es que las semillas que recibieron luz y agua brotaron. Mi razonamiento es que las semillas que no recibieron agua no brotaron."

Updated Text: "Mi evidencia es que las semillas que recibieron agua brotaron. Mi razonamiento es que los sistemas que continuamente tienen lo que necesitan las plantas son medios ambientes donde las plantas pueden crecer."

Component: *HMH ¡Arriba las Ciencias! Texas Student License Digital Grade 3*

ISBN: 9780358881575

Link to Current Content:

[View Current Content](#)

Current Page Number(s): TEKS Lesson 3.12.C, Día 2, Screen 5

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 2344 of 3538

Location: Short Answer Interactivity Ejemplo de respuesta, Sentence 2

Original Text: "Mi evidencia es que las semillas que recibieron luz y agua brotaron. Mi razonamiento es que las semillas que no recibieron agua no brotaron."

Updated Text: "Mi evidencia es que las semillas que recibieron agua brotaron. Mi razonamiento es que los sistemas que continuamente tienen lo que necesitan las plantas son medios ambientes donde las plantas pueden crecer."

Component: *HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 3*

ISBN: 9780358841746

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 349

Location: Column 1, Día 2, Consejos para la preparación

Original Text: "Planifique comenzar el día 1 con antelación, ya que los estudiantes tendrán que esperar a que broten sus habas para recopilar datos durante cinco días. Las habas tardan entre cinco y diez días en brotar."

Updated Text: "Planifique realizar los Pasos 1–2 del Día 1 con varios días de antelación, ya que los estudiantes tendrán que esperar a que broten sus habas para comenzar a recopilar datos. Las habas tardan entre cinco y diez días en brotar. Luego, los estudiantes deberán recopilar datos durante cinco días."

Component: *HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 3*

ISBN: 9780358841746

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 354

Location: Column 2, Consejos para la preparación

Original Text: "Planifique comenzar el día 1 con antelación, ya que los estudiantes tendrán que esperar a que broten sus habas para recopilar datos durante cinco días. Las habas tardan entre cinco y diez días en brotar."

Updated Text: "Planifique realizar los Pasos 1–2 del Día 1 con varios días de antelación, ya que los estudiantes tendrán que esperar a que broten sus habas para comenzar a recopilar datos. Las habas tardan entre cinco y diez días en brotar. Luego, los estudiantes deberán recopilar datos durante cinco días."

Component: *HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 3*

ISBN: 9780358841746

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 363

Location: Column 1, Los estudiantes como científicos

Original Text: "Los estudiantes como científicos

Haga una encuesta en la clase para ver si los hogares de algunos estudiantes tienen planes de preparación para emergencias. Explique que la planificación de emergencias requiere hacer predicciones. Pregunte: ¿Por qué hay que predecir qué tipos de emergencias pueden ocurrir? (Uno de los objetivos aquí debería ser enfatizar que las personas participan en prácticas científicas en la vida cotidiana. Puede ser útil que los estudiantes piensen en sus cuidadores como científicos aunque no trabajen en un campo científico)."

Updated Text: N/A

Component: *HMH ¡Arriba las Ciencias! Texas Student License Digital Grade 3*

ISBN: 9780358881575

Link to Current Content:

[View Current Content](#)

Current Page Number(s): TEKS Lesson 3.12.C, Día 3, Screen 4

Location: Práctica matemática, Sentence 1

Original Text: "Usa tu tabla de datos para hacer una gráfica de barras. ...Luego, usa la suma o la resta para identificar un patrón en los datos de tu gráfica de barras. ... Si la población de ciervos pudo pasar bien de ronda y logró cubrir sus necesidades, prosperó. Si la población se fue muriendo en cada ronda, pereció."

Updated Text: "Usa tu tabla de datos para hacer una gráfica de líneas. ...Luego, usa la suma o la resta para identificar un patrón en los datos de tu gráfica de líneas. ... Si la población de ciervos pudo pasar bien de ronda, y los ciervos lograron cubrir sus necesidades, prosperaron. Si la población se fue muriendo en cada ronda, los ciervos perecieron."

Component: *HMH ¡Arriba las Ciencias! Texas Student License Digital Grade 3*

ISBN: 9780358881575

Link to Current Content:

[View Current Content](#)

Current Page Number(s): TEKS Lesson 3.12.C, Día 3, Screen 3

Location: Image

Original Text: Image of children doing lab activity

Updated Text: image of children doing lab activity following the instructions, show one child with "shelter" index card paired with one child with "deer" index card, show another child with "deer" index card off to the side

Component: *HMH ¡Arriba las Ciencias! Texas Student Edition Print Consumable Grade 3*

ISBN: 9780358881315

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 467

Location: Image

Original Text: Image of children doing lab activity

Updated Text: image of children doing lab activity following the instructions, show one child with "shelter" index card paired with one child with "deer" index card, show another child with "deer" index card off to the side

Component: *HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 3*

ISBN: 9780358841746

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 360

Location: Image

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 2346 of 3538

Original Text: Image of children doing lab activity

Updated Text: " image of children doing lab activity following the instructions, show one child with "shelter" index card paired with one child with "deer" index card, show another child with "deer" index card off to the side

Component: *HMH ¡Arriba las Ciencias! Texas Student Edition Print Consumable Grade 3*

ISBN: 9780358881315

Link to Current Content:
[View Current Content](#)

Current Page Number(s): p. 496

Location: Line 1, Prompt

Original Text: N/A

Updated Text: "Elige todos los fósiles."

Component: *HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 3*

ISBN: 9780358841746

Link to Current Content:
[View Current Content](#)

Current Page Number(s): p. 407

Location: Column 2, Día 3, Consejos para la preparación, last sentence

Original Text: N/A

Updated Text: "Se puede usar un recipiente de plástico transparente para el terrario. Use las tijeras para perforar agujeros en la tapa."

Component: *HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 3*

ISBN: 9780358841746

Link to Current Content:
[View Current Content](#)

Current Page Number(s): p. 416

Location: Column 2, Consejos para la preparación, last sentence

Original Text: N/A

Updated Text: "Se puede usar un recipiente de plástico transparente para el terrario. Use las tijeras para perforar agujeros en la tapa."

Component: *HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 3*

ISBN: 9780358841746

Link to Current Content:
[View Current Content](#)

Current Page Number(s): p. T8

Location: La energía y velocidad de los objetos, Table of Contents, Día 2

Original Text: "A paso rápido, a paso lento"

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 2347 of 3538

Updated Text: "¡A moverse!"

Component: *HMH ¡Arriba las Ciencias! Texas Student Edition Print Consumable Grade 3*

ISBN: 9780358881315

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. vi

Location: La energía y velocidadde los objetos, Table of Contents

Original Text: "A paso rápido, a paso lento"

Updated Text: "¡A moverse!"

Component: *HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 3*

ISBN: 9780358841746

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 359

Location: Column 2, Diferenciación: Apoyo adicional

Original Text: "Cree un ejemplo de gráfica de barras para que los estudiantes lo sigan."

Updated Text: "Cree un ejemplo de gráfica de líneas para que los estudiantes trabajen a partir de él."

Component: *HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 3*

ISBN: 9780358841746

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 359

Location: Column 2, Práctica matemática, Provocar e interpretar el razonamiento de los estudiantes, sentence 1

Original Text: "Provocar e interpretar el razonamiento de los estudiantes sobre los patrones en los datos guiándolos para que calculen las diferencias en las barras."

Updated Text: "Motivar e interpretar el razonamiento de los estudiantes sobre los patrones en los datos guiándolos para que calculen las diferencias en los puntos marcados."

Component: *HMH ¡Arriba las Ciencias! Texas Student Edition Print Consumable Grade 3*

ISBN: 9780358881315

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 469

Location: Práctica matemática, Sentence 1

Original Text: "Usa tu tabla de datos para hacer una gráfica de barras en el siguiente recuadro. ...

Luego, usa la suma o la resta para identificar un patrón en los datos de tu gráfica de barras. ... Si la población de ciervos pudo pasar bien de ronda y logró cubrir sus necesidades, prosperó. Si la población se fue muriendo en cada ronda, pereció."

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 2348 of 3538

Updated Text: "Usa tu tabla de datos para hacer una gráfica de líneas en el recuadro. ... Luego, usa la suma o la resta para identificar un patrón en los datos de tu gráfica de líneas. ... Si la población de ciervos pudo pasar bien de ronda y logró satisfacer sus necesidades, los ciervos prosperaron. Si la población de ciervos fue muriendo en cada ronda, los ciervos perecieron."

Component: *HMH ¡Arriba las Ciencias! Texas Teacher License Digital Grade 3*

ISBN: 9780358881667

Link to Current Content:

[View Current Content](#)

Current Page Number(s): Cambios en el estado de la materia (TEKS 3.6.C) Examen breve, new p. 4

Location: New Item 7, prompt and answer choices after new item 6

Original Text: N/A

Updated Text: "Penny mide la temperatura de una muestra de cera mientras esta se enfría y pierde energía."
[start of table]

"Cambio de estado: Cera"

"Estado" "Temperatura (° C)"

"líquido" "100"

"líquido" "85"

"líquido" "65"

"sólido" "35"

"sólido" "0"

[end of table]

"Según la información de la tabla de datos de Penny, ¿a qué temperatura la cera es un sólido?"

A. 28° C

B. 65° C

C. 99° C

D. 110° C"

Publisher: McGraw Hill

Science, (Spanish) Grade 3

Program: *McGraw Hill Ciencias para Texas, Grado 3: TEKS*

Component: *McGraw Hill Ciencias para Texas, Grado 3 Student Edition*

ISBN: 9781266311062

Current Page Number(s): 65

Location: Text under the first image.

Original Text: A builder is choosing materials to build the deck of a bridge. Which properties are most useful in selecting materials for the bridge? Choose two properties.

Updated Text: Observe the bridge system. Explain how the structure of a bridge helps its function. Include details about properties of materials in your response.

Component: *McGraw Hill Ciencias para Texas, Grado 3 Student Edition*

ISBN: 9781266311062

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 2349 of 3538

Current Page Number(s): 65

Location: Text under the first image.

Original Text: A. lasts a long time

B. easy to break

C. soft

D. strong

Updated Text: Sample answer: The wood is strong and lasts a long time, so it allows the bridge to function and safely support trucks.

Component: McGraw Hill Ciencias para Texas, Grado 3 Student Edition

ISBN: 9781266311062

Current Page Number(s): 88

Location: Bottom of the page, video screenshot

Original Text: photo of blue figure pulling a "PULL" line

Updated Text: photo of swings in a swing set

Component: McGraw Hill Ciencias para Texas, Grado 3 Student Edition

ISBN: 9781266311062

Current Page Number(s): 149

Location: Top of page, space to the left of Chapter Wrap-Up

Original Text: N/A

Updated Text: insert Texas icon

Component: McGraw Hill Ciencias para Texas, Grado 3 Student Edition

ISBN: 9781266311062

Current Page Number(s): 205

Location: Texas Resources, image below Read the Map

Original Text: Map shows Texas surrounded by gray background.

Updated Text: Map shows the missing states around Texas, shaded, so the focus is on Texas.

Component: McGraw Hill Ciencias para Texas, Grado 3 Student Edition

ISBN: 9781266311062

Current Page Number(s): 216

Location: Build Your Skill, below Apply It, under photo

Original Text: What questions do you have about the Dust Bowl and its effects on natural resources?

Updated Text: Analyze the photo of the dust storm. What questions do you have about the Dust Bowl and its effects on natural resources?

Component: McGraw Hill Ciencias para Texas, Grado 3 Teacher Edition

ISBN: 9781266117770

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 2350 of 3538

Current Page Number(s): 3G

Location: Target Vocabulary, Supporting Vocabulary, above "evidence"

Original Text: N/A

Updated Text: Add the following:

collect data

constraint

data analysis

Component: McGraw Hill Ciencias para Texas, Grado 3 Teacher Edition

ISBN: 9781266117770

Current Page Number(s): 3I

Location: DAY 2 ASSESS, below Quick Check

Original Text: 10 min

Updated Text: 7 min

Component: McGraw Hill Ciencias para Texas, Grado 3 Teacher Edition

ISBN: 9781266117770

Current Page Number(s): 3I

Location: DAY 2, ASSESS, Quick Check

Original Text: Students use the Word Sort graphic organizer to practice vocabulary.

Updated Text: Students complete the Word Ladder vocabulary resource.

Component: McGraw Hill Ciencias para Texas, Grado 3 Teacher Edition

ISBN: 9781266117770

Current Page Number(s): 3I

Location: DAY 2 ASSESS, below Quick Check text

Original Text: N/A

Updated Text: Review the cognitive verbs and Scientific and Engineering Practices and post the word cards on the Interactive Word Wall. 3 min

Component: McGraw Hill Ciencias para Texas, Grado 3 Teacher Edition

ISBN: 9781266117770

Current Page Number(s): 3J

Location: DAY 3, below TEACH

Original Text: Delete yellow box: Review the cognitive verbs and Scientific and Engineering Practices and post the word cards on the Interactive Word Wall. 10 min

Updated Text: N/A

Component: McGraw Hill Ciencias para Texas, Grado 3 Teacher Edition

ISBN: 9781266117770

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 2351 of 3538

Current Page Number(s): 3J

Location: DAY 4, below TEACH

Original Text: Delete yellow box: Students apply vocabulary words in the Write About It! assignment.

Updated Text: N/A

Component: McGraw Hill Ciencias para Texas, Grado 3 Teacher Edition

ISBN: 9781266117770

Current Page Number(s): 3J

Location: DAY 5, below ASSESS

Original Text: Delete: "Quick Check Students complete the Frayer Model graphic organizer to practice vocabulary. 10 min

Updated Text: Yellow shaded box: Connect the cognitive verbs and Scientific and Engineering Practices to the investigation and post related items to the Interactive Word Wall. 5 min

Component: McGraw Hill Ciencias para Texas, Grado 3 Teacher Edition

ISBN: 9781266117770

Current Page Number(s): 10

Location: TEACH: second paragraph:

Original Text: Delete: Explain to students that it is important to follow safety rules when conducting investigations.

Updated Text: N/A

Component: McGraw Hill Ciencias para Texas, Grado 3 Teacher Edition

ISBN: 9781266117770

Current Page Number(s): 14A

Location: Red heading on the page

Original Text: Structured Inquiry

Updated Text: Guided Inquiry

Component: McGraw Hill Ciencias para Texas, Grado 3 Teacher Edition

ISBN: 9781266117770

Current Page Number(s): 14A

Location: 2nd column, text under Identify a Problem/Brainstorm Solutions heading

Original Text: Students should use their observations to answer the explorable question. Ask: Using the materials provided, how can you build a bridge that goes across a gap of 15 centimeters and supports the most pennies before it collapses?

Updated Text: Ask: How can you build a bridge that goes across a gap of 15 centimeters and supports the most pennies before it collapses? Students should discuss and record potential solutions to the problem. They will choose one solution to develop in the following steps

Component: McGraw Hill Ciencias para Texas, Grado 3 Teacher Edition

ISBN: 9781266117770

Current Page Number(s): 14A

Location: 1st column, NOTE: section

Original Text: NOTE: Download the student page for structured inquiry.

Updated Text: NOTE: Download the student page for guided inquiry.

Component: McGraw Hill Ciencias para Texas, Grado 3 Teacher Edition

ISBN: 9781266117770

Current Page Number(s): 14A

Location: 2nd Column, Make a Plan section

Original Text: Make a Plan

Steps 1–4 To help students select a design, show them photos of bridges and advise them to look for common design features. The amount of materials needed will be an estimate because students may discover that they need more supplies as they begin construction of their bridge. As students construct their bridge, remind them to focus on making the bridge strong so that it can withstand the weight of as many pennies as possible. Students will take pictures of their completed prototype. TEKS 3.1B

- Steps 5–8 Advise students to place the pennies on the bridge carefully instead of dropping them onto the bridge. Students will record results in their data table.
- Steps 9–11 Students evaluate their original bridge design and propose solutions for improvements. Then, they implement their improvements and test the new bridge design. TEKS 3.2D, 3.3A

Communicate Information

Have teams share and communicate their results to the class. What patterns can they identify based on what designs held the most pennies?

Updated Text: Make a Plan/Develop the Design

Steps 1-2 To help students select a design, show them photos of bridges and advise them to look for design features to sketch a plan. Students choose the materials needed to begin the construction of their bridge. As students construct their bridge, remind them to consider all of the factors that will impact the stability of the bridge, including the materials used and the weight of each penny. Students should focus on making their bridge withstand as many pennies as possible. TEKS 3.1B, 3.5G

Steps 3-5 Students will use their sketch to build the prototype according to the requirements. Students will take photos of their completed prototype.

Test the Design/Improve the Design

Steps 6-9 Advise students to carefully place the pennies on the bridge instead of dropping them until it collapses. Students will record results in their data table.

Steps 10-12 Students evaluate their original bridge design and propose solutions for improvements. Then, they implement their improvements, test the new bridge design, and record the results. TEKS 3.2D, 3.3A

Steps 10-12 Students evaluate their original bridge design and propose solutions for improvements. Then, they

implement their improvements, test the new bridge design, and record the results. TEKS 3.2D, 3.3A

Communicate the Results

Have teams share and communicate their results to the class. What patterns can they identify based on what designs held the most pennies?

Component: McGraw Hill Ciencias para Texas, Grado 3 Teacher Edition

ISBN: 9781266117770

Current Page Number(s): 14B

Location: Left column heading

Original Text: Guided and Open Options

Updated Text: Structured and Open Options

Component: McGraw Hill Ciencias para Texas, Grado 3 Teacher Edition

ISBN: 9781266117770

Current Page Number(s): 14B

Location: Text under Structured and Open Options

Original Text: For guided and open inquiry, students are expected to develop materials lists, write procedure steps, and determine how they will share their results. Revisions are likely during their investigation.

Updated Text: For structured inquiry, students are given a procedure. For open inquiry, students are expected to develop materials lists, write procedure steps, and determine how they will share their results. Revisions are likely during their investigation.

Component: McGraw Hill Ciencias para Texas, Grado 3 Teacher Edition

ISBN: 9781266117770

Current Page Number(s): 14B

Location: Left column

Original Text: Guided Inquiry

Updated Text: Structured Inquiry

Component: McGraw Hill Ciencias para Texas, Grado 3 Teacher Edition

ISBN: 9781266117770

Current Page Number(s): 14B

Location: Left column

Original Text: Provide the explorable question.

Updated Text: Provide step-by-step instructions to help students investigate the explorable question.

Component: McGraw Hill Ciencias para Texas, Grado 3 Teacher Edition

ISBN: 9781266117770

Current Page Number(s): 14B

Location: Left column, Example

Original Text: Students might investigate how the placement of the pennies on the bridge affects how many pennies the bridge will hold.

Investigations must answer the explorable question.

Updated Text: 1. Build a stable gumdrop bridge that spans 15 cm using gumdrops, craft sticks, toothpicks, pennies, a ruler, and an index card.

2. Brainstorm and research shapes for a sturdy design to go across a 15 cm gap.

3. Choose a shape and plan how to put it together.

4. Build bridge #1 and test it with washers.

5. Improve the design and build bridge #2 and test it with washers.

5. Record your results in the data table.

Component: McGraw Hill Ciencias para Texas, Grado 3 Teacher Edition

ISBN: 9781266117770

Current Page Number(s): 14B

Location: Left column, Open inquiry

Original Text: Students write their own explorable question.

Ask: What questions did you have when you evaluated your bridge design?

Plan the Investigation Make sure students choose a testable question. Ask: Can your question be investigated through research, observation, modeling, and/or experimentation?

Updated Text: Students identify their own problem.

Ask: What problem could you solve using the Engineering Design Process?

Plan the Investigation Make sure students choose an engineering design problem they can solve using the resources available.

Component: McGraw Hill Ciencias para Texas, Grado 3 Teacher Edition

ISBN: 9781266117770

Current Page Number(s): 14B

Location: ASSESS: Gray Bar

Original Text: 10 min

Updated Text: 5 min

Component: McGraw Hill Ciencias para Texas, Grado 3 Teacher Edition

ISBN: 9781266117770

Current Page Number(s): 14C

Location: Below second student mini, below Test the Design

Original Text: 8, 11.

Updated Text: 9, 12.

Component: McGraw Hill Ciencias para Texas, Grado 3 Teacher Edition

ISBN: 9781266117770

Current Page Number(s): 14D

Location: 1st student mini, below item 13

Original Text: N/A

Updated Text: Add 14. Explain what changes you made. Did they make the bridge more stable? How do you know?

Component: McGraw Hill Ciencias para Texas, Grado 3 Teacher Edition

ISBN: 9781266117770

Current Page Number(s): 14D

Location: 2nd student mini

Original Text: 14, 15, 16

Updated Text: Renumber to 15, 16, 17

Component: McGraw Hill Ciencias para Texas, Grado 3 Teacher Edition

ISBN: 9781266117770

Current Page Number(s): 14D

Location: Below 1st student mini, below Item 12

Original Text: N/A

Updated Text: 14. Sample answer: I put the wider part of the gumdrop on the table. The bridge was more stable when I put the wider part of the gumdrop on the bottom. It did not wobble back and forth.

Component: McGraw Hill Ciencias para Texas, Grado 3 Teacher Edition

ISBN: 9781266117770

Current Page Number(s): 14D

Location: Below student minis, below Communicate Results Renumber the questions,

Original Text: 12, 13-15

Updated Text: 13, 15-17

Component: McGraw Hill Ciencias para Texas, Grado 3 Teacher Edition

ISBN: 9781266117770

Current Page Number(s): 28B

Location: Interactive Word Wall, second question

Original Text: Ask: How did you use observations as evidence? I used my observations to explain what measuring and testing tell you about matter.

Updated Text: Ask: How did you use measurements as evidence? Sample answer: I measured matter to tell about its physical properties.

Component: McGraw Hill Ciencias para Texas, Grado 3 Teacher Edition

ISBN: 9781266117770

Current Page Number(s): 28B

Location: EB/EL Leveled Support: Advanced/Advanced High, second to last sentence

Original Text: switch roles and do again.

Updated Text: switch roles, approach another student, and repeat the interaction.

Component: McGraw Hill Ciencias para Texas, Grado 3 Teacher Edition

ISBN: 9781266117770

Current Page Number(s): 28B

Location: ASSESS, below Claim, Evidence, Reasoning

Original Text: I claim that matter can be measured with precision when using scientific tools to measure and test the physical properties of objects and record my observations in data tables.

Updated Text: I claim that matter can be measured with precision when using scientific tools to calculate and test the physical properties of objects and record observations in data tables.

Component: McGraw Hill Ciencias para Texas, Grado 3 Teacher Edition

ISBN: 9781266117770

Current Page Number(s): 50B

Location: Interactive Word Wall, after the sample answer

Original Text: N/A

Updated Text: Ask: How did your group collect observations and measurements as evidence? Sample answer: We observed what happened to the ice cubes for some time and recorded data in the data table. TEKS 3.1E

Component: McGraw Hill Ciencias para Texas, Grado 3 Teacher Edition

ISBN: 9781266117770

Current Page Number(s): 50

Location: GET READY, Gray Bar: Change Text Complexity score from 650L to 680L

Original Text: 650L

Updated Text: 680L

Component: McGraw Hill Ciencias para Texas, Grado 3 Teacher Edition

ISBN: 9781266117770

Current Page Number(s): 50

Location: Interactive Word Wall, below Word-Learning Strategies

Original Text: Multiple Meanings

Updated Text: Context

Component: McGraw Hill Ciencias para Texas, Grado 3 Teacher Edition

ISBN: 9781266117770

Current Page Number(s): 50

Location: Interactive Word Wall, Model Reading Comprehension

Original Text: Share the meaning of the suffix -ion. Ask: How does the meaning of the suffix help you understand what evaporation means? Sample answer: Evaporation is the act of evaporating. ELAR 3.3C

Updated Text: Help students think of ways to monitor their comprehension and annotate to make adjustments. Ask: What could you write or draw to help you understand the meaning of condensation? Sample answer: I could circle the water droplets on the outside of the glass and add a label "condensation" next to them. ELAR 3.6I

Component: McGraw Hill Ciencias para Texas, Grado 3 Teacher Edition

ISBN: 9781266117770

Current Page Number(s): 57

Location: TEACH, second paragraph

Original Text: Use the Four Corners strategy. Assign each of the four corners of the room with one of the possible responses to the probe and have students go to that corner for a class discussion.

Updated Text: Use the Confidence Levels strategy. Poll the class on their answer choices and ask students to rate their response by holding up one (not sure), two (somewhat confident), or three (very confident) fingers.

Component: McGraw Hill Ciencias para Texas, Grado 3 Teacher Edition

ISBN: 9781266117770

Current Page Number(s): 57

Location: GET READY

Original Text: Four Corners Strategy

Updated Text: Confidence Levels Strategy

Component: McGraw Hill Ciencias para Texas, Grado 3 Teacher Edition

ISBN: 9781266117770

Current Page Number(s): 57

Location: Digital Spotlight, below Page Keeley Video

Original Text: Four Corners Strategy
Learn more about how to use the strategy. 2:12

Updated Text: Confidence Levels Strategy
Learn more about how to use the strategy. 2:17

Component: McGraw Hill Ciencias para Texas, Grado 3 Teacher Edition

ISBN: 9781266117770

Current Page Number(s): 60A

Location: 1st column, Red heading at the top

Original Text: Structured Inquiry

Summary

Students will demonstrate that materials can be combined based on their properties to make them better suited for a specific purpose.

Updated Text: Guided Inquiry

Summary

Students demonstrate that materials can be combined based on their properties to make them better suited for a specific purpose.

Component: McGraw Hill Ciencias para Texas, Grado 3 Teacher Edition

ISBN: 9781266117770

Current Page Number(s): 60A

Location: 1st column, Text under video screenshot

Original Text: Preview step-by-step support in the Anytime Investigation Video, Build a Brick. 4:00

Updated Text: Preview step-by-step support in the Anytime Investigation Video, Build a Brick. 3:00

Component: McGraw Hill Ciencias para Texas, Grado 3 Teacher Edition

ISBN: 9781266117770

Current Page Number(s): 60A

Location: 1st column, NOTE:

Original Text: Download the student page for structured inquiry.

Updated Text: Download the student page for guided inquiry.

Component: McGraw Hill Ciencias para Texas, Grado 3 Teacher Edition

ISBN: 9781266117770

Current Page Number(s): 60A

Location: 2nd column, Identify/Brainstorm

Original Text: Identify/Brainstorm

Students should discuss and record potential solutions to the problem. They will choose one solution to develop in the following steps. Ask: How can you demonstrate building a stronger brick based on the physical properties of the materials used?

Plan/Develop

- Step 4 As students sketch each design, make sure they include the amount of water and sand and water and clay they plan to use in each brick. To better release each brick

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 2359 of 3538

from the mold, have students wiggle the mold as they lift it off of the brick.

- Step 5 Remind students to put on their safety goggles before working with the materials to build their bricks. TEKS 3.1G
Test/Improve
Communicate

Updated Text: Identify a Problem/Brainstorm a Solution

Ask: How can you demonstrate building a stronger brick based on the physical properties of the materials used?

Students should discuss and record potential solutions to the problem. They will choose one solution to develop in the following steps.

Make a Plan/Develop the Design

- Step 4 As students sketch each design, make sure they include the amount of water and sand and water and modeling dough they plan to use in each brick. To better release each brick from the mold, have students wiggle the mold as they lift it off of the brick.

Develop, Test, and Improve the Design

- Step 5 Remind students to put on their safety goggles before working with the materials to build their bricks. TEKS 3.1G
Communicate the Results

Component: McGraw Hill Ciencias para Texas, Grado 3 Teacher Edition

ISBN: 9781266117770

Current Page Number(s): 60A

Location: 1st column, Materials

Original Text: • 1/2 cup damp sand
• 1/2 cup dry sand

Updated Text: • 1/4 cup damp sand
• 1/4 cup dry sand

Component: McGraw Hill Ciencias para Texas, Grado 3 Teacher Edition

ISBN: 9781266117770

Current Page Number(s): 60B

Location: Guided and Open Options

Original Text: Guided and Open Options
Options

For guided and open inquiry, students are expected to develop materials lists, write procedure steps, and determine how they will share their results. Revisions are likely during their investigation.

Updated Text: Structured and Open Options

For structured inquiry, students are given a procedure. For open inquiry, students are expected to develop materials lists, write procedure steps, and determine how they will share their results. Revisions are likely during their investigation.

Component: McGraw Hill Ciencias para Texas, Grado 3 Teacher Edition

ISBN: 9781266117770

Current Page Number(s): 60B

Location: Guided Inquiry

Original Text: Guided Inquiry

Provide the explorable question. How can you demonstrate building a stronger brick based on the physical properties of the materials used?

Example Students may wish to mix other materials into the sand. They may also decide on different methods of determining its strength.

Updated Text: Structured Inquiry

Provide step-by-step instructions to help students investigate the explorable question. How can you demonstrate building a stronger brick based on the physical properties of the materials used?

Example Step 1. Measure the damp sand and dry sand, then mix the two together. Step 2. Measure the water and add to the sand mixture. Step 3. Mix the sand and water mixture until it is mixed thoroughly. Step 4. Once you have the correct consistency of water and sand, pour the mixture into the brick mold. Step 5. Gently wiggle the mold and remove the sand brick.

Component: McGraw Hill Ciencias para Texas, Grado 3 Teacher Edition

ISBN: 9781266117770

Current Page Number(s): 60B

Location: Open Inquiry

Original Text: Open Inquiry

Students write their own explorable question.

What questions did you have when you observed the photo of the building blocks?

Plan the Investigation Make sure students choose a testable question. Can your question be investigated through research, observation, modeling, and/or experimentation?

Updated Text: Open Inquiry

Students identify their own problem. Ask: What problem could you solve using the Engineering Design Process?

Plan the Investigation Make sure students choose an engineering design problem they can solve using the resources available.

Component: McGraw Hill Ciencias para Texas, Grado 3 Teacher Edition

ISBN: 9781266117770

Current Page Number(s): 60B

Location: ASSESS: below Claim, Evidence, Reasoning

Original Text: Sample answer: I claim that I can combine materials to design a brick that will not be crushed by a weight.

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 2361 of 3538

Updated Text: Sample answer: I claim that materials can be combined to design a brick that will not be crushed by a weight.

Component: McGraw Hill Ciencias para Texas, Grado 3 Teacher Edition

ISBN: 9781266117770

Current Page Number(s): 60B

Location: Interactive Word Wall: below first paragraph

Original Text: N/A

Updated Text: How did you use models to represent a solution to a problem? Sample answer: I sketched a plan for my prototype to build a stronger brick.

Component: McGraw Hill Ciencias para Texas, Grado 3 Teacher Edition

ISBN: 9781266117770

Current Page Number(s): 60C

Location: Below first student mini, Make a Plan

Original Text: N/A

Updated Text: Move Make a Plan and Item 2. with anno over to the next column, above Item 5.

Component: McGraw Hill Ciencias para Texas, Grado 3 Teacher Edition

ISBN: 9781266117770

Current Page Number(s): 60C

Location: Under 2nd student mini, below number 5, Testing Bricks

Original Text: clay-and-sand brick

Updated Text: modeling dough-and-sand brick

Component: McGraw Hill Ciencias para Texas, Grado 3 Teacher Edition

ISBN: 9781266117770

Current Page Number(s): 60D

Location: Under 1st student mini, below Improve the Design, number 7

Original Text: clay

Updated Text: modeling dough

Component: McGraw Hill Ciencias para Texas, Grado 3 Teacher Edition

ISBN: 9781266117770

Current Page Number(s): 60D

Location: Under student mini, below Communicate the Results: number 8.

Original Text: clay-and-sand

Updated Text: modeling dough-and-sand brick

Component: McGraw Hill Ciencias para Texas, Grado 3 Teacher Edition

ISBN: 9781266117770

Current Page Number(s): 60D

Location: Under 2nd student mini, below Communicate the Results: number 9.

Original Text: I would choose the sand-and-clay brick. The sand and clay are both easy to mold. The clay is firmer, and the sand made the brick harder.

Updated Text: I would choose the modeling dough-and-sand brick. The sand and modeling dough are both easy to mold. The modeling dough is firmer, and the sand made the brick harder.

Component: McGraw Hill Ciencias para Texas, Grado 3 Teacher Edition

ISBN: 9781266117770

Current Page Number(s): 60D

Location: Under 2nd student mini, below Communicate the Results, number 11.

Original Text: I wore safety goggles and used the materials responsibly.

Updated Text: I wore goggles and made sure that I cleaned up my workspace.

Component: McGraw Hill Ciencias para Texas, Grado 3 Teacher Edition

ISBN: 9781266117770

Current Page Number(s): 65

Location: Assess, Below Key Moment, Item 1

Original Text: Dual Coded Students will refer to the model to answer the question about selecting the most useful bridge materials.

- A. Correct Students understand materials used to build the deck of a bridge should be long-lasting.
- B. Incorrect Students may choose “easy to break” because they do not understand that the materials should be strong to support the weight of vehicles on the bridge.
- C. Incorrect Students may choose “soft” because they do not realize that materials should be hard so that vehicles can drive over the bridge without sinking into them.
- D. Correct Students understand materials used to build the deck of a bridge should be strong. DOK 3

Updated Text: Dual Coded Students will refer to the bridge system model to explain its structure and the materials used to help it function. DOK 3

Component: McGraw Hill Ciencias para Texas, Grado 3 Teacher Edition

ISBN: 9781266117770

Current Page Number(s): 67

Location: GET READY, under Download the Show What YOU Know support and rubric.

Original Text: N/A

Updated Text: [checkbox] Download the STEM Project Teacher Support.

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Component: McGraw Hill Ciencias para Texas, Grado 3 Teacher Edition

ISBN: 9781266117770

Current Page Number(s): 67

Location: ASSESS, FOLDABLES section, 1st sentence

Original Text: Four-Tab Concept Map

Updated Text: Concept-Map Book Foldable

Component: McGraw Hill Ciencias para Texas, Grado 3 Teacher Edition

ISBN: 9781266117770

Current Page Number(s): 67

Location: ASSESS, Item 1

Original Text: Students think back to what they learned about testing matter and then list three ways to test an object's properties.

Updated Text: Students think back to what they learned about measuring and testing matter and then list three ways to test an object's properties.

Component: McGraw Hill Ciencias para Texas, Grado 3 Teacher Edition

ISBN: 9781266117770

Current Page Number(s): 67

Location: ASSESS, Item 3

Original Text: A. Correct Students understand that water evaporates as it is heated.

B. Incorrect Students may think the water will condense, but they do not understand that when water is heated, it evaporates, becoming water vapor.

C. Incorrect Students may think the water will freeze because they do not understand that when the temperature goes up the water will become warmer and evaporate.

D. Incorrect Students may think the water will melt because they do not understand that the water is already melted. DOK 2

Updated Text: Students understand that boiling water evaporates to become water vapor as it is heated. Clouds seen are water droplets formed as water vapor cools in the air. DOK 2

Component: McGraw Hill Ciencias para Texas, Grado 3 Teacher Edition

ISBN: 9781266117770

Current Page Number(s): 71C

Location: Under DAY 4, below GET READY, 1st bullet

Original Text: • View the Meet a Piano Mover video.

.

Updated Text: • View the Meet a Basketball Coach video.

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 2364 of 3538

Component: McGraw Hill Ciencias para Texas, Grado 3 Teacher Edition

ISBN: 9781266117770

Current Page Number(s): 71C

Location: Under DAY 4, below TEACH

Original Text: Read STEM Connection: Meet a Piano Mover.

Updated Text: Read STEM Connection: Meet a Basketball Coach: Tony Wingen.

Component: McGraw Hill Ciencias para Texas, Grado 3 Teacher Edition

ISBN: 9781266117770

Current Page Number(s): 86C

Location: Under 2nd student mini, Conduct an Investigation: Changing How Objects Move table, sample answers for 2nd row: How do pulls change how objects move?

Original Text: 1. Tie a string to the toy car.
2. Pull the string taut and keep it low to the ground.
3. Give the string a gentle pull.
4. Record your observations.

Updated Text: 1. Set the toy car on a flat surface.
2. Give the toy car a gentle pull.
3. Measure how far the toy car moved.

Component: McGraw Hill Ciencias para Texas, Grado 3 Teacher Edition

ISBN: 9781266117770

Current Page Number(s): 133

Location: above ASSESS

Original Text: N/A

Updated Text: Talk About It Students should discuss with each other how they used sound today.

Component: McGraw Hill Ciencias para Texas, Grado 3 Teacher Edition

ISBN: 9781266117770

Current Page Number(s): 145

Location: Visual Literacy: 1st sample answer

Original Text: Delete increased or decreased

Updated Text: N/A

Component: McGraw Hill Ciencias para Texas, Grado 3 Teacher Edition

ISBN: 9781266117770

Current Page Number(s): 145

Location: Visual Literacy, 3rd blue question

Original Text: What more can you find?

Updated Text: How can you find out more about the topic of this poster?

Component: McGraw Hill Ciencias para Texas, Grado 3 Teacher Edition

ISBN: 9781266117770

Current Page Number(s): 145

Location: ASSESS gray bar

Original Text: N/A

Updated Text: clock icon 10 min

Component: McGraw Hill Ciencias para Texas, Grado 3 Teacher Edition

ISBN: 9781266117770

Current Page Number(s): 145

Location: Claim, Evidence, Reasoning, anno

Original Text: I have learned about different sources of thermal energy.

Updated Text: thermal energy is used to heat objects in everyday life. Thermal energy warms the water and dries wet hair after a shower. Thermal energy warms food on a stove. The Sun uses thermal energy to heat the Earth's surface to make it warm.

Component: McGraw Hill Ciencias para Texas, Grado 3 Teacher Edition

ISBN: 9781266117770

Current Page Number(s): 168A

Location: Red heading at the top of the page

Original Text: Structured Inquiry

Updated Text: Guided Inquiry

Component: McGraw Hill Ciencias para Texas, Grado 3 Teacher Edition

ISBN: 9781266117770

Current Page Number(s): 168A

Location: Last sentence after Summary heading

Original Text: Students will record data in graphic organizers, like Cause and Effect graphic organizer, they construct.

Updated Text: Students will record data in a data table they have constructed.

Component: McGraw Hill Ciencias para Texas, Grado 3 Teacher Edition

ISBN: 9781266117770

Current Page Number(s): 168A

Location: NOTE section, first sentence

Original Text: NOTE: Download the student page for structured inquiry.

Updated Text: NOTE: Download the student page for guided inquiry.

Component: McGraw Hill Ciencias para Texas, Grado 3 Teacher Edition

ISBN: 9781266117770

Current Page Number(s): 168A

Location: NOTE: section

Original Text: Students will require additional materials depending on the investigation they plan and carry out. Possible materials include additional textbooks, paper tubes, cardboard, tape, aluminum foil, and a stopwatch.

Updated Text: Students will require additional materials depending on the investigation they plan and carry out. Possible materials include a meterstick, textbooks, paper tubes, cardboard, tape, aluminum foil, and a stopwatch.

Component: McGraw Hill Ciencias para Texas, Grado 3 Teacher Edition

ISBN: 9781266117770

Current Page Number(s): 168A

Location: Steps under Conduct an Investigation

Original Text: Step 3

Updated Text: Step 5

Component: McGraw Hill Ciencias para Texas, Grado 3 Teacher Edition

ISBN: 9781266117770

Current Page Number(s): 168A

Location: Steps under Conduct an Investigation, Step 5

Original Text: 3.1B

Updated Text: 3.1F

Component: McGraw Hill Ciencias para Texas, Grado 3 Teacher Edition

ISBN: 9781266117770

Current Page Number(s): 168B

Location: Left Column heading

Original Text: Guided and Open Options

Updated Text: Structured and Open Options

Component: McGraw Hill Ciencias para Texas, Grado 3 Teacher Edition

ISBN: 9781266117770

Current Page Number(s): 168B

Location: Left Column paragraph text

Original Text: For guided and open inquiry, students are expected to develop materials lists, write procedure steps, and determine how they will share their results. Revisions are likely during their investigation.

Updated Text: For structured inquiry, students are given a procedure. For open inquiry, students are expected to develop materials lists, write procedure steps, and determine how they will share their results. Revisions are likely during their investigation.

Component: McGraw Hill Ciencias para Texas, Grado 3 Teacher Edition

ISBN: 9781266117770

Current Page Number(s): 168B

Location: Left Column smaller heading

Original Text: Guided Inquiry

Updated Text: Structured Inquiry

Component: McGraw Hill Ciencias para Texas, Grado 3 Teacher Edition

ISBN: 9781266117770

Current Page Number(s): 168B

Location: Left Column paragraph text under Structured Inquiry

Original Text: Provide the explorable question: Ask: How is the speed of a table tennis ball related to its mechanical energy? Example Students should consider which type of graphic organizer will be most effective for collecting data during the investigation. Investigations must answer the explorable question. TEKS 3.1B

Updated Text: Provide step-by-step instructions to help students investigate the explorable question. Ask: How is the speed of a table tennis ball related to its mechanical energy?

1. Make a ramp with a book and a piece of cardboard.
2. Roll a ball down the ramp. Use a stopwatch to time how long it take the ball to roll from the top to the bottom.
3. Add another book to the ramp.
4. Roll the ball again and time how long it take the ball to roll down the ramp.

Component: McGraw Hill Ciencias para Texas, Grado 3 Teacher Edition

ISBN: 9781266117770

Current Page Number(s): 168B

Location: Left Column paragraph text under Open Inquiry, Example

Original Text: Students might investigate how the height of a ramp affects the ball's speed and mechanical energy.

Updated Text: Students might investigate how the strength of a push affects the ball's speed and mechanical energy.

Component: McGraw Hill Ciencias para Texas, Grado 3 Teacher Edition

ISBN: 9781266117770

Current Page Number(s): 168B

Location: Interactive Word Wall box, second question and answer

Original Text: Ask: How did you construct a graphic organizer to record data? Sample answer: We used a Cause and Effect graphic organizer to collect data. TEKS 3.1F

Updated Text: Ask: How did you collect and record data in the investigation? Sample answer: We made a two-column graphic organizer to record the data collected. TEKS 3.1F

Component: McGraw Hill Ciencias para Texas, Grado 3 Teacher Edition

ISBN: 9781266117770

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 2368 of 3538

Current Page Number(s): 168C

Location: 1st student mini, Make a Prediction

Original Text: Think of the photo of the high-speed train. How is the speed of a table tennis ball related to its mechanical energy?

Updated Text: Think of the photo showing the phenomenon of the high-speed train. How is the speed of a table tennis ball related to its mechanical energy?

Component: McGraw Hill Ciencias para Texas, Grado 3 Teacher Edition

ISBN: 9781266117770

Current Page Number(s): 168C

Location: 1st student mini, Conduct an Investigation, Step 1

Original Text: Plan an investigation to increase the speed of roll a table tennis ball. List materials you will use and procedure follow in space below.

Updated Text: Plan an investigation to increase the speed of roll a table tennis ball. Think about the cause-and-effect relationship between your investigation set-up and the speed of the ball. List materials you will use and procedure follow in space below.

Component: McGraw Hill Ciencias para Texas, Grado 3 Teacher Edition

ISBN: 9781266117770

Current Page Number(s): 168C

Location: 2nd column, under student mini, above Item 3

Original Text: N/A

Updated Text: Conduct an Investigation (continued)

Component: McGraw Hill Ciencias para Texas, Grado 3 Teacher Edition

ISBN: 9781266117770

Current Page Number(s): 168C

Location: 2nd column, under student mini, Item 3

Original Text: 3

Updated Text: 5

Component: McGraw Hill Ciencias para Texas, Grado 3 Teacher Edition

ISBN: 9781266117770

Current Page Number(s): 168C

Location: 2nd column, under student mini, sample answer data table

Original Text: Table has no title and 1 blank row

Updated Text: Table title: Table Tennis Ball Observations

Table has three rows with sample answers for Number of Books and Time to 'X' on Floor:
3; 0.75 second

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 2369 of 3538

2; 0.91 second
1; 1.15 seconds

Component: McGraw Hill Ciencias para Texas, Grado 3 Teacher Edition

ISBN: 9781266117770

Current Page Number(s): 168D

Location: 1st column, under Communicate Information. Item 8

Original Text: After listening to students explanations, the ball rolled faster and had more mechanical energy.

Updated Text: After listening to students' explanations, the higher the stack of books, the less time it took for the ball to reach the bottom of the ramp.

Component: McGraw Hill Ciencias para Texas, Grado 3 Teacher Edition

ISBN: 9781266117770

Current Page Number(s): 168D

Location: 1st column, under Communicate Information. Item 9

Original Text: I could decrease the height to show how the speed also decreases when it has less mechanical energy.

Updated Text: I could use a toy car and conduct the same investigation to see if it is related to speed and mechanical energy.

Component: McGraw Hill Ciencias para Texas, Grado 3 Teacher Edition

ISBN: 9781266117770

Current Page Number(s): 185

Location: Under Assess, under Claims, Evidence, Reasoning, anno next to Notebooking

Original Text: soil forms from rocks being weathered in different ways.

Updated Text: Sample answer: soil forms from rocks being weathered, broken-down by roots, and decomposing plants and animals. Rain weakens and breaks larger rocks into smaller pieces, and soil contains broken-down parts of plants and animals.

Component: McGraw Hill Ciencias para Texas, Grado 3 Teacher Edition

ISBN: 9781266117770

Current Page Number(s): 192B

Location: 2nd column, Interactive Word Wall, sample answer to 1st question

Original Text: I placed soil and cubes in a tilted tray to represent houses along a slope, and I poured water into the tray to simulate a landslide.

Updated Text: I tilted a tray containing soil and cubes that represented houses along a slope, and I poured water into the tray to simulate a landslide.

Component: McGraw Hill Ciencias para Texas, Grado 3 Teacher Edition

ISBN: 9781266117770

Current Page Number(s): 192C

Location: Conduct an Investigation, #4

Original Text: 2. Sample answer: Students' setups should show a sketch of a stream table as describe in Step 1.

4. Sample answer: After water was poured onto the soil, the cubes and the soil began to slide down the plastic paint tray.

Updated Text: 2. 4. Original Setup Sample answer: Students' setups should show a sketch of a stream table. Soil is smooth, and the cubes are spread out evenly on the slope.

After Pouring Water Sample answer: After water was poured onto the soil, the cubes and the soil began to slide down the plastic paint tray.

Component: McGraw Hill Ciencias para Texas, Grado 3 Teacher Edition

ISBN: 9781266117770

Current Page Number(s): 195

Location: CER, Notebooking, anno

Original Text: landslides cause rapid changes to Earth's surface.

Updated Text: Sample answer: soil and rock can slide down a hill and destroy a road. Volcanoes can change the Earth's surface by releasing lava and causing fires that can spread around the area. Earthquakes can also bring down houses and buildings, break rocks and move large sections of land.

Component: McGraw Hill Ciencias para Texas, Grado 3 Teacher Edition

ISBN: 9781266117770

Current Page Number(s): 205

Location: EXPLAIN It Video

Original Text: their claim about where useful things come from.

Updated Text: their claims about how humans use natural resources.

Component: McGraw Hill Ciencias para Texas, Grado 3 Teacher Edition

ISBN: 9781266117770

Current Page Number(s): 205

Location: CER, Notebooking, answer

Original Text: useful things are made from natural resources such as wood and metal.

Updated Text: Sample answer: useful things people use are made from natural resources. Many natural resources such as cattle, oil, and wheat are found in Texas. Natural resources can be living, like sheep, and nonliving, like natural gas. Cotton is used for making clothes and oil for driving cars.

Component: McGraw Hill Ciencias para Texas, Grado 3 Teacher Edition

ISBN: 9781266117770

Current Page Number(s): 215

Location: Answer under Assess, under Claim, Evidence, Reasoning

Original Text: limited resources can run out if they are not used wisely.

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 2371 of 3538

Updated Text: limited resources can run out if they are not used wisely. In the investigation, I learned that the fewer resources of water we removed, the more water we had for more years. Conserving water can help in times when dry weather arrives.

Component: McGraw Hill Ciencias para Texas, Grado 3 Teacher Edition

ISBN: 9781266117770

Current Page Number(s): 222A

Location: Red heading on the top of the page

Original Text: Structured Inquiry

Updated Text: Guided Inquiry

Component: McGraw Hill Ciencias para Texas, Grado 3 Teacher Edition

ISBN: 9781266117770

Current Page Number(s): 222A

Location: NOTE, first sentence

Original Text: Download the student page for structured inquiry.

Updated Text: Download the student page for guided inquiry.

Component: McGraw Hill Ciencias para Texas, Grado 3 Teacher Edition

ISBN: 9781266117770

Current Page Number(s): 222A

Location: Right column, Identify and Brainstorm a Solution

Original Text: Identify

Students should use their observations to answer the explorable question. Ask: How can you make a useful object out of recycled materials?

Brainstorm a Solution

Encourage group members to share their ideas about what objects could be made out of different used materials.

Updated Text: Identify a Problem/Brainstorm a Solution

Ask: How can you make a useful object out of recycled materials?

Students should discuss and record potential solutions to the problem. They will choose one solution to develop in the following steps. Encourage group members to share their ideas about what objects could be made out of different used materials.

Component: McGraw Hill Ciencias para Texas, Grado 3 Teacher Edition

ISBN: 9781266117770

Current Page Number(s): 222A

Location: Right column, Develop the Design

Original Text: Develop the Design

[bullet] Step 5 Have students list three of the materials they are reusing and describe how they were used before and how they are being used in the new object.

Updated Text: Develop the Design

[bullet] Steps 4-5 Students will use their sketches to assemble their useful objects. Have students list three of the materials they are reusing and describe how they were used before and how they are being used in the new object.

Component: McGraw Hill Ciencias para Texas, Grado 3 Teacher Edition

ISBN: 9781266117770

Current Page Number(s): 222A

Location: Science Mindset

Original Text: [current placement is above Communicate the Results]

Science Mindset Scientists and engineers test and evaluate their designs, making improvements as needed. Provide time for students to discuss how their object's design can be improved with a partner. Use sentence frames:

Based our tests, I think _____ because _____.

We can improve our design by _____.

Could you elaborate on why you think _____ is a better design?

Updated Text: [move to left column below Short on Time? section]

Science Mindset Scientists and engineers test and evaluate their designs, making improvements as needed. Provide time for students to discuss how their object's design can be improved with a partner. Use sentence frames:

Based on our tests, I think _____ because _____.

We can improve our design by _____.

Could you elaborate on why you think _____ is a better design?

Component: McGraw Hill Ciencias para Texas, Grado 3 Teacher Edition

ISBN: 9781266117770

Current Page Number(s): 222B

Location: Left Column, Guided and Open Options and Guided Inquiry box

Original Text: Guided and Open Options

For guided and open inquiry, students are expected to develop materials lists, write procedure steps, and determine how they will share their results. Revisions are likely during their investigation.

Guided Inquiry

Provide the explorable question. Ask: How can you make a useful object out of recycled materials?

Example The class might choose to agree on a common purpose or problem and then have student groups design and assemble objects that meet the purpose or solve the problem. Investigations must answer the explorable question.

Updated Text: Structured and Open Options

For structured inquiry, students are given a procedure. For open inquiry, students are expected to develop materials lists, write procedure steps, and determine how they will share their results. Revisions are likely during their investigation.

Structured Inquiry

Provide step-by-step instructions to help students investigate the explorable question. Ask: How can you make a useful object out of recycled materials?

Example Step 1. Observe the recycled materials and decide which materials to use to design a new object that will serve a

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 2373 of 3538

purpose. Step 2. Sketch your design using those materials. Step 3. Build the new object out of the recycled materials selected. Step 4. Test your prototype. Step 5. Adjust prototype for improvements.

Component: McGraw Hill Ciencias para Texas, Grado 3 Teacher Edition

ISBN: 9781266117770

Current Page Number(s): 222B

Location: Open Inquiry

Original Text: Open Inquiry

Students write their own explorable question. Ask: What questions did you have when you observed the photo of resources being reused?

Plan the Investigation Make sure students choose a testable question. Ask: Can your question be investigated through research, observation, modeling, and/or experimentation?

Updated Text: Open Inquiry

Students identify their own problem. Ask: What problem could you solve using the Engineering Design Process?

Plan the Investigation

Make sure students choose an engineering design problem they can solve using the resources available.

Component: McGraw Hill Ciencias para Texas, Grado 3 Teacher Edition

ISBN: 9781266117770

Current Page Number(s): 222B

Location: Question under Interactive Word Wall

Original Text: Ask: How did you design your prototype? Sample answer: I chose materials we had and drew a new way to use them.

Updated Text: Ask: How did you develop and use your model? Sample answer: I used the model to build my design.

Component: McGraw Hill Ciencias para Texas, Grado 3 Teacher Edition

ISBN: 9781266117770

Current Page Number(s): 222C

Location: Under student mini, Develop the Design, Item #5

Original Text: 1st column, 2nd row: Plastic bottle

2nd column, 2nd row: hold water

3rd column, 2nd row: body of car

1st column, 3rd row: Drink straw

2nd column, 3rd row: drink liquids

3rd column, 3rd row: axle for car

1st column, 4th row:

2nd column, 4th row:

3rd column, 4th row:

Updated Text: 1st column, 2nd row: rubber bands

2nd column, 2nd row: hold items together

3rd column, 2nd row: hold stand together

1st column, 3rd row: plastic cups
2nd column, 3rd row: hold liquids
3rd column, 3rd row: stand to hold tablet

1st column, 4th row: cardboard
2nd column, 4th row: packaging box
3rd column, 4th row: platform to hold tablet

Component: McGraw Hill Ciencias para Texas, Grado 3 Teacher Edition

ISBN: 9781266117770

Current Page Number(s): 222D

Location: Under student mini, Above Improve the Design

Original Text: N/A

Updated Text: Develop the Design (continued)

7. Answers will vary based on designs that students built and tested.

Component: McGraw Hill Ciencias para Texas, Grado 3 Teacher Edition

ISBN: 9781266117770

Current Page Number(s): 222D

Location: Under student mini, Communicate the Results

Original Text: (continued)

Updated Text: N/A

Component: McGraw Hill Ciencias para Texas, Grado 3 Teacher Edition

ISBN: 9781266117770

Current Page Number(s): 222D

Location: Under student mini, Make a Claim

Original Text: I claim that reducing, reusing, and recycling helps conserve natural resources by allowing us to use resources again and not throw them in the trash.

Updated Text: I claim that conserving natural resources is important because we can run out of them.

Component: McGraw Hill Ciencias para Texas, Grado 3 Teacher Edition

ISBN: 9781266117770

Current Page Number(s): 223

Location: Science Mindset

Original Text: Science Mindset When reading about the recycling situation in this community, think about other's perspectives. What might a business owner think? What about someone living in the neighborhood? How might a decision impact others?

Updated Text: N/A

Component: McGraw Hill Ciencias para Texas, Grado 3 Teacher Edition

ISBN: 9781266117770

Current Page Number(s): 225

Location: Above EB/EL Provide Specialized Instruction

Original Text: N/A

Updated Text: Science Mindset When reading about the recycling situation in this community, have students think about other's perspectives. Ask: What might a business owner think? How might a decision impact others?

Component: McGraw Hill Ciencias para Texas, Grado 3 Teacher Edition

ISBN: 9781266117770

Current Page Number(s): 225

Location: Below ASSESS, Reinforce | Use to Intervene

Original Text: have them use the Concentration graphic organizer to play a vocabulary game.

Updated Text: have them use the Concentration game to reinforce concepts.

Component: McGraw Hill Ciencias para Texas, Grado 3 Teacher Edition

ISBN: 9781266117770

Current Page Number(s): 225

Location: Below ASSESS, CER Notebooking, answer

Original Text: items can be reused instead of being thrown away.

Updated Text: Sample answer: reducing, reusing, and recycling help conserve natural resources by allowing us to use resources again and not throw them in the trash. Recycling 94 million tons of materials keeps them out of landfills. Reusing cloth bags reduces plastic use. Fixing a leaky faucet saves can conserve 10,000 gallons of water each year.

Component: McGraw Hill Ciencias para Texas, Grado 3 Teacher Edition

ISBN: 9781266117770

Current Page Number(s): 225

Location: ASSESS, below Check for Understanding, Essential Question Check-In

Original Text: Students should explain that reducing is when you use less of a natural resource, reusing is when you use something over and over again, recycling is when products are reprocessed to make new products.

Updated Text: Students should identify problems and explain the solutions when it comes to reducing, reusing, and recycling products. As part of this, they should understand that reducing involves using less of a natural resource, reusing means using something over and over again, and recycling involves reprocessing products to make new ones.

Component: McGraw Hill Ciencias para Texas, Grado 3 Teacher Edition

ISBN: 9781266117770

Current Page Number(s): 238B

Location: CER Claim statement

Original Text: Sample answer: I claim that I can record temperature using a thermometer, use a rain gauge when it rains with no rain and record the wind direction with a wind vane

Updated Text: Sample answer: I claim that weather can be described by temperature, rain, and wind direction and measured with a thermometer, rain gauge, and wind vane.

Component: McGraw Hill Ciencias para Texas, Grado 3 Teacher Edition

ISBN: 9781266117770

Current Page Number(s): 238C

Location: 2nd column: above Daily Weather

Original Text: N/A

Updated Text: Conduct an Investigation
2, 4, 6. Sample answers:

Component: McGraw Hill Ciencias para Texas, Grado 3 Teacher Edition

ISBN: 9781266117770

Current Page Number(s): 238C

Location: Conduct an Investigation

Original Text: 01/01/2022

Updated Text: 1/10/2025

Component: McGraw Hill Ciencias para Texas, Grado 3 Teacher Edition

ISBN: 9781266117770

Current Page Number(s): 241

Location: below the Key Moment and Above the Assess bar

Original Text: N/A

Updated Text: [icon] Talk About It Have students discuss the temperatures that are associated with different types of precipitation.

Component: McGraw Hill Ciencias para Texas, Grado 3 Teacher Edition

ISBN: 9781266117770

Current Page Number(s): 241

Location: EB/EL note

Original Text: EB/EL Promote Multilingualism

Give students a chance to share in their home languages any other seasonal weather they have experienced or know about that is not common in Texas. Then as a class, determine together the English vocabulary used to describe it. ELPS
3E

Updated Text: [Move note to the bottom of the page.]

Component: McGraw Hill Ciencias para Texas, Grado 3 Teacher Edition

ISBN: 9781266117770

Current Page Number(s): 241

Location: ASSESS: CER sample answer

Original Text: a thermometer is used to measure temperature; a wind vane is used to show wind direction; a rain gauge is used to measure precipitation.

Updated Text: a thermometer is used to measure temperature, a wind vane is used to show wind direction, and a rain gauge is used to measure precipitation.

Component: McGraw Hill Ciencias para Texas, Grado 3 Teacher Edition

ISBN: 9781266117770

Current Page Number(s): 248B

Location: Interactive Word Wall: after TEKS 3.2B

Original Text: N/A

Updated Text: Ask: Why do you think scientists compare data? Sample answer: They want to learn what causes the data to be similar or different.

Component: McGraw Hill Ciencias para Texas, Grado 3 Teacher Edition

ISBN: 9781266117770

Current Page Number(s): 248B

Location: Interactive Word Wall: Second sample answer

Original Text: explain similar weather pattern.

Updated Text: explain patterns of similar weather.

Component: McGraw Hill Ciencias para Texas, Grado 3 Teacher Edition

ISBN: 9781266117770

Current Page Number(s): 248B

Location: ASSESS, CER, sample answer

Original Text: I claim that weather conditions can be different in different places on the same day.

Updated Text: I claim that weather conditions can be similar or different in different places.

Component: McGraw Hill Ciencias para Texas, Grado 3 Teacher Edition

ISBN: 9781266117770

Current Page Number(s): 248B

Location: EB/EL: Advanced

Original Text: describe it

Updated Text: describe them

Component: McGraw Hill Ciencias para Texas, Grado 3 Teacher Edition

ISBN: 9781266117770

Current Page Number(s): 251

Location: EB/EL Teach Structure and Form, first sentence

Original Text: Point out the suffix -ist in meteorologist that shows it's a type of job.

Updated Text: Explain that the suffix -ist in meteorologist means that a person who works with whatever the root word is.

Component: McGraw Hill Ciencias para Texas, Grado 3 Teacher Edition

ISBN: 9781266117770

Current Page Number(s): 251

Location: ASSESS CER: Sample answer

Original Text: weather conditions can be different in different places on the same day.

Updated Text: weather conditions can be different from one location to another. The data table showed that the weather for May 11th in Anchorage was 6°C (43°F) and rainy, but in Dallas, the weather was 21°C (70°F) and no rain.

Component: McGraw Hill Ciencias para Texas, Grado 3 Teacher Edition

ISBN: 9781266117770

Current Page Number(s): 251

Location: Back to the Big Idea

Original Text: Ask: Is today's weather the same in all locations? Sample answer: No, the weather is different from one place to the next. It could be clear and sunny in our region, and rainy or snowy someplace else.

Updated Text: Ask: How does weather vary from place to place? Sample answer: Weather can be clear, warm, and sunny in one place and cold and rainy in another place on the same day.

Component: McGraw Hill Ciencias para Texas, Grado 3 Teacher Edition

ISBN: 9781266117770

Current Page Number(s): 259

Location: EB/EL Scaffold to Support Access

Original Text: such as the Earth revolves around the Sun while the moon revolves around Earth.

Updated Text: such as showing that Earth revolves around the Sun while the Moon revolves around Earth.

Component: McGraw Hill Ciencias para Texas, Grado 3 Teacher Edition

ISBN: 9781266117770

Current Page Number(s): 259

Location: ASSESS, 3rd paragraph

Original Text: Talk About It Have students draw or use available materials to construct a model of the system formed by the Sun, Moon, and Earth, and then discuss their model to a partner. Encourage students to identify the strengths and limitations of the model. For example, models generally do not show the relative sizes of the three bodies

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 2379 of 3538

Updated Text: N/A

Component: McGraw Hill Ciencias para Texas, Grado 3 Teacher Edition

ISBN: 9781266117770

Current Page Number(s): 259

Location: Digital spotlight

Original Text: the movements of the Sun, Moon, and Earth.

Updated Text: the movements of the Moon and Earth around the Sun.

Component: McGraw Hill Ciencias para Texas, Grado 3 Teacher Edition

ISBN: 9781266117770

Current Page Number(s): 270A

Location: HOI: Conduct an Investigation, Steps 2-3

Original Text: Steps 2–3 Lay out the string to indicate where each planet falls in relation to each other and the Sun.

Updated Text: Steps 2-6. To create a model solar system, convert planet distances to centimeters, identify planet sequence, find a large space, measure and place each planet at the correct distance, then record data by illustrating the model solar system.

Component: McGraw Hill Ciencias para Texas, Grado 3 Teacher Edition

ISBN: 9781266117770

Current Page Number(s): 271

Location: Second KEY MOMENT

Original Text: [Key moment bar]

Interactive Infographic Have students check out Our Solar System.

[Key Moment bar]

Read and discuss the text with students.

Updated Text: Interactive Infographic Have students check out Our Solar System.

Component: McGraw Hill Ciencias para Texas, Grado 3 Teacher Edition

ISBN: 9781266117770

Current Page Number(s): 271

Location: Key Moment

Original Text: Interactive Infographic Have students check out Our Solar System.

[Key moment bar]

Read and discuss the text with students.

Investigation Connection

Notebooking After reading, students look back at the model they created or the data table from the Position the Planets investigation.

[Key moment bar]

Updated Text: Investigation Connection

Notebooking After reading, students look back at the model they created or the data table from the Position the Planets investigation.

[Key Moment bar]

Interactive Infographic Have students check out Our Solar System.

Component: McGraw Hill Ciencias para Texas, Grado 3 Teacher Edition

ISBN: 9781266117770

Current Page Number(s): 271

Location: 2nd column, Interactive Infographic, after sentence

Original Text: N/A

Updated Text: NOTE: Planet size and distance from the Sun are not to scale.

Component: McGraw Hill Ciencias para Texas, Grado 3 Teacher Edition

ISBN: 9781266117770

Current Page Number(s): 274

Location: GET READY, above first check box list item

Original Text: N/A

Updated Text: Cue up the Perseid Meteor Shower video.

Component: McGraw Hill Ciencias para Texas, Grado 3 Teacher Edition

ISBN: 9781266117770

Current Page Number(s): 274

Location: Just above ASSESS

Original Text: N/A

Updated Text: [play button icon] Observe Your World Video Have students watch Perseid Meteor Shower to observe a sky full of meteors.

Component: McGraw Hill Ciencias para Texas, Grado 3 Teacher Edition

ISBN: 9781266117770

Current Page Number(s): 274

Location: TEACH: Promote Rich Vocabulary

Original Text: gush, lump, meteor, soar.

Updated Text: gushes, lump, meteors, soaring.

Component: McGraw Hill Ciencias para Texas, Grado 3 Teacher Edition

ISBN: 9781266117770

Current Page Number(s): 287

Location: CER reasoning

Original Text: My claim is valid because ... some animals migrate or hibernate in response to changes in weather.

Updated Text: My claim is valid because ... many birds spend the summer in the northern United States and then fly south during the fall to places with warmer weather. Groundhogs and some bats hibernate or deep sleep through the cold winter months. Weather changes can make monarch butterflies migrate south, where they hibernate until it's time to travel north again.

Component: McGraw Hill Ciencias para Texas, Grado 3 Teacher Edition

ISBN: 9781266117770

Current Page Number(s): 295

Location: Digital Spotlight

Original Text: Word Lab text and big icon

Updated Text: N/A

Component: McGraw Hill Ciencias para Texas, Grado 3 Teacher Edition

ISBN: 9781266117770

Current Page Number(s): 297

Location: Digital Spotlight box, under the Interactive Infographic information

Original Text: N/A

Updated Text: Word Lab

Students observe, examine, and practice using vocabulary words. [WORD LAB image]

Component: McGraw Hill Ciencias para Texas, Grado 3 Teacher Edition

ISBN: 9781266117770

Current Page Number(s): 297

Location: Under Assess, under Claim, Evidence, Reasoning, Reinforce: Use to Intervene

Original Text: If students are unable to explain how changes in temperature and precipitation affect plant responses and growth, have them review the infographic with a partner.

Updated Text: If students are unable to explain how changes in temperature and precipitation affect plant growth, have them review the infographic with a partner.

Component: McGraw Hill Ciencias para Texas, Grado 3 Teacher Edition

ISBN: 9781266117770

Current Page Number(s): 297

Location: Under Assess, under CER, next to Notebooking

Original Text: My claim is valid

because ... plants can respond to less water and low temperatures by becoming dormant

Updated Text: My claim is valid

because ... plants can respond to less water and low temperatures by becoming dormant. Tulips become dormant when the weather is too cold and water freezes but grow as the weather becomes warmer and rain increases. Daylilies become dormant in cold weather.

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 2382 of 3538

Component: McGraw Hill Ciencias para Texas, Grado 3 Teacher Edition

ISBN: 9781266117770

Current Page Number(s): 297

Location: Digital Spotlight, screenshot of interactive infographic

Original Text: Illustration showing plant with roots

Updated Text: Illustration showing flower of plant

Component: McGraw Hill Ciencias para Texas, Grado 3 Teacher Edition

ISBN: 9781266117770

Current Page Number(s): 310A

Location: 2nd column, Investigate

Original Text: Investigate

Steps 1-2 You may wish to model these steps for the class. They will be making a paper chain that shows the flow of energy through a food chain.

Step 3 Students will have had experience studying food chains in previous grades. Have students raise their hands when finished with their food chain. Once you approve their food chain, hand out the masking tape.

Step 4 Student chains will be arranged in the following order: Sun, blank strip, producer, blank strip, consumer (herbivore), blank strip, consumer (omnivore or carnivore).

Updated Text: Conduct an Investigation

[bullet] Steps 1–5 You may wish to model these steps for the class. Students will be making a paper chain that shows the flow of energy through a food chain. Students will have had experience studying food chains in previous grades. Have students raise their hands when finished with their food chain. Once you approve their food chain, hand out the masking tape.

[bullet] Step 6 Students will illustrate a model that describes the chain they created.

Component: McGraw Hill Ciencias para Texas, Grado 3 Teacher Edition

ISBN: 9781266117770

Current Page Number(s): 310A

Location: 2nd column, Communicate Information

Original Text: Students will analyze the data represented in the food chain model they drew to determine where to add arrows to represent the flow of energy. Remind students that the direction of the arrows should indicate where the energy is flowing to.

Updated Text: Students will describe the data represented in the food-chain model they drew to determine the flow of energy. Remind students that the direction should indicate where the energy is flowing to.

Component: McGraw Hill Ciencias para Texas, Grado 3 Teacher Edition

ISBN: 9781266117770

Current Page Number(s): 310D

Location: Communicate Information: Item 10

Original Text: Yes, I was able to see how animals get what they need from other animals.

Updated Text: Yes, I was able to see how animals get what they need from other consumers and how a consumer gets its energy from producers. For example, both a snail and a mouse are consumers that eat strawberries for energy. However, a consumer, the snake, depends on another consumer, the mouse, for energy.

Component: McGraw Hill Ciencias para Texas, Grado 3 Teacher Edition

ISBN: 9781266117770

Current Page Number(s): 323

Location: 2nd column: under KEY MOMENT: Before Read the Diagram

Original Text: N/A

Updated Text: Visual Literacy

Component: McGraw Hill Ciencias para Texas, Grado 3 Teacher Edition

ISBN: 9781266117770

Current Page Number(s): 323

Location: Visual Literacy second sample answer

Original Text: Sample answer: The diagram uses arrows, text, and pictures in a certain order to show how the food chain is organized.

Updated Text: Sample answer: The diagram uses arrows, text, and pictures in a certain order to show how the food chain is organized, but a photo may show a frog about to eat a fly.

Component: McGraw Hill Ciencias para Texas, Grado 3 Teacher Edition

ISBN: 9781266117770

Current Page Number(s): 323

Location: 2nd column: Essential Question Check-In

Original Text: Sample answer: All the other members of the food chain could be affected. The animals that follow the organism may not have the food they need, and their numbers would go down. The numbers of the plants and animals that begin the food chain might go down or go up.

Updated Text: Students should infer that some organisms will increase in numbers and some will decrease.

Component: McGraw Hill Ciencias para Texas, Grado 3 Teacher Edition

ISBN: 9781266117770

Current Page Number(s): 323

Location: Under Assess, under Claim, Evidence, Reasoning next to Notebooking

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 2384 of 3538

Original Text: an ecosystem can be affected by other organisms' numbers going up or down.

Updated Text: Sample answer: an ecosystem can be affected by other organisms' numbers going up or down. Removing organisms can affect much of the food chain. For example, if you remove grass, the number of rats that eat grass decreases. Animals that eat rats would also go down in numbers. But if you remove the rat, the number of grass can increase.

Component: McGraw Hill Ciencias para Texas, Grado 3 Teacher Edition

ISBN: 9781266117770

Current Page Number(s): 323

Location: ASSESS, Connect to the Chapter Question, second sentence

Original Text: For example, if the rat were removed from the desert food chain, then the animals that followed in the food chain—the snake and hawk—would not function as a food chain by themselves.

Updated Text: N/A

Component: McGraw Hill Ciencias para Texas, Grado 3 Teacher Edition

ISBN: 9781266117770

Current Page Number(s): 333

Location: ASSESS: CER: 2nd sentence

Original Text: some organisms thrive, some move to a different environment, and some perish in response to natural changes to their environment.

Updated Text: natural changes can affect if an organism survives or perishes. For example, birds might fly away from a forest fire. Droughts can cause organisms to die. However, some animals might walk or fly elsewhere to find food and water to survive.

Component: McGraw Hill Ciencias para Texas, Grado 3 Teacher Edition

ISBN: 9781266117770

Current Page Number(s): 333

Location: Back to the Big Idea

Original Text: What are some ways that an animal can survive a sudden change to its environment, such as from a forest fire? Sample answer: A bird could fly to a new location, and a deer or wolf might try to run away from the fire. Gopher tortoises can stay safe in the burrows they dig, and other animals may join them in the burrows.

Updated Text: Could a dinosaur have survived a sudden change to its environment, such as a forest fire? Sample answer: A dinosaur in the past might have flown to a new location like a deer or wolf might try to run away from the fire today.

Component: McGraw Hill Ciencias para Texas, Grado 3 Teacher Edition

ISBN: 9781266117770

Current Page Number(s): 333

Location: Connect to the Chapter Question

Original Text: Discuss how few organisms may survive a severe drought, but many organisms are better able to survive a drought than others.

Updated Text: Discuss how few organisms may survive a severe drought but that many organisms are better able to survive a drought than others.

Component: McGraw Hill Ciencias para Texas, Grado 3 Teacher Edition

ISBN: 9781266117770

Current Page Number(s): 342A

Location: Next to the red heading in the left column

Original Text: hand washing icon

Updated Text: N/A

Component: McGraw Hill Ciencias para Texas, Grado 3 Teacher Edition

ISBN: 9781266117770

Current Page Number(s): 342A

Location: Bottom of the left column

Original Text: Students reflect on their research and explain how the fossils are similar and different.

Updated Text: Students will explain the evidence in the photos where the organisms lived, how the environment in Texas changed over time, and their results from the investigation. Students reflect on their research and explain how the fossils are similar and different.

Component: McGraw Hill Ciencias para Texas, Grado 3 Teacher Edition

ISBN: 9781266117770

Current Page Number(s): 342C

Location: Under Conduct an Investigation, items 4, 6

Original Text: Sample answer:

Table has no title and shows one sample answer under Organism; Description; Environment:

fish; rounded skeleton, fins; water

Updated Text: Sample answers:

Table title: Photo Observations

The table shows four sample answers under Organism; Description; Environment:

mammoth; large, long tusks, covered in hair; cold tundra

saber-toothed cat; long canine teeth, short tail, muscular; plains or forest

crinoid; "arms" look like feathers; shallow and deep parts of the ocean

brachiopod; shells that open and close; deep in the ocean

Component: McGraw Hill Ciencias para Texas, Grado 3 Teacher Edition

ISBN: 9781266117770

Current Page Number(s): 368A

Location: Simulation title head

Original Text: Life Cycles: Beetle and Cricket

Updated Text: Life Cycles: Beetles and Crickets

Component: McGraw Hill Ciencias para Texas, Grado 3 Teacher Edition

ISBN: 9781266117770

Current Page Number(s): 368A

Location: Key Moment, Conduct an Investigation, after first step

Original Text: Step 1 Have students complete the simulation. Assist with navigation as needed. [TEKS pill] 3.1D

Updated Text: Have students complete the simulation. Assist with navigation as needed.

[bullet] Step 1 Have students use their notebooks or graph paper to construct a table or draw their observations. [TEKS] 3.1D, 3.1G

Component: McGraw Hill Ciencias para Texas, Grado 3 Teacher Edition

ISBN: 9781266117770

Current Page Number(s): 368A

Location: Conduct an Investigation, Step 1

Original Text: 3.1D

Updated Text: 3.1D, 3.1G

Component: McGraw Hill Ciencias para Texas, Grado 3 Teacher Edition

ISBN: 9781266117770

Current Page Number(s): 368A

Location: Under HOI video screenshot

Original Text: Preview step-by-step support in the Anytime

Investigation Video, Life Cycles: Beetle and Cricket 4:00

Updated Text: To understand the general organization and operation of simulations, preview the Anytime Investigation Video, Simulation Support.6:40

Component: McGraw Hill Ciencias para Texas, Grado 3 Teacher Edition

ISBN: 9781266117770

Current Page Number(s): 368C

Location: Title head

Original Text: Life Cycles: Beetle and Cricket

Updated Text: Life Cycles: Beetles and Crickets

Component: McGraw Hill Ciencias para Texas, Grado 3 Teacher Edition

ISBN: 9781266117770

Current Page Number(s): 380

Location: First and second Key Moment bar and contents

Original Text: Key moment- Read and discuss the text with students

Key moment- Read and discuss the text with students.

Investigation Connection Notebooking After reading, students build transfer by looking back at the illustrations they drew for the A Tale of Two Plants investigation. Have students label their illustrations with vocabulary words.

Updated Text: [Place above Interactive Word Wall section] Key moment- Read and discuss the text with students.

Investigation Connection Notebooking After reading, students build transfer by looking back at the illustrations they drew for the A Tale of Two Plants investigation. Have students label their illustrations with vocabulary words.

Component: McGraw Hill Ciencias para Texas, Grado 3 Teacher Edition

ISBN: 9781266117770

Current Page Number(s): 380

Location: Get Ready gray bar, second list item

Original Text: [check-square]Download the Flow Chart and Concentration graphic organizers.

Updated Text: [check-square] Download the Flow Chart graphic organizer.

[check-square] Download Game to Reinforce: Concentration (optional).

Publisher: Savvas Learning

Science, (Spanish) Grade 3

Program: Texas Experimenta las Ciencias Grade 3 (Print with digital): TEKS

Component: Guía del maestro

ISBN: 9781323223475

Current Page Number(s): Throughout Topic Planners and Experience pages

Location: Experience columns in Topic Planners and top of side column in Experience pages

Original Text: TEKS references

Updated Text: (GLOBAL CHANGE)

Added additional TEKS references to better align with the content and skills covered in the Experiences

Component: Guía del maestro

ISBN: 9781323223475

Current Page Number(s): Experience at a Glance pages, pp. 12, 20, 28, 44, 52, 68, 76, 92, 100, 116, 124, 132, 156, 164, 172, 180, 196, 204

Location: The TEKS box on the Experience at a Glance pages

Original Text: TEKS references

Updated Text: (GLOBAL CHANGE)

We will add labels that say PCI TEKS and TCR TEKS so that is clear to the teacher the types of TEKS that are covered in the Experience.

Component: *Guía del maestro*

ISBN: 9781323223475

Current Page Number(s): Throughout Topic and Experience pages

Location: Differentiated Instruction boxes

Original Text: Differentiated instruction activities currently include activity ideas with run-in bold titles for the activities.

Updated Text: (GLOBAL CHANGE)

We will add the headings EN MEJORA, AVANZADO, and NECESIDADES ESPECIALES to these activities, based on their content, to help teachers more easily identify them.

Component: *Guía del maestro*

ISBN: 9781323223475

Current Page Number(s): Topic Planners. pp. 9, 41, 65, 89, 113, 153, 193

Location: N/A

Original Text: N/A

Updated Text: (GLOBAL CHANGE)

Added columns to the Evaluación para el tema box at the bottom of the page to include:

Examen de preparación del tema

Repaso de la pregunta del fenómeno de anclaje

Actividad de contenido en espiral

Examen del tema

Added a note to the top of the page to provide additional information to the teacher:

En Realize, encontrará versiones editables del plan del tema y de las páginas de vistazo a la Experiencia, así como de los planes diarios.

Component: *Guía del maestro*

ISBN: 9781323223475

Current Page Number(s): Last page of each topic, pp. 61, 85, 109, 149, 189, 213

Location: After Topic Test Remediation, last page of each topic

Original Text: N/A

Updated Text: (GLOBAL CHANGE)

Contenido en espiral

Asigne a los estudiantes la actividad de contenido en espiral en Realize para que puedan revisar y practicar los conceptos de ciencias que aprendieron hasta ahora.

(side column)

Actividad de contenido en espiral

Component: *Examen de preparación para el tema*

ISBN: 9781428553859

Current Page Number(s): N/A

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 2389 of 3538

Location: N/A

Original Text: N/A

Updated Text: We will create Exámenes de preparación para el tema with audio for each topic.

Component: *Cuaderno de actividades del estudiante*

ISBN: 9781323223383

Current Page Number(s): p. 49

Location: Topic 1, Experience 3, Actividad del fenómeno cotidiano title

Original Text: ¿Por qué se usa hormigón en la construcción?

Updated Text: ¿Por qué el hormigón es un buen material para la construcción?

Component: *Guía del maestro*

ISBN: 9781323223475

Current Page Number(s): pp.

Location: Topic Overview, Conexión con el hogar box

Original Text: Existing topic-level Conexión con el hogar box

Updated Text: (Added a new paragraph to every box for each topic.)

Comparta la carta de la escuela al hogar para este tema con los padres y cuidadores para brindarles la información que apoye el aprendizaje de los estudiantes. Use la Guía de comunicación entre la escuela y el hogar para obtener ideas adicionales sobre traer el aprendizaje en el hogar al salón de clases.

Component: *Guía del maestro*

ISBN: 9781323223475

Current Page Number(s): p. 12

Location: Topic 1, Experience 1, Objective

Original Text: Objetivo

Los estudiantes medirán, probarán y registrarán las propiedades físicas de la materia, incluyendo su masa, su magnetismo y su capacidad de hundirse o flotar en el agua.

Updated Text: Objetivos

Los estudiantes medirán, probarán y registrarán las propiedades físicas de la materia, incluyendo su masa, su magnetismo y su capacidad de hundirse o flotar en el agua.

Los estudiantes identificarán e investigarán las relaciones de causa y efecto para explicar las propiedades físicas de la materia y reunirán observaciones y mediciones como evidencia.

Component: *Guía del maestro*

ISBN: 9781323223475

Current Page Number(s): p. 15

Location: Topic 1, Experience 1, Explorar

Original Text: ABORDAR LOS CONOCIMIENTOS PREVIOS

Repase los boletos de salida recogidos de la actividad de Emprender. Identifique conocimientos previos sobre las propiedades de la materia.

Updated Text: ABORDAR LOS CONOCIMIENTOS PREVIOS

Repase los boletos de salida recogidos de la actividad de Emprender.

Si los boletos de salida demuestran brechas en la comprensión o malos entendidos, use esta indagación y guía para una aceleración del aprendizaje a tiempo.

Component: *Guía del maestro*

ISBN: 9781323223475

Current Page Number(s): p. 19

Location: Topic 1, Experience 1, Evaluar

Original Text: PROPIEDADES DE LA MATERIA

Los estudiantes responden a preguntas sobre las propiedades de la materia completando un cuestionario impreso o en línea. Dé a los estudiantes que aún estén aprendiendo la lengua el tiempo que necesiten para traducir las evaluaciones según sea necesario.

Updated Text: PROPIEDADES DE LA MATERIA

Los estudiantes responden a preguntas sobre las propiedades de la materia completando un cuestionario impreso o en línea. Dé a los estudiantes que aún estén aprendiendo la lengua el tiempo que necesiten para traducir las evaluaciones según sea necesario. Si la prueba revela que los estudiantes aún no alcanzaron un dominio a nivel del grado del contenido de esta Experiencia, recuerde que puede asignar los recursos y actividades que apoyan los TEKS para brindar una intervención. Mire especialmente los recursos de "¿Tiene más tiempo?", aquellos que tienen una marca de un signo más y que están diseñados para el aprendizaje personalizado, como las lecturas del tema. También puede usar las actividades de "enseñanza dirigida" para cerrar cualquier brecha de aprendizaje que encuentre.

Component: *Guía del maestro*

ISBN: 9781323223475

Current Page Number(s): p.19

Location: Topic 1, Experience 1, Evaluar, right column

Original Text: N/A

Updated Text: (inserted Enseñanza dirigida box)

Si tiene estudiantes que no han alcanzado el dominio a nivel de grado de los conceptos de esta Experiencia, intente lo siguiente:

Pida a un voluntario que infle un globo. Pase el globo inflado para que lo observen. Invite a los estudiantes a que comenten qué es lo que ocupa espacio dentro del globo.

Dé a los estudiantes tarjetas y clips para que observen. Inicie un debate sobre las propiedades físicas de los dos objetos. Pida a los estudiantes que hagan una predicción acerca de si la tarjeta o el clip serán magnéticos. Pídales que usen un imán para probar si los objetos son magnéticos. Pregunte a los estudiantes si una tarjeta o un clip son livianos o pesados para su tamaño. Pídales que prueben si cada objeto flotará o se hundirá en el agua.

Component: *Guía del maestro*

ISBN: 9781323223475

Current Page Number(s): p. 21

Location: Topic 1, Experience 2, Objective

Original Text: Objetivo

Los estudiantes describirán y clasificarán muestras de materia en sólidos, líquidos y gases. Los estudiantes predecirán, observarán y

anotarán cambios en el estado de la materia causados por el calentamiento o el enfriamiento en una variedad de sustancias.

Updated Text: Objetivo

Los estudiantes reunirán observaciones como evidencia para describir y clasificar muestras de materia en sólidos, líquidos y gases. Los estudiantes identificarán las relaciones de causa y efecto para explicar, predecir, observar y anotar cambios en el estado de la materia generados por el calentamiento o el enfriamiento en una variedad de sustancias.

Component: *Guía del maestro*

ISBN: 9781323223475

Current Page Number(s): p. 71

Location: Topic 3, Experience 1, Explorar

Original Text: ABORDAR LOS CONOCIMIENTOS PREVIOS

Repase los boletos de salida recogidos de la actividad de Emprender. Identifique los conocimientos previos sobre la energía.

Updated Text: ABORDAR LOS CONOCIMIENTOS PREVIOS

Repase los boletos de salida recogidos de la actividad de Emprender. Identifique los conocimientos previos sobre la energía. Si los boletos de salida demuestran brechas en la comprensión o malos entendidos, use esta indagación y guía para una aceleración del aprendizaje a tiempo.

Component: *Guía del maestro*

ISBN: 9781323223475

Current Page Number(s): p. 81

Location: Topic 3, Experience 2, Evaluar

Original Text: ENERGÍA MECÁNICA

Los estudiantes responden a preguntas sobre la energía mecánica completando un cuestionario editable/impreso o en línea. Dé a los estudiantes que aún estén aprendiendo la lengua el tiempo que necesiten para traducir las evaluaciones según sea necesario.

Updated Text: ENERGÍA MECÁNICA

Los estudiantes responden a preguntas sobre la energía mecánica completando un cuestionario editable/impreso o en línea. Dé a los estudiantes que aún estén aprendiendo la lengua el tiempo que necesiten para traducir las evaluaciones según sea necesario.

Si la prueba revela que los estudiantes aún no alcanzaron un dominio a nivel del grado del contenido de esta Experiencia, recuerde que puede asignar los recursos y actividades que apoyan los TEKS para brindar una intervención. Mire especialmente los recursos de "¿Tiene más tiempo?", aquellos que tienen una marca de un signo más y que están diseñados para el aprendizaje personalizado, como las lecturas del tema. También puede usar las actividades de "enseñanza dirigida" para cerrar cualquier brecha de aprendizaje que encuentre.

Component: *Guía del maestro*

ISBN: 9781323223475

Current Page Number(s): p. 81

Location: Topic 3, Experience 2, Evaluar

Original Text: N/A

Updated Text:

Enseñanza dirigida

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 2392 of 3538

Si tiene estudiantes que no han alcanzado el dominio a nivel de grado de los conceptos de esta Experiencia, intente lo siguiente:

Haga rodar dos pelotas hacia una línea de meta establecida. Invite a los estudiantes a que describan la rapidez de las pelotas entre una y otra.

Pida a los estudiantes que hagan una predicción sobre qué sucederá si hace rodar dos carros hacia abajo desde dos rampas con alturas diferentes. Haga rodar los carros por las ramas al mismo tiempo. Pida a los estudiantes que comparen el movimiento de los carros.

Component: *Guía del maestro*

ISBN: 9781323223475

Current Page Number(s): p. 92

Location: Topic 4, Experience 1, Objective

Original Text: Objetivo

Los estudiantes construirán y explicarán un modelo de la órbita de la Tierra alrededor del Sol y compararán las órbitas de la Tierra y la Luna.

Updated Text: Objetivos

Los estudiantes construirán y explicarán un modelo de la órbita de la Tierra alrededor del Sol y compararán las órbitas de la Tierra y la Luna.

Los estudiantes identificarán las relaciones de causa y efecto para explicar la órbita de la Tierra alrededor del Sol y compararán las órbitas de la Tierra y de la Luna.

Component: *Guía del maestro*

ISBN: 9781323223475

Current Page Number(s): p. 103

Location: Topic 4, Experience 2

Original Text: ABORDAR LOS CONOCIMIENTOS PREVIOS

Repase los boletos de salida recogidos de la actividad de Emprender. Identifique conocimientos previos sobre el sistema solar.

Updated Text: ABORDAR LOS CONOCIMIENTOS PREVIOS

Repase los boletos de salida recogidos de la actividad de Emprender. Identifique conocimientos previos sobre el sistema solar. Si los boletos de salida demuestran brechas en la comprensión o malos entendidos, use esta indagación y guía para una aceleración del aprendizaje a tiempo.

Component: *Cuaderno de actividades del estudiante*

ISBN: 9781428553859

Current Page Number(s): p.39

Location: Topic 4, Experience 2, Estación STEAM

Original Text: 1 Diseñar

A. Identifica el orden de los planetas empezando por el Sol.

1. _____ 2. _____ 3. _____ 4. _____
5. _____ 6. _____ 7. _____ 8. _____

Updated Text: 1 Diseñar

A. Compara los datos de la tabla. Identifica el orden de los planetas en función de sus distancias al Sol. Completa la tabla.

Component: *Guía del maestro*

ISBN: 9781323223475

Current Page Number(s): p. 87

Location: Topic 4, Topic Overview

Original Text: N/A

Updated Text: (added Conexión con el hogar box, which was previously not included)

Conexión con el hogar

Comparta la carta de la escuela al hogar para este tema con los padres y cuidadores para brindarles la información que apoye el aprendizaje de los estudiantes. Use la Guía de comunicación entre la escuela y el hogar para obtener ideas adicionales sobre traer el aprendizaje en el hogar al salón de clases.

Component: *Guía del maestro*

ISBN: 9781323223475

Current Page Number(s): p. 87

Location: Topic 4, Topic Overview

Original Text: TEKS DE ARTES DEL LENGUAJE Y DE LECTURA

SLAR 3.6.G Evaluar los detalles leídos para determinar las ideas clave.

SLAR 3.7.B Escribir una respuesta a una obra literaria o informativa que demuestre la comprensión del texto.

Updated Text: TEKS DE ARTES DEL LENGUAJE Y DE MATEMÁTICAS

SLAR 3.6.G Evaluar los detalles leídos para determinar las ideas clave.

SLAR 3.7.B Escribir una respuesta a una obra literaria o informativa que demuestre la comprensión del texto.

TEKS DE ESTUDIOS SOCIALES

ESTUDIOS SOCIALES 3.14F Desarrollar y comunicar un enunciado y evidencia de apoyo de forma visual, oral o escrita relacionada con un tema de estudios sociales.

También, ESTUDIOS SOCIALES 3.15F

Component: *Guía del maestro*

ISBN: 9781323223475

Current Page Number(s): p. 143

Location: Topic 5, Experience 4

Original Text: ABORDAR LOS CONOCIMIENTOS PREVIOS

Repase los boletos de salida recogidos de la actividad de Emprender. Identifique conocimientos previos sobre los recursos naturales y la conservación.

Updated Text: ABORDAR LOS CONOCIMIENTOS PREVIOS

Repase los boletos de salida recogidos de la actividad de Emprender. Repase los boletos de salida recogidos de la actividad de Emprender. Si se muestra en los boletos de salida una falta de comprensión o malentendidos, utilice este apoyo y guía para la aceleración del aprendizaje en el momento justo.

Component: *Guía del maestro*

ISBN: 9781323223475

Current Page Number(s): p. 156

Location: Topic 6, Experience 1, Objective

Original Text: Objetivo

Los estudiantes explicarán cómo la temperatura y la precipitación influyen en el crecimiento y el comportamiento de los animales a través de la migración y la hibernación, y la manera en que responden las plantas a través de la latencia.

Updated Text: Objetivos

Los estudiantes explicarán cómo la temperatura y la precipitación influyen en el crecimiento y el comportamiento de los animales a través de la migración y la hibernación, y la manera en que responden las plantas a través de la latencia.

Los estudiantes identifican patrones en la migración de las aves para explicar por qué migran las aves.

Publisher: TPS Publishing

Science, (Spanish) Grade 3

Program: *STEAM into Science - Grade 3 Spanish Edition: TEKS*

Component: *Texas Proc 24 Science - Aprender haciendo - STEAM Libro de actividades - Grado 3 Edición para estudiantes*

ISBN: 9781788059145

Link to Current Content:

[View Current Content](#)

Current Page Number(s): Page 71

Location: Top of page

Original Text: Escribe qué te gusta hacer en los días soleados.

Updated Text: Crea aquí tu diagrama de flujo para describir los acontecimientos de la historia.

Component: *Texas Proc 24 Science - Aprender haciendo - STEAM Libro de actividades - Grado 3 Edición para estudiantes*

ISBN: 9781788059145

Link to Current Content:

[View Current Content](#)

Current Page Number(s): Page 121

Location: Top of page

Original Text: Escribe tus observaciones iniciales, tu hipótesis y luego registra por escrito y con dibujos tus materiales, método y resultados. Por último, escribe tu conclusión.

Updated Text: Escribe una respuesta a las siguientes preguntas: Explora y explica cómo el ser humano utiliza los recursos naturales, por ejemplo en la construcción, la agricultura y el transporte, para fabricar productos.

Publisher: Houghton Mifflin Harcourt

Science, (Spanish) Grade 4

Program: *HMH ¡Arriba las Ciencias! Texas Hybrid Classroom Package Grade 4: TEKS*

Component: *HMH ¡Arriba las Ciencias! Texas Teacher License Digital Grade 4*

ISBN: 9780358881674

Link to Current Content:

[View Current Content](#)

Current Page Number(s): TEKS 4.1-4.5 Banco de destrezas y temas, p. 11

Location: Banco de destrezas y temas (TEKS 4.1-4.5), Item 23, Question and Table Art

Original Text: "Un estudiante pone a prueba por cuánto tiempo el agua se mantiene fresca en dos tipos de botellas. Llena cada una con agua a una temperatura de 42 °F. Luego, mide la temperatura cada 30 minutos y anota los datos de cada botella."

Table 1 44 °F; 46 °F ;48 °F; 50 °F

Table 2 43 °F ; 44 °F; 45 °F; 46 °F

Updated Text: "Un estudiante pone a prueba por cuánto tiempo el agua se mantiene fresca en dos tipos de botellas. Llena cada una con agua a una temperatura de 4 °C. Luego, mide la temperatura cada 30 minutos y anota los datos de cada botella."

Table 1 6 °C, 8 °C, 10 °C, 12 °C

Table 2 5 °C, 6 °C, 7 °C, 8 °C

Component: *HMH ¡Arriba las Ciencias! Texas Teacher License Digital Grade 4*

ISBN: 9780358881674

Link to Current Content:

[View Current Content](#)

Current Page Number(s): La materia (TEKS 4.6) Prueba A, p.4

Location: Item 7, Question Table, Second column of table

Original Text: "Temperatura en Fahrenheit, Muestra 1: 74°, Muestra 2: 30°, Muestra 3: 212°, Muestra 4: 100°"

Updated Text: "Temperatura en Celsius, Muestra 1: 23°, Muestra 2: -1°, Muestra 3: 100°, Muestra 4: 38°"

Component: *HMH ¡Arriba las Ciencias! Texas Teacher License Digital Grade 4*

ISBN: 9780358881674

Link to Current Content:

[View Current Content](#)

Current Page Number(s): La materia (TEKS 4.6) Prueba A, p.5

Location: La materia (TEKS 4.6) Prueba A, Item 9, Question and Answer Choices E and F

Original Text: "Kelsey y Mickey se preguntaron qué pasaría si diferentes metales fueran expuestos a la lluvia. Eligieron dos piezas de metal: una era brillante y la otra, opaca y negra. Cada pieza pesaba 10 onzas. Cada tres días, las niñas vertían una onza de agua sobre cada pieza de metal. Luego de cinco semanas, observaron que el metal negro estaba cubierto por un polvo naranja a diferencia de la pieza brillante. Pesaron ambas piezas de metal al final de la quinta semana. Luego de limpiar el polvo naranja, la pieza de metal negro pesaba solo 8.5 onzas."

"E. 10 onzas"

"F. 1.5 onzas"

Updated Text: "Kelsey y Mickey se preguntaron qué pasaría si diferentes metales fueran expuestos a la lluvia. Eligieron dos piezas de metal: una era brillante, y la otra, opaca y negra. Cada pieza pesaba 283 gramos. Cada tres días, las niñas vertían 28 gramos de agua sobre cada pieza de metal. Luego de cinco semanas, observaron que el metal negro estaba cubierto por un polvo naranja, a diferencia de la pieza brillante. Pesaron ambas piezas de metal al final de la quinta semana. Luego de limpiar el polvo naranja, la pieza de metal negro pesaba solo 241 gramos."

"E. 283 gramos"

"F. 42 gramos"

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 2396 of 3538

Component: *HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 4*

ISBN: 9780358841753

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 9

Location: Column 2, Apoyo para las respuestas de los estudiantes, Práctica matemática, Respuesta de ejemplo, sentence 3

Original Text: "aproximadamente 3–4 libras."

Updated Text: "entre 1 y 2 kg."

Component: *HMH ¡Arriba las Ciencias! Texas Student Edition Print Consumable Grade 4*

ISBN: 9780358881322

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 8

Location: Práctica matemática, matching item, option bank

Original Text: "Entre 3 y 4 libras"

Updated Text: "Entre 1 y 2 kg"

Component: *HMH ¡Arriba las Ciencias! Texas Student License Digital Grade 4*

ISBN: 9780358881582

Link to Current Content:

[View Current Content](#)

Current Page Number(s): TEKS Lesson 4.6.A, Día 2, Screen 5

Location: Práctica matemática, Drag and Drop interactivity, draggable option

Original Text: "Entre 3 y 4 libras"

Updated Text: "Entre 1 y 2 kg"

Component: *HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 4*

ISBN: 9780358841753

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 15

Location: Column 1, Pasos 1–4, sentence 1

Original Text: "Ayude a los estudiantes a añadir el agua caliente al Vaso 2."

Updated Text: "Seguridad: Use guantes resistentes al calor para retirar el vaso de precipitados de la hornilla y, con cuidado, vierta el agua caliente en el Vaso 2."

Component: *HMH ¡Arriba las Ciencias! Texas Student Edition Print Consumable Grade 4*

ISBN: 9780358881322

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 2397 of 3538

Link to Current Content:
[View Current Content](#)

Current Page Number(s): p. 28

Location: Paso 3, bullets 2–4

Original Text: "Rompe 1 o 2 comprimidos en trozos lo suficientemente pequeños para que quepan por la abertura de la botella.

Agrega los comprimidos al agua de la botella.

Estira rápidamente la boca del globo para cubrir la abertura de la botella y asegúrate de que el globo quede bien ajustado."

Updated Text: "Rompe 1 o 2 comprimidos en trozos lo suficientemente pequeños para que quepan por la boca del globo. Mete los comprimidos en el globo.

Estira la boca del globo para cubrir la abertura de la botella y asegúrate de que el globo quede bien ajustado.

Inclina el globo de modo que los comprimidos caigan al agua de la botella."

Component: *HMH ¡Arriba las Ciencias! Texas Student License Digital Grade 4*

ISBN: 9780358881582

Link to Current Content:
[View Current Content](#)

Current Page Number(s): TEKS Lesson 4.6.A, Día 6, Screen 3

Location: Paso 3, bullets 2–4

Original Text: "Rompe 1 o 2 comprimidos en trozos lo suficientemente pequeños para que quepan por la abertura de la botella.

Agrega los comprimidos al agua de la botella.

Estira rápidamente la boca del globo para cubrir la abertura de la botella y asegúrate de que el globo quede bien ajustado."

Updated Text: "Rompe 1 o 2 comprimidos en trozos lo suficientemente pequeños para que quepan por la boca del globo. Mete los comprimidos en el globo.

Estira la boca del globo para cubrir la abertura de la botella y asegúrate de que el globo quede bien ajustado.

Inclina el globo de modo que los comprimidos caigan al agua de la botella."

Component: *HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 4*

ISBN: 9780358841753

Link to Current Content:
[View Current Content](#)

Current Page Number(s): p. 19

Location: Column 2, Diferenciación: Reto

Original Text: "Rete a los estudiantes a predecir y probar si diferentes objetos se hunden o flotan."

Updated Text: "Rete a los estudiantes a realizar una investigación para explicar por qué los objetos muy grandes, como los barcos, flotan en el agua."

Component: *HMH ¡Arriba las Ciencias! Texas Student Edition Print Consumable Grade 4*

ISBN: 9780358881322

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 19

Location: Analiza los resultados, sentence 3

Original Text: "Para ello, observa las temperaturas que registraste en grados Celsius (°C) y Fahrenheit (°F)."

Updated Text: "Para ello, observa las temperaturas que registraste en grados Celsius (°C)."

Component: *HMH ¡Arriba las Ciencias! Texas Student License Digital Grade 4*

ISBN: 9780358881582

Link to Current Content:

[View Current Content](#)

Current Page Number(s): TEKS Lesson 4.6.A, Día 4, Screen 5

Location: Analiza los resultados, sentence 3, and Short Answer interactivity, Ejemplo de respuesta

Original Text: "Para ello, observa las temperaturas que registraste en grados Celsius (°C) y Fahrenheit (°F)."

Ejemplo de respuesta: "El vaso con la temperatura más alta es el más caliente, y el vaso con la temperatura más baja es el más frío."

Updated Text: "Para ello, observa las temperaturas que registraste en grados Celsius (°C)."

Ejemplo de respuesta: "El Vaso 2 era el más caliente, ya que tenía la temperatura más alta. Seguía el Vaso 3, que tenía una temperatura media. El Vaso 1 era el más frío, ya que tenía la temperatura más baja."

Component: *HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 4*

ISBN: 9780358841753

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 5

Location: Column 1, Conexión con la comunidad, Propiedades de los alimentos

Original Text: "Propiedades de los alimentos: Los estudiantes exploran cómo las propiedades físicas de los alimentos, como la temperatura y la masa, influyen en la forma de comprar y almacenar los alimentos. Pida a los estudiantes que elaboren una lista de compras y determinen cómo empaquetarían los alimentos en diferentes bolsas. Los alimentos fríos deben ir en una bolsa aparte; los más pesados deben ir en el fondo de cada bolsa."

Updated Text: N/A

Component: *HMH ¡Arriba las Ciencias! Texas Student Edition Print Consumable Grade 4*

ISBN: 9780358881322

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 33

Location: Short answer prompt

Original Text: "Identifica el tipo de metal y describe sus propiedades físicas."

Updated Text: "Describe sus propiedades físicas."

Component: *HMH ¡Arriba las Ciencias! Texas Student License Digital Grade 4*

ISBN: 9780358881582

Link to Current Content:

[View Current Content](#)

Current Page Number(s): TEKS Lesson 4.6.A, Día 7, Screen 3

Location: Short Answer interactivity, sentence 3, and Respuesta de ejemplo, all sentences

Original Text: "Identifica el tipo de metal y describe sus propiedades físicas."

Respuesta de ejemplo: "Observo una pulsera que está hecha de cobre. Es brillante y dura, de color anaranjado. Observo un tenedor de acero inoxidable. Es brillante y duro. Observo un clip de acero. Es brillante, duro y magnético."

Updated Text: "Describe sus propiedades físicas."

Respuesta de ejemplo: "Observo una pulsera. Es brillante y dura, de color anaranjado. Observo un tenedor. Es brillante y duro. Observo un clip. Es brillante, duro y magnético."

Component: *HMH ¡Arriba las Ciencias! Texas Student License Digital Grade 4*

ISBN: 9780358881582

Link to Current Content:

[View Current Content](#)

Current Page Number(s): TEKS Lesson 4.6.A, Día 2, Screen 5

Location: Práctica matemática, sentences 1–3

Original Text: "La mayoría de los estadounidenses miden el peso en libras. Las onzas o libras son unidades de peso tradicionales. En el sistema métrico (SI) se usan unidades denominadas gramos para medir la masa."

Updated Text: "En el sistema métrico (SI), se usan unidades denominadas gramos para medir la masa. Los gramos (g) son mucho más pequeños que los kilogramos (kg). Los miligramos (mg) son aún más pequeños que los gramos. La mayoría de los estadounidenses miden el peso en libras. Las onzas y las libras son unidades de peso tradicionales."

Component: *HMH ¡Arriba las Ciencias! Texas Student Edition Print Consumable Grade 4*

ISBN: 9780358881322

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 8

Location: Práctica matemática, sentences 1–3

Original Text: "La mayoría de los estadounidenses miden el peso en libras. Las onzas o libras son unidades de peso tradicionales. En el sistema métrico (SI) se usan unidades denominadas gramos para medir la masa."

Updated Text: "En el sistema métrico (SI), se usan unidades denominadas gramos para medir la masa. Los gramos (g) son mucho más pequeños que los kilogramos (kg). Los miligramos (mg) son aún más pequeños que los gramos. La mayoría de los estadounidenses miden el peso en libras. Las onzas y las libras son unidades de peso tradicionales."

Component: *HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 4*

ISBN: 9780358841753

Link to Current Content:

[View Current Content](#)

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 2400 of 3538

Current Page Number(s): p. 19

Location: Column 1, Apoyo para las respuestas de los estudiantes, Afirmaciones, evidencia y razonamiento, Respuesta de ejemplo, sentences 3–4

Original Text: "Los objetos que flotan en el agua tienen menor densidad que el agua. Los objetos que se hunden tienen mayor densidad que el agua."

Updated Text: "Los objetos que flotan en el agua tienen menor densidad relativa que el agua. Los objetos que se hunden tienen mayor densidad relativa que el agua."

Component: *HMH ¡Arriba las Ciencias! Texas Student License Digital Grade 4*

ISBN: 9780358881582

Link to Current Content:

[View Current Content](#)

Current Page Number(s): TEKS Lesson 4.6.A, Día 2, Screen 6

Location: Short Answer interactivity, Ejemplo de respuesta

Original Text: "Algunos objetos pesan más o menos que otros."

Updated Text: "Algunos objetos tienen más o menos masa que otros."

Component: *HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 4*

ISBN: 9780358841753

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 10

Location: Column 1, Apoyo para las respuestas de los estudiantes, Afirmaciones, evidencia y razonamiento, Respuesta de ejemplo, sentence 2

Original Text: "Algunos objetos pesan más o menos que otros objetos."

Updated Text: "Algunos objetos tienen más o menos masa que otros."

Component: *HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 4*

ISBN: 9780358841753

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 5

Location: Column 1, Práctica matemática, Día 2

Original Text: "Los estudiantes determinarán el peso aproximado de diferentes objetos. Si los estudiantes tienen dificultades con este concepto, pídeles que ordenen los objetos del más liviano al más pesado antes de seleccionar el peso de cada objeto."

Updated Text: "Los estudiantes determinarán la masa aproximada de diferentes objetos. Si los estudiantes tienen dificultades con este concepto, pídeles que ordenen los objetos según la cantidad de materia que tiene cada uno."

Component: *HMH ¡Arriba las Ciencias! Texas Teacher License Digital Grade 4*

ISBN: 9780358881674

Link to Current Content:

[View Current Content](#)

Current Page Number(s): Clasificación de la materia según sus propiedades (TEKS 4.6.A) Examen breve A, p. 4

Location: Item 5, prompt table, row 4

Original Text: D: "El agua dentro de la botella tiene una temperatura de 75 grados Fahrenheit"

Updated Text: D: "El agua dentro de la botella tiene una temperatura de 24 grados Celsius"

Component: *HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 4*

ISBN: 9780358841753

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 10

Location: column 2, top image of students and bottom image of thermometer

Original Text: Image of students with container of water and image of thermometer and blended ice beverage

Updated Text: Art of robot

Component: *HMH ¡Arriba las Ciencias! Texas Student License Digital Grade 4*

ISBN: 9780358881582

Link to Current Content:

[View Current Content](#)

Current Page Number(s): TEKS Lesson 4.6.A, Día 1, Screen 3

Location: Flip Card interactivity, temperatura card, image of thermometer

Original Text: Image of thermometer and blended iced beverage

Updated Text: Image of thermometer

Component: *HMH ¡Arriba las Ciencias! Texas Student Edition Print Consumable Grade 4*

ISBN: 9780358881322

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 3

Location: Column 1, image 2, temperatura image with thermometer

Original Text: Image of thermometer and blended iced beverage

Updated Text: Image of thermometer

Component: *HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 4*

ISBN: 9780358841753

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 9

Location: Column 2, Práctica matemática, after paragraph 1

Original Text: N/A

Updated Text: "Ayude a los estudiantes a comprender el tamaño relativo de cada unidad de medida del problema."

Component: *HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 4*

ISBN: 9780358841753

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 15

Location: Column 2, Práctica matemática, after paragraph 1

Original Text: N/A

Updated Text: "Guíe a los estudiantes para que observen que la temperatura del termómetro se encuentra por encima del punto medio, más cerca de la parte superior que de la parte inferior."

Component: *HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 4*

ISBN: 9780358841753

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 18

Location: Column 2, Consejos para la preparación, after paragraph 1

Original Text: N/A

Updated Text: "Los grupos de estudiantes pueden compartir las balanzas digitales."

Component: *HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 4*

ISBN: 9780358841753

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 24

Location: Prueba TEKS, Análisis de ítems TEKS table, column 7

Original Text: Table includes empty column labeled "7"

Updated Text: Delete column labeled "7"

Component: *HMH ¡Arriba las Ciencias! Texas Student Edition Print Consumable Grade 4*

ISBN: 9780358881322

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 45

Location: Paso 3, sentence 4

Original Text: "Sostén cada tira de forma vertical dentro del vaso; el papel apenas debe tocar el agua."

Updated Text: "Pega con cinta adhesiva el extremo de cada tira de papel al borde del lápiz. Coloca el lápiz sobre la parte superior del vaso de modo que el papel apenas toque el agua."

Component: *HMH ¡Arriba las Ciencias! Texas Student License Digital Grade 4*

ISBN: 9780358881582

Link to Current Content:

[View Current Content](#)

Current Page Number(s): TEKS Lesson 4.6.B, Día 3, Screen 3

Location: Paso 3, sentence 4

Original Text: "Sostén cada tira de forma vertical dentro del vaso; el papel apenas debe tocar el agua."

Updated Text: "Pega con cinta adhesiva el extremo de cada tira de papel al borde del lápiz. Coloca el lápiz sobre la parte superior del vaso de modo que el papel apenas toque el agua."

Component: *HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 4*

ISBN: 9780358841753

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 27

Location: Column 2, Día 3: ¿De qué color es la tinta negra?, Consejos para la preparación, after last bullet

Original Text: N/A

Updated Text: "Se deben usar marcadores de tinta lavable para esta actividad."

Component: *HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 4*

ISBN: 9780358841753

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 36

Location: Column 2, Consejos para la preparación, after last bullet

Original Text: N/A

Updated Text: "Se deben usar marcadores de tinta lavable para esta actividad."

Component: *HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 4*

ISBN: 9780358841753

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 101

Location: Column 2, Afirmaciones, evidencia y razonamiento, Demuestre y explique el contenido, paragraph 2 and bullets 1–3

Original Text: "Proporcione los siguientes marcos de oración a los estudiantes que requieran más ayuda.

- Mi afirmación es _____. (Creo que _____.) (Observé que _____.)

- Mis evidencias son _____. (Esto lo sé porque _____).
- Mis evidencias muestran que _____ porque _____."

Updated Text: N/A

Component: *HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 4*

ISBN: 9780358841753

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 115

Location: Column 1, Pasos 1–5, after paragraph 2

Original Text: N/A

Updated Text: "CONSEJO DE SEGURIDAD: Asegúrese de que el vaso de precipitados esté en una posición estable, con el cuchillo adentro. Recuerde a los estudiantes que deben evitar cualquier movimiento repentino que pueda hacer que el cuchillo se incline o caiga."

Component: *HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 4*

ISBN: 9780358841753

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 114

Location: Column 2, Consejos para la preparación, after sentence 4

Original Text: N/A

Updated Text: "El vapor del agua caliente a veces puede interferir con los resultados si derrite el trozo de mantequilla que está más cerca del agua. Puede realizar la actividad con un solo trozo de mantequilla en la parte superior de cada cuchillo."

Component: *HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 4*

ISBN: 9780358841753

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 127

Location: Column 1, Día 2: Enciende la luz, Parte 1, Consejos para la preparación, after sentence 3

Original Text: N/A

Updated Text: "Tenga a mano un pelacables y ayude a los estudiantes a quitar el material aislante de los extremos de los cables."

Component: *HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 4*

ISBN: 9780358841753

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 132

Location: Column 2, Consejos para la preparación, after sentence 3

Original Text: N/A

Updated Text: "Tenga a mano un pelacables y ayude a los estudiantes a quitar el material aislante de los extremos de los cables."

Component: *HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 4*

ISBN: 9780358841753

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 137

Location: Column 1, Consejos para la preparación, after sentence 1

Original Text: N/A

Updated Text: "Tenga a mano un pelacables y ayude a los estudiantes a quitar el material aislante de los extremos de los cables."

Component: *HMH ¡Arriba las Ciencias! Texas Teacher License Digital Grade 4*

ISBN: 9780358881674

Link to Current Content:

[View Current Content](#)

Current Page Number(s): Procesos en la Tierra (TEKS 4.10) Prueba A, p. 2

Location: Item 4, prompt, table titles, table data

Original Text: "La tabla muestra los datos del clima de cuatro ciudades. La temperatura está dada en grados Fahrenheit, °F."

Promedio de precipitaciones (pulgadas)

Temperaturas bajas promedio (°F)

Temperaturas altas promedio (°F)

Ciudad 1 43.8, 44, 59

Ciudad 2 14.8, 56, 71

Ciudad 3 62.7, 61, 78

Ciudad 4 16.1, 46, 63

Updated Text: "La tabla muestra los datos del clima de cuatro ciudades. La temperatura está dada en grados Celsius, °C."

Promedio de precipitaciones (cm)

Temperaturas bajas promedio (°C)

Temperaturas altas promedio (°C)

Ciudad 1 111.3, 7, 15

Ciudad 2 37.6, 13, 22

Ciudad 3 159.3, 16, 26

Ciudad 4 40.9, 8, 17

Component: *HMH ¡Arriba las Ciencias! Texas Teacher License Digital Grade 4*

ISBN: 9780358881674

Link to Current Content:

[View Current Content](#)

Current Page Number(s): Procesos en la Tierra (TEKS 4.10) Prueba A, p.3

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 2406 of 3538

Location: Item 5, Answer choices

Original Text: A. "La ciudad tiene una temperatura alta promedio de 59 °F, el promedio de precipitaciones es de 43.8 pulgadas y el clima tiene veranos húmedos y cálidos e inviernos fríos y con nieve"

B. "La ciudad tiene una temperatura alta promedio de 63 °F, el promedio de precipitaciones es de 16.1 pulgadas y el clima tiene inviernos fríos y con nieve y veranos cálidos y secos"

C. "La ciudad tiene una temperatura alta promedio de 71 °F, el promedio de precipitaciones es de 14.8 pulgadas y el clima es moderado a cálido durante todo el año con veranos secos y cortas temporadas de lluvias en invierno"

D. "La ciudad tiene una temperatura alta promedio de 78 °F, el promedio de precipitaciones es de 62.7 pulgadas y el clima es húmedo con veranos muy húmedos e inviernos templados y cortos"

Updated Text: A. "La ciudad tiene una temperatura alta promedio de 15 °C, el promedio de precipitaciones es de 111.3 cm, y el clima tiene veranos húmedos y cálidos e inviernos fríos y con nieve"

B. "La ciudad tiene una temperatura alta promedio de 17 °C, el promedio de precipitaciones es de 40.9 cm, y el clima tiene inviernos fríos y con nieve y veranos cálidos y secos"

C. "La ciudad tiene una temperatura alta promedio de 22 °C, el promedio de precipitaciones es de 37.6 cm y el clima es moderado a cálido durante todo el año, con veranos secos y cortas temporadas de lluvias en el invierno"

D. "La ciudad tiene una temperatura alta promedio de 26 °C, el promedio de precipitaciones es de 159.3 cm y el clima es húmedo, con veranos muy húmedos e inviernos templados y cortos"

Component: HMH ¡Arriba las Ciencias! Texas Student License Digital Grade 4

ISBN: 9780358881582

Link to Current Content:

[View Current Content](#)

Current Page Number(s): TEKS Lesson 4.10.A, Día 6, Screen 5

Location: Boleto de salida, Short Answer interactivity, Ejemplo de respuesta, sentences 1–2

Original Text: "Una limitación es que algunos de los materiales disponibles podrían hundirse y el agua por encima de esos materiales podría evaporarse. Me hubiera gustado usar un material que flote sobre la superficie del agua."

Updated Text: "Una limitación es que los vasos disponibles tenían una abertura ancha. Me hubiera gustado usar un vaso con una abertura muy angosta."

Component: HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 4

ISBN: 9780358841753

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 219

Location: Column 1, Boleto de salida/Evaluación formativa, Apoyo para las respuestas de los estudiantes, Respuesta de ejemplo, sentences 1–2

Original Text: "Una limitación es que algunos de los materiales disponibles podían hundirse, de forma que el agua sobre el material se podía evaporar. Me habría gustado usar un material que flotase sobre la superficie del agua."

Updated Text: "Una limitación es que los vasos disponibles tenían una abertura ancha. Me hubiera gustado usar un vaso con una abertura muy angosta."

Component: HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 4

ISBN: 9780358841753

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 224

Location: Column 2, Práctica matemática, paragraph 1 and Apoyo para las respuestas de los estudiantes, Práctica matemática

Original Text: "Una gota de lluvia es mucho más grande que una gota de agua y que una partícula de polvo. Por ejemplo, una partícula de polvo es muy pequeña comparada con una gota de lluvia. Usa la tabla para ordenar los elementos e identificar cuánto más pequeña es una partícula de polvo que una gota de lluvia.

Apoyo para las respuestas de los estudiantes

Práctica matemática: Las fracciones muestran los tamaños de las partículas de polvo y de las gotas de agua en relación con el tamaño de las gotas de lluvia. En la columna del medio, ordena las fracciones en orden de menor a mayor. Luego, coloca los elementos que corresponden a esa fracción del tamaño de una gota de lluvia. Respuesta: gota de lluvia $1/1$, gota grande $1/20$, gota de tamaño medio $1/100$, partícula de polvo $1/5000$ "

Updated Text: "Brinde apoyo a los estudiantes al ordenar las fracciones por tamaño. Ayúdelos a comprender que los denominadores más grandes con numeradores iguales indican partes más pequeñas de un entero. Luego, pueden usar la información de las imágenes para relacionar los elementos con su tamaño relativo.

Apoyo para las respuestas de los estudiantes

Práctica matemática: Usa la tabla para ordenar los elementos e identificar cuánto más pequeña es una partícula de polvo que una gota de lluvia. Las fracciones muestran los tamaños de las partículas de polvo y de las gotas de agua en relación con el tamaño de las gotas de lluvia. En la columna del medio, ordena las fracciones de menor a mayor. Luego, coloca los elementos que corresponden a esa fracción del tamaño de una gota de lluvia. Respuesta: $1/5000$ de una partícula de polvo, $1/100$ de una gota promedio, $1/20$ de una gota grande, $1/1$ de una gota de lluvia"

Component: *HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 4*

ISBN: 9780358841753

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 222

Location: Diferenciación: Apoyo adicional

Original Text: "Puede preparar "Estaciones de ayuda" para que los estudiantes se ayuden entre sí durante la creación y construcción de un modelo a escala. Los estudiantes que acaben antes o tengan un mayor conocimiento del contenido pueden ayudar a sus compañeros en la Estación de ayuda."

Updated Text: "Cada embalse de Texas puede almacenar millones o incluso miles de millones de metros cúbicos de agua. Para ayudar a los estudiantes a pensar en cómo ampliar su solución a escala para adaptarla a un embalse de tamaño real, haga preguntas por pasos: ¿De qué manera debería ser diferente tu solución si la hicieras cinco veces más grande? ¿Y 10 veces más grande? ¿Y 100 veces más grande?"

Component: *HMH ¡Arriba las Ciencias! Texas Student License Digital Grade 4*

ISBN: 9780358881582

Link to Current Content:

[View Current Content](#)

Current Page Number(s): TEKS Lesson 4.10.A, Día 2, Screen 3

Location: Paso 1, sentences 1–5

Original Text: "Forma grupos pequeños. Cada grupo recibe cuatro bolsas y cuatro vasos. Llena cada bolsa con la misma cantidad de agua. Usa la balanza para medir la cantidad de agua de cada bolsa en gramos. Pon cada bolsa dentro de un vaso."

Updated Text: "Pon cada bolsa dentro de un vaso. Llena cada bolsa con la misma cantidad de agua. Usa la balanza para medir la cantidad de agua de cada bolsa, en gramos. Cierra las bolsas."

Component: *HMH ¡Arriba las Ciencias! Texas Student Edition Print Consumable Grade 4*

ISBN: 9780358881322

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 264

Location: Paso 1, sentences 1–5

Original Text: "Forma grupos pequeños. Cada grupo recibe cuatro bolsas y cuatro vasos. Llena cada bolsa con la misma cantidad de agua. Usa la balanza para medir la cantidad de agua de cada bolsa en gramos. Pon cada bolsa dentro de un vaso."

Updated Text: "Pon cada bolsa dentro de un vaso. Llena cada bolsa con la misma cantidad de agua. Usa la balanza para medir la cantidad de agua de cada bolsa, en gramos. Cierra las bolsas."

Component: *HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 4*

ISBN: 9780358841753

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 201

Location: Column 2, Práctica matemática, Apoyo para las respuestas de los estudiantes, Práctica matemática

Original Text: "Hacer una gráfica con los datos de las temperaturas reunidas durante dos días. Respuesta de ejemplo: El estudiante dibuja una gráfica de barras para ilustrar las temperaturas de las diferentes ubicaciones. El eje x se rotulará con la ubicación, y el eje y se rotulará con la temperatura medida en grados Celsius. Habrá una clave que incluya una barra de color para el Día 1 y una barra de color para el Día 2."

Updated Text: "Representa gráficamente los datos de la temperatura que reuniste durante dos días. Las gráficas de barras de los estudiantes deben mostrar que las temperaturas de las áreas con sol son más altas que las temperaturas de las áreas a la sombra. La temperatura en cada ubicación puede cambiar a lo largo del día."

Component: *HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 4*

ISBN: 9780358841753

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 205

Location: Column 2, Pasos 4–5, paragraph 2

Original Text: "Si los estudiantes no están seguros del tipo de organizador gráfico que deben usar, pregúnteles por el tipo de datos que van a reunir. Recuerde a los estudiantes que están utilizando un modelo de un sistema para realizar observaciones y sacar conclusiones."

Updated Text: N/A

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 2409 of 3538

Component: *HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 4*

ISBN: 9780358841753

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 213

Location: Column 2, Pasos 2–3

Original Text: "Si los estudiantes encuentran problemas para hallar la solución sobre cómo evitar la evaporación de los embalses, pídeles que hagan una tormenta de ideas para hallar maneras de aumentar la evaporación y maneras para ralentizarla.

Apoyo para las respuestas de los estudiantes"

Updated Text: N/A

Component: *HMH ¡Arriba las Ciencias! Texas Student Edition Print Consumable Grade 4*

ISBN: 9780358881322

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 276

Location: Boleto de salida, Paragraph 2

Original Text: "Dibuja tu modelo en el siguiente espacio. Rotula dónde ocurren las siguientes cosas en tu modelo para ilustrar la secuencia de cómo se movió el agua por encima de la superficie de la Tierra."

Updated Text: "En el siguiente espacio, haz un diagrama de flujo para ilustrar la secuencia de cómo se movió el agua por encima de la superficie de la Tierra en tu modelo. Agrégale rótulos para indicar dónde ocurren las siguientes cosas en tu modelo:"

Component: *HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 4*

ISBN: 9780358841753

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 199

Location: Column 1, paragraph 1 below Pregunta guía, sentence 1

Original Text: "Presente el fenómeno de que nuestro medio ambiente depende de las montañas para suministrar gran parte del agua natural que existe en el mundo."

Updated Text: "Presente el fenómeno de que nuestro medio ambiente depende de las montañas para suministrar gran parte del agua dulce que existe en el mundo."

Component: *HMH ¡Arriba las Ciencias! Texas Student License Digital Grade 4*

ISBN: 9780358881582

Link to Current Content:

[View Current Content](#)

Current Page Number(s): TEKS Lesson 4.10.A, Día 9, Screen 5

Location: Short Answer interactivity, Ejemplo de respuesta, sentences 2–3

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 2410 of 3538

Original Text: "Mis evidencias vienen de mis investigaciones, que me mostraron cómo el agua se evapora, se condensa, vuelve a caer a la Tierra y se acumula en forma de escorrentía. Mi razonamiento es que la nieve cayó en las montañas y, mientras el sol calentaba la Tierra, la nieve se derritió y corrió cuesta abajo en forma de arroyos."

Updated Text: "Mis evidencias vienen de mis investigaciones, que me mostraron cómo el agua se evapora, se condensa, vuelve a caer a la Tierra y corre por su superficie. Mi razonamiento es que la nieve cayó en las montañas y, mientras el sol calentaba la Tierra, la nieve se derritió y se acumuló en arroyos que corrieron cuesta abajo."

Component: *HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 4*

ISBN: 9780358841753

Link to Current Content:
[View Current Content](#)

Current Page Number(s): p. 227

Location: Column 1, Apoyo para las respuestas de los estudiantes, Afirmaciones, evidencia y razonamiento, Respuesta de ejemplo, sentences 2–3

Original Text: "Mis evidencias provienen de mis investigaciones que me enseñaron cómo se evapora el agua, cómo se condensa, cómo cae de nuevo a la Tierra y cómo se recoge en forma de escorrentía. Mi razonamiento consiste en que la nieve cayó en las montañas, y a medida que el sol calentó la Tierra, la nieve se derritió y corrió por los arroyos ladera abajo."

Updated Text: "Mis evidencias vienen de mis investigaciones, que me mostraron cómo el agua se evapora, se condensa, vuelve a caer a la Tierra y corre por su superficie. Mi razonamiento es que la nieve cayó en las montañas y, mientras el sol calentaba la Tierra, la nieve se derritió y se acumuló en arroyos que corrieron cuesta abajo."

Component: *HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 4*

ISBN: 9780358841753

Link to Current Content:
[View Current Content](#)

Current Page Number(s): p. 211

Location: Column 1, Boleto de salida/Evaluación formativa, Aporte comentarios

Original Text: "Recuerde a los estudiantes que los pasos no cambian y siempre ocurrirán en el mismo orden."

Updated Text: N/A

Component: *HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 4*

ISBN: 9780358841753

Link to Current Content:
[View Current Content](#)

Current Page Number(s): p. 225

Location: Column 2, Boleto de salida/Evaluación formativa, Apoyo para las respuestas de los estudiantes, Respuesta de ejemplo

Original Text: "Respuesta de ejemplo: El agua se evapora en forma de vapor de agua hacia la atmósfera, donde se condensa y forma nubes. Entonces, el agua vuelve a caer sobre la Tierra en forma de precipitación, se mueve por toda la superficie terrestre en forma de escorrentía y se evapora otra vez a medida que el ciclo del agua se repite."

Updated Text: "Respuesta: A. condensación; B. precipitación; C. evaporación; D. escorrentía"

Component: *HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 4*

ISBN: 9780358841753

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 218

Location: Column 2, Diferenciación: Apoyo adicional

Original Text: "Muestre dos vasos, uno que sea grande y profundo y otro que sea pequeño y corto. Llene cada vaso con agua. Pregunte: ¿En qué vaso se evaporará antes el agua? ¿Por qué? Comente con los estudiantes que el agua del vaso más profundo tardará más en evaporarse porque el agua del fondo del vaso está más fría y, por lo tanto, tardará más en evaporarse. Explique que el vaso profundo es parecido a un embalse."

Updated Text: "Muestre dos vasos, uno que sea angosto y profundo y otro que sea ancho y corto. Llene cada vaso con agua. Pregunte: ¿En qué vaso se evaporará antes el agua? ¿Por qué? Comente con los estudiantes que el agua del vaso más profundo tardará más en evaporarse porque, en una masa de agua, el agua se evapora en la superficie. El agua del vaso con la superficie más pequeña en la parte superior tardará más en evaporarse. Explique que el vaso profundo es parecido a un embalse."

Component: *HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 4*

ISBN: 9780358841753

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 224

Location: Column 2, El ciclo del agua, Apoyo para las respuestas de los estudiantes, top half of page

Original Text: "Muestra dónde se producen la evaporación, la condensación, la precipitación y la escorrentía. Usa flechas para conectar el flujo de agua en el ciclo. Respuesta de ejemplo: El estudiante dibuja una flecha desde el agua hasta el sol para representar la evaporación. El estudiante dibuja una flecha desde la evaporación hasta las nubes para representar la condensación. El estudiante dibuja una flecha desde el agua hasta el sol para representar la evaporación. El estudiante dibuja una flecha desde la montaña hasta el arroyo para representar la escorrentía."

Updated Text: "Usa flechas para mostrar cómo es el ciclo del agua al pasar por la evaporación, la condensación y la precipitación. Rotula las flechas como "evaporación", "condensación" y "precipitación". Las flechas de los estudiantes deben mostrar la evaporación desde el agua hasta el cielo despejado, la condensación desde el cielo despejado hasta las nubes y la precipitación desde las nubes hasta el agua."

Component: *HMH ¡Arriba las Ciencias! Texas Student License Digital Grade 4*

ISBN: 9780358881582

Link to Current Content:

[View Current Content](#)

Current Page Number(s): TEKS Lesson 4.10.A, Día 8, Screen 3

Location: Drawing Interactivity, prompt, sentences 2–3

Original Text: "Muestra dónde se producen la evaporación, la condensación, la precipitación y la escorrentía. Usa flechas para conectar el flujo de agua en el ciclo."

Updated Text: "Usa flechas para mostrar cómo es el ciclo del agua al pasar por la evaporación, la condensación y la precipitación. Rotula como "E" la flecha para la evaporación, como "C" la flecha para la condensación y como "P" la flecha para la precipitación."

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 2412 of 3538

Component: *HMH ¡Arriba las Ciencias! Texas Student Edition Print Consumable Grade 4*

ISBN: 9780358881322

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 291

Location: Paragraph 3, sentences 2–3

Original Text: "Muestra dónde se producen la evaporación, la condensación, la precipitación y la escorrentía. Usa flechas para conectar el flujo de agua en el ciclo."

Updated Text: "Usa flechas para mostrar cómo es el ciclo del agua al pasar por la evaporación, la condensación y la precipitación. Rotula como "E" la flecha para la evaporación, como "C" la flecha para la condensación y como "P" la flecha para la precipitación."

Component: *HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 4*

ISBN: 9780358841753

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 201

Location: Column 1, Pasos 1–2, paragraphs 1–2

Original Text: "Puede que los estudiantes no se sientan seguros sobre cómo medir la masa de agua en cada bolsa; muéstreleselo usando la balanza digital. ...

Pida a los estudiantes que elaboren una tabla para reunir datos cuando midan la temperatura de cada ubicación. Si los estudiantes no están seguros del tipo de tabla que deben usar, pregúnteles qué tipo de datos creen que pueden reunir."

Updated Text: "Pida a los estudiantes que rotulen las bolsas así: abierta al sol, cerrada al sol, abierta a la sombra y cerrada a la sombra. Puede que los estudiantes no se sientan seguros sobre cómo medir la masa de agua de cada bolsa; muéstreleselo usando la balanza digital. ...

Pida a los estudiantes que elaboren dos tablas de datos para esta actividad. Necesitarán una para anotar la masa del agua antes y después de la investigación y la otra para anotar las mediciones de temperatura."

Component: *HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 4*

ISBN: 9780358841753

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 207

Location: Column 1, Boleto de salida/Evaluación formativa, Apoyo para las respuestas de los estudiantes, sentence 3

Original Text: "Los estudiantes pueden dibujar un modelo que muestre el agua del tazón evaporándose por la energía solar, al plástico de envolver y formando gotas de agua."

Updated Text: "Los estudiantes pueden dibujar un modelo que muestre el agua del vaso evaporándose debido a la energía solar. Los modelos también pueden incluir agua condensándose en el plástico para envolver alimentos y formando gotas de agua."

Component: *HMH ¡Arriba las Ciencias! Texas Student License Digital Grade 4*

ISBN: 9780358881582

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 2413 of 3538

Link to Current Content:

[View Current Content](#)

Current Page Number(s): TEKS Lesson 4.10.A, Día 7, Screen 5

Location: Analiza los resultados, Short Answer interactivity, Ejemplo de respuesta, sentence 3

Original Text: "El plástico para envolver alimentos podría sellar por completo una bandeja de galletas, pero no creo que funcione sobre miles de acres cuadrados."

Updated Text: "El plástico transparente para envolver alimentos podría sellar por completo un vaso, pero no creo que funcione sobre un área muy grande."

Component: *HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 4*

ISBN: 9780358841753

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 222

Location: Column 1, Apoyo para las respuestas de los estudiantes, Analiza los resultados, Respuesta de ejemplo, sentence 3

Original Text: "El plástico para envolver transparente puede formar un cerramiento hermético completo sobre una bandeja de hornear galletitas, pero no creo que funcione sobre miles de acres cuadrados."

Updated Text: "El plástico transparente para envolver alimentos podría sellar por completo un vaso, pero no creo que funcione sobre un área muy grande."

Component: *HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 4*

ISBN: 9780358841753

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 199

Location: Column 1, Contexto del maestro sobre el fenómeno, sentence 4

Original Text: "El ciclo del agua comprende diferentes pasos que siguen siempre el mismo orden: precipitación, escorrentía, evaporación y condensación."

Updated Text: "El ciclo del agua comprende diferentes procesos, que incluyen la precipitación, la escorrentía, la evaporación y la condensación."

Component: *HMH ¡Arriba las Ciencias! Texas Student License Digital Grade 4*

ISBN: 9780358881582

Link to Current Content:

[View Current Content](#)

Current Page Number(s): TEKS Lesson 4.10.A, Day 2, Screen 6

Location: Analiza los resultados, Short Answer interactivity, Ejemplo de respuesta, sentence 3

Original Text: "El agua de las bolsas cerradas no tenía adónde ir y no podía salir de las bolsas mediante la evaporación."

Updated Text: "El agua de las bolsas cerradas no tenía adónde ir."

Component: *HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 4*

ISBN: 9780358841753

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 202

Location: Column 1, Apoyo para las respuestas de los estudiantes, Analiza los resultados, Respuesta de ejemplo, sentence 3

Original Text: "El agua de las bolsas cerradas no podía irse a ningún sitio y no se evaporó fuera de las bolsas."

Updated Text: "El agua de las bolsas cerradas no tenía adónde ir."

Component: *HMH ¡Arriba las Ciencias! Texas Student License Digital Grade 4*

ISBN: 9780358881582

Link to Current Content:

[View Current Content](#)

Current Page Number(s): TEKS Lesson 4.10.A, Día 1, Screen 3

Location: Flip Card interactivity, evaporación card, image of steam over body of water

Original Text: Image of steam over body of water

Updated Text: Image of pot of boiling water

Component: *HMH ¡Arriba las Ciencias! Texas Student Edition Print Consumable Grade 4*

ISBN: 9780358881322

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 261

Location: Column 1, Row 1, evaporación image

Original Text: Image of steam over body of water

Updated Text: Image of pot of boiling water

Component: *HMH ¡Arriba las Ciencias! Texas Student Edition Print Consumable Grade 4*

ISBN: 9780358881322

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 290

Location: Image of water cycle diagram

Original Text: Image of water cycle diagram includes arrows for Transpiración and Agua subterránea and text labels

Updated Text: Image of water cycle diagram without arrows for Transpiración and Agua subterránea, without text labels, with A, B, C, D icons

Component: *HMH ¡Arriba las Ciencias! Texas Student License Digital Grade 4*

ISBN: 9780358881582

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 2415 of 3538

Link to Current Content:

[View Current Content](#)

Current Page Number(s): TEKS Lesson 4.10.A, Día 8, Screen 3

Location: Drawing Interactivity, image of water cycle diagram

Original Text: Image of water cycle over mountainous area

Updated Text: Image of water cycle over ocean area

Component: *HMH ¡Arriba las Ciencias! Texas Student Edition Print Consumable Grade 4*

ISBN: 9780358881322

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 291

Location: Drawing item, image of water cycle diagram

Original Text: Image of water cycle over mountainous area

Updated Text: Image of water cycle over ocean area

Component: *HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 4*

ISBN: 9780358841753

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 200

Location: Column 2, Consejos para la preparación, after sentence 1

Original Text: N/A

Updated Text: "Necesitará un termómetro para cada ubicación. Si los materiales son limitados, los grupos pueden compartir los termómetros. Para lograr estabilidad, use vasos grandes de 16 onzas."

Component: *HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 4*

ISBN: 9780358841753

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 204

Location: Column 2, Consejos para la preparación, Paragraph 1, after sentence 1

Original Text: N/A

Updated Text: "Se puede usar un recipiente de plástico en lugar de la caja de zapatos."

Component: *HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 4*

ISBN: 9780358841753

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 195

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 2416 of 3538

Location: Column 1, Día 3: Haz un modelo del ciclo del agua, Parte 1, Consejos para la preparación, after sentence 1

Original Text: N/A

Updated Text: "Se puede usar un recipiente de plástico en lugar de la caja de zapatos."

Component: *HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 4*

ISBN: 9780358841753

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 195

Location: Column 1, Día 2: ¿A dónde se va el agua?, Consejos para la preparación, after sentence 1

Original Text: N/A

Updated Text: "Para lograr estabilidad, use vasos grandes de 16 onzas."

Component: *HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 4*

ISBN: 9780358841753

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 246

Location: Column 1, El agua esculpe la superficie de la Tierra, paragraph 1, sentence 3

Original Text: "un lago en forma de C."

Updated Text: "un meandro abandonado."

Component: *HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 4*

ISBN: 9780358841753

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 234

Location: Column 1, ¿Qué es lo que ya sabes?, Activar conocimientos previos, sentencias 1–4

Original Text: "Activar conocimientos previos pidiendo a los estudiantes que vean las imágenes que dan comienzo a cada día en esta lección. Pídeles que identifiquen los cambios en la superficie terrestre que se muestran en cada imagen. En el Grado 3, los estudiantes adquirieron conocimientos sobre los cambios en la superficie terrestre ocasionados por las erupciones volcánicas, los terremotos y los deslizamientos de tierra. Pida a los estudiantes que repasen los efectos que tienen estos tres eventos sobre el terreno, el suelo y las rocas."

Updated Text: "Activar conocimientos previos pidiendo a los estudiantes que exploren la imagen del ciclo del agua. En las lecciones anteriores, los estudiantes aprendieron sobre el ciclo del agua, sobre cómo se mueve el agua en y por encima de la superficie terrestre. El agua provoca algunos de los cambios en la superficie terrestre que los estudiantes explorarán en esta lección. Pida a los estudiantes que repasen los procesos del ciclo del agua, lo que incluye la evaporación, la condensación y la precipitación."

Component: *HMH ¡Arriba las Ciencias! Texas Student License Digital Grade 4*

ISBN: 9780358881582

Link to Current Content:
[View Current Content](#)

Current Page Number(s): TEKS Lesson 4.10.B, Day 3, Screen 5

Location: Práctica matemática, Drag and Drop interactivity, draggable options

Component: *HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 4*

ISBN: 9780358841753

Link to Current Content:
[View Current Content](#)

Current Page Number(s): p. 250

Location: Column 1, Actividad clave de aprendizaje, Provocar el razonamiento de los estudiantes, sentence 1

Original Text: "Pida a los estudiantes que miren la foto de las formaciones rocosas que abre el día."

Updated Text: "Pida a los estudiantes que miren la foto de las formaciones rocosas que aparece en la primera pantalla del Día 7 de la Lección interactiva".

Component: *HMH ¡Arriba las Ciencias! Texas Student Edition Print Consumable Grade 4*

ISBN: 9780358881322

Link to Current Content:
[View Current Content](#)

Current Page Number(s): p. 310

Location: Práctica matemática, Paragraph 3

Component: *HMH ¡Arriba las Ciencias! Texas Student License Digital Grade 4*

ISBN: 9780358881582

Link to Current Content:
[View Current Content](#)

Current Page Number(s): TEKS Lesson 4.10.B, Día 3, Screen 5

Location: Short Answer interactivity, prompt and Ejemplo de respuesta

Original Text: "Algunas cribas solo pueden atrapar partículas de más de 5 mm de tamaño. ¿Cuáles de los seis tipos de sedimentos pasarán a través de una criba de 5 mm? ¿Qué sedimentos crees que se depositarían en el río y cuáles viajarían hasta el océano?"

Ejemplo de respuesta: "La arcilla, el limo y la arena no quedarán atrapados por la criba. Estos viajarían hasta el océano y el resto se depositaría en el fondo del río."

Updated Text: "Algunas cribas solo pueden atrapar partículas de más de 5 mm de tamaño. ¿Cuáles de los seis tipos de sedimentos pasarán a través de una criba de 5 mm?"

Ejemplo de respuesta: "La arcilla, el limo y la arena no quedarán atrapados por la criba."

Component: *HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 4*

ISBN: 9780358841753

Link to Current Content:
[View Current Content](#)

Current Page Number(s): p. 235

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 2418 of 3538

Location: Column 2, Observo/Me pregunto, Los estudiantes como científicos

Original Text: "Los estudiantes como científicos

Los estudiantes son científicos cuando utilizan las observaciones como evidencias. Pregunte a los estudiantes qué evidencias utilizarían para justificar la afirmación de que las rocas que forman el pico son diferentes de las rocas que hay debajo de él."

Updated Text: N/A

Component: *HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 4*

ISBN: 9780358841753

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 233

Location: Column 1, Práctica matemática, Día 3

Original Text: "Los estudiantes ordenarán los sedimentos por tamaño en milímetros, desde decimales, diez milésimas y hasta números enteros."

Updated Text: "Los estudiantes ordenarán los sedimentos según su tamaño en milímetros, de decimales a centésimas y de centésimas a números enteros."

Component: *HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 4*

ISBN: 9780358841753

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 241

Location: Column 1, Práctica matemática, Demuestre y explique las estrategias, paragraph 1, sentence 3

Original Text: "A continuación, explique cómo comparar decimales con cuatro valores posicionales escribiendo los decimales en una tabla de valores posicionales que llega hasta las decenas de millar alineando los puntos decimales y colocando los ceros a la derecha de algunos números."

Updated Text: "A continuación, para explicar cómo comparar decimales con dos valores posicionales, escriba los decimales en una tabla de valores posicionales que llegue hasta las centésimas, alineando los puntos decimales y colocando los ceros a la derecha de algunos números."

Component: *HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 4*

ISBN: 9780358841753

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 241

Location: Top of Column 2, Apoyo para las respuestas de los estudiantes, sentences 3-5

Original Text: "¿Qué sedimentos crees que se depositarían en un río y cuáles crees que viajarían hasta el océano? Respuesta de ejemplo: Arcilla, limo y arena no quedarán en la criba. Estos viajarían hasta el océano y el resto se depositaría en el lecho del río."

Updated Text: "Respuesta de ejemplo: La arcilla, el limo y la arena no quedarán en la criba."

Component: *HMH ¡Arriba las Ciencias! Texas Student Edition Print Consumable Grade 4*

ISBN: 9780358881322

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 308

Location: Image of rock arch in ocean

Original Text: Image of rock arch in ocean

Updated Text: Image of water flowing over smooth rocks

Component: *HMH ¡Arriba las Ciencias! Texas Student Edition Print Consumable Grade 4*

ISBN: 9780358881322

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 320

Location: Left image of canyon and right image of river through canyon

Original Text: Left image: canyon

Right image: river through canyon

Updated Text: Left image: satellite image of Harlequin Lake in 2000

Right image: satellite image of Harlequin Lake in 2020

Component: *HMH ¡Arriba las Ciencias! Texas Student License Digital Grade 4*

ISBN: 9780358881582

Link to Current Content:

[View Current Content](#)

Current Page Number(s): TEKS Lesson 4.10.B, Día 8, Screen 6

Location: ¿Puedes explicarlo?, Short Answer interactivity, prompt above image of rock slope

Original Text: N/A

Updated Text: "Haz una afirmación sobre la Pregunta guía. Usa evidencias de la lección y el razonamiento para conectar las evidencias con tu afirmación."

Component: *HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 4*

ISBN: 9780358841753

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 253

Location: Column 1, ¿Puedes explicarlo?, Apoyo para las respuestas de los estudiantes, after sentence 2

Original Text: N/A

Updated Text: "Haz una afirmación sobre la Pregunta guía. Usa evidencias de la lección y el razonamiento para conectar las evidencias con tu afirmación."

Component: *HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 4*

ISBN: 9780358841753

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 231

Location: Column 1, Día 2: ¡Sacúdelos!, Consejos para la preparación, before sentence 1

Original Text: N/A

Updated Text: "Se puede usar un recipiente de plástico en lugar del molde para hornear."

Component: *HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 4*

ISBN: 9780358841753

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 236

Location: Column 2, Consejos para la preparación, before sentence 1

Original Text: N/A

Updated Text: "Se puede usar un recipiente de plástico en lugar del molde para hornear."

Component: *HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 4*

ISBN: 9780358841753

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 231

Location: Column 2, Día 6: Lo que el viento se llevó, Consejos para la preparación, after sentence 1

Original Text: N/A

Updated Text: "Se puede usar un recipiente de plástico en lugar del molde. Los lados más altos podrán ayudar a contener el arroz."

Component: *HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 4*

ISBN: 9780358841753

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 248

Location: Column 2, Consejos para la preparación, after sentence 1

Original Text: N/A

Updated Text: "Se puede usar un recipiente de plástico en lugar del molde. Los lados más altos podrán ayudar a contener el arroz."

Component: *HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 4*

ISBN: 9780358841753

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 2421 of 3538

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 231

Location: Column 1, Día 4: ¡Cuidado con el glaciar!, Consejos para la preparación, before sentence 1

Original Text: N/A

Updated Text: "Se pueden usar recipientes de plástico en lugar de bandejas con laterales."

Component: *HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 4*

ISBN: 9780358841753

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 242

Location: Column 2, Consejos para la preparación, before sentence 1

Original Text: N/A

Updated Text: "Se pueden usar recipientes de plástico en lugar de bandejas con laterales."

Component: *HMH ¡Arriba las Ciencias! Texas Student Edition Print Consumable Grade 4*

ISBN: 9780358881322

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 318

Location: Top image of glacier and bottom image of glacier, caption for bottom image

Original Text: Top image: glacier

Bottom image: close-up of glacier

Bottom image caption: "Cambios en el glaciar Erasmo, Chile, desde 1987 hasta 2012."

Updated Text: Top image: rock arch in ocean area

Bottom image: glacier

Bottom image caption: N/A

Component: *HMH ¡Arriba las Ciencias! Texas Teacher License Digital Grade 4*

ISBN: 9780358881674

Link to Current Content:

[View Current Content](#)

Current Page Number(s): El estado del tiempo y el clima (TEKS 4.10.C) Examen breve A, p.2

Location: El estado del tiempo y el clima (TEKS 4.10.C) Examen breve A, Item 3, Answer choices A and B

Original Text: "A. La temperatura a las 3 p. m. es de 35 °F"

"B. La temperatura máxima hoy fue de 85 °F"

Updated Text: "A. La temperatura a las 3 p. m. es de 2 °C"

"B. La temperatura máxima hoy fue de 29 °C"

Component: *HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 4*

ISBN: 9780358841753

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 257

Location: Column 1, Día 2: Aire cálido y aire frío, Consejos para la preparación, sentence 1

Original Text: "Necesitará acceso a un grifo de agua caliente y, por seguridad, deberá llenar los moldes usted mismo."

Updated Text: "También se pueden usar moldes de otros tamaños. Necesitará acceso a un grifo de agua caliente. Por seguridad, use una jarra para que usted mismo llene los moldes con el agua caliente."

Component: *HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 4*

ISBN: 9780358841753

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 263

Location: Column 1, Consejos para la preparación, sentence 1

Original Text: "Necesitará acceso a un grifo de agua caliente y, por seguridad, deberá llenar los moldes usted mismo."

Updated Text: "También se pueden usar moldes de otros tamaños. Necesitará acceso a un grifo de agua caliente. Por seguridad, use una jarra para que usted mismo llene los moldes con el agua caliente."

Component: *HMH ¡Arriba las Ciencias! Texas Teacher License Digital Grade 4*

ISBN: 9780358881674

Link to Current Content:

[View Current Content](#)

Current Page Number(s): El estado del tiempo y el clima (TEKS 4.10.C) Examen breve A, p.3

Location: El estado del tiempo y el clima (TEKS 4.10.C) Examen breve A, Item 5, Question art and answer choices

Original Text: Image showing weather data in Fahrenheit and inches

- "A. Soleado y 80 °F el 29 de mayo
- B. Lluvioso y 50 °F el 15 de abril
- C. Soleado y 95 °F el 8 de agosto
- D. Lluvioso y 60 °F el 5 de septiembre
- E. Nublado y 25 °F el 24 de diciembre"

Updated Text: Image showing weather data in Celsius and meters

- "A. Soleado y 27 °C el 29 de mayo
- B. Lluvioso y 10 °C el 15 de abril
- C. Soleado y 35 °C el 8 de agosto
- D. Lluvioso y 16 °C el 5 de septiembre
- E. Nublado y -4 °C el 24 de diciembre"

Component: *HMH ¡Arriba las Ciencias! Texas Teacher License Digital Grade 4*

ISBN: 9780358881674

Link to Current Content:

[View Current Content](#)

Current Page Number(s): El estado del tiempo y el clima (TEKS 4.10.C) Examen breve A, p.2

Location: El estado del tiempo y el clima (TEKS 4.10.C) Examen breve A, Item 4, Question art

Original Text: Row A: 82°F, 85°F, 87°F, 87°F, 87°F

Row B: 51°F, 43°F, 28°F, 22°F, 22°F

Row C: 43°F, 52°F, 44°F, 43°F, 53°F

Updated Text: Row A: 28 °C, 29 °C, 31 °C, 31 °C, 31 °C

Row B: 11 °C, 6 °C, -2 °C, -6 °C, -6 °C

Row C: 6 °C, 11 °C, 7 °C, 6 °C, 12 °C

Component: *HMH ¡Arriba las Ciencias! Texas Teacher License Digital Grade 4*

ISBN: 9780358881674

Link to Current Content:

[View Current Content](#)

Current Page Number(s): El estado del tiempo y el clima (TEKS 4.10.C) Examen breve A, p.4

Location: El estado del tiempo y el clima (TEKS 4.10.C) Examen breve A, Item 6, Question art and answer choice graphs

Original Text: Table "48 °F, 52 °F, 44 °F ,56 °F, 58 °F"

Images (Answer choice) showing weather data in Fahrenheit

Updated Text: Table "9 °C, 11 °C, 7 °C, 13 °C, 14 °C"

Images (Answer choice) showing weather data in Celsius

Component: *HMH ¡Arriba las Ciencias! Texas Student Edition Print Consumable Grade 4*

ISBN: 9780358881322

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 372

Location: Paso 4, sentence 2

Original Text: "Lleva las esquinas 1, 3, 5 y 7 al centro y atraviélasas con una tachuela. Presiona con cuidado la tachuela a través del centro del papel y atraviesa también un extremo de una pajilla de plástico. "

Updated Text: "Lleva las esquinas 1, 3, 5 y 7 al centro. Pégalas con cinta adhesiva y atraviélasas con la tachuela. Presiona con cuidado la tachuela a través del centro del papel y atraviesa también la goma de borrar."

Component: *HMH ¡Arriba las Ciencias! Texas Student License Digital Grade 4*

ISBN: 9780358881582

Link to Current Content:

[View Current Content](#)

Current Page Number(s): TEKS Lesson 4.11.A, Día 2, Screen 3

Location: Paso 4, sentence 2

Original Text: "Lleva las esquinas 1, 3, 5 y 7 al centro y atraviélasas con una tachuela. Presiona con cuidado la tachuela a través del centro del papel y atraviesa también un extremo de una pajilla de plástico. "

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 2424 of 3538

Updated Text: "Lleva las esquinas 1, 3, 5 y 7 al centro. Pégalas con cinta adhesiva y atraviélas con la tachuela. Presiona con cuidado la tachuela a través del centro del papel y atraviesa también la goma de borrar."

Component: *HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 4*

ISBN: 9780358841753

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 286

Location: Column 2, Actividad clave de aprendizaje, Demuestre y explique, sentence 1

Original Text: "Demuestre y explique que los objetos comunes están hechos de varios materiales, como plástico, nylon y ceras."

Updated Text: "Demuestre y explique que los materiales comunes están hechos de petróleo, como el plástico, el nylon y las ceras."

Component: *HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 4*

ISBN: 9780358841753

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 327

Location: Column 1, Día 2: Los productores y la luz solar, Consejos para la preparación, after sentence 2

Original Text: N/A

Updated Text: "Las plantas de hojas pequeñas son la mejor opción para esta actividad. Planifique entre 3 y 7 días para el Paso 9."

Component: *HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 4*

ISBN: 9780358841753

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 332

Location: Column 2, Consejos para la preparación, after sentence 2

Original Text: N/A

Updated Text: "Las plantas de hojas pequeñas son la mejor opción para esta actividad. Planifique entre 3 y 7 días para el Paso 9."

Component: *HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 4*

ISBN: 9780358841753

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 343

Location: Column 1, above Pasos 3–4

Original Text: N/A

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 2425 of 3538

Updated Text: "Pasos 1–2

Pida a la mitad de los grupos que coloque la hoja boca arriba y a la otra mitad que la coloque boca abajo para que los estudiantes puedan observar ambos lados. Pídales que quiten suavemente con el dedo toda burbuja que haya sobre la roca y la hoja después de colocarlas en el agua."

Component: *HMH ¡Arriba las Ciencias! Texas Student License Digital Grade 4*

ISBN: 9780358881582

Link to Current Content:

[View Current Content](#)

Current Page Number(s): TEKS Lesson 4.12.B, Día 3, Screen 5

Location: Short Answer interactivity, Ejemplo de respuesta, sentence 3

Original Text: "Es entonces cuando el flujo de energía se detiene."

Updated Text: N/A

Component: *HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 4*

ISBN: 9780358841753

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 363

Location: Column 2, Analiza los resultados, Apoyo para las respuestas de los estudiantes, Respuesta de ejemplo, sentence 3

Original Text: "Es entonces cuando el flujo de energía se detiene."

Updated Text: N/A

Component: *HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 4*

ISBN: 9780358841753

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 367

Location: Column 2, Indicadores de rendimiento, row 3

Original Text: "construir un modelo de diagrama de flujo de un ecosistema, incluyendo el flujo de la energía"

Updated Text: "construir un modelo de diagrama de flujo de un ecosistema, incluyendo el flujo de la energía"

Component: *HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 4*

ISBN: 9780358841753

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 383

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 2426 of 3538

Location: Column 2, Apoyo para las respuestas de los estudiantes, Respuesta, sentences 2–4

Original Text: "Los fósiles, al igual que los animales y plantas terrestres de hoy, vivían probablemente en la tierra. Aquellos animales y plantas que viven en el agua, probablemente eran acuáticos. Algunos tipos de organismos son y fueron tanto terrestres como acuáticos."

Updated Text: N/A

Component: *HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 4*

ISBN: 9780358841753

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 386

Location: Column 2, Los estudiantes como científicos, sentences 3–4

Original Text: "Pídales que compartan un ejemplo de cuando tuvieron que entender qué aspecto tenía el mundo en el pasado. Después, hagan una lista entre todos de otros trabajos y"

Updated Text: "Pídales que hagan una lista entre todos de otros trabajos y"

Component: *HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 4*

ISBN: 9780358841753

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 420

Location: Column 1, Vocabulario, bullet 4

Original Text: "adquirido:"

Updated Text: "rasgo adquirido:"

Component: *HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 4*

ISBN: 9780358841753

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 424

Location: Column 2, Vocabulario, bullet 4

Original Text: "adquirido:"

Updated Text: "rasgo adquirido:"

Component: *HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 4*

ISBN: 9780358841753

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 426

Location: Column 2, Comprobar la comprensión del estudiante

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 2427 of 3538

Original Text: "Después de que los estudiantes trabajen con esta actividad, pídeles que completen el Organizador de temas científicos Causa y efecto para describir y reconocer los patrones que hay en sus rasgos físicos heredados."

Updated Text: "Después de que los estudiantes trabajen con esta actividad, pídeles que completen el Organizador gráfico Diagrama de Venn para describir y reconocer los patrones que hay en sus rasgos físicos heredados."

Component: *HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 4*

ISBN: 9780358841753

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 423

Location: Column 1, Conexión con la comunidad, Trabajadores de la salud, sentences 1-2

Original Text: "Pregúnteles a los estudiantes si alguno de sus padres o familiares trabaja como científico o en el campo de la medicina. Si es posible, invite a ese miembro de la familia para hablar sobre cómo utilizan la ciencia en su trabajo."

Updated Text: "Invite a alguien que trabaja en el campo de la medicina para que visite la clase y hable sobre cómo utilizan la ciencia en su trabajo."

Component: *HMH ¡Arriba las Ciencias! Texas Student License Digital Grade 4*

ISBN: 9780358881582

Link to Current Content:

[View Current Content](#)

Current Page Number(s): TEKS Lesson 4.13.B, Día 3, Screen 5

Location: Paragraph 2, below Line Matching interactivity, sentence 1

Original Text: "Elige una de las crías que aparecen en las imágenes."

Updated Text: "Elige uno de los progenitores que aparecen en las imágenes."

Component: *HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 4*

ISBN: 9780358841753

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 427

Location: Column 2, Diferenciación: Reto, sentences 1–4

Original Text: "Diferenciación: Reto

Desafíe a los estudiantes a que amplíen sus observaciones en casa. Pídeles que lleven la tabla de Rasgos heredados a casa y observen y registren los datos sobre otros miembros de la familia, vivan con ellos o en otro lugar, que poseen los mismo rasgos. Pídeles que busquen patrones en sus datos. Si le parece oportuno, pídeles que presenten sus hallazgos a la clase."

Updated Text: N/A

Component: *HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 4*

ISBN: 9780358841753

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 435

Location: Column 2, Indicadores de rendimiento, row 3

Original Text: "identificar la relación causa-efecto entre las plantas o flores progenitoras y su descendencia"

Updated Text: "identificar la relación causa-efecto entre los factores ambientales y los rasgos adquiridos de las plantas"

Component: *HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 4*

ISBN: 9780358841753

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 430

Location: Column 1, Actividad clave de aprendizaje, Dirija un debate en grupo, sentence 1

Original Text: "Dirija un debate en grupo sobre las similitudes y diferencias que ven los estudiantes en las formas en que los humanos y los animales heredan y adquieren los rasgos."

Updated Text: "Dirija un debate en grupo sobre los rasgos heredados y adquiridos que tienen los animales."

Component: *HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 4*

ISBN: 9780358841753

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 430

Location: Column 2, Apoyo para las respuestas de los estudiantes

Original Text: "Une cada pareja de progenitores con sus crías. Los estudiantes deberían seleccionar las siguientes Respuesta: longhorn—ternero 1; alce—foto del medio en la fila de abajo; niala—tercera foto de la fila de abajo; ciervo canadiense—primera foto de la fila de abajo; Puedes mirar los rasgos físicos heredados como la estructura corporal, para ver qué crías pertenecen a qué grupo de progenitores."

Updated Text: "Lee sobre cada grupo de animales para emparejar a los progenitores con su descendencia. Respuesta: alce: progenitores arriba a la izquierda, descendencia abajo al medio; niala: progenitores arriba al medio, descendencia abajo a la derecha; ciervo canadiense: progenitores arriba a la derecha, descendencia abajo a la izquierda"

Component: *HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 4*

ISBN: 9780358841753

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 423

Location: Column 1, Conexión con la comunidad, Observar los rasgos

Original Text: "Observar los rasgos: Pida a los estudiantes que observen los rasgos faciales de un miembro de su familia o de otra familia y hagan una lista de los rasgos que observen. Los estudiantes deberían indicar si los rasgos son heredados o adquiridos. A continuación, deberían comparar los rasgos de su lista en esta actividad con la tabla de clase de la investigación del día 2."

Updated Text: N/A

Component: *HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 4*

ISBN: 9780358841753

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 432

Location: Column 2, Consejos para la preparación, sentence 1

Original Text: "Prepare los sobres que contienen trozos de papel con los rasgos que la flor descendiente puede heredar: color de los pétalos, color de la hoja, forma de la hoja y altura del tallo."

Updated Text: "Muestre las imágenes de las flores progenitoras para que los estudiantes las usen como referencia. Prepare, imprima y recorte tiras de papel con un rasgo individual en cada una. Prepare sobres que contengan los rasgos de ambas flores progenitoras: color de los pétalos, color de las hojas, forma de las hojas y altura del tallo."

Component: *HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 4*

ISBN: 9780358841753

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 430

Location: Column 2, Consejos para la preparación, sentences 1–2

Original Text: "Imprima las imágenes con antelación. Las imágenes de ganado vacuno Texas Longhorn para el paso 1 así como las tres series de imágenes de los grupos de progenitores y descendientes para el paso 3."

Updated Text: "Imprima las Tarjetas ilustradas con antelación."

Component: *HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 4*

ISBN: 9780358841753

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 421

Location: Column 2, Día 4: Progenitores y descendientes, Parte 2, Consejos para la preparación, sentences 1–4

Original Text: "Imprima imágenes de una flor progenitora morada y de otra flor progenitora roja. Intente elegir flores que tengan algunos rasgos diferentes, por ejemplo, la forma de los pétalos de la flor, o la altura del tallo. Prepare los sobres con recortes de papel con un rasgo individual escrito en cada recorte. Los rasgos deberían coincidir con los rasgos físicos de las flores parentales que eligió."

Updated Text: "Muestre las imágenes de las flores progenitoras para que los estudiantes las usen como referencia. Prepare, imprima y recorte tiras de papel con un rasgo individual en cada una. Prepare sobres que contengan los rasgos de ambas flores progenitoras: color de los pétalos, color de las hojas, forma de las hojas y altura del tallo. Cada sobre debe contener un tipo de rasgo."

Component: *HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 4*

ISBN: 9780358841753

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 427

Location: Column 1, Paso 1 and Pasos 2–3

Original Text: "Paso 1

...

Pasos 2–3

... Tenga preparado papel para gráficas para crear una tabla con la clase y una gráfica de barras."

Updated Text: "Paso 1

... Los estudiantes con discapacidad visual pueden usar las manos para percibir con el tacto sus rasgos físicos.

Pasos 2–3

No pida a los estudiantes que comparen sus rasgos con los de los miembros de su familia para predecir los rasgos heredados y adquiridos, ya que algunos estudiantes pueden no estar relacionados genéticamente con los miembros de su familia.

... Tenga preparado papel para gráficas para crear una tabla con la clase y una gráfica de barras."

Component: *HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 4*

ISBN: 9780358841753

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 427

Location: Column 1, Pasos 4–8

Original Text: "Pasos 4–8

Si los estudiantes no se sienten seguros sobre qué rasgo físico incluir en la lista, dígales que observen los detalles de sus ojos, nariz, boca, cejas, pelo, y así sucesivamente."

Updated Text: "Pasos 5–8

Los hoyuelos, la lengua curvada, los lóbulos de las orejas pegados, la barbilla hendida y la textura del cabello son rasgos físicos que los estudiantes pueden observar al mirarse en el espejo o al percibir con las manos mediante el tacto.

Provea una tabla para la clase donde los estudiantes puedan colocar sus datos anónimamente."

Component: *HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 4*

ISBN: 9780358841753

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 438

Location: Column 1, Paragraph 1, sentence 4

Original Text: "Los estudiantes deberían entender que la ciencia nos ayuda a tener vidas más sanas."

Updated Text: "Los estudiantes deberían entender que muchos científicos trabajan para ayudar a las personas a tener vidas más sanas."

Component: *HMH ¡Arriba las Ciencias! Texas Student Edition Print Consumable Grade 4*

ISBN: 9780358881322

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 553

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 2431 of 3538

Location: Left image of man with long hair, caption, sentences 3–4

Original Text: "El sol puede broncear o quemar la piel. La alimentación y el ejercicio pueden afectar el peso."

Updated Text: "El sol puede cambiar la apariencia de la piel."

Component: *HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 4*

ISBN: 9780358841753

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 427

Location: Column 1, Práctica matemática, Apoyo para las respuestas de los estudiantes, Práctica matemática

Original Text: "Apoyo para las respuestas de los estudiantes

Práctica matemática: Los estudiantes deberían usar los datos de la gráfica de la clase para construir una gráfica de barras. Los estudiantes deben escribir su respuesta en el interactivo. Respuesta de ejemplo: Un número de estudiantes tenía el pelo rizado y hoyuelos, pero no tantos estudiantes tenían pecas, y ninguno tenía el lóbulo de la oreja pegado."

Updated Text: N/A

Component: *HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 4*

ISBN: 9780358841753

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 431

Location: Column 1, Diferenciación: Apoyo adicional, sentence 3

Original Text: "Puede pensar también en emparejar a estos estudiantes con un compañero mentor."

Updated Text: N/A

Component: *HMH ¡Arriba las Ciencias! Texas Student License Digital Grade 4*

ISBN: 9780358881582

Link to Current Content:

[View Current Content](#)

Current Page Number(s): TEKS Lesson 4.13.B, Día 5, Screen 2

Location: Top of screen, above Language SmArts

Original Text: N/A

Updated Text: "Escribe un cuento"

Component: *HMH ¡Arriba las Ciencias! Texas Student Edition Print Consumable Grade 4*

ISBN: 9780358881322

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 567

Location: Top of page, above Language SmArts

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 2432 of 3538

Original Text: N/A

Updated Text: "Escribe un cuento"

Component: *HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 4*

ISBN: 9780358841753

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 421

Location: Column 1, Día 2: Mi reflejo en el espejo, Consejos para la preparación, before sentence 1

Original Text: N/A

Updated Text: "Imprima las Tarjetas ilustradas con antelación."

Component: *HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 4*

ISBN: 9780358841753

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 426

Location: Column 2, Consejos para la preparación, before sentence 1

Original Text: N/A

Updated Text: "Imprima las Tarjetas ilustradas con antelación."

Component: *HMH ¡Arriba las Ciencias! Texas Teacher License Digital Grade 4*

ISBN: 9780358860228

Link to Current Content:

[View Current Content](#)

Current Page Number(s): G4 Skills & Themes Bank (TEKS 4.1-4.5), p. 8

Location: Item 17, image

Original Text: Image of a pyramid with 4 levels and labels, from bottom to top, productor primario, consumidor primario, consumidor secundario, consumidor terciario

Updated Text: Remove the pyramid leaving the labels and the drag-to boxes.

Publisher: McGraw Hill

Science, (Spanish) Grade 4

Program: *McGraw Hill Ciencias para Texas, Grado 4: TEKS*

Component: *McGraw Hill Ciencias para Texas, Grado 4 Student Edition*

ISBN: 9781266312694

Current Page Number(s): 63

Location: Read the Table: Question below the table

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 2433 of 3538

Original Text: What physical property do all the magnetic objects have in common?

Updated Text: What other physical property do all the magnetic objects have in common?

Component: McGraw Hill Ciencias para Texas, Grado 4 Student Edition

ISBN: 9781266312694

Current Page Number(s): 63

Location: Magnet video screenshot

Original Text: Photo of magnet with paperclips

Updated Text: Photo of a hand holding a magnet

Component: McGraw Hill Ciencias para Texas, Grado 4 Student Edition

ISBN: 9781266312694

Current Page Number(s): 82

Location: Item 3: answer

Original Text: Sample answer: Each one is a mixture of a solid and liquid. The glittery hand sanitizer is a mixture of rubbing alcohol and glitter. The chocolate milk is a mixture of milk and chocolate syrup.

Updated Text: Sample answer: Both are mixtures. The glittery hand sanitizer is a mixture of rubbing alcohol and glitter (a liquid and a solid). The chocolate milk is a mixture of milk and chocolate syrup (a liquid and a liquid).

Component: McGraw Hill Ciencias para Texas, Grado 4 Student Edition

ISBN: 9781266312694

Current Page Number(s): 87

Location: first paragraph, third sentence

Original Text: The solid does not disappear.

Updated Text: The solids do not disappear.

Component: McGraw Hill Ciencias para Texas, Grado 4 Student Edition

ISBN: 9781266312694

Current Page Number(s): 87

Location: first paragraph, sixth sentence

Original Text: some kinds of hand sanitizer

Updated Text: some kinds of hand sanitizers

Component: McGraw Hill Ciencias para Texas, Grado 4 Student Edition

ISBN: 9781266312694

Current Page Number(s): 87

Location: Investigation Connection

Original Text: would you revise any of your decisions about which mixtures are solutions?

Updated Text: compare the three mixtures and classify them as a mixture or a solution.

Component: McGraw Hill Ciencias para Texas, Grado 4 Student Edition

ISBN: 9781266312694

Current Page Number(s): 207

Location: Table: Advantages: second row

Original Text: Sunlight is free

Updated Text: uses the Sun

Component: McGraw Hill Ciencias para Texas, Grado 4 Student Edition

ISBN: 9781266312694

Current Page Number(s): 207

Location: Table: Advantages: third row

Original Text: Wind is free

Updated Text: uses wind

Component: McGraw Hill Ciencias para Texas, Grado 4 Student Edition

ISBN: 9781266312694

Current Page Number(s): 207

Location: Table: Disadvantages

Original Text: There are not many new sites for dams.

Updated Text: not many new sites for dams

Component: McGraw Hill Ciencias para Texas, Grado 4 Student Edition

ISBN: 9781266312694

Current Page Number(s): 227

Location: Map of Texas

Original Text: map of Texas

Updated Text: New accessible map of Texas with key

Component: McGraw Hill Ciencias para Texas, Grado 4 Student Edition

ISBN: 9781266312694

Current Page Number(s): 227

Location: Talk About It under the art

Original Text: Which colors represent the largest aquifers?

Updated Text: Which areas represent the largest aquifers?

Component: McGraw Hill Ciencias para Texas, Grado 4 Student Edition

ISBN: 9781266312694

Current Page Number(s): 296

Location: STEM Connection: Prompt 1, bullet 1

Original Text: Why do only certain plants thrive in the vertical grow poles?

Updated Text: Research fruits and vegetables that grow where you live. Could they use vertical grow poles?

Component: McGraw Hill Ciencias para Texas, Grado 4 Student Edition

ISBN: 9781266312694

Current Page Number(s): 296

Location: STEM Connection: Prompt 1

Original Text: • What zone do you live in? What fruits and vegetables could you grow?

Updated Text: N/A

Component: McGraw Hill Ciencias para Texas, Grado 4 Student Edition

ISBN: 9781266312694

Current Page Number(s): 342

Location: STEM Connection: Prompt 2

Original Text: Flow Chart

Updated Text: Opinion Writing

Component: McGraw Hill Ciencias para Texas, Grado 4 Student Edition

ISBN: 9781266312694

Current Page Number(s): 342

Location: STEM Connection: Prompt 2

Original Text: Flow Chart Graphic Organizer

Updated Text: Opinion Writing Graphic Organizer

Component: McGraw Hill Ciencias para Texas, Grado 4 Teacher Edition

ISBN: 9781266120091

Current Page Number(s): 31

Location: Day 2: Assess: Below Quick Check Section

Original Text: N/A

Updated Text: Review the cognitive verbs and Scientific and Engineering Practices and post the word cards on the Interactive Word Wall. [3 min]

Component: McGraw Hill Ciencias para Texas, Grado 4 Teacher Edition

ISBN: 9781266120091

Current Page Number(s): 31

Location: Day 3: Teach: Laser Light Time

Original Text: 25 min

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 2436 of 3538

Updated Text: 35 min

Component: McGraw Hill Ciencias para Texas, Grado 4 Teacher Edition

ISBN: 9781266120091

Current Page Number(s): 3J

Location: Day 3: Teach

Original Text: Review the cognitive verbs and Scientific and Engineering Practices and post the word cards on the Interactive Word Wall.
[10 min]

Updated Text: N/A

Component: McGraw Hill Ciencias para Texas, Grado 4 Teacher Edition

ISBN: 9781266120091

Current Page Number(s): 3J

Location: Day 4: Assess

Original Text: Students complete the Frayer Model graphic organizer to practice vocabulary.

Updated Text: Students complete the Frayer Model vocabulary resource.

Component: McGraw Hill Ciencias para Texas, Grado 4 Teacher Edition

ISBN: 9781266120091

Current Page Number(s): 3J

Location: Day 5: Assess

Original Text: Quick Check Students use the Word Sort graphic organizer to practice vocabulary.
[5 min]

Updated Text: N/A

Component: McGraw Hill Ciencias para Texas, Grado 4 Teacher Edition

ISBN: 9781266120091

Current Page Number(s): 3J

Location: Day 5: Assess: Time

Original Text: 5 min

Updated Text: 10 min

Component: McGraw Hill Ciencias para Texas, Grado 4 Teacher Edition

ISBN: 9781266120091

Current Page Number(s): 9

Location: Talk About It Text

Original Text: When they see this icon, they should take a moment to talk with a partner or small group. Explain that this helps

them build upon their understanding of scientific concepts. Explain that scientists talk and communicate with each other often. Science is a social activity.

Updated Text: When they see this icon, they should take a moment to talk with a partner or small group. Science is a social activity.

Component: McGraw Hill Ciencias para Texas, Grado 4 Teacher Edition

ISBN: 9781266120091

Current Page Number(s): 9

Location: ASSESS: Below Check for Understanding

Original Text: N/A

Updated Text: Students will revisit the chapter question throughout the chapter and lessons.

Component: McGraw Hill Ciencias para Texas, Grado 4 Teacher Edition

ISBN: 9781266120091

Current Page Number(s): 14A

Location: Red heading on the page

Original Text: Structured Inquiry

Updated Text: Guided Inquiry

Component: McGraw Hill Ciencias para Texas, Grado 4 Teacher Edition

ISBN: 9781266120091

Current Page Number(s): 14A

Location: NOTE: section

Original Text: NOTE: Download the student page for structured inquiry.

Updated Text: NOTE: Download the student page for guided inquiry.

Component: McGraw Hill Ciencias para Texas, Grado 4 Teacher Edition

ISBN: 9781266120091

Current Page Number(s): 14A

Location: Identify a Problem/Brainstorm a Solution heading

Original Text: Students should use the given question to identify the criteria for the solution. Ask: How can you use paper to prevent an egg from breaking when dropped? Sample answer: The criteria are that we must use paper and the solution must prevent the egg from breaking.

Updated Text: Ask: How can you use paper to prevent an egg from breaking when dropped? Students should discuss and record potential solutions to the problem. They will choose one solution to develop in the following steps.

Component: McGraw Hill Ciencias para Texas, Grado 4 Teacher Edition

ISBN: 9781266120091

Current Page Number(s): 14B

Location: Guided and Open Options

Original Text: Guided and Open Options

For guided and open inquiry, students are expected to develop materials lists, write procedure steps, and determine how they will share their results. Revisions are likely during their investigation.

Updated Text: Structured and Open Options

For structured inquiry, students are given a procedure. For open inquiry, students are expected to develop materials lists, write procedure steps, and determine how they will share their results. Revisions are likely during their investigation.

Component: McGraw Hill Ciencias para Texas, Grado 4 Teacher Edition

ISBN: 9781266120091

Current Page Number(s): 14B

Location: Guided Inquiry

Original Text: Guided Inquiry

Provide the explorable question. Ask: How can you use paper to prevent an egg from breaking when dropped?

Example Students might design a device to catch the egg rather than designing a carrier. Investigations must answer the explorable question.

TEKS 4.1B

Updated Text: Structured Inquiry

Provide step-by-step instructions to help students investigate the explorable question. Ask: How can you use paper to prevent an egg from breaking when dropped?

Example

Step 1. Observe the materials for building a device to keep the egg from breaking when dropped from two meters. Step 2. Brainstorm what device can be made with the available materials. Step 3. Build the device. Step 4. Find an area and test the device. Step 5. Compare the design with others and think of ways to improve the design. Step 6. Repeat brainstorming and improving the design to help make the egg drop successful.

Component: McGraw Hill Ciencias para Texas, Grado 4 Teacher Edition

ISBN: 9781266120091

Current Page Number(s): 14B

Location: Left column, Under Open Inquiry

Original Text: Students write their own explorable question.

Ask: What are some other engineering design problems you could solve in this way? TEKS 4.1A

Make a Plan Make sure students choose an engineering design problem. Ask: Can your problem be solved using the engineering design process?

Updated Text: Students identify their own problem. Ask: What problem could you solve using the Engineering Design Process? TEKS 4.1A

Make a Plan

Make sure students choose a problem they can solve using the resources available.

Component: McGraw Hill Ciencias para Texas, Grado 4 Teacher Edition

ISBN: 9781266120091

Current Page Number(s): 14B

Location: Right column, Assess heading

Original Text: For this investigation, revisit the “Make a Prediction” question from the start of the investigation.

Updated Text: For this investigation, revisit the “Identify a Problem” question from the start of the investigation.

Component: McGraw Hill Ciencias para Texas, Grado 4 Teacher Edition

ISBN: 9781266120091

Current Page Number(s): 28C

Location: Below the blue Explore bar in pink section in upper right corner of the page.

Original Text: N/A

Updated Text: [screen icon] Student recording sheets are available in flexible formats.

Component: McGraw Hill Ciencias para Texas, Grado 4 Teacher Edition

ISBN: 9781266120091

Current Page Number(s): 28C

Location: Conduct an Investigation

Original Text: 3-7.

Updated Text: 3, 7.

Component: McGraw Hill Ciencias para Texas, Grado 4 Teacher Edition

ISBN: 9781266120091

Current Page Number(s): 28C

Location: Communicate Information: Item 10

Original Text: hot cup of water

Updated Text: cup of hot water

Component: McGraw Hill Ciencias para Texas, Grado 4 Teacher Edition

ISBN: 9781266120091

Current Page Number(s): 28C

Location: Make a Claim: Item 13

Original Text: I claim that matter can be classified as a solid, liquid, or gas. It can also be classified as hot or cold.

Updated Text: I claim that matter can be classified and described as a solid, liquid, or gas. It can also be classified and described as hot or cold.

Component: McGraw Hill Ciencias para Texas, Grado 4 Teacher Edition

ISBN: 9781266120091

Current Page Number(s): 40B

Location: 1st column: Guided Inquiry

Original Text: Ask: How can you classify matter based on its mass?

Updated Text: Ask: How can you classify different objects?

Component: McGraw Hill Ciencias para Texas, Grado 4 Teacher Edition

ISBN: 9781266120091

Current Page Number(s): 40B

Location: 1st column: Guided Inquiry: Example

Original Text: mass

Updated Text: masses

Component: McGraw Hill Ciencias para Texas, Grado 4 Teacher Edition

ISBN: 9781266120091

Current Page Number(s): 40B

Location: ASSESS: CER: sample claim

Original Text: I claim that matter can be classified by the mass, measured, and placed into different groups such as heavy and light.

Updated Text: I claim that matter can be classified and described by measuring its mass and placing it into groups such as heavy and light.

Component: McGraw Hill Ciencias para Texas, Grado 4 Teacher Edition

ISBN: 9781266120091

Current Page Number(s): 40B

Location: Interactive Word Wall

Original Text: When did you use tools to classify?

Updated Text: When did you use tools to measure?

Component: McGraw Hill Ciencias para Texas, Grado 4 Teacher Edition

ISBN: 9781266120091

Current Page Number(s): 40B

Location: EB/EL Leveled Support: Intermediate

Original Text: Delete:

Part 2: First, we will _____. Then, we will _____. Next, we will _____. Finally, we will _____.

Updated Text: N/A

Component: McGraw Hill Ciencias para Texas, Grado 4 Teacher Edition

ISBN: 9781266120091

Current Page Number(s): 40B

Location: EB/EL Leveled Support: Intermediate

Original Text: Finally, we will.

Updated Text: Finally, we will _____.

Component: McGraw Hill Ciencias para Texas, Grado 4 Teacher Edition

ISBN: 9781266120091

Current Page Number(s): 40B

Location: EB/EL Leveled Support: Advanced

Original Text: One student describes the steps in Part 1, and the other student describes the steps in Part 2.

Updated Text: One student describes Steps 1-3, and the other student describes Steps 4-5.

Component: McGraw Hill Ciencias para Texas, Grado 4 Teacher Edition

ISBN: 9781266120091

Current Page Number(s): 40C

Location: Conduct an Investigation

Original Text: Steps 1-5

Updated Text: Steps 1, 3, 5

Component: McGraw Hill Ciencias para Texas, Grado 4 Teacher Edition

ISBN: 9781266120091

Current Page Number(s): 40C

Location: Communicate Information: Item 7

Original Text: of the objects

Updated Text: of each object

Component: McGraw Hill Ciencias para Texas, Grado 4 Teacher Edition

ISBN: 9781266120091

Current Page Number(s): 40C

Location: Communicate Information: Item 9

Original Text: Sample answer: I can describe the mass of objects by holding them in my hands to describe them as heavy or light.

Updated Text: Sample answer: I can describe the mass of an object by holding it in my hands to describe it as heavy or light.

Component: McGraw Hill Ciencias para Texas, Grado 4 Teacher Edition

ISBN: 9781266120091

Current Page Number(s): 40C

Location: Communicate Information: Item 10

Original Text: predicted

Updated Text: measured and found

Component: McGraw Hill Ciencias para Texas, Grado 4 Teacher Edition

ISBN: 9781266120091

Current Page Number(s): 40C

Location: Make a Claim Item 11

Original Text: I claim that matter can be classified by its mass, measured, and placed into different groups such as heavy and light.

Updated Text: I claim that matter can be classified and described by measuring its mass and placing it into groups such as heavy and light.

Component: McGraw Hill Ciencias para Texas, Grado 4 Teacher Edition

ISBN: 9781266120091

Current Page Number(s): 50C

Location: Conduct an Investigation

Original Text: 3-10

Updated Text: 3, 5, 7-10

Component: McGraw Hill Ciencias para Texas, Grado 4 Teacher Edition

ISBN: 9781266120091

Current Page Number(s): 50C

Location: Conduct an Investigation: Table

Original Text: N/A

Updated Text: Add two rows to bottom of table.

1st added row: eraser float sink

2nd added row: pencil sharpener sink sink

Component: McGraw Hill Ciencias para Texas, Grado 4 Teacher Edition

ISBN: 9781266120091

Current Page Number(s): 50C

Location: Make a Claim: Item 14

Original Text: I claim that matter can be classified by whether it can sink or float.

Updated Text: I claim that matter can be classified and described by whether it can sink or float.

Component: McGraw Hill Ciencias para Texas, Grado 4 Teacher Edition

ISBN: 9781266120091

Current Page Number(s): 55

Location: Digital Spotlight, Assessment

Original Text: Assessment

Updated Text: Lesson Review

Component: McGraw Hill Ciencias para Texas, Grado 4 Teacher Edition

ISBN: 9781266120091

Current Page Number(s): 62

Location: Interactive Word Wall section, 1st two sentences

Original Text: [THEME] Patterns Continue to add words, realia, and drawings to the wall as students make more connections.

Use sentence stems and frames to help students identify and use patterns to explain what types of matter are magnetic:

Updated Text: Continue to add words, realia, and drawings to the wall as students make more connections.

[THEME] Patterns Use sentence stems and frames to help students identify and use patterns to explain what types of matter are magnetic:

Component: McGraw Hill Ciencias para Texas, Grado 4 Teacher Edition

ISBN: 9781266120091

Current Page Number(s): 62

Location: Bottom of page, below Differentiation Tip

Original Text: N/A

Updated Text: Take Note! Encourage students to include illustrations in their notes. Some examples are compasses, audio speakers, electric motors, jewelry, cabinet latch, and money clips.

Component: McGraw Hill Ciencias para Texas, Grado 4 Teacher Edition

ISBN: 9781266120091

Current Page Number(s): 74A

Location: Red heading on the page

Original Text: Structured Inquiry

Updated Text: Guided Inquiry

Component: McGraw Hill Ciencias para Texas, Grado 4 Teacher Edition

ISBN: 9781266120091

Current Page Number(s): 74A

Location: Note:

Original Text: NOTE: Download the student page for structured inquiry.

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 2444 of 3538

Updated Text: NOTE: Download the student page for guided inquiry.

Component: McGraw Hill Ciencias para Texas, Grado 4 Teacher Edition

ISBN: 9781266120091

Current Page Number(s): 74A

Location: second column

Original Text: Identify/Brainstorm

Updated Text: Identify a Problem/Brainstorm a Solution

Component: McGraw Hill Ciencias para Texas, Grado 4 Teacher Edition

ISBN: 9781266120091

Current Page Number(s): 74A

Location: second column

Original Text: Plan/Develop

Updated Text: Make a Plan/Develop the Design

Component: McGraw Hill Ciencias para Texas, Grado 4 Teacher Edition

ISBN: 9781266120091

Current Page Number(s): 74A

Location: second column

Original Text: Test/Improve

Updated Text: Test and Improve the Design

Component: McGraw Hill Ciencias para Texas, Grado 4 Teacher Edition

ISBN: 9781266120091

Current Page Number(s): 74B

Location: left column. Guided and Open Options

Original Text: Guided and Open Options

For guided and open inquiry, students are expected to develop materials lists, write procedure steps, and determine how they will share their results. Revisions are likely during their investigation.

Updated Text: Structured and Open Options

For structured inquiry, students are given a procedure. For open inquiry, students are expected to develop materials lists, write procedure steps, and determine how they will share their results. Revisions are likely during their investigation.

Component: McGraw Hill Ciencias para Texas, Grado 4 Teacher Edition

ISBN: 9781266120091

Current Page Number(s): 74B

Location: left column, Guided Inquiry

Original Text: Guided Inquiry

Provide the explorable question. Ask: How can you separate matter that has been mixed together?

Example Students might use additional tools to help separate the mixture such as cheese cloth and water to dissolve the salt. They might use a heat lamp to help evaporate the water. Investigations must answer the explorable question.

Updated Text: Structured Inquiry

Provide step-by-step instructions to help students investigate the explorable question.

Ask: How can you separate matter that is mixed together?

Step 1. Observe the mixture in the bowl and think about the physical properties of each individual substance. Step 2. Determine what tools to use to separate the mixture into individual parts. Step 3. Use tools to begin separating the mixture until all substances are separated. Step 4. Observe other groups and think about how you can improve on your design.

Component: McGraw Hill Ciencias para Texas, Grado 4 Teacher Edition

ISBN: 9781266120091

Current Page Number(s): 74B

Location: Open Inquiry

Original Text: Students write their own explorable question.

Ask: What questions did you have when you observed the photo of beach?

Plan the Investigation Make sure students choose a testable question. Ask: Can your question be investigated through research, observation, modeling, and/or experimentation?

Updated Text: Students identify their own problem. Ask: What problem could you solve using the Engineering Design Process?

Plan the Investigation

Make sure students choose an engineering design problem they can solve using the resources available.

Component: McGraw Hill Ciencias para Texas, Grado 4 Teacher Edition

ISBN: 9781266120091

Current Page Number(s): 74C

Location: first column: below Brainstorm a Solution

Original Text: N/A

Updated Text: Insert:

Make a Plan

Answers will vary.

Component: McGraw Hill Ciencias para Texas, Grado 4 Teacher Edition

ISBN: 9781266120091

Current Page Number(s): 74C

Location: second column: Above Test the Design

Original Text: N/A

Updated Text: Insert:

Improve the Design
Answers will vary.

Component: McGraw Hill Ciencias para Texas, Grado 4 Teacher Edition

ISBN: 9781266120091

Current Page Number(s): 74C

Location: Test the Design, Step 8

Original Text: Table is in black font, no first column heading

Updated Text: Change table to anno pink font. Add first column heading: Design

Component: McGraw Hill Ciencias para Texas, Grado 4 Teacher Edition

ISBN: 9781266120091

Current Page Number(s): 86A

Location: first column: Structured Inquiry

Original Text: Delete safety googles icon

Updated Text: N/A

Component: McGraw Hill Ciencias para Texas, Grado 4 Teacher Edition

ISBN: 9781266120091

Current Page Number(s): 105B

Location: Chapter Overview, chapter question

Original Text: barber shop

Updated Text: barbershop

Component: McGraw Hill Ciencias para Texas, Grado 4 Teacher Edition

ISBN: 9781266120091

Current Page Number(s): 116

Location: Light blue bar under lesson title

Original Text: EVALUATE Day 5

Updated Text: ELABORATE Day 4

Component: McGraw Hill Ciencias para Texas, Grado 4 Teacher Edition

ISBN: 9781266120091

Current Page Number(s): 122A

Location: Red heading on the top of the page

Original Text: Structured Inquiry

Updated Text: Guided Inquiry

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 2447 of 3538

Component: McGraw Hill Ciencias para Texas, Grado 4 Teacher Edition

ISBN: 9781266120091

Current Page Number(s): 122A

Location: Note:

Original Text: NOTE: Download the student page

for structured inquiry. Be sure students

handle the mini light bulb with caution to avoid crushing it.

You may wish to place sets of materials in plastic bags for students. Do not use rechargeable cells for this activity as they develop more current than a regular cell and may become warm. Wires should be insulated. Use the wire strippers to trim about $\frac{1}{4}$ inch of insulation off both ends of the wire.

Updated Text: NOTE: Download the student page

for guided inquiry. Be sure students

handle the mini light bulb with caution to avoid crushing it. You may wish to place sets of materials in plastic bags for

students. Do not use rechargeable cells for this activity as they

develop more current than a regular cell and may become warm. Wires should be insulated. Use the wire strippers to trim about $\frac{1}{4}$ inch of insulation off both ends of each piece of wire.

Component: McGraw Hill Ciencias para Texas, Grado 4 Teacher Edition

ISBN: 9781266120091

Current Page Number(s): 122A

Location: Identify a Problem/Brainstorm a Solution heading

Original Text: Identify/Brainstorm

Updated Text: Identify a Problem/Brainstorm a Solution

Component: McGraw Hill Ciencias para Texas, Grado 4 Teacher Edition

ISBN: 9781266120091

Current Page Number(s): 122A

Location: Make a Plan/Develop the Design heading

Original Text: Plan/Develop

Updated Text: Make a Plan/Develop the Design

Component: McGraw Hill Ciencias para Texas, Grado 4 Teacher Edition

ISBN: 9781266120091

Current Page Number(s): 122A

Location: Test and Improve the Design heading

Original Text: Test/Improve

Observe students as they work. Encourage discussion with partners about their observations.

Updated Text: Test and Improve the Design

Observe students as they work. Encourage discussion with group members about their observations.

Component: McGraw Hill Ciencias para Texas, Grado 4 Teacher Edition

ISBN: 9781266120091

Current Page Number(s): 122B

Location: Guided and Open Options heading

Original Text: Guided and Open Options

For guided and open inquiry, students are expected to develop materials lists, write procedure steps, and determine how they will share their results. Revisions are likely during their investigation.

Updated Text: Structured and Open Options

For structured inquiry, students are given a procedure. For open inquiry, students are expected to develop materials lists, write procedure steps, and determine how they will share their results. Revisions are likely during their investigation.

Component: McGraw Hill Ciencias para Texas, Grado 4 Teacher Edition

ISBN: 9781266120091

Current Page Number(s): 122B

Location: Guided Inquiry heading

Original Text: Guided Inquiry

Provide the explorable question: Ask: How can you arrange the materials to make the light bulb light? Example Students might experiment with using other materials in the circuit. Investigations must answer the explorable question.

Updated Text: Structured Inquiry

Provide step-by-step instructions to help students investigate the explorable question. Ask: How can you arrange the materials to make the light bulb light?

Example Step 1. Observe the materials and sketch four possible arrangements you would like to use to make a light bulb light. Step 2. Build one of the circuits you designed. Step 3. Test your circuit to see if it works. Step 4. Exploring other arrangements to see which ones work. Step 5. Observe other groups and try to identify patterns that are successful in making the light bulb light.

Component: McGraw Hill Ciencias para Texas, Grado 4 Teacher Edition

ISBN: 9781266120091

Current Page Number(s): 122B

Location: Open Inquiry heading

Original Text: Open Inquiry

Students write their own explorable question.

Ask: What questions did you have when you observed the photo of car dashboard controls?

Plan the Investigation Make sure students choose a testable question. Ask: Can your question be investigated through research, observation, modeling, and/or experimentation?

Updated Text: Open Inquiry

Students identify their own problem. Ask: What problem could you solve using the Engineering Design Process?

Plan the Investigation

Make sure students choose a problem they can solve using the resources available.

Component: McGraw Hill Ciencias para Texas, Grado 4 Teacher Edition

ISBN: 9781266120091

Current Page Number(s): 122B

Location: EB/EL heading, first sentence

Original Text: Support students with following the directions for the Science Investigation.

Updated Text: Support students with following the directions for the investigation.

Component: McGraw Hill Ciencias para Texas, Grado 4 Teacher Edition

ISBN: 9781266120091

Current Page Number(s): 140

Location: Item 6, first sentence

Original Text: 6. Have students

Updated Text: 6. Dual Coded Have students

Component: McGraw Hill Ciencias para Texas, Grado 4 Teacher Edition

ISBN: 9781266120091

Current Page Number(s): 140

Location: Item 6, first sentence

Original Text: chapter opener

Updated Text: Chapter Launch

Component: McGraw Hill Ciencias para Texas, Grado 4 Teacher Edition

ISBN: 9781266120091

Current Page Number(s): 140

Location: Item 6, second sentence

Original Text: Students identify electrical, sound, and light energy in the photo

Updated Text: Students identify electrical, thermal, sound, and light energy in the photo

Component: McGraw Hill Ciencias para Texas, Grado 4 Teacher Edition

ISBN: 9781266120091

Current Page Number(s): 149

Location: ASESS: Claim, Evidence, Reasoning, sample answer

Original Text: Sample answer: friction is a force that acts in a pattern on motion. Different surfaces and masses of objects create more or less friction.

Updated Text: friction is a force that acts in a pattern on motion. Different surfaces and masses of objects create more or less friction. In the text, the mass of a wooden block affected the amount of friction it had on the floor. Rougher surfaces have more friction than smoother surfaces.

Component: McGraw Hill Ciencias para Texas, Grado 4 Teacher Edition

ISBN: 9781266120091

Current Page Number(s): 159

Location: ASESS: Claim, Evidence, Reasoning, sample answer

Original Text: Sample answer: magnetic force always follows the same patterns. Opposite poles attract and like poles repel. Magnetic fields get weaker with distance.

Updated Text: Sample answer: magnetic force always follows the same patterns. Opposite poles attract and like poles repel. Magnetic fields get weaker or stronger depending on the distance. At a distance of 60 cm, the magnet does not pull the paper clip, but at 10 cm, the paper clip jumps up to the magnet.

Component: McGraw Hill Ciencias para Texas, Grado 4 Teacher Edition

ISBN: 9781266120091

Current Page Number(s): 185

Location: ASESS: Claim, Evidence, Reasoning

Original Text: water, wind, and ice cause weathering. They each have different ways of breaking down rocks into smaller pieces.

Updated Text: water, wind, and ice cause weathering and changes the Earth's surface. Each has different ways of breaking down rocks into smaller pieces. During the investigation, blowing wind wore the sand mound, scraping ice wore the sand mound, and water poured made divots in the sand.

Component: McGraw Hill Ciencias para Texas, Grado 4 Teacher Edition

ISBN: 9781266120091

Current Page Number(s): 214A

Location: Hands-On Investigations, to the right of the handwashing icon near Structured Inquiry

Original Text: N/A

Updated Text: [safety glove icon]

Component: McGraw Hill Ciencias para Texas, Grado 4 Teacher Edition

ISBN: 9781266120091

Current Page Number(s): 214A

Location: HOI: Summary

Original Text: Students observe how some natural resources break down faster than others in order to explain the importance of proper disposal and recycling.

Updated Text: For Station 1, students observe and explain the importance of proper disposal and recycling. For Station 2, students explore the critical role of natural resources.

Component: McGraw Hill Ciencias para Texas, Grado 4 Teacher Edition

ISBN: 9781266120091

Current Page Number(s): 214A

Location: HOI: Expected Outcome

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 2451 of 3538

Original Text: Answers will vary depending on materials used. Typically, students will observe that natural materials decompose more quickly than synthetic materials such as plastic. They should observe that turning the water off while washing their hands conserves water.

Updated Text: Answers will vary depending on materials used. For Station 1, students will typically observe that natural materials decompose more quickly than synthetic materials such as plastic. For Station 2, students explain how energy resources have impacted modern life.

Component: McGraw Hill Ciencias para Texas, Grado 4 Teacher Edition

ISBN: 9781266120091

Current Page Number(s): 214A

Location: HOI: Materials: Station 2

Original Text: • glue stick

Updated Text: N/A

Component: McGraw Hill Ciencias para Texas, Grado 4 Teacher Edition

ISBN: 9781266120091

Current Page Number(s): 214A

Location: Conduct an Investigation: Step 6

Original Text: Have students place their boxes in a place it will not be disturbed for the duration of the week. Check to be sure that the lid is tightly sealed.

Updated Text: Have students place their cups in a place where it will not be disturbed for the duration of the week. Check to be sure that each lid is tightly sealed.

Component: McGraw Hill Ciencias para Texas, Grado 4 Teacher Edition

ISBN: 9781266120091

Current Page Number(s): 214A

Location: Conduct an Investigation: Step 8

Original Text: Step 8

Updated Text: Step 9

Component: McGraw Hill Ciencias para Texas, Grado 4 Teacher Edition

ISBN: 9781266120091

Current Page Number(s): 224A

Location: first column: Materials

Original Text: measuring cup

Updated Text: measuring cup (teacher use only)

Component: McGraw Hill Ciencias para Texas, Grado 4 Teacher Edition

ISBN: 9781266120091

Current Page Number(s): 224A

Location: first column: below materials: Note: last sentence

Original Text: N/A

Updated Text: Use the measuring cup to measure out 100 mL of water into a cup for each group.

Component: McGraw Hill Ciencias para Texas, Grado 4 Teacher Edition

ISBN: 9781266120091

Current Page Number(s): 224A

Location: second column: Math Replay Video

Original Text: Measure Liquid Volume

Updated Text: Use Tools to Measure Liquid Volume

Component: McGraw Hill Ciencias para Texas, Grado 4 Teacher Edition

ISBN: 9781266120091

Current Page Number(s): 274A

Location: HOI: Expected Outcome

Original Text: grows

Updated Text: get larger

Component: McGraw Hill Ciencias para Texas, Grado 4 Teacher Edition

ISBN: 9781266120091

Current Page Number(s): 274A

Location: HOI: Conduct an Investigation: Step 2

Original Text: students holding flashlight

Updated Text: lamp

Component: McGraw Hill Ciencias para Texas, Grado 4 Teacher Edition

ISBN: 9781266120091

Current Page Number(s): 274A

Location: HOI: Conduct an Investigation: Step 3

Original Text: Step 3

Updated Text: Step 6

Component: McGraw Hill Ciencias para Texas, Grado 4 Teacher Edition

ISBN: 9781266120091

Current Page Number(s): 274A

Location: HOI: Conduct an Investigation

Original Text: Steps 4-5

Updated Text: Step 9

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 2453 of 3538

Component: McGraw Hill Ciencias para Texas, Grado 4 Teacher Edition

ISBN: 9781266120091

Current Page Number(s): 274A

Location: HOI: Communicate Information

Original Text: Moon phase calendar

Updated Text: Moon-phase calendar

Component: McGraw Hill Ciencias para Texas, Grado 4 Teacher Edition

ISBN: 9781266120091

Current Page Number(s): 274D

Location: Communicate Information: Item 12

Original Text: The Moon grows then shrinks in a continuous cycle.

Updated Text: The Moon appears to grow and shrink in a continuous cycle.

Component: McGraw Hill Ciencias para Texas, Grado 4 Teacher Edition

ISBN: 9781266120091

Current Page Number(s): 274D

Location: Communicate Information: Item 13

Original Text: N/A

Updated Text: The Moon will follow the sequence and it will appear to grow again.

Component: McGraw Hill Ciencias para Texas, Grado 4 Teacher Edition

ISBN: 9781266120091

Current Page Number(s): 274D

Location: Communicate Information: Item 14

Original Text: The Moon

Updated Text: The model showed that the Moon

Component: McGraw Hill Ciencias para Texas, Grado 4 Teacher Edition

ISBN: 9781266120091

Current Page Number(s): 274D

Location: Item 15

Original Text: I claim that the appearance of the Moon changes over a month as it completes its orbit around Earth. The cycle begins with a Moon that is not visible, then moves to a Moon that appears larger each night until it is full. The Moon then appears smaller each night until it is not visible again.

Updated Text: I claim that the appearance of the Moon changes over a month as it completes its orbit around Earth.

Component: McGraw Hill Ciencias para Texas, Grado 4 Teacher Edition

ISBN: 9781266120091

Current Page Number(s): 290C

Location: Conduct an Investigation: Table: 3rd column

Original Text: tissue paper

Updated Text: paper towel

Component: McGraw Hill Ciencias para Texas, Grado 4 Teacher Edition

ISBN: 9781266120091

Current Page Number(s): 290C

Location: Conduct an Investigation

Original Text: 3

Updated Text: 3, 7.

Component: McGraw Hill Ciencias para Texas, Grado 4 Teacher Edition

ISBN: 9781266120091

Current Page Number(s): 290C

Location: Conduct an Investigation: Table

Original Text: answer in second column

Updated Text: answer in third column

Component: McGraw Hill Ciencias para Texas, Grado 4 Teacher Edition

ISBN: 9781266120091

Current Page Number(s): 290C

Location: Conduct an Investigation: Table: 2nd column2nd row: 3rd row: 4th row:

Original Text: N/A

Updated Text: damp

Component: McGraw Hill Ciencias para Texas, Grado 4 Teacher Edition

ISBN: 9781266120091

Current Page Number(s): 290D

Location: Communicate Information: Item 10: Sample answer

Original Text: Cotton is different from leaves because it is manmade while leaves are found in nature

Updated Text: Cotton fabric is different than a real leaf. They are not made of the same material. Using cotton fabric to model a leaf was challenging because a real leaf may have held the water longer, even if it was unwrapped in wax paper or a paper towel.

Component: McGraw Hill Ciencias para Texas, Grado 4 Teacher Edition

ISBN: 9781266120091

Current Page Number(s): 290D

Location: Communicate Information: Item 11

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 2455 of 3538

Original Text: Answers will vary.

Updated Text: Sample answer: Yes, the leaves help the plant take in and keep water in allowing the plant to live and grow.

Component: McGraw Hill Ciencias para Texas, Grado 4 Teacher Edition

ISBN: 97812666120091

Current Page Number(s): 316A

Location: Top tab

Original Text: 35 min

Updated Text: 25 min

Component: McGraw Hill Ciencias para Texas, Grado 4 Teacher Edition

ISBN: 97812666120091

Current Page Number(s): 316A

Location: Expected Outcomes

Original Text: students'

Updated Text: N/A

Component: McGraw Hill Ciencias para Texas, Grado 4 Teacher Edition

ISBN: 97812666120091

Current Page Number(s): 316A

Location: Teacher Note

Original Text: Prepare 4 seed-starting cups per group 7–10 days prior to the activity.

Updated Text: Prepare 4 seed-starting cups 7–10 days prior to the activity.

Component: McGraw Hill Ciencias para Texas, Grado 4 Teacher Edition

ISBN: 97812666120091

Current Page Number(s): 316A

Location: Materials

Original Text: • 4 cups; 9 oz with lids

Updated Text: • 4 cups; 9 oz

Component: McGraw Hill Ciencias para Texas, Grado 4 Teacher Edition

ISBN: 97812666120091

Current Page Number(s): 316A

Location: Materials: Below "• 4 cups; 9 oz"

Original Text: N/A

Updated Text: • 1 plastic lid

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 2456 of 3538

Component: McGraw Hill Ciencias para Texas, Grado 4 Teacher Edition

ISBN: 9781266120091

Current Page Number(s): 316A

Location: Materials: next to "measuring cup"

Original Text: N/A

Updated Text: (teacher use only)

Component: McGraw Hill Ciencias para Texas, Grado 4 Teacher Edition

ISBN: 9781266120091

Current Page Number(s): 316A

Location: NOTE and Teacher Tips

Original Text: NOTE: Download the student page for structured inquiry. Plant seeds about two weeks before the activity.
Teacher Tips

Claim, Evidence, Reasoning Download the Claim, Evidence, Reasoning Routine. Sprout the seeds prior to the activity (see Teacher Note). Cut a small notch on the lip of each opaque plastic cup to allow air to flow

Updated Text: NOTE: Download the student page for structured inquiry. Plant seeds about two weeks before the activity. Sprout the seeds prior to the activity (see Teacher Note). Cut a small notch on the lip of each opaque plastic cup to allow air to flow.

Teacher Tips

Claim, Evidence, Reasoning Download the Claim, Evidence, Reasoning Routine.

Component: McGraw Hill Ciencias para Texas, Grado 4 Teacher Edition

ISBN: 9781266120091

Current Page Number(s): 316A

Location: HOI: Conduct an Investigation: Step 5

Original Text: It is important to remove as much air as possible from the resealable plastic bag. Ensure that the bags are completely sealed. Instruct students not to open the bags, if possible. If water collects in the bag, try to get the water back into the cup without opening the bag.

Updated Text: It is important to remove as much air as possible from the cup when placing the lid. Ensure that the cup is completely sealed. Instruct students not to open the cup, if possible.

Component: McGraw Hill Ciencias para Texas, Grado 4 Teacher Edition

ISBN: 9781266120091

Current Page Number(s): 316A

Location: HOI: Conduct an Investigation

Original Text: • Step 6 You may wish to print the photos and have students add them to the data table. Alternatively, students could create a presentation using the photos they have taken.

TEKS 4.1D, 4.1E

Updated Text: N/A

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 2457 of 3538

Component: McGraw Hill Ciencias para Texas, Grado 4 Teacher Edition

ISBN: 9781266120091

Current Page Number(s): 316A

Location: Communicate Information: anno

Original Text: Sample answer:

Updated Text: N/A

Component: McGraw Hill Ciencias para Texas, Grado 4 Teacher Edition

ISBN: 9781266120091

Current Page Number(s): 316C

Location: Conduct an Investigation

Original Text: 8

Updated Text: 6, 8.

Component: McGraw Hill Ciencias para Texas, Grado 4 Teacher Edition

ISBN: 9781266120091

Current Page Number(s): 316C

Location: Conduct an Investigation

Original Text: N/A

Updated Text: Add two more rows to the bottom of the data table

Component: McGraw Hill Ciencias para Texas, Grado 4 Teacher Edition

ISBN: 9781266120091

Current Page Number(s): 316C

Location: Conduct an Investigation: third row:[2nd column] [3rd column] [4th column] [5th column]

Original Text: [2nd column] N/A

[3rd column] N/A

[4th column] N/A

[5th column] N/A

Updated Text: [2nd column] healthy sprouts

[3rd column] sprouts begin to wilt

[4th column] sprouts begin to droop

[5th column] sprouts begin to turn brown

Component: McGraw Hill Ciencias para Texas, Grado 4 Teacher Edition

ISBN: 9781266120091

Current Page Number(s): 336A

Location: Below Materials: After Note

Original Text: [Online Icon]

Updated Text: N/A

Component: McGraw Hill Ciencias para Texas, Grado 4 Teacher Edition

ISBN: 9781266120091

Current Page Number(s): 336A

Location: Caption under video image

Original Text: Preview step-by-step support in the Anytime Investigation video, Around the Big Bend.

Updated Text: To see the different steps students may use when conducting research, preview the Anytime Investigation Video, Research Support.

Component: McGraw Hill Ciencias para Texas, Grado 4 Teacher Edition

ISBN: 9781266120091

Current Page Number(s): 336A

Location: Top tab

Original Text: 35 min

Updated Text: 25 min

Component: McGraw Hill Ciencias para Texas, Grado 4 Teacher Edition

ISBN: 9781266120091

Current Page Number(s): 336A

Location: Purpose

Original Text: they lived

Updated Text: the dinosaurs lived

Component: McGraw Hill Ciencias para Texas, Grado 4 Teacher Edition

ISBN: 9781266120091

Current Page Number(s): 336A

Location: Short on time?

Original Text: Assign student groups one dinosaur to research.

Updated Text: Assign each student group a different dinosaur to research.

Component: McGraw Hill Ciencias para Texas, Grado 4 Teacher Edition

ISBN: 9781266120091

Current Page Number(s): 336A

Location: Make a Prediction blue question

Original Text: Ask: How can fossils teach us what Earth was like millions of years ago?

Updated Text: Ask: How can people learn about what Earth was like millions of years ago?

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 2459 of 3538

Component: McGraw Hill Ciencias para Texas, Grado 4 Teacher Edition

ISBN: 9781266120091

Current Page Number(s): 336A

Location: Conduct an Investigation

Original Text: • Step 2

Differentiation Tip Have students choose a way to present their research. Students may choose to make a poster, present a slide show, or any number of creative presentation ideas that allows them to communicate their findings.
Communicate Information

• Step 3 Encourage students to focus on structures that allow them to move around in their environment. Ask: What modern-day organisms do the fossils remind you of? In what type of environment do those organisms live?

Updated Text: • Step 3 Encourage students to focus on structures that allow them to move around in their environment. Ask: What modern-day organisms do the fossils remind you of? In what type of environment do those organisms live?

Communicate Information

Differentiation Tip Have students choose a way to present their research. Students may choose to make a poster, present a slide show, or any number of creative presentation ideas that allows them to communicate their findings.

Publisher: Savvas Learning

Science, (Spanish) Grade 4

Program: *Texas Experimenta las Ciencias Grade 4 (Print with digital): TEKS*

Component: *Guía del maestro*

ISBN: 9781323223482

Current Page Number(s): (throughout)

Location: Side column of most pages, Vistazo al tema right-hand page, Planes del tema, and Vistazo a la Experiencia

Original Text: TEKS standards

Updated Text: Added TEKS standards references to include a more comprehensive list.

Component: *Guía del maestro*

ISBN: 9781323223482

Current Page Number(s): 7, 39, 63, 95, 119, 151, 183

Location: Vistazo al tema, right-hand page, TEKS list

Original Text: TEKS standards

Updated Text: Added cross-curricular TEKS as appropriate.

Component: *Guía del maestro*

ISBN: 9781323223482

Current Page Number(s): 12, 20, 28, 44, 52, 68, 76, 84, 100, 108, 124, 132, 140, 156, 164, 172, 188, 196

Location: Vistazo a la Experiencia pages, TEKS section at top

Original Text: PCI and TCR TEKS

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 2460 of 3538

Updated Text: Added labels that say PCI TEKS and TCR TEKS so that is clear to the teacher the types of TEKS covered in the Experience.

Component: *Guía del maestro*

ISBN: 9781323223482

Current Page Number(s): Throughout Topic and Experience pages

Location: Enseñanza diferenciada sections

Original Text: Enseñanza diferenciada activities currently include two activity ideas with run-in bold titles for the activities.

Updated Text: Added the headings EN MEJORA, AVANZADO, and NECESIDADES ESPECIALES to these activities, based on their content, to help teachers more easily identify them.

Component: *Guía del maestro*

ISBN: 9781323223482

Current Page Number(s): 9, 41, 65, 97, 121, 153, 185

Location: Plan del tema, top of right-hand page and bottom of page

Original Text: (new content)

Updated Text: Added a note to the top of the page to provide additional information to the teacher:
En Realize, encontrará versiones editables del plan del tema y de las páginas de vistazo a la Experiencia, así como de los planes diarios.

Added columns to the Evaluación para el tema box at the bottom of the page that will include:

Examen de preparación del tema

Repaso de la pregunta del fenómeno de anclaje

Actividad de contenido en espiral

Examen del tema

Component: *Guía del maestro*

ISBN: 9781323223482

Current Page Number(s): 37, 61, 93, 117, 149, 181, 205

Location: Conclusión, after Remediación para el examen del tema

Original Text: (new content)

Updated Text: Contenido en espiral

Asigne a los estudiantes la actividad de contenido en espiral en Realize para que puedan revisar y practicar los conceptos de ciencias que aprendieron hasta ahora.

(side column)

Actividad de contenido en espiral

Component: *Guía del maestro*

ISBN: 9781323223482

Current Page Number(s): 6

Location: Vistazo al tema, Vista preliminar del tema

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 2461 of 3538

Original Text: (new content)

Updated Text: (Insert second paragraph)

A medida que progrese en el tema, conecte las actividades con el Tema 1 de Grado 3, La materia. Los estudiantes pueden aplicar lo que aprendieron el año anterior sobre las propiedades de la materia (TEKS 3.6A) en lo que aprenden en el Tema 1 sobre la clasificación y la descripción de propiedades adicionales de la materia (TEKS 4.6A).

Component: *Guía del maestro*

ISBN: 9781323223482

Current Page Number(s): 38

Location: Vistazo al tema, Vista preliminar del tema

Original Text: (new content)

Updated Text:

A medida que progrese en el tema, conecte las actividades con el Tema 1, La materia. Los estudiantes pueden aplicar lo que aprendieron en el Tema 1 sobre las propiedades físicas observables de la materia (TEKS 4.6A) en preguntas que hacen e investigaciones que planean y llevan a cabo en el Tema 2, sobre las fuerzas de contacto y las fuerzas a distancia que actúan sobre los objetos (TEKS 4.7A)

Component: *Guía del maestro*

ISBN: 9781323223482

Current Page Number(s): All topics

Location: Explorar, Antes de las estaciones

Original Text: (new content)

Updated Text: Added a reference in the Abordar los conocimientos paragraphs for scaffolding and just-in-time learning acceleration in each topic.

Component: *Guía del maestro*

ISBN: 9781323223482

Current Page Number(s): All topics

Location: Estación de trabajo práctico, Guiar la planificación del estudiante

Original Text: (new content)

Updated Text: Added a reference to Guiar la planificación del estudiante sections for scaffolding and just-in-time learning acceleration in each topic.

Component: *Guía del maestro*

ISBN: 9781323223482

Current Page Number(s): All topics

Location: Estación de lectura, Guiar el razonamiento del estudiante

Original Text: (new content)

Updated Text: Added a reference to Guiar el razonamiento del estudiante sections for scaffolding and just-in-time learning acceleration in each topic.

Component: *Guía del maestro*

ISBN: 9781323223482

Current Page Number(s): All topics

Location: Experience Evaluar pages, Prueba sections and side column

Original Text: (new)

Updated Text: Under Prueba in all Experience Evaluar pages, added suggestions and a box for Enseñanza dirigida for students who have not yet mastered the Experience content and concepts.

Component: *Guía del maestro*

ISBN: 9781323223482

Current Page Number(s): 6

Location: Vistazo previo, Contexto para el maestro

Original Text: • Una mezcla es una combinación de dos o más materiales que son fáciles de identificar y separar.

• Una solución es un tipo de mezcla en la que un material se disuelve de manera uniforme en otro material, lo que hace que estos materiales ya no sean fáciles de identificar o separar.

• La conservación de la materia significa que, cuando los materiales están combinados, la cantidad de cada material se mantiene igual, aun si el estado de la materia cambia.

Updated Text: (moved original second bullet to previous paragraph)

• Una mezcla es una combinación de dos o más materiales que son fáciles de identificar y separar.

• La conservación de la materia significa que, cuando los materiales están combinados, la cantidad de cada material se mantiene igual, aun si el estado de la materia cambia.

Component: *Guía del maestro*

ISBN: 9781323223482

Current Page Number(s): 7

Location: Conexión con el hogar box, side feature

Original Text: Describir la materia en el hogar A medida que los estudiantes aprenden sobre las propiedades de la materia, anímelos a trabajar con los miembros de su familia para que identifiquen ejemplos de materia en y cerca de sus hogares y y para que los anoten en sus cuadernos de Ciencias. Pida a los estudiantes que describan las propiedades de cada ejemplo y expandan las descripciones a medida que aprenden más sobre la materia. Proporcione oportunidades a los estudiantes para que comenten sus observaciones con la clase.

Updated Text: Describir la materia en el hogar A medida que los estudiantes aprenden sobre las propiedades de la materia, anímelos a trabajar con los miembros de su familia para que identifiquen ejemplos de materia en y cerca de sus hogares y y para que los anoten en sus cuadernos de Ciencias. Pida a los estudiantes que describan las propiedades de cada ejemplo y expandan las descripciones a medida que aprenden más sobre la materia. Proporcione oportunidades a los estudiantes para que comenten sus observaciones con la clase. Comparta la carta de la escuela al hogar para este tema con los padres y cuidadores para brindarles la información que apoye el aprendizaje de los estudiantes. Use la Guía de comunicación entre la escuela y el hogar para obtener ideas adicionales sobre traer el aprendizaje en el hogar al salón de clases.

Component: *Guía del maestro*

ISBN: 9781323223482

Current Page Number(s): 12

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 2463 of 3538

Location: Objetivos box, top of page

Original Text: Los estudiantes describirán propiedades físicas de la materia, y la clasificarán y describirán de acuerdo con su temperatura, su masa, su magnetismo y su densidad relativa (la capacidad de hundirse o flotar en el agua).

Updated Text: Los estudiantes observarán las propiedades físicas de la materia y usarán patrones para clasificar y describir la materia de acuerdo con su temperatura, su masa, su magnetismo y su densidad relativa (la capacidad de hundirse o flotar en el agua).

Component: *Guía del maestro*

ISBN: 9781323223482

Current Page Number(s): 20

Location: Objetivos box, top of page

Original Text: Los estudiantes clasificarán y describirán la materia usando propiedades físicas observables, incluyendo la temperatura, la masa, el magnetismo, la densidad relativa (la capacidad de hundirse o flotar en el agua) y el estado físico (sólido, líquido, gaseoso).

Updated Text: Los estudiantes construirán organizadores gráficos para clasificar, describir e identificar patrones de la materia usando propiedades físicas observables, como la temperatura, la masa, el magnetismo, la densidad relativa (la capacidad de hundirse o flotar en el agua) y el estado físico (sólido, líquido, gaseoso).

Component: *Guía del maestro*

ISBN: 9781323223482

Current Page Number(s): 39

Location: Conexión con el hogar, side feature

Original Text: Las fuerzas de contacto en el hogar Pida a los estudiantes que hagan una lista de todas las fuerzas de contacto que observan en sus hogares. Los estudiantes deberían anotar esta información en sus cuadernos de Ciencias. Proporcione oportunidades a los estudiantes para que compartan sus observaciones con la clase.

Updated Text: Las fuerzas de contacto en el hogar Pida a los estudiantes que hagan una lista de todas las fuerzas de contacto que observan en sus hogares. Los estudiantes deberían anotar esta información en sus cuadernos de Ciencias. Proporcione oportunidades a los estudiantes para que compartan sus observaciones con la clase. Comparta la carta de la escuela al hogar para este tema con los padres y cuidadores para brindarles la información que apoye el aprendizaje de los estudiantes. Use la Guía de comunicación entre la escuela y el hogar para obtener ideas adicionales sobre traer el aprendizaje en el hogar al salón de clases.

Component: *Guía del maestro*

ISBN: 9781323223482

Current Page Number(s): 44

Location: Objetivos box, top of page

Original Text: Los estudiantes planearán y harán una investigación para explorar y demostrar los patrones causados por la fricción en contacto con un objeto, como la disminución de movimiento a medida que aumenta la fricción.

Updated Text: Los estudiantes usarán prácticas científicas para planear y llevar a cabo una investigación para explorar y demostrar los patrones causados por la fricción en contacto con un objeto, como la disminución de movimiento a medida que aumenta la fricción. Los estudiantes analizarán los datos e identificarán características significativas, patrones o fuentes de error.

Component: *Guía del maestro*

ISBN: 9781323223482

Current Page Number(s): 52

Location: Objetivos box, top of page

Original Text: Los estudiantes planearán y conducirán una investigación para demostrar los patrones de magnetismo y de gravedad en objetos.

Updated Text: Los estudiantes planearán y llevarán a cabo una investigación para demostrar los patrones de magnetismo y de gravedad en objetos. Los estudiantes usarán instrumentos (como reglas de un metro) para observar, medir, probar y analizar la información. Identificarán e investigarán las relaciones de causa y efecto para desarrollar explicaciones y proponer soluciones.

Publisher: TPS Publishing

Science, (Spanish) Grade 4

Program: *STEAM into Science - Grade 4 Spanish Edition: TEKS*

Component: *Texas Proc 24 Science - Aprender haciendo - STEAM Libro de actividades - Grado 4 Edición para el profesor*

ISBN: 9781788059220

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 104

Location: Graphic

Original Text: n/a

Updated Text: The arrow between the ladybug and mouse needs moving from the ladybug to the birds on the left. Add a caterpillar next to the arrow from the grass to the mouse.

Component: *Texas Proc 24 Science - Aprender haciendo - STEAM Libro de actividades - Grado 4 Edición para estudiantes*

ISBN: 9781788059237

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 117

Location: Graphic

Original Text: n/a

Updated Text: The arrow between the ladybug and mouse needs moving from the ladybug to the birds on the left. Add a caterpillar next to the arrow from the grass to the mouse.

Publisher: Houghton Mifflin Harcourt

Science, (Spanish) Grade 5

Program: *HMH ¡Arriba las Ciencias! Texas Hybrid Classroom Package Grade 5: TEKS*

Component: *HMH ¡Arriba las Ciencias! Texas Teacher License Digital Grade 5*

ISBN: 9780358881681

Link to Current Content:

[View Current Content](#)

Current Page Number(s): TEKS 5.1-5.5 Banco de destrezas y temas p. 12

Location: Item 28, Answer Choices

Original Text: "A. 15 minutos

B. 30 minutos

C. 45 minutos

D. 60 minutos"

Updated Text: "A. $1/4 = 15/60$

B. $1/4 = 30$

C. $60 - 1/4 = 45$

D. $15 + 15 + 15 + 15 = 60$ "

Component: *HMH ¡Arriba las Ciencias! Texas Teacher License Digital Grade 5*

ISBN: 9780358881681

Link to Current Content:

[View Current Content](#)

Current Page Number(s): TEKS 5.1-5.5 Banco de destrezas y temas, p. 12

Location: Item 29, Answer Choice A

Original Text: A. "A. 25". Usage issue with distractor A. "Esta respuesta es incorrecta porque Gabrielle observó una diferencia mayor de 25 personas el domingo en comparación con el jueves."

Updated Text: "A. 10". Change distractor A rationale to "Esta respuesta es incorrecta porque Gabrielle observó una diferencia mayor de 10 personas el domingo en comparación con el jueves."

Component: *HMH ¡Arriba las Ciencias! Texas Teacher License Digital Grade 5*

ISBN: 9780358881681

Link to Current Content:

[View Current Content](#)

Current Page Number(s): La materia y la energía (TEKS 5.6) Prueba A, p.1

Location: Item 2, Answer Choice B

Original Text: "B. La masa del vinagre disminuye en el tazón con agua"

Updated Text: "B. La masa del vinagre disminuye en el agua"

Component: *HMH ¡Arriba las Ciencias! Texas Student Edition Print Consumable Grade 5*

ISBN: 9780358881339

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 2466 of 3538

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 122

Location: Paso 4, sentence 3

Original Text: N/A

Updated Text: "Observa la pelota."

Component: *HMH ¡Arriba las Ciencias! Texas Student License Digital Grade 5*

ISBN: 9780358881599

Link to Current Content:

[View Current Content](#)

Current Page Number(s): TEKS Lesson 5.7.A Día 2, Screen 3

Location: Bottom of Page, Paso 4, sentence 3

Original Text: N/A

Updated Text: "Observa la pelota."

Component: *HMH ¡Arriba las Ciencias! Texas Student License Digital Grade 5*

ISBN: 9780358881599

Link to Current Content:

[View Current Content](#)

Current Page Number(s): TEKS Lesson 5.7.B, Día 3, Screen 3

Location: Top of Screen, Paso 4

Original Text: "Realiza la investigación sobre la altura de una rampa que diseñaste en la Parte 1."

Updated Text: "Repasa la investigación sobre la altura de una rampa que diseñaste en la Parte 1."

Component: *HMH ¡Arriba las Ciencias! Texas Student Edition Print Consumable Grade 5*

ISBN: 9780358881339

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 160

Location: Paso 4

Original Text: "Realiza la investigación sobre la altura de una rampa que diseñaste en la Parte 1."

Updated Text: "Repasa la investigación sobre la altura de una rampa que diseñaste en la Parte 1."

Component: *HMH ¡Arriba las Ciencias! Texas Student License Digital Grade 5*

ISBN: 9780358881599

Link to Current Content:

[View Current Content](#)

Current Page Number(s): TEKS Lesson 5.7.B, Día 2, Screen 2

Location: Middle of Screen, paragraph 2

Original Text: "En esta actividad, planificarás y realizarás un experimento para determinar cómo afecta una rampa a la cantidad de fuerza que se necesita."

Updated Text: "En esta actividad, planificarás y realizarás un experimento para determinar cómo afecta una rampa a la cantidad de fuerza que se necesita para que un carro suba cuesta arriba."

Component: *HMH ¡Arriba las Ciencias! Texas Student License Digital Grade 5*

ISBN: 9780358881599

Link to Current Content:

[View Current Content](#)

Current Page Number(s): TEKS Lesson 5.7.B, Día 2, Screen 3

Location: Top of Screen, Paso 1, paragraph 1

Original Text: "Planifica una investigación experimental para determinar cómo afectan la altura y la longitud de una rampa a la cantidad de fuerza que se necesita para mover un carro de juguete."

Updated Text: "Planifica una investigación experimental para determinar cómo afectan la altura y la longitud de una rampa a la cantidad de fuerza que se necesita para subir un carro de juguete por la rampa."

Component: *HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 5*

ISBN: 9780358841760

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 131

Location: Column 1, Paso 4

Original Text: "Paso 4"

Updated Text: "Paso 5"

Component: *HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 5*

ISBN: 9780358841760

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 135

Location: Column 1, Pasos 2-4, paragraph 1, sentence 2

Original Text: N/A

Updated Text: "Tenga en cuenta que este cohete se moverá de lado a lado, no de arriba abajo. Debe tirarse de la cuerda firmemente para facilitar el movimiento. A medida que repasa los planes de los estudiantes, asegúrese de comprobar este detalle con ellos."

Component: *HMH ¡Arriba las Ciencias! Texas Student License Digital Grade 5*

ISBN: 9780358881599

Link to Current Content:

[View Current Content](#)

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 2468 of 3538

Current Page Number(s): TEKS Lesson 5.8.A Día 6 Screen 3

Location: Paragraph 2, sentence 1

Original Text: "Chu quiere que se investigue más sobre energías renovables y energía nuclear. Cree que una de las formas más importantes de combatir el cambio climático es dejar de usar combustibles fósiles. "

Updated Text: "Chu quiere que se investigue más sobre energías renovables. Cree que una de las formas más importantes de combatir el cambio climático es reducir el uso de combustibles fósiles."

Component: *HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 5*

ISBN: 9780358841760

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 176

Location: Column 2, Key activity, Hacer un modelo y explicar, sentence 4

Original Text: "...Anime a los estudiantes a hacer circuitos únicos propios agregando, quitando y reordenando los componentes."

Updated Text: "...Un cortocircuito sucede cuando los terminales de una batería están conectados a un cable sin ningún otro componente en el trayecto. Los cortocircuitos se calientan rápido y pueden producir daños. Advierta a los estudiantes que eviten construir cortocircuitos."

Component: *HMH ¡Arriba las Ciencias! Texas Student License Digital Grade 5*

ISBN: 9780358881599

Link to Current Content:

[View Current Content](#)

Current Page Number(s): TEKS Lesson 5.8.B Día 5, Screen 2

Location: Paragraph 3, Haz una pregunta

Original Text: "Haz una pregunta: ¿Cómo puede un interruptor redirigir el flujo de corriente eléctrica?"

Updated Text: "Haz una pregunta acerca de la manera en que un interruptor puede redirigir el flujo de corriente eléctrica."

Component: *HMH ¡Arriba las Ciencias! Texas Student License Digital Grade 5*

ISBN: 9780358881599

Link to Current Content:

[View Current Content](#)

Current Page Number(s): TEKS Lesson 5.8.B Día 4, Screen 3

Location: Middle of Screen, Table, Column 3

Original Text: N/A

Updated Text: "Transformaciones energéticas"

Component: *HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 5*

ISBN: 9780358841760

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 174

Location: Column 2, Circuitos y sistemas, paragraph 1

Original Text: N/A

Updated Text: "Apoyo para las respuestas de los estudiantes

Haz un modelo de un circuito completo de un foco e incluye todas las partes del sistema. Luego, dibuja un segundo modelo, pero deja una interrupción en el circuito eléctrico. Rotula tus modelos para mostrar cómo funcionan las partes interdependientes del sistema, centrándote en lo que le ocurre al foco en cada circuito.

El primer modelo de los estudiantes debe mostrar un bucle completo que incluya una fuente de energía y un foco. El segundo modelo debe incluir partes similares, pero con una interrupción en el circuito. Los rótulos deben mostrar que la trayectoria es necesaria para hacer un circuito completo. Los estudiantes deben identificar la fuente de energía y que el foco transforma la energía eléctrica en calor y luz."

Component: *HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 5*

ISBN: 9780358841760

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 177

Location: Column 2, PAGE 222

Original Text: N/A

Updated Text: "Paso 4

Apoyo para las respuestas de los estudiantes

Reemplaza el foco por un ventilador. ¿Afecta esto las transformaciones de energía del circuito? ¿Oyes en este circuito alguna diferencia que no oías en el primer circuito? Respuesta de ejemplo: Observé que el ventilador hace ruido.

Además, la energía se transformó en energía de movimiento."

Component: *HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 5*

ISBN: 9780358841760

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 180

Location: Column 2, Seguridad, sentence 5

Original Text: N/A

Updated Text: "Recuerde a los estudiantes que deben evitar hacer un cortocircuito."

Component: *HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 5*

ISBN: 9780358841760

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 182

Location: Column 1, Top of Page

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 2470 of 3538

Original Text: N/A

Updated Text: "PÁGINA 228

Apoyo para las respuestas de los estudiantes

Desarrollar modelos Dibuja modelos de tus dos circuitos e indica claramente la posición de los interruptores que encienden el foco.

Los dibujos de los estudiantes deben mostrar que cada modelo tiene una trayectoria cerrada para que las cargas circulen por el circuito."

Component: *HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 5*

ISBN: 9780358841760

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 184

Location: Column 1, paragraph 1

Original Text: N/A

Updated Text: "Apoyo para las respuestas de los estudiantes

Investiga el CAD como solución innovadora. Enumera tres aspectos en los que el CAD ha mejorado la sociedad. Respuesta de ejemplo: El CAD ha acelerado el proceso de desarrollo y lo ha hecho más barato, de modo que es posible obtener soluciones a los problemas en menos tiempo. El CAD les permite a los diseñadores modificar y optimizar sus soluciones de manera fácil, por lo que las soluciones cuestan menos dinero cuando llegan al público. Los diseñadores usan CAD para hacer productos más seguros."

Component: *HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 5*

ISBN: 9780358841760

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 181

Location: Column 1, Pasos 2–3, sentence 2

Original Text: N/A

Updated Text: "Al sujetar el clip debajo del cierre, las conexiones se mantienen en su lugar mientras los estudiantes reconectan la batería. Sin embargo, el circuito también se puede conectar apoyando el clip en la parte superior de los cierres."

Component: *HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 5*

ISBN: 9780358841760

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 176

Location: Column 2, Seguridad, sentence 5

Original Text: N/A

Updated Text: "Recuérdelos que no toquen el ventilador cuando las aspas están girando."

Component: *HMH ¡Arriba las Ciencias! Texas Student Edition Print Consumable Grade 5*

ISBN: 9780358881339

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 220

Location: Column 2, Seguridad, sentence 5

Original Text: N/A

Updated Text: "No toques el ventilador cuando las aspas están girando."

Component: *HMH ¡Arriba las Ciencias! Texas Student License Digital Grade 5*

ISBN: 9780358881599

Link to Current Content:

[View Current Content](#)

Current Page Number(s): TEKS Lesson 5.8.B, Día 4, Screen 2

Location: Bottom of Screen, Seguridad, sentence 5

Original Text: N/A

Updated Text: "No toques el ventilador cuando las aspas están girando."

Component: *HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 5*

ISBN: 9780358841760

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 177

Location: Column 1, Paso 1, sentence 3

Original Text: N/A

Updated Text: "Probablemente el circuito requiera dos baterías para encender la bombilla. Se puede usar un soporte de baterías doble o bien dos soportes de baterías individuales."

Component: *HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 5*

ISBN: 9780358841760

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 193

Location: Column 1, Contexto del maestro sobre el fenómeno, sentence 4

Original Text: "Un lente convexo provoca que la luz refracte."

Updated Text: "Los lentes provocan que la luz se refracte. La luz se puede absorber."

Component: *HMH ¡Arriba las Ciencias! Texas Student Edition Print Consumable Grade 5*

ISBN: 9780358881339

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 263

Location: Paragraph 2

Original Text: "Los arcoíris se forman cuando se produce un cambio en la atmósfera y llueve en la zona. La lluvia refracta la luz. Cuando la luz solar se refracta en la lluvia, vemos un desvío de colores al que llamamos arcoíris."

Updated Text: "Los arcoíris se forman cuando hay gotas de agua en el aire y brilla el sol. Las gotas de agua cambian la luz del sol por reflexión y refracción. Cuando la luz solar se refracta de esta manera, vemos un desvío de colores al que llamamos arcoíris."

Component: *HMH ¡Arriba las Ciencias! Texas Student License Digital Grade 5*

ISBN: 9780358881599

Link to Current Content:

[View Current Content](#)

Current Page Number(s): TEKS Lesson 5.8.C Día 6, Screen 4

Location: Top of Screen, Paragraph 2

Original Text: "Los arcoíris se forman cuando se produce un cambio en la atmósfera y llueve en la zona. La lluvia refracta la luz. Cuando la luz solar se refracta en la lluvia, vemos un desvío de colores al que llamamos arcoíris."

Updated Text: "Los arcoíris se forman cuando hay gotas de agua en el aire y brilla el sol. Las gotas de agua cambian la luz del sol por reflexión y refracción. Cuando la luz solar se refracta de esta manera, vemos un desvío de colores al que llamamos arcoíris."

Component: *HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 5*

ISBN: 9780358841760

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 195

Location: Column 2, Pasos 3-4

Original Text: N/A

Updated Text: "Coloca el prisma a la luz directa del sol. Anota lo que observas. Respuesta de ejemplo: Veo un arcoíris de colores que sale de un lado del prisma si lo coloco en la posición justa.

[blue box] Usa tus crayones para mostrar qué se produce cuando la luz atraviesa un prisma. Coloca los colores en el orden en que los observas. Los dibujos de los estudiantes deben mostrar que entra luz blanca por un lado del prisma y sale un arcoíris de colores por el otro. La luz azul debería estar en el lado opuesto a la luz roja. [end blue box]"

Component: *HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 5*

ISBN: 9780358841760

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 208

Location: Column 2, Estudia la refracción

Original Text: N/A

Updated Text: "Explica por qué este es un ejemplo de refracción de la luz. Respuesta de ejemplo: El láser se curva cuando entra al tanque y el agua; esto es refracción."

Component: *HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 5*

ISBN: 9780358841760

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 211

Location: Column 1, Apoyo para las respuestas de los estudiantes

Original Text: N/A

Updated Text: "Afirmaciones, evidencias y razonamiento: Haz una afirmación sobre por qué la pajilla se ve rota en un vaso de agua. Justifica tu afirmación con evidencias de tu investigación. Explica tu razonamiento y relaciona la afirmación con tus evidencias."

Component: *HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 5*

ISBN: 9780358841760

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 189

Location: Column 1, Día 2, Consejos para la preparación, sentence 3

Original Text: N/A

Updated Text: "No utilice fuentes de luz con focos LED en esta actividad."

Component: *HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 5*

ISBN: 9780358841760

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 194

Location: Column 2, Consejos para la preparación, sentence 3

Original Text: N/A

Updated Text: "No utilice fuentes de luz con focos LED en esta actividad."

Component: *HMH ¡Arriba las Ciencias! Texas Teacher License Digital Grade 5*

ISBN: 9780358881681

Link to Current Content:

[View Current Content](#)

Current Page Number(s): Procesos en la Tierra (TEKS 5.10) Prueba A, p. 5

Location: Item 7, Question

Original Text: "El viento, el agua y el hielo son agentes de la naturaleza que modifican o forman accidentes geográficos. ¿Qué agente es el principal responsable en la formación de cada uno de estos accidentes geográficos? Escribe la letra de cada respuesta en el recuadro correcto."

Updated Text: "El viento, el agua y el hielo modifican o forman accidentes geográficos. ¿Qué proceso es el principal responsable en la formación de cada uno de estos accidentes geográficos? Escribe la letra de cada respuesta en el recuadro correcto."

Component: *HMH ¡Arriba las Ciencias! Texas Teacher License Digital Grade 5*

ISBN: 9780358881681

Link to Current Content:
[View Current Content](#)

Current Page Number(s): Procesos en la Tierra (TEKS 5.10) Prueba A, p. 8

Location: Item 12, art

Original Text: Art of dead deer

Updated Text: Art of dead fern

Component: *HMH ¡Arriba las Ciencias! Texas Teacher License Digital Grade 5*

ISBN: 9780358881681

Link to Current Content:
[View Current Content](#)

Current Page Number(s): Procesos en la Tierra (TEKS 5.10) Prueba B, p. 8

Location: Item 12, art

Original Text: Art of dead deer

Updated Text: Art of dead fern

Component: *HMH Into Science Texas Teacher License Digital Grade 5*

ISBN: 9780358881681

Link to Current Content:
[View Current Content](#)

Current Page Number(s): El estado del tiempo y el ciclo del agua (TEKS 5.10.A) Examen breve A, p. 1

Location: Item 3, Answer Choices A, B, C, and D

Original Text: "A. El primer estudiante explica que el calor del sol disminuye la temperatura del océano, haciendo que el agua se evapore; luego, el vapor se enfría y se condensa, formando nubes cumulonimbos

B. La segunda estudiante explica que el calor del sol aumenta la temperatura del océano, haciendo que el agua se evapore; luego, el vapor se enfría y se condensa, formando nubes cumulonimbos

C. La tercera estudiante explica que el calor de la atmósfera aumenta la temperatura del océano, haciendo que el agua se evapore; luego, el vapor se enfría y se condensa, formando nubes cumulonimbos

D. El cuarto estudiante explica que el calor del océano aumenta la temperatura de la atmósfera, haciendo que el agua se evapore; luego, el vapor se enfría y se condensa, formando nubes cumulonimbos"

Updated Text: "A. El primer estudiante explica que el calor del sol disminuye la temperatura del océano, haciendo que el agua se evapore; luego, el vapor se enfría y se condensa, formando nubes

B. La segunda estudiante explica que el calor del sol aumenta la temperatura del océano, haciendo que el agua se evapore; luego, el vapor se enfría y se condensa, formando nubes

C. La tercera estudiante explica que el calor de la atmósfera aumenta la temperatura del océano, haciendo que el agua se evapore; luego, el vapor se enfría y se condensa, formando nubes

D. El cuarto estudiante explica que el calor del océano aumenta la temperatura de la atmósfera, haciendo que el agua se condense; luego, el vapor se enfría y se evapora, formando nubes"

Component: *HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 5*

ISBN: 9780358841760

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 333

Location: Column 2, Día 4, Consejos para la preparación, sentence 4

Original Text: N/A

Updated Text: "Se pueden usar cochinillas en vez de lombrices de tierra. Los peces pueden vivir muchos años en una pecera con el cuidado adecuado. Si no puede comprometerse a mantener la pecera, pida a los estudiantes que construyan terrarios. Como alternativa, muchos complejos marinos grandes ofrecen videos transmitidos en vivo de sus acuarios. Puede buscar uno de estos videos en Internet para que los estudiantes realicen sus observaciones."

Component: *HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 5*

ISBN: 9780358841760

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 346

Location: Column 2, Consejos para la preparación, sentence 4

Original Text: N/A

Updated Text: "Se pueden usar cochinillas en vez de lombrices de tierra. Los peces pueden vivir muchos años en una pecera con el cuidado adecuado. Si no puede comprometerse a mantener la pecera, pida a los estudiantes que construyan terrarios. Como alternativa, muchos complejos marinos grandes ofrecen videos transmitidos en vivo de sus acuarios. Puede buscar uno de estos videos en Internet para que los estudiantes realicen sus observaciones."

Component: *HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 5*

ISBN: 9780358841760

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 368

Location: Column 1, Apoyo para las respuestas de los estudiantes, Respuesta de ejemplo

Original Text: "Cuando aumentó la población de alces, la población de lobos también aumentó porque tenían más comida. Una mayor población de lobos significa que comerían más alces, lo que haría que disminuyera la población de alces. Cuando la población de alces fue más pequeña, la población de lobos también disminuyó porque tenían menos comida."

Updated Text: "Cuando disminuyó la población de lobos entre 1980 y 1990, la población de alces aumentó. Cuando la población de alces aumentó después de 2010, la población de lobos comenzó a aumentar. Esto probablemente se debió a que tenían más alimento. Una mayor población de lobos significa que se comen más alces, lo que hace disminuir la población de alces."

Component: *HMH ¡Arriba las Ciencias! Texas Student License Digital Grade 5*

ISBN: 9780358881599

Link to Current Content:

[View Current Content](#)

Current Page Number(s): TEKS Lesson 5.12.B, Día 3, Screen 7

Location: Bottom of Screen, Ejemplo de respuesta

Original Text: "Cuando aumenta la población de alces, aumenta la población de lobos porque estos tienen más alimento. Una mayor población de lobos significa que se comen más alces, lo que hace disminuir la población de alces. Cuando la población de alces es menor, la de lobos disminuye porque estos tienen menos alimento."

Updated Text: "Cuando disminuyó la población de lobos entre 1980 y 1990, la población de alces aumentó. Cuando la población de alces aumentó después de 2010, la población de lobos comenzó a aumentar. Esto probablemente se debió a que tenían más alimento. Una mayor población de lobos significa que se comen más alces, lo que hace disminuir la población de alces."

Component: *HMH Into Science Texas Teacher License Digital Grade 5*

ISBN: 9780358881681

Link to Current Content:

[View Current Content](#)

Current Page Number(s): Cambios en los ecosistemas (TEKS 5.12.B) Examen breve A, p. 2

Location: Item 4, Prompt and art

Original Text: Image of bumblebee
"Debido a una enfermedad, la población de abejorros en el ecosistema ha disminuido. En un principio, ¿qué ocurrirá con el ciclo de energía dentro de la red alimentaria? Escribe la letra de cada respuesta en el recuadro correcto."

Updated Text: Image of caterpillar.
"Debido a una enfermedad, la población de orugas en el ecosistema ha disminuido. En un principio, ¿qué ocurrirá con el ciclo de energía dentro de la red alimentaria? Escribe la letra de cada respuesta en el recuadro correcto."

[HMH: Last sentence 'Move each answer to the correct box' seemed to be an error and did not match the text on Ed/Box. I used the Ed/Box version.]

Component: *HMH ¡Arriba las Ciencias! Texas Student License Digital Grade 5*

ISBN: 9780358881599

Link to Current Content:

[View Current Content](#)

Current Page Number(s): TEKS Lesson 5.12.C, Día 2, Screen 5

Location: Middle of Page, Ejemplo de respuesta 1, sentence 1

Original Text: "...alimento para los peces nativos después de la segunda ronda de alimentación."

Updated Text: "...alimento para los peces nativos después de la cuarta ronda de alimentación."

Component: *HMH ¡Arriba las Ciencias! Texas Student Edition Print Consumable Grade 5*

ISBN: 9780358881339

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 505

Location: Tabla A MOVE TO top of p. 506

Original Text: Tabla A at bottom of p. 505

Updated Text: Move Tabla A to top of p. 506

Component: *HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 5*

ISBN: 9780358841760

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 428

Location: ANÁLISIS DE ÍTEMS TEKS Table, Item 5 Column

Original Text: [column for Item 5 and correlations to standards]

Updated Text: N/A

Component: *HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 5*

ISBN: 9780358841760

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 413

Location: Column 1, Paso 6, sentence 4

Original Text: N/A

Updated Text: "Los trozos deben ser muy delgados para que puedan analizarse en el microscopio. Se pueden usar portaobjetos preparados con muestras de plantas en lugar de las muestras recolectadas por los estudiantes."

Component: *HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 5*

ISBN: 9780358841760

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 434

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 2478 of 3538

Location: Column 1, ¿Qué es lo que ya sabes?, Activar conocimientos previos, sentence 1

Original Text: "Activar conocimientos previos haciendo que los estudiantes exploren los rasgos animales mientras ven el video."

Updated Text: "Activar conocimientos previos haciendo que los estudiantes exploren los rasgos animales mientras exploran las fotos."

Component: *HMH ¡Arriba las Ciencias! Texas Student License Digital Grade 5*

ISBN: 9780358881599

Link to Current Content:

[View Current Content](#)

Current Page Number(s): TEKS Lesson 5.13.B, Día 7, Screen 3

Location: Dra. May Berenbaum, paragraph 1, sentence 2

Original Text: "Estudió cómo determinados insectos eligen la miel que proviene de distintas flores..."

Updated Text: "Estudió cómo las abejas eligen la miel que proviene de distintas flores..."

Component: *HMH ¡Arriba las Ciencias! Texas Student Edition Print Consumable Grade 5*

ISBN: 9780358881339

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 584

Location: Column 2, option 4

Original Text: "para esconderse de los depredadores que andan por el suelo"

Updated Text: "para proteger a las crías de los depredadores que andan por el suelo"

Component: *HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 5*

ISBN: 9780358841760

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 435

Location: Column 2, Apoyo para las respuestas de los estudiantes, Observo

Original Text: "¿Qué observas sobre las tortugas recién nacidas?"

Updated Text: "¿Qué observas sobre cómo las tortugas recién nacidas llegan hasta el océano?"

Component: *HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 5*

ISBN: 9780358841760

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 442

Location: Column 2, Indicadores de rendimiento, Item 3

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 2479 of 3538

Original Text: "desarrollar un modelo de nido que aumente las posibilidades de sobrevivir de un ave"

Updated Text: "planificar un nido que aumente las posibilidades de sobrevivir de un ave"

Component: *HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 5*

ISBN: 9780358841760

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 429

Location: Column 1, Día 7, Personajes de las ciencias

Original Text: "El Dr. Charles Henry Turnel"

Updated Text: "El Dr. Charles Henry Turner"

Component: *HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 5*

ISBN: 9780358841760

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 429

Location: Column 1, Día 7, Personajes de las ciencias

Original Text: "La Dra. May Berendaum"

Updated Text: "La Dra. May Berenbaum"

Component: *HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 5*

ISBN: 9780358841760

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 453

Location: Column 2, Vocabulario, Aplica, sentence 2

Original Text: "Por ejemplo, cuando hacen una afirmación, pueden decir que los animales pueden aprender comportamientos instintivos."

Updated Text: "Por ejemplo, cuando hacen una afirmación, pueden decir que los animales heredan los comportamientos instintivos, no los aprenden."

Component: *HMH ¡Arriba las Ciencias! Texas Student Edition Print Consumable Grade 5*

ISBN: 9780358881339

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 569

Location: Paso 2, sentence 3

Original Text: "En una hoja de papel aparte o en la tabla, anota el tiempo que tardó en armarlo."

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 2480 of 3538

Updated Text: "En la tabla, anota el tiempo que tardó en armarlo."

Component: *HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 5*

ISBN: 9780358841760

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 449

Location: Column 2, Boleto de salida, Apoyo para las respuestas de los estudiantes, sentence 2

Original Text: "La cría de tortuga sale del cascarón y corre hacia el mar—para escapar de los depredadores."

Updated Text: "Las crías de tortuga salen del cascarón y se arrastran hacia el mar—para escapar de los depredadores."

Component: *HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 5*

ISBN: 9780358841760

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 448

Location: Column 2, Comportamientos de los animales, Apoyo para las respuestas de los estudiantes, sentence 1

Original Text: "Basándote en tus observaciones, arrastra cada tipo de comportamiento y suéltalo en la columna correcta."

Updated Text: "Usa tus observaciones y rotula cada comportamiento con el tipo de comportamiento correcto."

Component: *HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 5*

ISBN: 9780358841760

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 435

Location: Column 2, Apoyo para las respuestas de los estudiantes, Me pregunto

Original Text: "¿Qué te preguntas acerca de las tortugas recién nacidas?"

Updated Text: "¿Qué te preguntas acerca de cómo y por qué las tortugas recién nacidas se mueven hacia el océano?"

Component: *HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 5*

ISBN: 9780358841760

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 449

Location: Column 2, Boleto de salida, Apoyo para las respuestas de los estudiantes, sentence 3

Original Text: "Las aves adultas construyen sus nidos en los árboles—para esconderse de los depredadores que andan por el suelo."

Updated Text: "Las aves adultas construyen sus nidos en los árboles—para proteger a las crías de los depredadores que andan por el suelo."

Component: *HMH ¡Arriba las Ciencias! Texas Student License Digital Grade 5*

ISBN: 9780358881599

Current Page Number(s): TEKS Lesson 5.6.A, Día 7

Location: New screen 4 after existing screen 3

Original Text: N/A

Updated Text: Muchas de las propiedades físicas observables y comprobables pueden usarse para comparar y contrastar otra materia, además de la que se estudia en las investigaciones.

Tal es el caso de cierta materia sólida, como las rocas. Los sólidos tienen un volumen definido y no adoptan la forma del recipiente que los contiene. Los líquidos, como el agua, también tienen un volumen definido, pero asumirán la forma del recipiente en el que se encuentran. Por ejemplo, al verter leche del cartón a un vaso, esta cambia de forma. Los gases, como el aire, no tienen un volumen fijo. Estos se expandirán para ocupar el recipiente que los contiene.

Otra propiedad que se puede usar para comparar y contrastar materia es el magnetismo. Un imán atraerá clips metálicos. La mayoría de los no metales, como el plástico y la madera, no serán atraídos por el imán.

Component: *HMH ¡Arriba las Ciencias! Texas Student License Digital Grade 5*

ISBN: 9780358881599

Current Page Number(s): TEKS Lesson 5.6.A, Día 7

Location: New screen 4 after existing screen 3

Original Text: N/A

Updated Text: Muchas de las propiedades físicas observables y comprobables pueden usarse para comparar y contrastar otra materia, además de la que se estudia en las investigaciones.

Tal es el caso de cierta materia sólida, como las rocas. Los sólidos tienen un volumen definido y no adoptan la forma del recipiente que los contiene. Los líquidos, como el agua, también tienen un volumen definido, pero asumirán la forma del recipiente en el que se encuentran. Por ejemplo, al verter leche del cartón a un vaso, esta cambia de forma. Los gases, como el aire, no tienen un volumen fijo. Estos se expandirán para ocupar el recipiente que los contiene.

Otra propiedad que se puede usar para comparar y contrastar materia es el magnetismo. Un imán atraerá clips metálicos. La mayoría de los no metales, como el plástico y la madera, no serán atraídos por el imán.

Component: *HMH ¡Arriba las Ciencias! Texas Student Edition Print Consumable Grade 5*

ISBN: 9780358881339

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 36

Location: Top of page

Original Text: N/A

Updated Text: "Muchas de las propiedades físicas observables y comprobables pueden usarse para comparar y contrastar otra materia, además de la que se estudia en las investigaciones.

Tal es el caso de cierta materia sólida, como las rocas. Los sólidos tienen un volumen definido y no adoptan la forma del recipiente que los contiene. Los líquidos, como el agua, también tienen un volumen definido, pero asumirán la forma del recipiente en el que se encuentran. Por ejemplo, al verter leche del cartón a un vaso, esta cambia de forma. Los gases, como el aire, no tienen un volumen fijo. Estos se expandirán para ocupar el recipiente que los contiene.

Otra propiedad que se puede usar para comparar y contrastar materia es el magnetismo. Un imán atraerá clips metálicos. La mayoría de los no metales, como el plástico y la madera, no serán atraídos por el imán."

Component: *HMH ¡Arriba las Ciencias! Texas Student Edition Print Consumable Grade 5*

ISBN: 9780358881339

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 386

Location: Materiales, bullet points

Original Text: • un molde grande para hornear o asar

- agua
- arena

Updated Text: • un molde grande para hornear o asar

- un rollo de toallas de papel cortado por la mitad
- papel de aluminio
- agua
- arena

Component: *HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 5*

ISBN: 9780358841760

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 300

Location: Column 2, Materiales, bullet points and Consejos para la preparación

Original Text: • un molde grande para hornear o asar

- agua
- arena

"Pruebe el modelo con antelación para determinar cuántos libros se necesitan para elevar el molde de modo que la investigación funcione como corresponda."

Updated Text: • un molde grande para hornear o asar

- un rollo de toallas de papel cortado por la mitad
- papel de aluminio
- agua
- arena

"Pruebe el modelo con antelación para determinar cuántos libros se necesitan. Corte verticalmente, a lo largo, los rollos de toallas de papel y cubra la parte inferior con papel de aluminio como protección."

Component: *HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 5*

ISBN: 9780358841760

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 287

Location: Column 2, Materiales, bullet points and Consejos para la preparación

Original Text: • un molde grande para hornear o asar

- agua
- arena

"Pruebe el modelo con antelación para determinar cuántos libros se necesitan para elevar el molde de modo que la investigación funcione como corresponda."

Updated Text: • un molde grande para hornear o asar

- un rollo de toallas de papel cortado por la mitad
- papel de aluminio
- agua
- arena

"Pruebe el modelo con antelación para determinar cuántos libros se necesitan. Corte verticalmente, a lo largo, los rollos de toallas de papel y cubra la parte inferior con papel de aluminio como protección."

Component: *HMH ¡Arriba las Ciencias! Texas Student Edition Print Consumable Grade 5*

ISBN: 9780358881339

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 388

Location: Paso 6, Paso 7, Paso 8 paragraphs

Original Text: "Paso 6 Con los lentes de seguridad puestos, usa el vaso para quitar la mayor parte del lago que se ha formado en el fondo del molde. Ten cuidado de no alterar los sedimentos del fondo del río. Dibuja lo que ves en tu mapa secuencial.

Paso 7 Repite los Pasos 4 a 6 hasta que hayas vertido 10 vasos en total en el molde.

Paso 8 Asegúrate de dibujar el río final en tu mapa secuencial."

Updated Text: "Paso 6

Repite los Pasos 4 a 5 hasta que hayas vertido 10 vasos en total en el molde. Cuando repitas los pasos, intenta cambiar la manera de verter el agua. Hazlo más rápido o más lento. Incluye esto en tu mapa secuencial.

Paso 7

Asegúrate de dibujar el aspecto final de tu modelo en tu mapa secuencial."

Component: *HMH ¡Arriba las Ciencias! Texas Student Edition Print Consumable Grade 5*

ISBN: 9780358881339

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 387

Location: Paso 1, Paso 2, Paso 3 y Paso 4 paragraphs

Original Text: "Paso 1 Usa las proporciones para preparar tu modelo. Llena parcialmente el molde para asar de modo que tenga unos dos tercios de arena. Deja vacío un tercio del fondo del molde.

Paso 2 Dibuja con el dedo un "río" en la arena. Luego, usa los libros para elevar el lado arenoso del molde para asar.

Paso 3 Usa el mapa secuencial que aparece más adelante en esta actividad para mostrar el aspecto actual del molde para asar.

Paso 4 Ponte los lentes de seguridad. Vierte lentamente dos vasos de agua en el río, cerca de la parte superior del molde. Observa lo que ocurre a lo largo del río y en la base del molde."

Updated Text: "Paso 1

Usa las proporciones para preparar tu modelo de río. Cubre el interior del rollo de toallas de papel con papel de aluminio. Llénalo parcialmente de modo que tenga unos dos tercios de arena. Asegúrate de que la arena tenga entre 5 y 7 cm de profundidad. Presiona la arena para que no se mueva.

Paso 2

Luego, usa los libros para elevar un lado del rollo de toallas de papel. Vierte agua en el fondo del molde para asar para formar un "océano". Coloca el rollo de toallas de papel de modo que la parte más baja se apoye en el molde, y el río desemboque en el océano.

Paso 3

Usa el mapa secuencial que aparece más adelante en esta actividad para mostrar el aspecto actual de tu modelo.

Paso 4

Ponte los lentes de seguridad. Vierte lentamente dos vasos de agua cerca de la parte superior del rollo, para que corra por el río. Observa lo que ocurre a lo largo del río y en la base del molde, en el océano."

Component: *HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 5*

ISBN: 9780358841760

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 301

Location: Column 1, Paso 1 paragraph

Original Text: "Dos tercios de la superficie del molde deben estar cubiertos con arena. Si los estudiantes no están seguros de cómo se ven las proporciones, comente cómo dividir el molde en tercios. Pídales que comenten si el molde tiene demasiada arena o no tiene suficiente."

Updated Text: "Dos tercios del rollo de toallas de papel cortado por la mitad deben estar cubiertos con arena. Asegúrese de que los estudiantes presionen la arena. Si eso les resulta difícil, puede agregar un poco de agua a la arena, de modo que se mantenga en su lugar cuando se incline el rollo."

Publisher: McGraw Hill

Science, (Spanish) Grade 5

Program: *McGraw Hill Ciencias para Texas, Grado 5: TEKS*

Component: *McGraw Hill Ciencias para Texas, Grado 5 Student Edition*

ISBN: 9781266314117

Current Page Number(s): 9

Location: Top of the page

Original Text: n/a

Updated Text: [header] Experimental Investigations

Component: McGraw Hill Ciencias para Texas, Grado 5 Student Edition

ISBN: 9781266314117

Current Page Number(s): 17

Location: Diameter of the Craters on the Moon table

Original Text: n/a

Updated Text: Add pink anno bars to coordinate with the data in the Table

Component: McGraw Hill Ciencias para Texas, Grado 5 Student Edition

ISBN: 9781266314117

Current Page Number(s): 61

Location: top of the page

Original Text: [blue] States of Matter

Updated Text: [black] States of Matter

Component: McGraw Hill Ciencias para Texas, Grado 5 Student Edition

ISBN: 9781266314117

Current Page Number(s): 74

Location: Top left, Interactive Word Wall, last vocab word listed

Original Text: substance

Updated Text: n/a

Component: McGraw Hill Ciencias para Texas, Grado 5 Student Edition

ISBN: 9781266314117

Current Page Number(s): 74

Location: Paragraph 1, line 4,

Original Text: [yellow/bold] substance

Updated Text: substance [no formatting]

Component: McGraw Hill Ciencias para Texas, Grado 5 Student Edition

ISBN: 9781266314117

Current Page Number(s): 77

Location: Read the table text and table

Original Text: not contained in a gray box

Updated Text: contained in a gray box

Component: McGraw Hill Ciencias para Texas, Grado 5 Student Edition

ISBN: 9781266314117

Current Page Number(s): 86

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 2486 of 3538

Location: Claim, Evidence, Reasoning box, line 2

Original Text: Did the salt change properties after it was mixed with water and then separated? Can you back it up?

Updated Text: Did the salt change properties after it was mixed with water and then separated? Check your claim. Can you back it up?

Component: McGraw Hill Ciencias para Texas, Grado 5 Student Edition

ISBN: 9781266314117

Current Page Number(s): 98

Location: mini video screenshot attached to blue bar

Original Text: beaker with red particles

Updated Text: fish swimming inside a fishtank

Component: McGraw Hill Ciencias para Texas, Grado 5 Student Edition

ISBN: 9781266314117

Current Page Number(s): 111

Location: Art at the top of the page

Original Text: dotted line goes in a circular path

Updated Text: dotted line is updated to go through the battery, wires, up through the switch, to the bulb, up into the filament of the bulb, and back to the battery

Component: McGraw Hill Ciencias para Texas, Grado 5 Student Edition

ISBN: 9781266314117

Current Page Number(s): 121

Location: bottom of the page, to the right of the photo, in gray box

Original Text: Electricity is transformed into what types of energy in a hairdryer?

Updated Text: Electricity is transformed into which types of energy in a hair dryer?

Component: McGraw Hill Ciencias para Texas, Grado 5 Student Edition

ISBN: 9781266314117

Current Page Number(s): 121

Location: Third paragraph beginning with "Sound Energy"

Original Text: currently third paragraph

Updated Text: moved to be first paragraph

Component: McGraw Hill Ciencias para Texas, Grado 5 Student Edition

ISBN: 9781266314117

Current Page Number(s): 258

Location: mini video screenshot attached to blue bar

Original Text: art of the water cycle

Updated Text: art of the water cycle with labels

Component: McGraw Hill Ciencias para Texas, Grado 5 Student Edition

ISBN: 9781266314117

Current Page Number(s): 334

Location: Paragraph 1, sentence 1

Original Text: All animals are born with behaviors and instincts.

Updated Text: Many animals are born with instinctual behaviors. Throughout their lifetime, animals will also develop learned behaviors as they interact with their environment.

Component: McGraw Hill Ciencias para Texas, Grado 5 Teacher Edition

ISBN: 9781266122446

Current Page Number(s): 31

Location: Day 2; Assess, gray bar

Original Text: 10 min

Updated Text: 7 min

Component: McGraw Hill Ciencias para Texas, Grado 5 Teacher Edition

ISBN: 9781266122446

Current Page Number(s): 31

Location: Day 2; Assess, Under Quick Check text

Original Text: n/a

Updated Text: Review the cognitive verbs and Scientific and Engineering Practices and post the word cards on the Interactive Word Wall. [gray pill] 3 min

Component: McGraw Hill Ciencias para Texas, Grado 5 Teacher Edition

ISBN: 9781266122446

Current Page Number(s): 31

Location: Day 5; Assess

Original Text: Quick Check Students complete the Frayer Model graphic organizer to practice vocabulary. 5 min

Updated Text: n/a

Component: McGraw Hill Ciencias para Texas, Grado 5 Teacher Edition

ISBN: 9781266122446

Current Page Number(s): 3J

Location: Day 4; Assess, Quick Check

Original Text: Quick Check Students complete the Word Sort graphic organizer to practice vocabulary. 5 min

Updated Text: Quick Check Students complete the Word Sort vocabulary resource. 5 min

Component: McGraw Hill Ciencias para Texas, Grado 5 Teacher Edition

ISBN: 9781266122446

Current Page Number(s): 3J

Location: Day 3; Teach

Original Text: Review the cognitive verbs and Scientific and Engineering Practices and post the word cards on the Interactive Word Wall. 10 min

Updated Text: n/a

Component: McGraw Hill Ciencias para Texas, Grado 5 Teacher Edition

ISBN: 9781266122446

Current Page Number(s): 3J

Location: Day 5; Teach; Flight of the Paper Airplane

Original Text: 15 min

Updated Text: 20 min

Component: McGraw Hill Ciencias para Texas, Grado 5 Teacher Edition

ISBN: 9781266122446

Current Page Number(s): 13

Location: Assess section

Original Text: Assess 10 min

Check for Understanding

Quick Check Have students complete the Frayer Model graphic organizer to practice vocabulary.

Updated Text: n/a

Component: McGraw Hill Ciencias para Texas, Grado 5 Teacher Edition

ISBN: 9781266122446

Current Page Number(s): 14A

Location: Red heading at the top of the page.

Original Text: Structured Inquiry

Updated Text: Guided Inquiry

Component: McGraw Hill Ciencias para Texas, Grado 5 Teacher Edition

ISBN: 9781266122446

Current Page Number(s): 14A

Location: Left column, NOTE:

Original Text: Download the student page for structured inquiry.

Updated Text: Download the student page for guided inquiry.

Component: McGraw Hill Ciencias para Texas, Grado 5 Teacher Edition

ISBN: 9781266122446

Current Page Number(s): 14A

Location: Right Column, Identify a Problem/Brainstorm a Solution, Paragraph 3

Original Text: Explain that when brainstorming, you list every idea you can think of. Ideas that seem silly might lead to other ideas or pieces of ideas that work.

Updated Text: Explain that when brainstorming, you list every idea you can think of. Ideas that seem silly might lead to other ideas or pieces of ideas that work. After students discuss and record potential solutions to the problem, they will choose one solution to develop in the following steps.

Component: McGraw Hill Ciencias para Texas, Grado 5 Teacher Edition

ISBN: 9781266122446

Current Page Number(s): 14A

Location: Plan heading

Original Text: Plan

Updated Text: Make a Plan

Component: McGraw Hill Ciencias para Texas, Grado 5 Teacher Edition

ISBN: 9781266122446

Current Page Number(s): 14B

Location: Left column, top of the page

Original Text: Guided and Open Options
For guided and open inquiry, students are expected to develop materials lists, write procedure steps, and determine how they will share their results. Revisions are likely during their investigation.

Updated Text: Structured and Open Options
For structured inquiry, students are given a procedure. For open inquiry, students are expected to develop materials lists, write procedure steps, and determine how they will share their results. Revisions are likely during their investigation.

Component: McGraw Hill Ciencias para Texas, Grado 5 Teacher Edition

ISBN: 9781266122446

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 2490 of 3538

Current Page Number(s): 14B

Location: Left column, Guided Inquiry

Original Text: Guided Inquiry

Provide the explorable question.

Updated Text: Structured Inquiry

Provide step-by-step instructions to help students investigate the explorable question.

Component: McGraw Hill Ciencias para Texas, Grado 5 Teacher Edition

ISBN: 9781266122446

Current Page Number(s): 14B

Location: Left column, Open Inquiry

Original Text: Students write their own explorable question.

Updated Text: Students identify their own problem.

Component: McGraw Hill Ciencias para Texas, Grado 5 Teacher Edition

ISBN: 9781266122446

Current Page Number(s): 14B

Location: Right column, Assess

Original Text: For this investigation, revisit the explorable question from the start of the investigation. Ask: How can you design a paper airplane that flies far and straight?

Updated Text: For this investigation, revisit the "Identify a Problem" question from the start of the investigation. Ask: How can you design a paper airplane that flies straight and far?

Component: McGraw Hill Ciencias para Texas, Grado 5 Teacher Edition

ISBN: 9781266122446

Current Page Number(s): 22

Location: Chapter Close; Item 5

Original Text: Students apply their knowledge of communication in science to identify the activity that is not part of being a respectful collaborator.

Updated Text: A. Incorrect. Respectful collaborators listen actively during discussions.

B. Correct. Talking quietly will make it difficult to communicate with a peer.

C. Incorrect. Respectful collaborators engage in discussions.

D. Incorrect. Respectful collaborators ask on-topic questions.

Component: McGraw Hill Ciencias para Texas, Grado 5 Teacher Edition

ISBN: 9781266122446

Current Page Number(s): 28D

Location: Under Student Page mini, Above Make a Claim

Original Text: n/a

Updated Text: Communicate Information (continued)
[items 7 and 8 from page 28C under new head]

Component: McGraw Hill Ciencias para Texas, Grado 5 Teacher Edition

ISBN: 9781266122446

Current Page Number(s): 38C

Location: Under first student page mini

Original Text: Make a Prediction

Updated Text: Make a Hypothesis

Component: McGraw Hill Ciencias para Texas, Grado 5 Teacher Edition

ISBN: 9781266122446

Current Page Number(s): 38C

Location: Under second student page, Conduct an Investigation

Original Text: Steps 5 and 7.

Updated Text: Steps 3, 5, 7.

Component: McGraw Hill Ciencias para Texas, Grado 5 Teacher Edition

ISBN: 9781266122446

Current Page Number(s): 39

Location: Under Notebooking, Reinforce | Use to Intervene

Original Text: Draw and label a magnet in your notebook. Draw and label magnetic objects close to the magnet and non-magnetic objects far from the magnet.

Updated Text: Say: Draw and label a magnet in your notebook. Draw and label magnetic objects close to the magnet and nonmagnetic objects far from the magnet.

Component: McGraw Hill Ciencias para Texas, Grado 5 Teacher Edition

ISBN: 9781266122446

Current Page Number(s): 39

Location: Under Notebooking, Reinforce | Use to Intervene

Original Text: Draw and label a magnet in your notebook. Draw and label magnetic objects close to the magnet and non-magnetic objects far from the magnet.

Updated Text: Say: Draw and label a magnet in your notebook. Draw and label magnetic objects close to the magnet and nonmagnetic objects far from the magnet.

Component: McGraw Hill Ciencias para Texas, Grado 5 Teacher Edition

ISBN: 9781266122446

Current Page Number(s): 39

Location: Under Notebooking, Extend | Use to Accelerate

Original Text: Have students research compasses and how magnets are involved in way finding. Ask: What magnetic materials are used to make a compass? Explain.

Updated Text: Have students research compasses and how magnets are involved in way finding. Ask: What magnetic materials are used to make a compass? Explain. Sample answer: Steel is used for the needle of the compass. It points to Earth's naturally occurring magnetic north pole.

Component: McGraw Hill Ciencias para Texas, Grado 5 Teacher Edition

ISBN: 9781266122446

Current Page Number(s): 39

Location: Above THEME Music Video: Patterns

Original Text: n/a

Updated Text: [header] Looking for more? Try This!

Component: McGraw Hill Ciencias para Texas, Grado 5 Teacher Edition

ISBN: 9781266122446

Current Page Number(s): 39

Location: After Music Video: Patterns paragraph

Original Text: Music Video: Patterns Students listen to the lyrics to Patterns and identify patterns with magnets and magnetism. Have them circle patterns described in the text.

Updated Text: Music Video: Patterns Students listen to the lyrics to Patterns and identify patterns with magnets and magnetism. Have them circle patterns described in the text. [TEKS] 5.5A

Component: McGraw Hill Ciencias para Texas, Grado 5 Teacher Edition

ISBN: 9781266122446

Current Page Number(s): 39

Location: Under ASSESS; Check for Understanding, Quick Check

Original Text: Quick Check Have students complete the Frayer Model graphic organizer to practice using lesson vocabulary words.

Updated Text: Quick Check Have students complete the Frayer Model vocabulary resource.

Component: McGraw Hill Ciencias para Texas, Grado 5 Teacher Edition

ISBN: 9781266122446

Current Page Number(s): 41

Location: ASSESS gray bar

Original Text: n/a

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 2493 of 3538

Updated Text: [clock] 10 min

Component: McGraw Hill Ciencias para Texas, Grado 5 Teacher Edition

ISBN: 9781266122446

Current Page Number(s): 41

Location: Under ASSESS, Claim, Evidence, Reasoning; Notebooking, Sample answer

Original Text: Sample answer: only certain metals are attracted to magnets. Only the objects containing iron and steel were attracted to the magnet.

Updated Text: only certain metals are attracted to magnets. Only the objects containing iron and steel were attracted to the magnet. Magnets can pull iron, but not plastic, glass, paper, and fabric. Magnets only attract iron, nickel, cobalt, and some rare Earth materials.

Component: McGraw Hill Ciencias para Texas, Grado 5 Teacher Edition

ISBN: 9781266122446

Current Page Number(s): 51

Location: ASSESS gray bar

Original Text: n/a

Updated Text: [clock] 10 min

Component: McGraw Hill Ciencias para Texas, Grado 5 Teacher Edition

ISBN: 9781266122446

Current Page Number(s): 51

Location: ASSESS, Claim, Evidence, Reasoning, sample answer

Original Text: Sample answer: Scientists test the ability of materials to conduct thermal and electrical energy. They compare and contrast those materials based on the results of the tests.

Updated Text: thermal energy can flow slowly through insulators. For example, the ice melted the least in the investigation versus the newspaper, foil, and no insulator. Wires have conductors, like copper, to allow or conduct the passage of electrical energy.

Component: McGraw Hill Ciencias para Texas, Grado 5 Teacher Edition

ISBN: 9781266122446

Current Page Number(s): 51

Location: Under ASSESS, Reinforce | Use to Intervene

Original Text: If students are unable to compare and contrast conductors and insulators, have them use the Act It Out graphic organizer to play a vocabulary game.

Updated Text: If students are unable to compare and contrast conductors and insulators, have them use the Act It Out game to reinforce concepts.

Component: McGraw Hill Ciencias para Texas, Grado 5 Teacher Edition

ISBN: 9781266122446

Current Page Number(s): 60C

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 2494 of 3538

Location: Under second Student page mini, Conduct an Investigation, Above Table

Original Text: n/a

Updated Text: [title] Stirring Matter into Water

Component: McGraw Hill Ciencias para Texas, Grado 5 Teacher Edition

ISBN: 9781266122446

Current Page Number(s): 60C

Location: Under second Student page mini, Conduct an Investigation, First cell in the table

Original Text: n/a

Updated Text: [column header] Matter

Component: McGraw Hill Ciencias para Texas, Grado 5 Teacher Edition

ISBN: 9781266122446

Current Page Number(s): 60C

Location: Under second Student page mini, Conduct an Investigation

Original Text: Steps 4, 6, 8, 10, and 12.

Updated Text: Steps 4, 6, 8, 10, 13.

Component: McGraw Hill Ciencias para Texas, Grado 5 Teacher Edition

ISBN: 9781266122446

Current Page Number(s): 63

Location: Visual Literacy, second sample answer

Original Text: Sample answer: They help me see more solids, liquids, and gases. I can see the butter melting (liquid) and steam (gas).

Updated Text: Sample answer: They help me see more solids, liquids, and gases. I can see the solid butter melting to become a liquid.

Component: McGraw Hill Ciencias para Texas, Grado 5 Teacher Edition

ISBN: 9781266122446

Current Page Number(s): 63

Location: ASSESS gray bar

Original Text: n/a

Updated Text: [clock icon] 10 min

Component: McGraw Hill Ciencias para Texas, Grado 5 Teacher Edition

ISBN: 9781266122446

Current Page Number(s): 63

Location: Under ASSESS, Claim Evidence, Reasoning, sample answer

Original Text: Sample answer: substances, such as salt, dissolve. I can use my observations to compare and contrast solubility and states of matter.

Updated Text: substances like salt and sugar can dissolve. Sugar or salt mixed with water in the investigation were soluble. States of matter can also be observed and compared. Air takes the shape of a balloon, rocks are solids, and water is a liquid.

Component: McGraw Hill Ciencias para Texas, Grado 5 Teacher Edition

ISBN: 9781266122446

Current Page Number(s): 63

Location: Under second green Key Moment bar

Original Text: n/a

Updated Text: Interactive Infographic: Have students check out A Carnival of Solids, Liquids, and Gases.

Component: McGraw Hill Ciencias para Texas, Grado 5 Teacher Edition

ISBN: 9781266122446

Current Page Number(s): 67

Location: Under GET READY, under first checklist item

Original Text: n/a

Updated Text: Download the STEM Project Teacher Support.

Component: McGraw Hill Ciencias para Texas, Grado 5 Teacher Edition

ISBN: 9781266122446

Current Page Number(s): 67

Location: Assess, Above item 1

Original Text: n/a

Updated Text: Use the following questions to assess students' understanding of chapter content.

Component: McGraw Hill Ciencias para Texas, Grado 5 Teacher Edition

ISBN: 9781266122446

Current Page Number(s): 67

Location: Assess Item 1, after sentence 1

Original Text: n/a

Updated Text: DOK 3

Component: McGraw Hill Ciencias para Texas, Grado 5 Teacher Edition

ISBN: 9781266122446

Current Page Number(s): 67

Location: Assess Item 2, after sentence 1

Original Text: n/a

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 2496 of 3538

Updated Text: DOK 1

Component: McGraw Hill Ciencias para Texas, Grado 5 Teacher Edition

ISBN: 9781266122446

Current Page Number(s): 67

Location: Assess Item 3, after sentence 1

Original Text: n/a

Updated Text: DOK 3

Component: McGraw Hill Ciencias para Texas, Grado 5 Teacher Edition

ISBN: 9781266122446

Current Page Number(s): 68

Location: Item 4, after answer choice E

Original Text: n/a

Updated Text: DOK 1

Component: McGraw Hill Ciencias para Texas, Grado 5 Teacher Edition

ISBN: 9781266122446

Current Page Number(s): 68

Location: Item 4, after answer choice D

Original Text: n/a

Updated Text: DOK 1

Component: McGraw Hill Ciencias para Texas, Grado 5 Teacher Edition

ISBN: 9781266122446

Current Page Number(s): 68

Location: Item 4, after answer choice E

Original Text: n/a

Updated Text: DOK 3

Component: McGraw Hill Ciencias para Texas, Grado 5 Teacher Edition

ISBN: 9781266122446

Current Page Number(s): 86A

Location: Materials list; second bullet

Original Text: 3 slides

Updated Text: 2 slides

Component: McGraw Hill Ciencias para Texas, Grado 5 Teacher Edition

ISBN: 9781266122446

Current Page Number(s): 86A

Location: Materials list; 6th bullet

Original Text: 2 cup

Updated Text: cup

Component: McGraw Hill Ciencias para Texas, Grado 5 Teacher Edition

ISBN: 9781266122446

Current Page Number(s): 86A

Location: Conduct an Investigation, first bullet

Original Text: Step 1 and 3

Updated Text: Steps 1[en dash]4

Component: McGraw Hill Ciencias para Texas, Grado 5 Teacher Edition

ISBN: 9781266122446

Current Page Number(s): 86A

Location: Conduct an Investigation, first bullet, line 4

Original Text: Have students record their observations in the Before Mixing side of the table.

Updated Text: Have students record their observations of the salt and water in the Before Combining side of the table.

Component: McGraw Hill Ciencias para Texas, Grado 5 Teacher Edition

ISBN: 9781266122446

Current Page Number(s): 86A

Location: Conduct an Investigation, second bullet, Step 5 support

Original Text: Prepare the salty water as a demonstration. Set the hot plate to medium heat. Heat 250 mL of water so it's hot, not boiling. Add 2 tablespoons of salt and stir. Let the water cool before preparing slides for students. Ask: How can we find out if the salt is still present?

Updated Text: Assist students in slide preparation as necessary. Ask: How can we find out if the salt is still present?

Component: McGraw Hill Ciencias para Texas, Grado 5 Teacher Edition

ISBN: 9781266122446

Current Page Number(s): 89

Location: Looking for more? Try this! section

Original Text: Music Video: Patterns Students listen to the lyrics of Patterns and identify patterns in solutions. Have them underline the text that identifies the patterns that separate solutions from other mixtures.

Updated Text: Music Video: Patterns Students listen to the lyrics of Patterns and identify patterns in solutions. Have them underline the text that identifies the patterns that separate solutions from other mixtures. [THEME] 5.5A

Component: McGraw Hill Ciencias para Texas, Grado 5 Teacher Edition

ISBN: 9781266122446

Current Page Number(s): 89

Location: ASSESS, REINFORCE | Use to Intervene

Original Text: If students are unable to classify the mixtures, have them use the What's On My Head? Graphic organizer to play a vocabulary game.

Updated Text: If students are unable to classify the mixtures, have them use the What's On My Head? game to reinforce concepts.

Component: McGraw Hill Ciencias para Texas, Grado 5 Teacher Edition

ISBN: 9781266122446

Current Page Number(s): 89

Location: ASSESS gray bar

Original Text: n/a

Updated Text: [clock icon] 10 min

Component: McGraw Hill Ciencias para Texas, Grado 5 Teacher Edition

ISBN: 9781266122446

Current Page Number(s): 89

Location: ASSESS, Claim, Evidence, Reasoning, Notebooking section

Original Text: Introduce Step 3 of the Claim, Evidence, Reasoning Routine. Sample reasoning: My claim is valid because ...
Sample answer: forming a solution is a physical change. It does not change the types of matter.

Updated Text: Introduce Step 3 of the Claim, Evidence, Reasoning Routine. Sample reasoning: My claim is valid because ...
in the investigation, mixing salt and water formed a solution. The salt was no longer visible but was still there. Water was also still present in the mixture."

Component: McGraw Hill Ciencias para Texas, Grado 5 Teacher Edition

ISBN: 9781266122446

Current Page Number(s): 89

Location: ASSESS, Check for Understanding, Essential Question Check-In

Original Text: Students should use their knowledge and experience from the lesson to classify mixtures based on whether their physical properties change when combined.

Updated Text: Students classify mixtures based on whether their physical properties change when combined.

Component: McGraw Hill Ciencias para Texas, Grado 5 Teacher Edition

ISBN: 9781266122446

Current Page Number(s): 98

Location: heading at the top of the left column

Original Text: Evidence for the Particle Model

Updated Text: Evidence for the Particle Model

Component: McGraw Hill Ciencias para Texas, Grado 5 Teacher Edition

ISBN: 9781266122446

Current Page Number(s): 98

Location: TEACH, Key Moment

Original Text: Key Moment

Read and discuss the text with students.

Updated Text: n/a

Component: McGraw Hill Ciencias para Texas, Grado 5 Teacher Edition

ISBN: 9781266122446

Current Page Number(s): 98

Location: TEACH, Under Interactive Word Wall, Key Moment

Original Text: n/a

Updated Text: Read and discuss the text with students.

Component: McGraw Hill Ciencias para Texas, Grado 5 Teacher Edition

ISBN: 9781266122446

Current Page Number(s): 98

Location: TEACH, Under Interactive Word Wall, Key Moment, Investigation Connection

Original Text: Now would be a good time to complete the Revisit prompt on the student investigation page.

Updated Text: Now would be a good time to complete the Revisit prompt on the student investigation page. In addition, have students create a tree map with three branches. Explain that a tree map will help them classify states of matter. Each branch should represent a different state of matter. Have students record descriptions of each state in the spaces below each branch

Component: McGraw Hill Ciencias para Texas, Grado 5 Teacher Edition

ISBN: 9781266122446

Current Page Number(s): 98

Location: TEACH, EB/EL Provide Individualized Instruction

Original Text: Invite students to act out examples in the text: moving through air, moving through water, trying to move through a solid.

Have students hold up index cards labeled solid, liquid, or gas to identify each example.

Updated Text: Invite students to act out examples in the text: moving through air and water and trying to move through a solid. Have students hold up index cards labeled to identify each example.

Component: McGraw Hill Ciencias para Texas, Grado 5 Teacher Edition

ISBN: 9781266122446

Current Page Number(s): 99

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 2500 of 3538

Location: ASSESS, Claim, Evidence, Reasoning, pink sample answer text

Original Text: Sample answer: solids, liquids, and gases are all made up of matter. The particles are arranged differently in each state.

Updated Text: particles of matter make up all states of matter, solids, liquids, and gases. Particles inside solids look closer together than in liquids, followed by gases. Gas particles are further apart and move more freely in a container compared to a solid. Gases can take the shape of their container, but solids keep their shape.

Component: McGraw Hill Ciencias para Texas, Grado 5 Teacher Edition

ISBN: 9781266122446

Current Page Number(s): 130A

Location: Structured Inquiry, Teacher Tips, end of the paragraph

Original Text: n/a

Updated Text: Use index cards of various colors to demonstrate that when light hits an object, some colors are absorbed. Explain that the color our eyes see has been reflected back to us.

Component: McGraw Hill Ciencias para Texas, Grado 5 Teacher Edition

ISBN: 9781266122446

Current Page Number(s): 143E

Location: Science Station title

Original Text: Energy Transfer Scavenger Hunt

Updated Text: Energy Transformation Scavenger Hunt

Component: McGraw Hill Ciencias para Texas, Grado 5 Teacher Edition

ISBN: 9781266122446

Current Page Number(s): 143E

Location: Science Station, Energy Transformation Scavenger Hunt, Sentence 2

Original Text: Students walk around the classroom looking for three different energy transfers.

Updated Text: Students walk around the classroom looking for three different energy transformations.

Component: McGraw Hill Ciencias para Texas, Grado 5 Teacher Edition

ISBN: 9781266122446

Current Page Number(s): 146A

Location: Structured Inquiry, Under Video thumbnail

Original Text: Preview step-by-step support in the Anytime Investigation Video, Examine the Energy. 4:00

Updated Text: To see the different uses for photo cards, preview the Anytime Investigation Video, Photo Cards Support.1:31

Component: McGraw Hill Ciencias para Texas, Grado 5 Teacher Edition

ISBN: 9781266122446

Current Page Number(s): 146A

Location: Column 2, Conduct an Investigation, first bullet

Original Text: • Step 1 Explain to students that energy transformation occurs when energy in a system, such as a radio changes from one form to another. Have students share their ideas about how the radio gets power. Write their ideas on the board.

Updated Text: Explain to students that energy transformation occurs when energy in a system, such as a radio changes from one form to another. Have students share their ideas about how the radio gets power. Write their ideas on the board.

Component: McGraw Hill Ciencias para Texas, Grado 5 Teacher Edition

ISBN: 9781266122446

Current Page Number(s): 146A

Location: Column 2, Conduct an Investigation, second bullet

Original Text: Step 6

Updated Text: Steps 5[en dash]6

Component: McGraw Hill Ciencias para Texas, Grado 5 Teacher Edition

ISBN: 9781266122446

Current Page Number(s): 146B

Location: Assess, First pink sample answer

Original Text: Sample answer: I claim you can identify the starting type of energy. Any forms of energy that it changes into can be identified as a series of steps.

Updated Text: Sample answer: I claim energy can form and change into an identifiable series of steps.

Component: McGraw Hill Ciencias para Texas, Grado 5 Teacher Edition

ISBN: 9781266122446

Current Page Number(s): 146C

Location: Under second student page mini, Conduct an Investigation, #6, above table

Original Text: n/a

Updated Text: (insert table title) Energy Changes

Component: McGraw Hill Ciencias para Texas, Grado 5 Teacher Edition

ISBN: 9781266122446

Current Page Number(s): 146C

Location: Under second student page mini, Conduct an Investigation, #6, Column 2 head

Original Text: Energy Transformation

Updated Text: Description of Energy Change

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 2502 of 3538

Component: McGraw Hill Ciencias para Texas, Grado 5 Teacher Edition

ISBN: 9781266122446

Current Page Number(s): 146D

Location: Under Student page mini, Make a Claim, 12.

Original Text: 12. Sample answer: I claim you can identify the starting type of energy. Any forms of energy that it changes into can be identified as a series of steps.

Updated Text: 12. Sample answer: I claim energy can form and change into an identifiable series of steps.

Component: McGraw Hill Ciencias para Texas, Grado 5 Teacher Edition

ISBN: 9781266122446

Current Page Number(s): 148

Location: Second paragraph- blue title

Original Text: Leee

Updated Text: Lee

Component: McGraw Hill Ciencias para Texas, Grado 5 Teacher Edition

ISBN: 9781266122446

Current Page Number(s): 172D

Location: Under first Student Page mini, Communicate Information, 14

Original Text: 14. Sample answer: The higher the ramp, the greater the amount of force causing the stationary car to move farther.

Updated Text: 14. Sample answer: As the height of the ramp decreased, the amount of force decreased, causing the stationary car to travel a shorter distance after the collision.

Component: McGraw Hill Ciencias para Texas, Grado 5 Teacher Edition

ISBN: 9781266122446

Current Page Number(s): 172D

Location: Under first Student Page mini, Communicate Information, 15

Original Text: 15. Sample answer: Yes, the greater the height of the ramp, the further the stationary car moved after the collision.

Updated Text: 15. Sample answer: A higher ramp resulted in a greater force, causing the car to travel farther.

Component: McGraw Hill Ciencias para Texas, Grado 5 Teacher Edition

ISBN: 9781266122446

Current Page Number(s): 172D

Location: Under second Student Page mini, Communicate Information (continued), 16

Original Text: 16. Sample answer: Yes. I predicted that higher speeds would result in the stationary moving further after a collision.

Updated Text: 16. Sample answer: Yes. I hypothesized that higher speeds would result in the stationary car moving farther after a collision, and that is what happened in our trials.

Component: McGraw Hill Ciencias para Texas, Grado 5 Teacher Edition

ISBN: 9781266122446

Current Page Number(s): 172D

Location: Under second Student Page mini, Communicate Information (continued), Under #17 sample answer

Original Text: n/a

Updated Text: 18. Revisit [anno] Sample answer: When the car was not moving, forces were equal. When the car was moving down the ramp, forces were unequal.

Component: McGraw Hill Ciencias para Texas, Grado 5 Teacher Edition

ISBN: 9781266122446

Current Page Number(s): 172D

Location: Under second Student page mini, Make a Claim, 18

Original Text: 18

Updated Text: 19

Component: McGraw Hill Ciencias para Texas, Grado 5 Teacher Edition

ISBN: 9781266122446

Current Page Number(s): 184C

Location: Under second Student Edition mini

Original Text: Conduct an Investigation

Updated Text: Make a Hypothesis (continued)

Component: McGraw Hill Ciencias para Texas, Grado 5 Teacher Edition

ISBN: 9781266122446

Current Page Number(s): 184C

Location: Under second Student Edition mini

Original Text: 4. Tape a straw to a balloon lengthwise.

Updated Text: 4. Tape the straw to the balloon lengthwise. Pull the balloon and straw to one end of the string.

Component: McGraw Hill Ciencias para Texas, Grado 5 Teacher Edition

ISBN: 9781266122446

Current Page Number(s): 208D

Location: Under first Student page mini, Communicate Information, Item 10

Original Text: Sample answer: Water can change the appearance of Earth's surface.

Updated Text: Sample answer: I modeled erosion and deposition. I modeled a canyon and a delta.

Component: McGraw Hill Ciencias para Texas, Grado 5 Teacher Edition

ISBN: 9781266122446

Current Page Number(s): 208D

Location: Under first Student page mini, Communicate Information, Item 12

Original Text: Sample answer: I noticed that the landforms in my model looked a lot like a delta and a canyon.

Updated Text: Sample answer: I noticed that the landforms in my model looked a lot like a delta and a canyon in the lesson photos.

Component: McGraw Hill Ciencias para Texas, Grado 5 Teacher Edition

ISBN: 9781266122446

Current Page Number(s): 208D

Location: Under second Student page mini, Communicate Information (continued), Item 15

Original Text: Students will revisit the investigation after learning the lesson vocabulary to label their diagram.

Updated Text: Revisit Students will revisit the investigation after learning the lesson vocabulary. Students should identify and label where a canyon and delta formed in their models.

Component: McGraw Hill Ciencias para Texas, Grado 5 Teacher Edition

ISBN: 9781266122446

Current Page Number(s): 209

Location: Key Moment, Investigation Connection, Notebooking support

Original Text: Have students use vocabulary words to label their diagram and explain how the investigation modeled a delta.

Updated Text: Have students use vocabulary words to label their sketches and explain how the investigation modeled a delta and a canyon.

Component: McGraw Hill Ciencias para Texas, Grado 5 Teacher Edition

ISBN: 9781266122446

Current Page Number(s): 221

Location: EXTEND | Use to Accelerate

Original Text: EXTEND | Use to Accelerate Have students research what kind of information scientists can gain from studying the rocks left behind by glaciers.

Updated Text: EXTEND | Use to Accelerate [blue text] Ask: Have students research what kind of information scientists can gain from studying the rocks left behind by glaciers.

Component: McGraw Hill Ciencias para Texas, Grado 5 Teacher Edition

ISBN: 9781266122446

Current Page Number(s): 221

Location: Directly above gray ASSESS bar

Original Text: Ask: What caused the rock to crack? Sample answer: Ice wedging caused the rock to split.

Updated Text: Ask: What caused the rock to crack? Sample answer: Ice wedging caused the rock to split.[TEKS] 5.5B

Component: McGraw Hill Ciencias para Texas, Grado 5 Teacher Edition

ISBN: 9781266122446

Current Page Number(s): 221

Location: ASSESS, Claim, Evidence, Reasoning, Notebooking, pink text

Original Text: glaciers weather and erode Earth's surface as they move slowly across the land. They can make a valley wider and steeper and leave a ridge-like mound at the end.

Updated Text: glaciers weather and erode Earth's surface as they move slowly across the land. The glacier plucks rocks from the ground and carries gravel, sand, and clay, making the valley wider and steeper. Glaciers leave moraines, ridge-like mounds, on the Earth's surface. Over time, a glacier carves U-shaped valleys.

Component: McGraw Hill Ciencias para Texas, Grado 5 Teacher Edition

ISBN: 9781266122446

Current Page Number(s): 234D

Location: Below student mini

Original Text: Delete Item 6 and renumber 7, 8 to 6, 7

Updated Text: N/A

Component: McGraw Hill Ciencias para Texas, Grado 5 Teacher Edition

ISBN: 9781266122446

Current Page Number(s): 234D

Location: Below student mini, Communicate Information (continued), Item 7 (now Item 6)

Original Text: 7. Sample answer: Yes. I predicted that rocks form through a process of weathering, erosion, deposition, compaction and cementation.

Updated Text: 6. Sample answer: Yes. I observed that rocks form through a process of weathering, erosion, deposition, compaction and cementation.

Component: McGraw Hill Ciencias para Texas, Grado 5 Teacher Edition

ISBN: 9781266122446

Current Page Number(s): 237

Location: ASSESS, Claim, Evidence, Reasoning, pink text

Original Text: sedimentary rocks form when sediment that has been weathered, eroded, and deposited is compacted and cemented together.

Updated Text: the process of sedimentary rock formation consists of weathering, erosion, deposition, and cementation. Sedimentary rocks start with weathered and eroded rock carried by the wind, water, ice, or gravity to a new location like

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 2506 of 3538

a body of water. Sedimentary rocks are formed when sediment gets cemented and hardens. This process can take hundreds of years

Component: McGraw Hill Ciencias para Texas, Grado 5 Teacher Edition

ISBN: 9781266122446

Current Page Number(s): 254

Location: Blue heading (Essential Question)

Original Text: How do the Sun and ocean affect weather?

Updated Text: How do the Sun and the ocean affect weather?

Component: McGraw Hill Ciencias para Texas, Grado 5 Teacher Edition

ISBN: 9781266122446

Current Page Number(s): 254

Location: GET READY, THEME Energy and Matter

Original Text: [THEME] Energy and Matter Throughout the lesson, students investigate how energy from the Sun interacts with water and how water cycles and is conserved in the process. TEKS 5.5E

Updated Text: [THEME] Energy and Matter Throughout the lesson, students investigate how energy from the Sun interacts with water and how water cycles and is conserved in the process. Use the THEME Graphic Organizer: Energy and Matter. TEKS 5.5E

Component: McGraw Hill Ciencias para Texas, Grado 5 Teacher Edition

ISBN: 9781266122446

Current Page Number(s): 256

Location: TEACH, UNDER Claim, Evidence, Reasoning Notebooking support

Original Text: n/a

Updated Text: KEY MOMENT green bars with this text between them: "Read and discuss the text with students."

Component: McGraw Hill Ciencias para Texas, Grado 5 Teacher Edition

ISBN: 9781266122446

Current Page Number(s): 256

Location: Interactive Word Wall, Model Reading Comprehension

Original Text: Model Reading Comprehension Encourage students to identify the main idea and details. Ask: What is the main idea of the lesson? What is one supporting detail? Sample answer: Water moves between the air and Earth's surface in the water cycle. The Sun drives the process of evaporation. ELAR 5.3A

Updated Text: Encourage students to establish purpose for reading the assigned text. [BLUE] Ask: What is the purpose of the Water on Land and in the Air text? [anno] Sample answer: This text explains what the water cycle is and each step of the process. [ELAR pill] 5.6A

Component: McGraw Hill Ciencias para Texas, Grado 5 Teacher Edition

ISBN: 9781266122446

Current Page Number(s): 310

Location: Above the yellow Interactive Word Wall yellow box

Original Text: n/a

Updated Text: KEY MOMENT green bars with the text "Read and discuss the text with students."

Component: McGraw Hill Ciencias para Texas, Grado 5 Teacher Edition

ISBN: 9781266122446

Current Page Number(s): 350

Location: Blue box Notebooking Tip under the Student page mini

Original Text: Infographics: Diagrams Students can make diagrams using quarter- and half-sheets of paper. Always include a title, labels, and captions that explain the information being shown. Under the tabbed diagram, students explain how they analyze and interpret the data presented. Have students make a diagram of an ecosystem that identifies and labels biotic and abiotic factors.

[caption] 70-72

Updated Text: Connect, Apply, Infer Use PHOTostart / PHOTOfinish Foldables to help students read between the lines. As students observe a photo, they connect it to something they already know, apply something they are learning to it, or infer to determine what is happening that is not stated or shown.

[caption] See pages 68–69.

Component: McGraw Hill Ciencias para Texas, Grado 5 Teacher Edition

ISBN: 9781266122446

Current Page Number(s): 350

Location: GET READY, checklist items

Original Text: [checkbox] Download the T-Chart and Act It Out graphic organizers

Updated Text: [check box] Download the T-Chart graphic organizer.

[check box] Download Game to Reinforce: Act It Out (optional)

Component: McGraw Hill Ciencias para Texas, Grado 5 Teacher Edition

ISBN: 9781266122446

Current Page Number(s): 359

Location: Under the Talk About It

Original Text: N/A

Updated Text: Look at the diagram of the food web. What is the proportion of decomposers to consumers? One decomposer to six consumers; 1:6

Component: McGraw Hill Ciencias para Texas, Grado 5 Teacher Edition

ISBN: 9781266122446

Current Page Number(s): 359

Location: Top right of page, in Key Moment

Original Text: N/A

Updated Text: Visual Literacy

[RIH] Read the Diagram Guide students through the See-Scan-Analyze thinking process. Encourage students to trace the arrows, looking closely at the illustration and reading the labels.

Ask: How can you use the illustration to help you determine the proportion of decomposers to consumers? Sample answer: I can count the number of producers and consumers and use that information to determine the proportion.

Component: McGraw Hill Ciencias para Texas, Grado 5 Teacher Edition

ISBN: 9781266122446

Current Page Number(s): 361

Location: ASSESS, Claim, Evidence, Reasoning, Notebooking, pink text

Original Text: all members of a food web play an important role. They provide food, eat food, or both. As a result, removing an organism affects the cycling of matter and flow of energy.

Updated Text: all members of a food web play an important role. They provide food, eat food, or both. As a result, removing an organism affects the cycling of matter and flow of energy. For example, grass provides food for elephants, rats, and insects. However, lizards can eat rats but also provide food for eagles. Removing an organism affects the cycling of matter and flow of energy. If you remove grass, it will decrease organisms that eat it for survival. Elephants that depend on grass might not survive.

Component: McGraw Hill Ciencias para Texas, Grado 5 Teacher Edition

ISBN: 9781266122446

Current Page Number(s): 371

Location: Looking for more? Try this!, THEME Music Video

Original Text: THEME Music Video Use Slow and Rapid Changes to stimulate thought and discussion about how human activities affect ecosystems. Explain that human effects on ecosystems can be slow or rapid.

Updated Text: [play button icon] THEME Music Video Use Slow and Rapid Changes to stimulate thought and discussion about how human activities affect ecosystems. Explain that human effects on ecosystems can be slow or rapid. [TEKS] 5.5G

Component: McGraw Hill Ciencias para Texas, Grado 5 Teacher Edition

ISBN: 9781266122446

Current Page Number(s): 371

Location: ASSESS Gray Bar

Original Text: Claim, Evidence, Reasoning support is ABOVE the ASSESS bar

Updated Text: Claim, Evidence, Reasoning support is BELOW the ASSESS bar

Component: McGraw Hill Ciencias para Texas, Grado 5 Teacher Edition

ISBN: 9781266122446

Current Page Number(s): 371

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 2509 of 3538

Location: ASSESS, Claim, Evidence Reasoning, Notebooking, pink text

Original Text: healthy ecosystems support a variety of organisms year after year. Human activities that improve the health of ecosystems protect the biotic and abiotic factors. Human activities that harm wildlife and their environment negatively affect ecosystems.

Updated Text: healthy ecosystems support a variety of organisms year after year. Human activities that improve the health of ecosystems protect the biotic and abiotic factors. Human activities that harm wildlife and their environment negatively affect ecosystems. Human activities that improve the health of ecosystems protect wildlife and abiotic factors. Humans can recycle trash into useful products, plant trees, and compost food to save landfills and return nutrients to the soil. Not disposing of waste or not recycling trash harms ecosystems.

Component: McGraw Hill Ciencias para Texas, Grado 5 Teacher Edition

ISBN: 9781266122446

Current Page Number(s): 371

Location: ASSESS, Check for Understanding, REINFORCE | Use to Intervene

Original Text: If students are unable to demonstrate their knowledge of how human activities affect ecosystems, have them use the I Spy graphic organizer to play a vocabulary game.

Updated Text: If students are unable to demonstrate their knowledge of how human activities affect ecosystems, have them use the I Spy game to reinforce concepts.

Publisher: Savvas Learning

Science, (Spanish) Grade 5

Program: *Texas Experimenta las Ciencias Grade 5 (Print with digital): TEKS*

Component: *Guía del maestro*

ISBN: 9781323223499

Current Page Number(s): Throughout Topic Planners and Experience pages

Location: Experience columns in Topic Planners and top of side column in Experience pages

Original Text: TEKS standards references

Updated Text: (GLOBAL CHANGE)

Added appropriate TEKS references for a more comprehensive list, including cross-curricular Math and Social Studies TEKS.

Component: *Guía del maestro*

ISBN: 9781323223499

Current Page Number(s): pp. 12, 20, 28, 44, 52, 68, 76, 84, 100, 108, 124, 132, 140, 148, 164, 172, 180, 196, 204

Location: The TEKS box on the Experience Vistazo pages

Original Text: TEKS references

Updated Text: (GLOBAL CHANGE)

We will add labels that say PCI TEKS and TCR TEKS so that is clear to the teacher the types of TEKS that are covered in the Experience.

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 2510 of 3538

Component: *Guía del maestro*

ISBN: 9781323223499

Current Page Number(s): Throughout Topic and Experience pages

Location: Enseñanza diferenciada boxes

Original Text: Differentiated instruction activities currently include activity ideas with run-in bold titles for the activities.

Updated Text: (GLOBAL CHANGE)

We will add the headings EN MEJORA, AVANZADO, and NECESIDADES ESPECIALES to these activities, based on their content, to help teachers more easily identify them.

Component: *Guía del maestro*

ISBN: 9781323223499

Current Page Number(s): pp. 9, 41, 65, 97, 121, 161, 193

Location: Plan del tema, right-hand page

Original Text: (new content)

Updated Text: (GLOBAL CHANGE)

Added a note to the top of the page to provide additional information to the teacher:

En Realize, encontrará versiones editables del plan del tema y de las páginas de vistazo a la Experiencia, así como de los planes diarios.

Added columns to the Evaluación para el tema box at the bottom of the page to include:

Examen de preparación del tema

Repaso de la pregunta del fenómeno de anclaje

Actividad de contenido en espiral

Examen de práctica de los TEKS

Examen del tema

Component: *Guía del maestro*

ISBN: 9781323223499

Current Page Number(s): 37, 61, 93, 117, 157, 189, 213

Location: Last page of each topic

Original Text: (new content)

Updated Text: (GLOBAL CHANGE)

Contenido en espiral

Asigne a los estudiantes la actividad de contenido en espiral en Realize para que puedan revisar y practicar los conceptos de ciencias que aprendieron hasta ahora.

(side column)

Actividad de contenido en espiral

Component: *Guía del maestro*

ISBN: 9781323223499

Current Page Number(s): 37, 61, 93, 117, 157, 189, 213

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 2511 of 3538

Location: Last page of each topic

Original Text: (new content)

Updated Text: (GLOBAL CHANGE)

Los exámenes de práctica A y B de los TEKS le permiten supervisar el progreso de los estudiantes en el dominio de los TEKS de los Grados 3 a 5. Puede asignar estos exámenes al final del año o asignar preguntas del examen específicas durante el año. El Cuaderno de preparación de TEKS para STAAR® del Grado 5 ayudará a sus estudiantes a prepararse para la evaluación de STAAR® de final del curso.

Component: *Guía del maestro*

ISBN: 9781323223499

Current Page Number(s): pp. 7, 39, 63, 95, 119, 159, 191

Location: Vistazo al tema, right-hand page, Conexión con el hogar box

Original Text: Existing topic-level Conexión con el hogar box

Updated Text: (Added a new paragraph to every box for each topic.)

Comparta la carta de la escuela al hogar para este tema con los padres y cuidadores para brindarles la información que apoye el aprendizaje de los estudiantes. Use la Guía de comunicación entre la escuela y el hogar para obtener ideas adicionales sobre traer el aprendizaje en el hogar al salón de clases.

Component: *Digital Components*

ISBN: 9781428553873

Current Page Number(s): Presentaciones de ideas clave

Location: Boleto de salida slide, presenter notes

Original Text: Boleto de salida Teacher Support section

Updated Text: (new content)

Added new content for teachers to use scaffolding and guidance for just-in-time learning acceleration.

Component: *Guía del maestro*

ISBN: 9781323223499

Current Page Number(s): 6, 38, 62, 94, 118, 158, 190

Location: Vistazo al tema, Vista preliminar del tema

Original Text: Vista preliminar del tema, new content

Updated Text: Added new content to the Vista preliminar del tema paragraph in each topic to connect to the concepts students have previously learned with the current topic.

Component: *Cuaderno de actividades del estudiante*

ISBN: 9781428513891

Current Page Number(s): 235

Location: Activity title

Original Text: ¿Cómo ayuda el comportamiento a los animales a sobrevivir en su medioambiente?

Updated Text: (revised text)

¿De qué manera el comportamiento de los animales los ayuda a sobrevivir en su medioambiente?

Component: *Guía del maestro*

ISBN: 9781323223499

Current Page Number(s): 23

Location: Explorar section, Abordar los conocimientos previos

Original Text: Repase los boletos de salida recogidos de la actividad de Emprender. Identifique los conocimientos previos sobre sólidos, líquidos y gases.

Updated Text: (revised text)

Repase los boletos de salida recogidos de la actividad de Emprender. Si los boletos de salida demuestran brechas en la comprensión o malos entendidos, use esta indagación y guía para una aceleración del aprendizaje a tiempo.

Component: *Guía del maestro*

ISBN: 9781323223499

Current Page Number(s): 23

Location: Explorar, side column

Original Text: Actividades de las tarjetas de las estaciones

Updated Text: (revised text)

Actividades de las tarjetas de las estaciones pp. 35-41 (vol. 1)

Component: *Guía del maestro*

ISBN: 9781323223499

Current Page Number(s): 49

Location: right column

Original Text: Lee y entérate

Updated Text: (revised text)

Lee y entérate pp. 81-83 (vol. 1)

Component: *Guía del maestro*

ISBN: 9781323223499

Current Page Number(s): 49

Location: right column

Original Text: Actividad de la estación de lectura

Updated Text: (revised text)

Actividad de la estación de lectura pp. 77-80 (vol. 1)

Component: *Guía del maestro*

ISBN: 9781323223499

Current Page Number(s): 49

Location: right column

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 2513 of 3538

Original Text: Tarjetas de actividades de vocabulario

Updated Text: (revised text)

Tarjetas de actividades de vocabulario p. 93 (vol. 1)

Component: *Guía del maestro*

ISBN: 9781323223499

Current Page Number(s): 51

Location: Evaluar, Fuerzas de contacto paragraph

Original Text: (new content)

Updated Text: (add after last sentence)

Si la prueba revela que los estudiantes aún no alcanzaron un dominio a nivel del grado del contenido de esta Experiencia, recuerde que puede asignar los recursos y actividades que apoyan los TEKS para brindar una intervención. Mire especialmente los recursos de "¿Tiene más tiempo?", aquellos que tienen una marca de un signo más y que están diseñados para el aprendizaje personalizado, como las lecturas del tema. También puede usar las actividades de "Enseñanza dirigida" para cerrar cualquier brecha de aprendizaje que encuentre.

Component: *Guía del maestro*

ISBN: 9781323223468

Current Page Number(s): 28

Location: Topic 1, Experience 3, Experience at a Glance

Original Text: Objetivo

Los estudiantes demuestran que las unidades pequeñas pueden ser combinadas o vueltas a ensamblar para formar nuevos objetos para diferentes propósitos.

Updated Text: Objetivo

Los estudiantes usan prácticas de ingeniería para examinar y demostrar que las unidades pequeñas pueden ser combinadas o vueltas a ensamblar para formar nuevos objetos para diferentes propósitos.

Component: *Guía del maestro*

ISBN: 9781323223499

Current Page Number(s): 12

Location: Objetivos in blue box

Original Text: Los estudiantes medirán y observarán propiedades físicas. Los estudiantes compararán y contrastarán la materia basándose en sus propiedades físicas.

Updated Text: (revised text)

Los estudiantes trabajarán con el fenómeno, las estaciones de trabajo práctico y de lectura y las ideas clave para medir y observar propiedades físicas de la materia, y compararán y contrastarán la materia basándose en sus propiedades físicas.

Component: *Guía del maestro*

ISBN: 9781323223499

Current Page Number(s): Throughout the topics

Location: Estación de lectura, Guiar el razonamiento del estudiante

Original Text: (New Content)

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 2514 of 3538

Updated Text: (new content)

Added new content for teachers to use scaffolding and guidance for just-in-time learning acceleration.

Publisher: TPS Publishing

Science, (Spanish) Grade 5

Program: *STEAM into Science - Grade 5 Spanish Edition: TEKS*

Component: *Texas Proc 24 Science - Aprender haciendo - STEAM Libro de actividades - Grado 5 Edición para el profesor*

ISBN: 9781788059312

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 137

Location: Turn on Answer Layer

Original Text: n/a

Updated Text: Answer layer

Component: *Texas Proc 24 Science - Aprender haciendo - STEAM Libro de actividades - Grado 5 Edición para estudiantes*

ISBN: 9781788059329

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 20

Location: First paragraph

Original Text: n/a

Updated Text: Delete: Elimina el párrafo que sigue a las preguntas y sustitúyelo por -Escribe tu informe que responda a la pregunta -¿Por qué la especie x está en peligro de extinción y cómo se está ayudando a su recuperación?

Publisher: Houghton Mifflin Harcourt

Science, (Spanish) Grade 6

Program: *HMH ¡Arriba las Ciencias! Texas Hybrid Classroom Package Grade 6: TEKS*

Component: *HMH ¡Arriba las Ciencias! Texas Teacher License Digital Grade 6*

ISBN: 9780358881698

Link to Current Content:

[View Current Content](#)

Current Page Number(s): TEKS 6.1–6.5 Banco de destrezas y temas, p. 23

Location: Item 50, prompt, sentence 5

Original Text: "¿Cómo podría afectar la reducción de costos el campo de la medicina?"

Updated Text: "¿Cómo es MÁS PROBABLE que la reducción de costos afecte el campo de la medicina?"

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 2515 of 3538

Component: *HMH ¡Arriba las Ciencias! Texas Teacher License Digital Grade 6*

ISBN: 9780358881698

Link to Current Content:

[View Current Content](#)

Current Page Number(s): TEKS 6.1–6.5 Banco de destrezas y temas, p. 27

Location: Item 62, prompt, paragraph 2

Original Text: "Los estudiantes propusieron varias soluciones posibles. ¿Qué solución podría ayudar MEJOR a restaurar todas las poblaciones de especies en la parcela arbolada?"

Updated Text: "Los estudiantes propusieron varias soluciones posibles para las poblaciones que se encuentran en disminución. ¿Qué solución podría ayudar MEJOR a restaurar todas las poblaciones de especies en la parcela arbolada?"

Component: *HMH ¡Arriba las Ciencias! Texas Teacher License Digital Grade 6*

ISBN: 9780358881698

Link to Current Content:

[View Current Content](#)

Current Page Number(s): TEKS 6.1–6.5 Banco de destrezas y temas, p. 24

Location: Item 55, prompt, sentences 5–7

Original Text: "También hay hembras alfa que tienen estatus social sobre otras hembras. Tienden a trabajar en conjunto para formar un grupo bajo los alfas. Según esta información, ¿qué tipo de relación existe en la comunidad de chimpancés?"

Updated Text: "También hay hembras alfa que tienen estatus social sobre otras hembras y que tienden a trabajar en conjunto para formar un grupo bajo los alfas. Según esta información, ¿qué tipo de relación existe en la comunidad de chimpancés?"

Component: *HMH ¡Arriba las Ciencias! Texas Teacher License Digital Grade 6*

ISBN: 9780358881698

Link to Current Content:

[View Current Content](#)

Current Page Number(s): TEKS 6.1–6.5 Banco de destrezas y temas, p. 11

Location: Item 23, images for answer choices A and C

Original Text: Answer choice A image shows map with similar number of species in TX and OK
Answer choice C image shows map with many species in ND, few species in NE

Updated Text: Answer choice A image shows map with many species in ND, few species in NE
Answer choice C image shows map with similar number of species in TX and OK

Component: *HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 6*

ISBN: 9780358841777

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 8

Location: Column 2, Dar sentido al fenómeno bullets 2 and 3

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 2516 of 3538

Original Text: "• Las partículas en un sólido tienen menos energía cinética y están más juntas que las partículas en un líquido. (Exploración 2)

• Las partículas de un sólido se atraen más entre sí que las partículas de un líquido. (Exploración 3)"

Updated Text: "• Las partículas del hielo sólido vibran en su lugar, pero no cambian de posición entre sí. Las partículas del agua líquida se mueven unas alrededor de otras, pero las fuerzas que hay entre ellas las mantienen muy juntas. (Exploración 2)

• Las partículas de un sólido tienen menos energía cinética que las partículas de un líquido. (Exploración 3)"

Component: *HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 6*

ISBN: 9780358841777

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 18

Location: Column 1, Diferenciación: Apoyo adicional

Original Text: "Diferenciación: Apoyo adicional

Haga una lista de gases con los que los estudiantes estén familiarizados, como oxígeno, monóxido de carbono y helio. Explique que no todos los gases tienen un olor que las personas puedan detectar, lo que hace que los gases venenosos como el monóxido de carbono sean tan peligrosos. Discuta los olores favoritos de los estudiantes, como hornear pan o cocinar cebollas. Explique que ciertas actividades como cocinar y cortar el césped liberan gases que pueden tener olores distintivos agradables o desagradables."

Updated Text: N/A

Component: *HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 6*

ISBN: 9780358841777

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 13

Location: Column 1, Dar sentido

Original Text: "Modelar cómo reaccionan las moléculas permite a los estudiantes..."

Updated Text: "Modelar cómo se mueven las moléculas permite a los estudiantes..."

Component: *HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 6*

ISBN: 9780358841777

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 16

Location: Column 2, Corto de tiempo

Original Text: "Corto de tiempo

Pídale a un estudiante o a un grupo de estudiantes que realice la actividad y que luego organice un debate en clase sobre ese tema."

Updated Text: N/A

Component: *HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 6*

ISBN: 9780358841777

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 14

Location: Column 2, Criterios de puntuación de la Actividad rápida de laboratorio, bullet 3

Original Text: "Los estudiantes reconocieron diferencias en la sustancia de diferentes los estados de la materia"

Updated Text: "Los estudiantes reconocieron diferencias en la estructura de diferentes estados de la materia"

Component: *HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 6*

ISBN: 9780358841777

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 15

Location: Column 2, Comprueba tu aprendizaje First paragraph after EVALÚA

Original Text: "La imagen que muestra las partículas empaquetadas juntas y sin moverse es el sólido. En la imagen que muestra el líquido, las partículas están juntas, pero pueden moverse libremente. En la imagen que muestra el gas, la partícula está muy separada de otras partículas y puede moverse libremente."

Updated Text: N/A

Component: *HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 6*

ISBN: 9780358841777

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 12

Location: Column 1, top of page

Original Text: N/A

Updated Text: "Comparar la forma y el volumen de diferentes estados de la materia"

Component: *HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 6*

ISBN: 9780358841777

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 28

Location: Column 1, Apoyo para conceptos difíciles - Abordar conceptos erróneos, 1st bullet, last 3 sentences

Original Text: "Un compuesto es una sustancia que se compone de más de un tipo de átomo. En los compuestos individuales, los átomos están unidos entre sí. Debido a que siguen siendo un tipo de átomo unido entre sí, pueden formar sustancias puras."

Updated Text: "Un compuesto es una sustancia que se compone de más de un tipo de átomo unidos entre sí."

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 2518 of 3538

Component: *HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 6*

ISBN: 9780358841777

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 45

Location: Column 1, Los estudiantes como científicos, last sentence

Original Text: "Explique que la frustración y la persistencia los convierten en científicos."

Updated Text: "Explique que persistir para superar las dificultades es una habilidad que usan como científicos."

Component: *HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 6*

ISBN: 9780358841777

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 33

Location: Column 1, Diferenciación: Reto text, sentence 1

Original Text: "Para los estudiantes que terminan pronto y podrían beneficiarse de un desafío adicional, pídeles que prueben un cuarto vaso de agua llenándolo hasta la mitad con agua."

Updated Text: "Para los estudiantes que terminan pronto y podrían beneficiarse de un desafío adicional, pídeles que prueben un cuarto vaso de agua llenándolo hasta la mitad con agua y una cucharada de sal."

[Please note salt was not included among materials. Considering adding "sal" on SE p. 21, TE p. 32]

Component: *HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 6*

ISBN: 9780358841777

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 44

Location: Column 1, Facilitación de la Actividad rápida de laboratorio, between Paso 1 and PASO 2

Original Text: N/A

Updated Text: "PASO 2: Aconseje a los estudiantes que hagan un punto, esperen a que se seque y luego repitan el punto para obtener mejores resultados."

Component: *HMH ¡Arriba las Ciencias! Texas Student Activity Guide Print Consumable Grade 6*

ISBN: 9780358881346

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 26

Location: Vocabulary list, bottom of page

Original Text: solución; sustancia pura; heterogéneo

Updated Text: heterogéneo; homogéneo; mezcla; propiedad física; sustancia pura; solución
[delete WOLs as necessary for fit]

Component: *HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 6*

ISBN: 9780358841777

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 65

Location: Column 1, Propiedades de los metales, Apoyo para las respuestas de los estudiantes, Sentence at end of COMENTA

Original Text: "Observa al trabajador metalúrgico. ¿Qué propiedad del metal se muestra? Maleabilidad."

Updated Text: N/A

Component: *HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 6*

ISBN: 9780358841777

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 62

Location: Column 2, Configuración, Sentence 1

Original Text: "Prepare un probador de circuito para cada grupo con cinta para conectar un extremo de un cable a un extremo de una batería y un cable más largo al otro extremo de la batería. "

Updated Text: "Use un probador de circuito existente o prepare uno para cada grupo con cinta para conectar un extremo de un cable a un extremo de una batería y un cable más largo al otro extremo de la batería. "

Component: *HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 6*

ISBN: 9780358841777

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 76

Location: Column 1, Image at top of page

Original Text: Image of powdered materials

Updated Text: Image of cell phone parts

Component: *HMH ¡Arriba las Ciencias! Texas Student Activity Guide Print Consumable Grade 6*

ISBN: 9780358881346

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 42

Location: Vocabulary list, bottom of page

Original Text: metal; no metal; metaloide; elemento de tierras raras

Updated Text: elemento; metal; no metal; metaloide; elemento de tierras raras; tabla periódica [delete WOLs as necessary for fit, or adjust spacing between definitions]

Component: *HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 6*

ISBN: 9780358841777

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 62

Location: Column 1, Actividad clave de aprendizaje, at end of Explique y modele text

Original Text: N/A

Updated Text: "Demuestre a los estudiantes cómo evitar que los extremos de los cables se toquen."

Component: *HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 6*

ISBN: 9780358841777

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 63

Location: Column 1, Apoyo para las respuestas de los estudiantes, Paso 7 answer

Original Text: N/A

Updated Text: "...Los datos de la tabla del PASO 1 deben reflejar las propiedades de los metales."

Component: *HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 6*

ISBN: 9780358841777

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 60

Location: Column 2, top of page/column

Original Text: N/A

Updated Text: Image of cell phone parts

Component: *HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 6*

ISBN: 9780358841777

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 90

Location: Column 1, Actividad clave de aprendizaje, Hacer un modelo y explicar los contenidos, Sentence 3

Original Text: "Para el PASO 4, asegúrese de que los estudiantes hayan convertido correctamente ml a unidades de densidad para llegar a la densidad correcta del agua salada"

Updated Text: "Para el PASO 4, asegúrese de que los estudiantes hayan restado la masa del vaso de precipitados para llegar a la densidad correcta del agua salada"

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 2521 of 3538

Component: *HMH ¡Arriba las Ciencias! Texas Student License Digital Grade 6*

ISBN: 9780358881605

Link to Current Content:

[View Current Content](#)

Current Page Number(s): TEKS Lesson 6.6.D, Participa, Screen 4

Location: Paragraph after Video Interactivity, MOVE TO Video Instruction

Original Text: "Al principio, una pasa se hunde porque es más densa que el líquido carbonatado. Luego, unas burbujas de dióxido de carbono se adhieren a la superficie de la pasa, lo que aumenta su volumen con muy poco aumento de su masa. La densidad de la pasa con burbujas adheridas es menor que la del líquido carbonatado, así que flota. Una vez que la pasa con burbujas alcanza la superficie, las burbujas de gas escapan hacia el aire, el volumen de la pasa disminuye y esta se hunde."

Updated Text: "Observa atentamente para encontrar pistas sobre por qué estas pasas se hunden y flotan en el agua carbonatada."

Component: *HMH ¡Arriba las Ciencias! Texas Student Activity Guide Print Consumable Grade 6*

ISBN: 9780358881346

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 55

Location: Paragraph below photo

Original Text: "¿Cómo puede cambiar la densidad de un objeto? Al principio, una pasa se hunde porque es más densa que el líquido carbonatado. Luego, unas burbujas de dióxido de carbono se adhieren a la superficie de la pasa, lo que aumenta su volumen con muy poco aumento de su masa. La densidad de la pasa con burbujas adheridas es menor que la del líquido carbonatado, así que flota. Una vez que la pasa con burbujas alcanza la superficie, las burbujas de gas escapan hacia el aire, el volumen de la pasa disminuye y esta se hunde. El ciclo se repite una y otra vez. ¡Las pasas se hunden, flotan, se hunden y flotan!"

Updated Text: "Observa atentamente para encontrar pistas sobre por qué estas pasas se hunden y flotan en el agua carbonatada."

Component: *HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 6*

ISBN: 9780358841777

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 85

Location: Column 1, Facilitación de la práctica de laboratorio, Apoyo para las respuestas de los estudiantes, before PASO 3

Original Text: N/A

Updated Text: "PASO 1: Examina los objetos. Haz una predicción sobre qué elementos crees que flotarán y cuáles se hundirán. [respuesta] Las predicciones de los estudiantes pueden ser que una canica y un clip se hundirán, pero un gránulo de embalaje flotará."

Component: *HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 6*

ISBN: 9780358841777

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 91

Location: Column 2, Facilitación de la práctica de laboratorio, after PASO 9

Original Text: N/A

Updated Text: "Desmontaje: recolecta y guarda agua salada para usarla en la Práctica de laboratorio El problema del buzo: ¡Ayúdalo a sumergirse!"

Component: *HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 6*

ISBN: 9780358841777

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 93

Location: Column 2, after Información de seguridad

Original Text: N/A

Updated Text: "CONFIGURACIÓN

Reutilice el agua salada de la Práctica de laboratorio ¿Flotará? o haga más si es necesario. Use aproximadamente 1 cucharada de sal por cada 250 mL de agua."

Component: *HMH ¡Arriba las Ciencias! Texas Student Activity Guide Print Consumable Grade 6*

ISBN: 9780358881346

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 66

Location: Image caption, top of page to right of photo

Original Text: Las pasas se hunden en el líquido carbonatado. Cuando las burbujas carbonatadas se adhieren a la superficie de las pasas, estas se vuelven menos densas y flotan hasta llegar a la superficie.

Updated Text: n/a [delete caption]

Component: *HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 6*

ISBN: 9780358841777

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 108

Location: Column 2, Facilitación de la práctica de laboratorio, Paso 6, after 2nd sentence

Original Text: N/A

Updated Text: "Recuerde a los estudiantes que usen lentes de seguridad en todo momento durante la actividad."

Component: *HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 6*

ISBN: 9780358841777

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 120

Location: Column 1, Facilitación de la práctica de laboratorio, Antes de la práctica de laboratorio, after 2nd sentence

Original Text: N/A

Updated Text: "Recuerde a los estudiantes que usen lentes de seguridad en todo momento durante la actividad."

Component: *HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 6*

ISBN: 9780358841777

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 121

Location: Column 2, Configuración, add bullet to end

Original Text: N/A

Updated Text: "• Recolecte botellas de plástico vacías de los estudiantes o trabaje con la cafetería de la escuela para obtener este material. Asegúrese de que las botellas estén limpias y tengan tapas."

Component: *HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 6*

ISBN: 9780358841777

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 121

Location: Column 2, top of page, above text

Original Text: N/A

Updated Text: Image of soap scum

Component: *HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 6*

ISBN: 9780358841777

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 134

Location: Column 1, Construye unatorre de cartas, Materiales

Original Text: "Materiales (por cada estudiante)"

Updated Text: "Materiales (por pareja)"

Component: *HMH ¡Arriba las Ciencias! Texas Student Activity Guide Print Consumable Grade 6*

ISBN: 9780358881346

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 90

Location: Caption to the right of image

Original Text: Una aeropatineta flota y transporta a la persona sobre diferentes superficies.

Updated Text: Una aeropatineta flota y transporta a la persona sobre diferentes superficies. Piensa en cómo actúan las fuerzas en esta situación.

Component: *HMH ¡Arriba las Ciencias! Texas Student Activity Guide Print Consumable Grade 6*

ISBN: 9780358881346

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 92

Location: REPASA interaction, answer choices

Original Text: Una fuerza tiene intensidad | dirección.

Updated Text: Una fuerza tiene intensidad | dirección | intensidad y dirección.

Component: *HMH ¡Arriba las Ciencias! Texas Student Activity Guide Print Consumable Grade 6*

ISBN: 9780358881346

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 94

Location: List of vocabulary terms

Original Text: fricción; gravedad; fuerza magnética; fuerza normal

Updated Text: fuerza; fricción; gravedad; fuerza magnética; fuerza normal

Component: *HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 6*

ISBN: 9780358841777

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 155

Location: Column 1, Image

Original Text: Image of hovercraft

Updated Text: Image of hoverboard

Component: *HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 6*

ISBN: 9780358841777

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 136

Location: Column 1, Top of page

Original Text: N/A

Updated Text: Image of hoverboard

Component: *HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 6*

ISBN: 9780358841777

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 141

Location: Column 2, top of page

Original Text: N/A

Updated Text: Image of student pulling book on table

Component: *HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 6*

ISBN: 9780358841777

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 165

Location: Column 1, Diferenciación: Reto

Original Text: "Diferenciación: Reto

Para los estudiantes que terminan temprano y podrían beneficiarse de un desafío adicional, pídeles que mejoren el diseño de su paracaídas en función de su análisis. Esto es parte de los pasos de prueba y optimización en un proceso de diseño de ingeniería."

Updated Text: N/A

Component: *HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 6*

ISBN: 9780358841777

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 166

Location: Column 1, top of page

Original Text: N/A

Updated Text: Image of skydiver

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 2526 of 3538

Component: *HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 6*

ISBN: 9780358841777

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 196

Location: Column 1, IDENTIFICA, Answer, Bullet 2, Last Sentence

Original Text: "Ambas son fuerzas de contacto."

Updated Text: N/A

Component: *HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 6*

ISBN: 9780358841777

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 193

Location: Column 1, ¡Diséñalo! heading

Original Text: "Diseña una experiencia ritual virtual"

Updated Text: "Diseña una experiencia de realidad virtual"

Component: *HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 6*

ISBN: 9780358841777

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 192

Location: Column 1, Parte 1: Observar pares de fuerzas, Facilitación de la práctica de laboratorio, PASO 1, Sentence 3

Original Text: "Los estudiantes deben tener cuidado de no comunicarse para que todos los estudiantes se sientan cómodos."

Updated Text: "Los estudiantes deben comunicarse para que todos se sientan cómodos."

Component: *HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 6*

ISBN: 9780358841777

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 212

Location: Column 2, Rueda, rueda, lata bumerán, Configuración, after 2nd sentence

Original Text: "... son ideales. Use un clavo o un taladro..."

Updated Text: "... son ideales. También se puede usar un recipiente de avena de cartón u otro tubo de cartón con extremos lo suficientemente grandes. Use un clavo o un taladro..."

Component: *HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 6*

ISBN: 9780358841777

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 2527 of 3538

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 218

Location: Column 2, Usa la energía química, Configuración

Original Text: "... a o una cinta de medir flexible."

Updated Text: "... a o una cinta de medir flexible. Aconseje a los estudiantes que sujeten el globo de forma segura mientras ejecutan su procedimiento. Si es necesario, se puede usar cinta adhesiva para asegurar el globo a la botella."

Component: *HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 6*

ISBN: 9780358841777

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 216

Location: Column 2, La velocidad, la masa y la energía cinética, Apoyo para las respuestas de los estudiantes, EXPLICA Sample answer

Original Text: "El automóvil tiene más energía cinética porque tiene una masa más grande y también es capaz de viajar a velocidades más altas. Mi predicción fue correcta.
porque tiene una masa más grande y también es capaz de viajar a velocidades más altas. Mi predicción fue correcta."

Updated Text: "El automóvil tiene más energía cinética porque tiene una masa más grande y también es capaz de viajar a velocidades más altas. Mi predicción fue correcta."

Component: *HMH ¡Arriba las Ciencias! Texas Student Activity Guide Print Consumable Grade 6*

ISBN: 9780358881346

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 142

Location: List of vocabulary terms, bottom half of page

Original Text: energía cinética; energía potencial; energía potencial gravitacional

Updated Text: energía potencial química; energía potencial elástica; energía potencial gravitacional; energía cinética; energía potencial [delete WOLs as needed]

Component: *HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 6*

ISBN: 9780358841777

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 218

Location: Column 2, Información de seguridad

Original Text: Lab Safety icons: PROTECCIÓN, CORTANTE, RESBALADIZO

Updated Text: Lab Safety icons: PROTECCIÓN, DELANTAL, GUANTES, QUÍMICOS, QUEBRADIZO, DESECHOS, LAVAR MANOS.

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 2528 of 3538

Component: *HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 6*

ISBN: 9780358841777

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 210

Location: Column 1, top of page

Original Text: N/A

Updated Text: Image of a diver jumping from a diving board in time-lapse.

Component: *HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 6*

ISBN: 9780358841777

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 213

Location: Column 1, Top of page

Original Text: N/A

Updated Text: Image of the roll back can lab setup students will use in the lab

Component: *HMH ¡Arriba las Ciencias! Texas Student License Digital Grade 6*

ISBN: 9780358881605

Link to Current Content:

[View Current Content](#)

Current Page Number(s): TEKS lesson 6.8.A, Evalúa, Screen 6

Location: Energía cinética para objetos de diferentes masas que se mueven a diferentes velocidades Table for practice question 6, far right column heading

Original Text: N/A

Updated Text: "Energía cinética a mayor velocidad"

Component: *HMH ¡Arriba las Ciencias! Texas Student Activity Guide Print Consumable Grade 6*

ISBN: 9780358881346

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 143

Location: Paragraph below SAFETY icons

Original Text: Cuando te mueves a través del aire, puedes sentir algo parecido al viento que empuja contra ti. Es la resistencia del aire a tu movimiento. La resistencia del aire actúa sobre todos los objetos que lo atraviesan.

Updated Text: n/a [delete paragraph]

Component: *HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 6*

ISBN: 9780358841777

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 2529 of 3538

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 239

Location: Column 1, Palabras científicas, Repaso del vocabulario de pre-requisito, text following image

Original Text: "[A] Transferencia de energía es el movimiento de energía de un objeto o lugar a otro.

[B] La transformación de energía es el proceso de cambio de energía de un tipo a otro.

[C] Un sistema es un conjunto de partes que interactúan entre sí; muchas veces es diferenciado de su entorno solo para poder estudiarlo.

[D] Una salida es información, material o energía que surge de un sistema o proceso.

[E] Una entrada es información, material o energía que se ingresa a un sistema o proceso. "

Updated Text: "[A] Un sistema es un conjunto de partes que interactúan entre sí; muchas veces es diferenciado de su entorno solo para poder estudiarlo.

[B] Una entrada es información, material o energía que ingresa a un sistema o proceso.

[C] Una salida es información, material o energía que surge de un sistema o proceso.

[D] La transferencia de energía es el movimiento de energía de un objeto o lugar a otro. La energía luminosa proveniente del sol se transfiere al sistema de un árbol. En el sistema del árbol, esta energía se transforma en energía química dentro del azúcar de los alimentos. La transformación de energía es el proceso de cambio de un tipo de energía a otro."

Component: *HMH ¡Arriba las Ciencias! Texas Student License Digital Grade 6*

ISBN: 9780358881605

Link to Current Content:

[View Current Content](#)

Current Page Number(s): TEKS lesson 6.8.B, Exploración 1, Screen 4

Location: Short Text Interactivity, PASO 2

Original Text: "Explora con los distintos materiales y reúne evidencias para responder la pregunta: ¿Rodará la pelota alguna vez más alto que la altura desde la que se suelta? Puedes intentar con medios tubos de diferentes anchos y alturas."

Updated Text: "Explora los materiales provistos y reúne evidencias para responder la pregunta: ¿Rodará la pelota alguna vez más alto que la altura desde la que se suelta? Puedes intentar con medios tubos de diferentes anchos y alturas. Anota las observaciones."

Component: *HMH ¡Arriba las Ciencias! Texas Student Activity Guide Print Consumable Grade 6*

ISBN: 9780358881346

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 164

Location: Parte 2: Medio tubo, Procedimiento, PASO 2, MOVE TO p. 165 top.

Original Text: "Explora con los distintos materiales y reúne evidencias para responder la pregunta: ¿Rodará la pelota alguna vez más alto que la altura desde la que se suelta? Puedes intentar con medios tubos de diferentes anchos y alturas."

Updated Text: "Explora los materiales provistos y reúne evidencias para responder la pregunta: ¿Rodará la pelota alguna vez más alto que la altura desde la que se suelta? Puedes intentar con medios tubos de diferentes anchos y alturas. Anota las observaciones."

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 2530 of 3538

Component: *HMH ¡Arriba las Ciencias! Texas Student Activity Guide Print Consumable Grade 6*

ISBN: 9780358881346

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 173

Location: Trebuchet image at top of page

Original Text: [single image with no labels]

Updated Text: [new labels on first image of trebuchet] manivela; brazo de lanzamiento; eslinga con carga; contrapeso; Fundíbulo antes del lanzamiento [new second image of trebuchet] Fundíbulo después del lanzamiento

Component: *HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 6*

ISBN: 9780358841777

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 239

Location: Column 1, Palabras científicas, Repaso del vocabulario de pre-requisito image hotspot identifiers

Original Text: Image pointers A, B, C, D, and E

Updated Text: Image pointers N/A, D, A, C, and B

Component: *HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 6*

ISBN: 9780358841777

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 236

Location: Column 2, top of page

Original Text: N/A

Updated Text: Image of battery and light bulb connected by wires as used in lab setup.

Component: *HMH ¡Arriba las Ciencias! Texas Student Activity Guide Print Consumable Grade 6*

ISBN: 9780358881346

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 158

Location: n/a

Original Text: n/a

Updated Text: [Below Pregunta Guía box] A medida que exploras la lección, reúne datos que puedas usar como evidencias para responder la Pregunta guía. Puedes usar este espacio para anotar los datos. [Below text, add as many WOLs as fit on the page]

Component: *HMH ¡Arriba las Ciencias! Texas Student Activity Guide Print Consumable Grade 6*

ISBN: 9780358881346

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 166

Location: n/a

Original Text: n/a

Updated Text: [After the first sentence in the practice lab Objectives] Analiza tu modelo para responder preguntas sobre cómo se transfiere la energía a través de la red.

Component: *HMH ¡Arriba las Ciencias! Texas Student Activity Guide Print Consumable Grade 6*

ISBN: 9780358881346

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 166

Location: PASO 1

Original Text: Lee sobre el kril antártico y su ecosistema. Toma notas para llevar un registro de las relaciones entre los organismos.

Updated Text: En la Lección interactiva digital, mira el video sobre el kril antártico y su ecosistema. Toma notas mientras miras el video para llevar un registro de las relaciones entre los organismos. Anota tus observaciones.

Component: *HMH ¡Arriba las Ciencias! Texas Student License Digital Grade 6*

ISBN: 9780358881605

Link to Current Content:

[View Current Content](#)

Current Page Number(s): TEKS lesson 6.8.C, Participa, Screen 7

Location: Drag and Drop Interactivity, Question 2 feedback

Original Text: "Una recta perpendicular forma un ángulo recto, o de 90°, con una recta horizontal."

Updated Text: "Una recta perpendicular forma un ángulo recto, o de 90°, con otra recta."

Component: *HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 6*

ISBN: 9780358841777

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 261

Location: Column 2, Pre-requisito de vocabulario, perpendicular

Original Text: "una línea en ángulo recto, o 90°, desde una línea horizontal"

Updated Text: "una recta en ángulo recto, o 90°, desde otra recta"

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 2532 of 3538

Component: *HMH ¡Arriba las Ciencias! Texas Student License Digital Grade 6*

ISBN: 9780358881605

Link to Current Content:

[View Current Content](#)

Current Page Number(s): TEKS lesson 6.8.C, Evaluate, Screen 4

Location: Short Text Interactivity, Question 3

Original Text: "La persona mueve el extremo del resorte de juguete hacia adelante y hacia atrás en dirección paralela al largo del juguete."

Updated Text: "La persona mueve el extremo del resorte de juguete hacia arriba y hacia abajo en dirección perpendicular al largo del juguete."

Component: *HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 6*

ISBN: 9780358841777

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 269

Location: Column 2, top of page

Original Text: N/A

Updated Text: Image of spring toy used in lab

Component: *HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 6*

ISBN: 9780358841777

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 278

Location: Column 2, top of page

Original Text: N/A

Updated Text: Image of bowl of water in front of a speaker

Component: *HMH ¡Arriba las Ciencias! Texas Teacher License Digital Grade 6*

ISBN: 9780358881698

Link to Current Content:

[View Current Content](#)

Current Page Number(s): Seasons (TEKS 6.9.A) Quiz, p. 1

Location: Item 3, Answer Choice A

Original Text: "A. La Tierra sigue una trayectoria en forma de óvalo alrededor del Sol"

Updated Text: "A. La Tierra sigue una trayectoria altamente elíptica alrededor del Sol"

Component: *HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 6*

ISBN: 9780358841777

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 303

Location: Column 1, Procedimiento: Parte 2, PASO 10 Sample answer

Original Text: "Excentricidad de la elipse A = 0.11 (distancia focal = 2 cm, ancho máximo de la elipse = 16 cm)
Excentricidad de la elipse B = 0.22 (distancia focal = 4 cm, ancho máximo de la elipse = 18 cm) (basado en un círculo de hilo con una circunferencia de 32 cm)"

Updated Text: "Excentricidad de la elipse A: 0.1–0.2

Excentricidad de la elipse B: 0,3–0,4

La excentricidad puede variar según la longitud del lazo de cuerda."

Component: *HMH ¡Arriba las Ciencias! Texas Student License Digital Grade 6*

ISBN: 9780358881605

Link to Current Content:

[View Current Content](#)

Current Page Number(s): TEKS Lesson 6.9.A, Exploración 4, Screen 3

Location: Materiales, bullet 5

Original Text: "hilo fuerte o cuerda fina"

Updated Text: "hilo fuerte o cuerda fina, corte de 27 cm"

Component: *HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 6*

ISBN: 9780358841777

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 302

Location: Materiales, bullet 5

Original Text: "hilo fuerte o cuerda fina"

Updated Text: "hilo fuerte o cuerda fina, corte de 27 cm"

Component: *HMH ¡Arriba las Ciencias! Texas Student Activity Guide Print Consumable Grade 6*

ISBN: 9780358881346

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 199

Location: Materiales, bullet 5

Original Text: "hilo fuerte o cuerda fina"

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 2534 of 3538

Updated Text: "hilo fuerte o cuerda fina, corte de 27 cm"

Component: *HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 6*

ISBN: 9780358841777

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 302

Location: Column 2, Image above Facilitación de la práctica de laboratorio

Original Text: Image of lab setup shows single string attached at both ends to pushpins.

Updated Text: Image of lab setup showing loop of string around two pushpins.

Component: *HMH ¡Arriba las Ciencias! Texas Student License Digital Grade 6*

ISBN: 9780358881605

Link to Current Content:

[View Current Content](#)

Current Page Number(s): TEKS Lesson 6.9.A, Exploración 4, Screen 4

Location: Image after STEP 3

Original Text: Image of lab setup shows single string attached at both ends to pushpins.

Updated Text: Image of lab setup showing loop of string around two pushpins.

Component: *HMH ¡Arriba las Ciencias! Texas Student Activity Guide Print Consumable Grade 6*

ISBN: 9780358881346

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 200

Location: Image after STEP 3

Original Text: Image of lab setup shows single string attached at both ends to pushpins.

Updated Text: Image of lab setup showing loop of string around two pushpins.

Component: *HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 6*

ISBN: 9780358841777

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 307

Location: Column 1, Path 3 Support, between IDENTIFICA and EXPLICA questions

Original Text: N/A

Updated Text: "ANALIZA: ¿Cómo ocurren los cambios estacionales?"

Respuesta de ejemplo: Las estaciones cambian cuando un área recibe más o menos energía del Sol debido a la inclinación de la Tierra y la ubicación de la Tierra en su órbita alrededor del Sol."

Component: *HMH ¡Arriba las Ciencias! Texas Student Activity Guide Print Consumable Grade 6*

ISBN: 9780358881346

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 191

Location: Last sentence of first paragraph under "¿Puedes explicarlo?"

Original Text: n/a

Updated Text: En la Lección interactiva digital, mira el video del Sol cruzando el cielo en un día de invierno.

Component: *HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 6*

ISBN: 9780358841777

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 316

Location: Column 2, above Información de seguridad

Original Text: N/A

Updated Text: Image of a ship stuck in a shipping canal

Component: *HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 6*

ISBN: 9780358841777

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 318

Location: Column 2, above HAZ PREGUNTAS

Original Text: N/A

Updated Text: Image of a ship stuck in a shipping canal

Component: *HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 6*

ISBN: 9780358841777

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 338

Location: Column 2, above ¿Puedes explicarlo?

Original Text: N/A

Updated Text: Image of a ship stuck in a shipping canal

Component: *HMH ¡Arriba las Ciencias! Texas Student Activity Guide Print Consumable Grade 6*

ISBN: 9780358881346

Link to Current Content:
[View Current Content](#)

Current Page Number(s): 214

Location: n/a

Original Text: n/a

Updated Text: Toma notas acerca de cada uno de los términos de vocabulario de la lección a medida que los encuentres en la lección. gravedad; marea; marea muerta; marea viva; macareo

Component: *HMH ¡Arriba las Ciencias! Texas Student Activity Guide Print Consumable Grade 6*

ISBN: 9780358881346

Link to Current Content:
[View Current Content](#)

Current Page Number(s): 225

Location: n/a

Original Text: n/a

Updated Text: Usa tu conocimiento de las mareas para planificar el mejor momento para este evento.

Component: *HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 6*

ISBN: 9780358841777

Link to Current Content:
[View Current Content](#)

Current Page Number(s): 341

Location: Lesson Map, Exploración 2

Original Text: N/A

Updated Text: "Analizar las interacciones de la atmósfera"

Component: *HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 6*

ISBN: 9780358841777

Link to Current Content:
[View Current Content](#)

Current Page Number(s): 354

Location: Column 1, Ed en línea box

Original Text: N/A

Updated Text: "Planilla de práctica de laboratorio 2"

Component: *HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 6*

ISBN: 9780358841777

Link to Current Content:
[View Current Content](#)

Current Page Number(s): 356

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 2537 of 3538

Location: Column 2, above Facilitación de la práctica de laboratorio

Original Text: N/A

Updated Text: "Configuración

Las tapas de metal pueden abollarse antes de tiempo. Una técnica es presionar o golpear suavemente la cabeza de un clavo contra la tapa para producir las abolladuras."

Component: *HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 6*

ISBN: 9780358841777

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 372

Location: Lesson Title

Original Text: "Los sistemas terrestres"

Updated Text: "Las capas de la Tierra"

Component: *HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 6*

ISBN: 9780358841777

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 378

Location: Column 2, above HAZ PREGUNTAS

Original Text: N/A

Updated Text: Image of the Grand Canyon

Component: *HMH ¡Arriba las Ciencias! Texas Student Activity Guide Print Consumable Grade 6*

ISBN: 9780358881346

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 255

Location: Diagram of Earth's Layers

Original Text: n/a

Updated Text: [insert missing labels and re-order letters/terms to right so they align vertically with order of layers in diagram] Corteza; Corteza; Litósfera (fuerte); Astenósfera (débil); No está a escala

Component: *HMH ¡Arriba las Ciencias! Texas Student License Digital Grade 6*

ISBN: 9780358881605

Link to Current Content:

[View Current Content](#)

Current Page Number(s): TEKS lesson 6.10.C, Exploración 2, Screen 2

Location: Paragraph 2, sentence 1

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 2538 of 3538

Original Text: "Para preparar una solución de bórax, se mezclan lentamente pequeñas cantidades de bórax en polvo con agua caliente hasta que no se disuelva más."

Updated Text: "Para preparar una solución de bórax saturada, se mezclan lentamente pequeñas cantidades de bórax en polvo con agua caliente hasta que no se disuelva más."

Component: *HMH ¡Arriba las Ciencias! Texas Student Activity Guide Print Consumable Grade 6*

ISBN: 9780358881346

Link to Current Content:
[View Current Content](#)

Current Page Number(s): 277

Location: Paragraph 2, sentence 1

Original Text: "Para preparar una solución de bórax, se mezclan lentamente pequeñas cantidades de bórax en polvo con agua caliente hasta que no se disuelva más."

Updated Text: "Para preparar una solución de bórax saturada, se mezclan lentamente pequeñas cantidades de bórax en polvo con agua caliente hasta que no se disuelva más."

Component: *HMH ¡Arriba las Ciencias! Texas Student License Digital Grade 6*

ISBN: 9780358881605

Link to Current Content:
[View Current Content](#)

Current Page Number(s): TEKS lesson 6.10.C, Participa, Screen 2

Location: Materiales

Original Text: "Materiales (por pareja o grupo)"

Updated Text: "Materiales (por grupo)"

Component: *HMH ¡Arriba las Ciencias! Texas Student License Digital Grade 6*

ISBN: 9780358881605

Link to Current Content:
[View Current Content](#)

Current Page Number(s): TEKS lesson 6.10.C, Exploración 1, Screen 3

Location: Materiales

Original Text: "Materiales"

Updated Text: "Materiales (por grupo)"

Component: *HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 6*

ISBN: 9780358841777

Link to Current Content:
[View Current Content](#)

Current Page Number(s): 411

Location: Column 1, Apoyo para las respuestas de los estudiantes, between EXPLICA and REFLEXIONA questions

Original Text: N/A

Updated Text: "DIFERENCIA: ¿En qué se diferencia un mineral de una roca? [respuesta] Los minerales tienen distintas propiedades químicas y físicas, composición y estructura. Las rocas están formadas por minerales que se mezclan entre sí, y tienen diferentes propiedades y estructuras."

Component: *HMH ¡Arriba las Ciencias! Texas Student Activity Guide Print Consumable Grade 6*

ISBN: 9780358881346

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 267

Location: n/a

Original Text: n/a

Updated Text: Junta una muestra de las rocas que entrega el maestro o comparte rocas que hayas recogido cerca de la escuela.

Component: *HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 6*

ISBN: 9780358841777

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 448

Location: Column 2, "Diferenciación: Apoyo"

Original Text: "Diferenciación: Apoyo

Proporcione a los estudiantes copias impresas de las referencias que necesitarán para buscar información sobre sus casos prácticos."

Updated Text: "Diferenciación: Apoyo adicional

Ayude a los estudiantes a identificar las ideas principales de cada párrafo en el estudio de caso antes de que respondan las preguntas de investigación."

Component: *HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 6*

ISBN: 9780358841777

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 457

Location: Column 2, Diferenciación: Reto, Sentence 2

Original Text: "Guíe a los estudiantes para que comprendan que las fuentes de energía más sucias suelen estar más disponibles y/o ser más baratas que las fuentes más limpias y seguras, y que esto puede provocar niveles peligrosos de contaminación del aire local y altos niveles de emisiones de gases de efecto invernadero."

Updated Text: Guíe a los estudiantes para que comprendan que la quema de combustibles fósiles puede provocar niveles peligrosos de contaminación del aire local y altos niveles de emisiones de gases de efecto invernadero."

Component: *HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 6*

ISBN: 9780358841777

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 430

Location: Column 1, Abordar conceptos erróneos, Bullet 1, Last sentence

Original Text: "Los seres humanos utilizan los recursos de la Tierra a un ritmo más rápido que la capacidad de la Tierra para reponer esos recursos de forma natural."

Updated Text: "Los seres humanos utilizan los recursos de la Tierra a un ritmo más rápido que el ritmo al cual esos recursos se reponen de forma natural."

Component: *HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 6*

ISBN: 9780358841777

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 443

Location: Column 1, Gestión de los recursos atmosféricos Q1, Sample answer

Original Text: "Los individuos afectan y gestionan los recursos atmosféricos cuando toman decisiones personales sobre qué tipo de automóvil conducen, cuánta energía eléctrica utilizan y si viajan o no en avión."

Updated Text: "Los individuos afectan y gestionan los recursos atmosféricos cuando toman decisiones personales sobre los tipos de transporte que usan, su uso de energía eléctrica y la manera en que buscan informarse e informar a los demás sobre el tema."

Component: *HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 6*

ISBN: 9780358841777

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 453

Location: Column 2, Gestión de la tierra y los recursos alimentarios Q1, Sample answer

Original Text: "Los individuos afectan y gestionan la tierra y los recursos alimentarios al tomar decisiones personales sobre qué tipo de alimentación llevar, de qué tamaño y tipo de vivienda vivir y de dónde obtener los alimentos."

Updated Text: "Las personas pueden elegir dónde vivir, qué alimentos comen y dónde obtienen sus alimentos. Todos estos factores podrían afectar la tierra y los recursos alimentarios."

Component: *HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 6*

ISBN: 9780358841777

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 457

Location: Column 2, Los estudiantes como científicos, Sentence 1

Original Text: "Muchos científicos trabajan en organismos gubernamentales para ayudar a influir en las políticas medioambientales y proporcionar a los gobiernos la información y los hechos que necesitan para tomar decisiones cuando se trata de conservar el medio ambiente."

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 2541 of 3538

Updated Text: "Muchos científicos trabajan en organismos gubernamentales para proporcionar a los gobiernos la información y los hechos que necesitan para tomar decisiones cuando se trata de conservar el medio ambiente."

Component: *HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 6*

ISBN: 9780358841777

Link to Current Content:
[View Current Content](#)

Current Page Number(s): 439

Location: Column 2, Paso 3, Sample answer, Sentence 1

Original Text: "Los modelos de fuente puntual tendrán una única fuente de contaminación, unas gotas de colorante para alimentos en el mismo lugar"

Updated Text: "Los modelos de fuente puntual tendrán una única fuente de contaminación, como unas gotas de colorante para alimentos en el mismo lugar"

Component: *HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 6*

ISBN: 9780358841777

Link to Current Content:
[View Current Content](#)

Current Page Number(s): 462

Location: Column 1, Resumen de la lección, Comprobar la comprensión del estudiante, Bullet 1

Original Text: "Lea las oraciones del resumen de una en una. "

Updated Text: "Lea las definiciones de una en una. "

Component: *HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 6*

ISBN: 9780358841777

Link to Current Content:
[View Current Content](#)

Current Page Number(s): 438

Location: Column 1, Dar sentido

Original Text: "Los estudiantes serán capaces de identificar cómo se contamina el agua y cómo esa contaminación influye en los niveles atmosféricos de dióxido de carbono."

Updated Text: "Los estudiantes podrán identificar la importancia de la gestión de los recursos para reducir la contaminación del agua."

Component: *HMH ¡Arriba las Ciencias! Texas Student Activity Guide Print Consumable Grade 6*

ISBN: 9780358881346

Link to Current Content:
[View Current Content](#)

Current Page Number(s): 291

Location: List of vocabulary terms, bottom half of page

Original Text: recurso energético; recurso natural; contaminación

Updated Text: contaminación del aire; recurso energético; desnutrición; recurso natural; contaminación del agua

Component: *HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 6*

ISBN: 9780358841777

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 439

Location: Column 2, Facilitación de la práctica de laboratorio Paso 2, end of paragraph.

Original Text: N/A

Updated Text: "Si los estudiantes necesitan ayuda para diseñar sus modelos, sugiera un modelo que se asemeje a una playa. Esto encaja porque están representando la contaminación del océano desde la tierra."

Component: *HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 6*

ISBN: 9780358841777

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 490

Location: Column 1, Apoyo para las respuestas de los estudiantes, paragraph 1

Original Text: "Cuando los estudiantes presenten su anuncio, revíselo para asegurarse de que los estudiantes sean claros. Busque:"

Updated Text: "Cuando los estudiantes presenten su anuncio, busque:"

Component: *HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 6*

ISBN: 9780358841777

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 487

Location: Column 1, Comprueba tu aprendizaje, paragraph 1

Original Text: "Al final del día, comprobar la comprensión del estudiante sobre la utilización del proceso de diseño de ingeniería para diseñar soluciones haciendo que respondan a estas preguntas."

Updated Text: "Al final del día, compruebe la comprensión de los estudiantes sobre el manejo de desechos sólidos haciendo que respondan estas preguntas".

Component: *HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 6*

ISBN: 9780358841777

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 475

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 2543 of 3538

Location: Column 2, second EXPLICA, Sample answer, Sentence 1

Original Text: "Al hacer que la tecnología sea más eficiente en la generación de energía eléctrica a partir de combustibles fósiles, disminuirá la cantidad de combustibles fósiles que hay que quemar para satisfacer las mismas o mayores necesidades energéticas."

Updated Text: "Al hacer que la tecnología sea más eficiente en la producción de bienes usando menos energía, disminuirá la cantidad de combustibles fósiles que hay que quemar para satisfacer las mismas o mayores necesidades energéticas."

Component: *HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 6*

ISBN: 9780358841777

Link to Current Content:
[View Current Content](#)

Current Page Number(s): 471

Location: Column 1, Conozca a los estudiantes, Sentences 3–4

Original Text: "Por ejemplo, un estudiante puede usar un ejemplo de su pasatiempo favorito. Puede hacer referencia a este pasatiempo durante sus discusiones para involucrar al estudiante y desarrollar su conocimiento. "

Updated Text: N/A

Component: *HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 6*

ISBN: 9780358841777

Link to Current Content:
[View Current Content](#)

Current Page Number(s): 475

Location: Column 1, Diferenciación: Apoyo adicional, Sentences 4–5

Original Text: "Por ejemplo, aunque no estén a cargo del termostato en casa, pueden hablar con los adultos sobre la temperatura de la casa. Del mismo modo, pueden pedir compartir automóvil con sus compañeros o ir en bici al colegio en lugar de desplazarse en automóvil."

Updated Text: "Por ejemplo, aunque no estén a cargo del uso del agua en casa, pueden hablar con los adultos sobre algunas ideas para ahorrar agua. Del mismo modo, pueden hablar con los líderes escolares sobre algunas ideas de esfuerzos de conservación en la escuela."

Component: *HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 6*

ISBN: 9780358841777

Link to Current Content:
[View Current Content](#)

Current Page Number(s): 484

Location: Column 1, Facilitación de la práctica de laboratorio, PASO 3

Original Text: "PASO 3: Guíe a los estudiantes para que tengan en cuenta los criterios que seguramente abordarán el problema que intentan resolver."

Updated Text: "PASO 3 y PASO 4: Guíe a los estudiantes para que tengan en cuenta los criterios y las restricciones que describen una solución aceptable."

Component: *HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 6*

ISBN: 9780358841777

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 471

Location: Column 1, COMÉNTALO, Sample answer

Original Text: "Las experiencias y perspectivas de los estudiantes pueden incluir:"

Updated Text: "Respuesta de ejemplo:"

Component: *HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 6*

ISBN: 9780358841777

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 476

Location: Column 1, PREDICE, Sample answer

Original Text: "Lo más probable es que el mar de Aral se seque por completo porque la actividad humana que provocó el descenso del nivel del agua ha continuado."

Updated Text: "Lo más probable es que el mar de Aral continúe reduciéndose y tal vez hasta se seque por completo porque la actividad humana que provocó el descenso del nivel del agua ha continuado."

Component: *HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 6*

ISBN: 9780358841777

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 470

Location: Column 2, below Paso 2 sample answer, MOVE TO column 2, above Apoyo para las respuestas de los estudiantes

Original Text: "El Hawái moderno, al igual que el resto de Estados Unidos, es una sociedad de colonos. Los nativos hawaianos han sentido los efectos de la despoblación, la falta de tierras y la marginación económica y política. Los temas presentados en esta lección requieren sensibilidad en torno a cuestiones de colonización, derechos y cultura indígenas y desigualdad económica, ya que los nativos hawaianos siguen buscando la soberanía sobre su tierra."

Updated Text: "Apoyo para la facilitación

Los temas presentados en esta lectura requieren sensibilidad en torno a cuestiones sobre los derechos indígenas, la cultura y la desigualdad económica, ya que los nativos hawaianos siguen procurando la soberanía de su tierra."

Component: *HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 6*

ISBN: 9780358841777

Link to Current Content:

[View Current Content](#)

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 2545 of 3538

Current Page Number(s): 478

Location: Column 1, EXPLICA, Sample answer, Sentence 3

Original Text: "Los recursos hídricos se utilizan para procesar mineral nuevo, por lo que el reciclaje reduce las cantidades de agua utilizadas y la contaminación del agua procedente de la minería y el procesamiento."

Updated Text: "Los recursos hídricos se utilizan para procesar el mineral nuevo, por lo que el reciclaje reduce el uso y la contaminación del agua procedente de la minería y el procesamiento."

Component: *HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 6*

ISBN: 9780358841777

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 476

Location: Column 1, PREDICE, question text

Original Text: "¿Qué aspecto crees que tendrá el mar de Aral en 2024?"

Updated Text: "¿Qué aspecto crees que tendrá el mar de Aral en 2024 y más adelante?"

Component: *HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 6*

ISBN: 9780358841777

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 471

Location: Column 2, Información general, Sentence 4

Original Text: "Cuando esto ocurre, las comunidades pueden ser más sanas y vibrantes."

Updated Text: N/A

Component: *HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 6*

ISBN: 9780358841777

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 494

Location: Column 1, RESUME, question text, sentence 8

Original Text: "Los aerogeneradores y los paneles solares son tecnologías que pueden ayudar a conservar los combustibles fósiles para generar energía eléctrica."

Updated Text: "Las turbinas eólicas y los paneles solares son tecnologías que pueden ayudar a conservar los combustibles fósiles al generar energía eléctrica."

Component: *HMH ¡Arriba las Ciencias! Texas Student License Digital Grade 6*

ISBN: 9780358881605

Link to Current Content:
[View Current Content](#)

Current Page Number(s): TEKS Lesson 6.11.B, Evalúa, Screen 1

Location: RESUME, question text, sentence 8

Original Text: "Las turbinas eólicas y los paneles solares son tecnologías que pueden ayudar a conservar los combustibles fósiles que generan energía eléctrica."

Updated Text: "Las turbinas eólicas y los paneles solares son tecnologías que pueden ayudar a conservar los combustibles fósiles al generar energía eléctrica."

Component: *HMH ¡Arriba las Ciencias! Texas Student Activity Guide Print Consumable Grade 6*

ISBN: 9780358881346

Link to Current Content:
[View Current Content](#)

Current Page Number(s): 321

Location: Puntos clave, bullet 4

Original Text: "Las turbinas eólicas y los paneles solares son tecnologías que pueden ayudar a conservar los combustibles fósiles que generan energía eléctrica."

Updated Text: "Las turbinas eólicas y los paneles solares son tecnologías que pueden ayudar a conservar los combustibles fósiles al generar energía eléctrica."

Component: *HMH ¡Arriba las Ciencias! Texas Student Activity Guide Print Consumable Grade 6*

ISBN: 9780358881346

Link to Current Content:
[View Current Content](#)

Current Page Number(s): 303

Location: Top of page, sentence text below "Analizar la idea central."

Original Text: En esta actividad, examinarás la importancia de la conservación eficiente de los recursos y la administración de la tierra.

Updated Text: [delete sentence]

Component: *HMH ¡Arriba las Ciencias! Texas Student Activity Guide Print Consumable Grade 6*

ISBN: 9780358881346

Link to Current Content:
[View Current Content](#)

Current Page Number(s): 305

Location: Below OBSERVA

Original Text: N/A

Updated Text: "DEFINE: A partir de tus observaciones, ¿qué problema necesita resolverse?"

"HAZ PREGUNTAS: ¿Qué te preguntas acerca de cómo el plástico afecta a las personas y al medio ambiente? Piensa en todas las preguntas posibles.

Component: *HMH ¡Arriba las Ciencias! Texas Student Activity Guide Print Consumable Grade 6*

ISBN: 9780358881346

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 306

Location: Before Palabras científicas

Original Text: N/A

Updated Text: "ANALIZA: Agrupa es categorías las preguntas sobre los efectos de los plásticos. También puedes combinar o reformular preguntas. Luego de perfeccionarlas, elige una o más preguntas que puedan ayudarte a responder la Pregunta guía."

Component: *HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 6*

ISBN: 9780358841777

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 504

Location: Column 2, Apoyo para las respuestas de los estudiantes, ANALIZA, anno text, last sentence

Original Text: "Una pregunta que puede ayudar a responder a la Pregunta guía es "¿Por qué los corales no son arrastrados por la corriente?."

Updated Text: N/A

Component: *HMH ¡Arriba las Ciencias! Texas Student License Digital Grade 6*

ISBN: 9780358881605

Link to Current Content:

[View Current Content](#)

Current Page Number(s): TEKS Lesson 6.12.C, Exploración 3, Screen 2

Location: Método de marcado y recaptura, formula, blue box

Original Text: "estimación de la población = $(n.º \text{ marcado en } m1) / (\% \text{ marcado en } m2)$ "

Updated Text: "6. La fórmula que utilizan los científicos para estimar el tamaño de la población mediante el método de marcado y recaptura se muestra a continuación.

(número de individuos en la Muestra 1 x número de individuos en la Muestra 2) / número de individuos marcados en la Muestra 2"

Component: *HMH ¡Arriba las Ciencias! Texas Student Activity Guide Print Consumable Grade 6*

ISBN: 9780358881346

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 340

Location: Método de marcado y recaptura, formula, blue box

Original Text: "estimación de la población = $(n.º \text{ marcado en } m1) / (\% \text{ marcado en } m2)$ "

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 2548 of 3538

Updated Text: "6. La fórmula que utilizan los científicos para estimar el tamaño de la población mediante el método de marcado y recaptura se muestra a continuación.

(número de individuos en la Muestra 1 x número de individuos en la Muestra 2) / número de individuos marcados en la Muestra 2"

Component: *HMH ¡Arriba las Ciencias! Texas Student License Digital Grade 6*

ISBN: 9780358881605

Link to Current Content:

[View Current Content](#)

Current Page Number(s): TEKS Lesson 6.12.C, Evalúa, Screen 6

Location: Por qué es importante, Conexiones para tener en cuenta

Original Text: "¿Qué sucedería si la población de uno de estos organismos disminuyera?"

Updated Text: "¿Qué sucedería si las poblaciones de árboles de un bosque disminuyeran?"

Component: *HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 6*

ISBN: 9780358841777

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 511

Location: Column 2, Apoyo para las respuestas de los estudiantes, DESCRIBE, after answer text

Original Text: N/A

Updated Text: "Los individuos son parte de una población. Una población es parte de una comunidad. Una comunidad es parte de un ecosistema."

Component: *HMH ¡Arriba las Ciencias! Texas Student Activity Guide Print Consumable Grade 6*

ISBN: 9780358881346

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 332

Location: List of vocabulary terms, bottom half of screen

Original Text: "organismo"; "población"; "comunidad"

Updated Text: "organismo"; "población"; "comunidad"; "ecosistema"

Component: *HMH ¡Arriba las Ciencias! Texas Student Activity Guide Print Consumable Grade 6*

ISBN: 9780358881346

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 342

Location: PASO 9

Original Text: "Escribe una ecuación para calcular el tamaño total de la población de tu investigación. Para dividir por un porcentaje, convierte el porcentaje a decimal dividiendo entre 100."
[Delete WOLs]

Updated Text: "El tamaño estimado de la población (y) es igual al número de individuos en la Muestra 1 (m_1) multiplicado por el número de individuos en la Muestra 2 (m_2) dividido entre el número de individuos marcados (o recapturados) en la Muestra 2. Es decir, $y = (m_1 \times m_2) / (r_2)$."

Component: *HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 6*

ISBN: 9780358841777

Link to Current Content:
[View Current Content](#)

Current Page Number(s): 524

Location: Resumen de los estándares, Prácticas científicas y de ingeniería, Relacionar el impacto de la investigación (6.4.A)

Original Text: "el proceso de la ciencia ... al campo de la ciencia"

Updated Text: "las contribuciones de diversos científicos al campo de la ciencia"

Component: *HMH ¡Arriba las Ciencias! Texas Student License Digital Grade 6*

ISBN: 9780358881605

Link to Current Content:
[View Current Content](#)

Current Page Number(s): TEKS Lesson 6.12.A, Exploración 1, Screen 2

Location: INVESTIGA Hot Spot interactivity, bottom of screen

Original Text: hotspot label: "Pez"

Updated Text: hotspot label: "Salmón"

Component: *HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 6*

ISBN: 9780358841777

Link to Current Content:
[View Current Content](#)

Current Page Number(s): 529

Location: Column 2, ¿Puedes explicarlo?

Original Text: N/A

Updated Text: Image of woodpecker and nutcracker

Component: *HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 6*

ISBN: 9780358841777

Link to Current Content:
[View Current Content](#)

Current Page Number(s): 560

Location: Column 1, ¿Puedes explicarlo?

Original Text: N/A

Updated Text: Image of a beaver

Component: *HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 6*

ISBN: 9780358841777

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 576

Location: Column 2, ¿Puedes explicarlo?

Original Text: N/A

Updated Text: Image of a beaver

Component: *HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 6*

ISBN: 9780358841777

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 596

Location: Column 1, Diferenciación: Reto

Original Text: "Desafíe a los estudiantes a identificar las teorías científicas que han sido descartadas por el público porque son "sólo teorías." Por ejemplo, Galileo propuso la teoría de que la Tierra giraba alrededor del Sol, pero fue descartada por la gente que quería creer que la Tierra era el centro del universo. La tectónica de placas, el lavado de manos, la teoría de los gérmenes y la evolución son otras teorías que fueron descartadas. Pídales a los estudiantes que investiguen y expliquen por qué estas teorías científicas fueron finalmente aceptadas."

Updated Text: "Los científicos usan la palabra teoría para referirse a un sistema de ideas respaldadas por pruebas científicas que explican los fenómenos. Sin embargo, en el uso no científico, la palabra teoría tiene un significado menos riguroso, similar al significado de la palabra idea. Por ejemplo, alguien podría decir: "Mi teoría es que mi perro puede leer: mastica solamente las cajas que están dirigidas a mí". Esa persona está usando la palabra teoría para referirse más a una idea que a una teoría científica. Es una teoría que no está respaldada por pruebas controladas y evidencias considerables. Por otro lado, la Tectónica de placas, el lavado de manos, la teoría de los gérmenes y la evolución son ejemplos de teorías científicas porque están respaldadas por una gran cantidad de evidencias científicas reunidas por numerosos científicos durante muchos años. Desafíe a los estudiantes a seleccionar una teoría científica que les interese y a investigar algunas de las evidencias que la respaldan."

Component: *HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 6*

ISBN: 9780358841777

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 588

Location: Column 2, Configuración

Original Text: "Prepare todos los materiales para cada pareja a fin de reducir el tiempo de preparación y la confusión de los estudiantes."

Updated Text: "Corte el tallo de apio en rodajas finas y prepare los portaobjetos con cada material antes de la práctica de laboratorio."

Component: *HMH ¡Arriba las Ciencias! Texas Student Activity Guide Print Consumable Grade 6*

ISBN: 9780358881346

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 392

Location: Caption text to the right of the image

Original Text: Estas células animales pueden distinguirse de las células vegetales porque no tienen pared celular.

Updated Text: Esta fotografía muestra una vista aumentada... ¡de la piel humana! Puedes ver que la piel está formada por muchas células. La célula es la unidad básica de todos los seres vivos. Según la teoría celular, todos los seres vivos están formados por células.

Component: *HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 6*

ISBN: 9780358841777

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 618

Location: Column 1, Configuración

Original Text: "Prepare de antemano los cubos de gelatina y todos los materiales para facilitar la actividad de los estudiantes. Elabore un plan para llenar los vasos de los estudiantes con agua caliente."

Updated Text: "Para cada grupo, use un cuchillo tibio para cortar un cubo de 2.7 cm de lado y 27 cubos de 0.8 cm de lado. Elabore un plan para llenar los vasos de precipitados de los estudiantes con agua tibia."

Component: *HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 6*

ISBN: 9780358841777

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 614

Location: Column 1, Configuración, after sentence 1

Original Text: N/A

Updated Text: "Si es necesario, coloque una gota de yodo en el portaobjetos para que resulte más fácil visualizar la piel de cebolla."

Component: *HMH ¡Arriba las Ciencias! Texas Student Activity Guide Print Consumable Grade 6*

ISBN: 9780358881346

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 417

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 2552 of 3538

Location: PASO 5, after sentence 1

Original Text: N/A

Updated Text: Asegúrate de ocultar las selecciones que describen tu organismo cuando compartas tu trabajo con tu compañero. Para ello, puedes doblar la esquina de la página hacia abajo.

Component: *HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 6*

ISBN: 9780358841777

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 638

Location: Column 2, Dar sentido al fenómeno

Original Text: "Dar sentido al fenómeno" title appears before "Apoyo para las respuestas de los estudiantes"

Updated Text: Move "Dar sentido al fenómeno" title to come before "Al final de la lección, los estudiantes deberían ser capaces de responder a la Pregunta guía."

Component: *HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 6*

ISBN: 9780358841777

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 655

Location: Column 2, Apoyo para las respuestas de los estudiantes

Original Text: "Apoyo para las respuestas de los estudiantes"

Updated Text: N/A

Component: *HMH ¡Arriba las Ciencias! Texas Student Edition Print Consumable Grade 6*

ISBN: 9780358881346

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 50

Location: Direction line, top of page

Original Text: "Responde estas preguntas para repasar la lección y practicar para el examen breve de la lección."

Updated Text: "Usa la tabla periódica como ayuda para responder la pregunta 3."

Component: *HMH ¡Arriba las Ciencias! Texas Student Edition Print Consumable Grade 6*

ISBN: 9780358881346

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 51

Location: Image caption

Original Text: N/A

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 2553 of 3538

Updated Text: "A: antimonio; B: fósforo rojo; C: fósforo blanco; D: arsénico; E: bismuto"

Component: *HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 6*

ISBN: 9780358841777

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 98

Location: Column 1, Colabora

Original Text: "COLABORA: Con un compañero, busca un ejemplo de tecnología en la que la densidad sea importante. Explica la tecnología a los compañeros de clase a través de un prototipo, un dibujo o una presentación oral."

Updated Text: "COLABORA: Con un compañero, busca un ejemplo de solución tecnológica en el que la densidad sea importante. Explica la tecnología a tus compañeros mediante un prototipo, un dibujo o una presentación oral. Luego, escribe tu explicación en un informe y entrégaselo al maestro."

Component: *HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 6*

ISBN: 9780358841777

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 97

Location: Column 1, Colabora

Original Text: "COLABORA: Con un compañero, desarrolla un argumento que justifique o refute esta afirmación: Existe una fórmula matemática que representa patrones de densidad en los objetos. Usa evidencia obtenida en esta lección y tu conocimiento sobre patrones para justificar tu argumento.

Los estudiantes deben argumentar que los patrones de densidad de los objetos se pueden encontrar mediante fórmulas matemáticas. Los estudiantes pueden hacer una o varias de las siguientes cosas:

- Describir su argumento por escrito.
- Desarrollar una fórmula matemática que muestre cómo calcular la densidad.
- Comunicar su argumento oralmente a la clase como parte de un debate o presentación."

Updated Text: "COLABORA: Con un compañero, desarrolla un argumento que justifique o refute esta afirmación: Existe una fórmula matemática que representa patrones de densidad en los objetos. Usa evidencias de esta lección y tus conocimientos sobre patrones para justificar tu argumento.

Primero, presenta tu argumento de forma oral a un compañero. Luego, preséntalo a la clase por escrito, por ejemplo, mediante un informe.

Los estudiantes deben argumentar que los patrones de densidad de los objetos se pueden encontrar mediante fórmulas matemáticas. Deben comunicar su argumento de forma oral a un compañero y luego presentarlo a la clase por escrito, ya sea mediante un informe escrito o un ejemplo de una fórmula matemática que pueda usarse para calcular la densidad."

Component: *HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 6*

ISBN: 9780358841777

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 89

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 2554 of 3538

Location: Column 1, Definir densidad, below COMPARA support

Original Text: N/A

Updated Text: "COMPARA: Se agrega aceite al sistema de arena, agua y aire del frasco. El aceite flota en una capa entre el agua y el aire. Usa esta información para comparar las densidades relativas de las sustancias y ordénalas de la menos densa a la más densa.

[two column, four row table]

Menos densa	aire
	aceite
	agua
Más densa	arena"

Component: *HMH ¡Arriba las Ciencias! Texas Student Edition Print Consumable Grade 6*

ISBN: 9780358881346

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 81

Location: All content on page

Original Text: "Precipitados" heading, paragraph text below, ANALIZA prompt and photo

Updated Text: "Notas" [with write-on lines for students to take notes]

Component: *HMH ¡Arriba las Ciencias! Texas Student Edition Print Consumable Grade 6*

ISBN: 9780358881346

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 105

Location: Direction line, under MATERIALES section

Original Text: N/A

Updated Text: "Mira las imágenes para ver ejemplos de las fuerzas presentadas en la lección."

Component: *HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 6*

ISBN: 9780358841777

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 169

Location: Column 2, new support for added Paso 8

Original Text: N/A

Updated Text: "PASO 8, SUGIERE UNA SOLUCIÓN: ¿Cómo mejorarías el diseño de tu paracaídas? Recuerda que el objetivo es que el objeto caiga lo más lento posible.

Usa lo siguiente como ayuda para mejorar tu diseño:

- modelo del PASO 1
- datos de tu investigación
- resultados de tus compañeros

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 2555 of 3538

- comprensión de cómo distintas fuerzas pueden actuar sobre un objeto y afectarlo

[answer] Cuando comparé mi paracaídas y mis datos con los de otros grupos, descubrí que los paracaídas con un área más grande suelen ayudar a que el objeto caiga más lento. Para mejorar mi paracaídas, trataría de hacerlo más grande y más rectangular. Esto podría ayudar a aumentar la resistencia del aire y la fuerza ascendente sobre el paracaídas, lo que aumentaría la cantidad de tiempo que tardaría el objeto en caer."

Component: *HMH ¡Arriba las Ciencias! Texas Student Edition Print Consumable Grade 6*

ISBN: 9780358881346

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 119

Location: new Paso 8 after Paso 7

Original Text: N/A

Updated Text: "PASO 8, SUGIERE UNA SOLUCIÓN: ¿Cómo mejorarías el diseño de tu paracaídas? Recuerda que el objetivo es que el objeto caiga lo más lento posible.

Usa lo siguiente como ayuda para mejorar tu diseño:

- modelo del PASO 1
- datos de tu investigación
- resultados de tus compañeros
- comprensión de cómo distintas fuerzas pueden actuar sobre un objeto y afectarlo"

Component: *HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 6*

ISBN: 9780358841777

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 219

Location: Column 1, under Facilitación de la práctica de laboratorio

Original Text: "Facilitación de la práctica de laboratorio

PASOS 2-3: Revise las tablas de datos de los estudiantes y compruebe que los estudiantes estén usando equipo de seguridad personal."

Updated Text: "Facilitación de la práctica de laboratorio

PASOS 2-3: Mientras se evalúa el diseño experimental, primero entre grupos y luego con la clase, refuerce los conceptos de variables independiente y dependiente, así como la importancia de tomar medidas con cuidado y de realizar distintas pruebas.

PASOS 4-5: Revise las tablas de datos de los estudiantes y compruebe que los estudiantes estén usando equipo de seguridad personal."

[Renumber remaining steps in the lab to account for added steps; current STEPS 4-5 become new STEPS 6-7.]

Component: *HMH ¡Arriba las Ciencias! Texas Student Edition Print Consumable Grade 6*

ISBN: 9780358881346

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 147

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 2556 of 3538

Location: new Paso 2 and Paso 3 after Paso 1

Original Text: N/A

Updated Text: "PASO 2: Intercambia planes con otro grupo y evalúa su diseño experimental. Recuerda que el diseño experimental implica tener en cuenta cómo se relaciona cada variable, cuántas pruebas se deben realizar y cómo se medirán los resultados.

PASO 3: Evalúen con la clase los diseños de todos los grupos. Según la evaluación, elijan el diseño experimental que es más probable que les ayude a comparar de manera segura diferentes cantidades de reactivos y la cantidad relativa de energía química que se libera en el sistema. Anota el plan revisado."

[Renumber remaining steps in the lab to account for added steps; current STEPS 2-5 become new STEPS 4-7.]

Component: *HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 6*

ISBN: 9780358841777

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 248

Location: add to bottom of column 1, underneath Identifica support

Original Text: N/A

Updated Text: "EXPLICA: ¿Qué debe ser verdadero para que la materia se conserve en el sistema de las plantas durante la fotosíntesis? Elige todas las opciones que correspondan.

B. La masa del dióxido de carbono y el agua usados en el proceso debe ser igual a la masa del azúcar y el oxígeno producidos.

C. El número de átomos de hidrógeno en los reactivos debe ser igual al número de átomos de hidrógeno en los productos.

D. La masa del carbono en los reactivos debe ser igual a la masa del carbono en los productos.

La materia se conserva en el sistema de las plantas porque hay el mismo tipo y número de átomos en los reactivos y los productos de la fotosíntesis."

Component: *HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 6*

ISBN: 9780358841777

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 249

Location: add support to first column, before Los estudiantes como científicos

Original Text: N/A

Updated Text: "EXPLICA: Explica cómo se conserva la materia en esta red alimentaria de un ecosistema. Incluye una explicación de por qué la cantidad de materia de la que se componen los productores puede no ser igual a la cantidad de materia de la que se componen los consumidores, pero aun así la materia se conserva en el sistema.

Respuesta de ejemplo: Cuando un consumidor come un productor u otro consumidor, la materia se transfiere al consumidor. La cantidad de materia que absorbe el consumidor es igual a la cantidad de materia que usa el consumidor para desarrollar su propio cuerpo y llevar a cabo los procesos vitales, más la materia que libera al medio ambiente como desecho. Como los organismos liberan desechos al medio ambiente, puede parecer que la materia no se conserva en una red alimentaria. Esta es una razón por la que la masa de los consumidores de los niveles más altos de una red alimentaria

es menor que la masa de los productores y los consumidores de los niveles más bajos. Pero la materia no se destruye, sino que se transfiere a otra parte del sistema."

Component: *HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 6*

ISBN: 9780358841777

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 248

Location: add to bottom of column 1, underneath Identifica support

Original Text: N/A

Updated Text: "EXPLICA: ¿Qué debe ser verdadero para que la materia se conserve en el sistema de las plantas durante la fotosíntesis? Elige todas las opciones que correspondan.

B. La masa del dióxido de carbono y el agua usados en el proceso debe ser igual a la masa del azúcar y el oxígeno producidos.

C. El número de átomos de hidrógeno en los reactivos debe ser igual al número de átomos de hidrógeno en los productos.

D. La masa del carbono en los reactivos debe ser igual a la masa del carbono en los productos.

La materia se conserva en el sistema de las plantas porque hay el mismo tipo y número de átomos en los reactivos y los productos de la fotosíntesis."

Component: *HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 6*

ISBN: 9780358841777

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 249

Location: add support to first column, before Los estudiantes como científicos

Original Text: N/A

Updated Text: "EXPLICA: Explica cómo se conserva la materia en esta red alimentaria de un ecosistema. Incluye una explicación de por qué la cantidad de materia de la que se componen los productores puede no ser igual a la cantidad de materia de la que se componen los consumidores, pero aun así la materia se conserva en el sistema.

Respuesta de ejemplo: Cuando un consumidor come un productor u otro consumidor, la materia se transfiere al consumidor. La cantidad de materia que absorbe el consumidor es igual a la cantidad de materia que usa el consumidor para desarrollar su propio cuerpo y llevar a cabo los procesos vitales, más la materia que libera al medio ambiente como desecho. Como los organismos liberan desechos al medio ambiente, puede parecer que la materia no se conserva en un red alimentaria. Esta es una razón por la que la masa de los consumidores de los niveles más altos de una red alimentaria es menor que la masa de los productores y los consumidores de los niveles más bajos. Pero la materia no se destruye, sino que se transfiere a otra parte del sistema."

Component: *HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 6*

ISBN: 9780358841777

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 273

Location: Column 1, Colabora prompt

Original Text: "COLABORA: Trabaja con un grupo para explicar cómo las personas saben cuándo moverse cuando realizan una "ola" en un estadio como se muestra en el video. Describe en qué se parece ese flujo de energía a lo que las ciencias se llaman ondas transversales, como las ondas luminosas. Presenta tu explicación en un formato de tu elección."

Updated Text: "COLABORA: En grupo, explica cómo saben las personas cuándo moverse cuando realizan una "ola" en un estadio, como la que se muestra en el video. Describe en qué se parece ese flujo de energía a lo que las ciencias llaman ondas transversales, como las ondas luminosas. Con tu grupo, presenta tu explicación en un formato visual y en el formato de texto que prefieras."

Component: *HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 6*

ISBN: 9780358841777

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 325

Location: Column 2, REÚNE DATOS, question and answer text

Original Text: "REÚNE DATOS

¿Cómo afectan las posiciones de la Tierra, el sol y la luna a los ciclos diarios, semanales o mensuales de las mareas? Anota tus datos.

Respuesta de ejemplo: El sol y la luna se alinean en el mismo lado de la Tierra aproximadamente una vez al mes. Cuando se alinean, su gravedad provoca una marea más alta de lo habitual. Cuando el sol y la luna se encuentran en un ángulo de 90° con respecto a la Tierra, sus fuerzas gravitatorias no se suman y la amplitud de la marea es menor. Las mareas muertas se producen cada cuarto de luna o unas dos veces al mes."

Updated Text: "REUNIR DATOS

"¿De qué manera las posiciones y las fuerzas gravitacionales (o gravitatorias) de la Tierra, el Sol y la Luna causan...

- los ciclos diarios de las mareas?
- los ciclos semanales de las mareas?
- los ciclos mensuales de las mareas?

Anota los datos.

Respuesta de ejemplo: A medida que la Luna orbita alrededor de la Tierra, su atracción gravitacional afecta el ciclo diario de las mareas de la Tierra. Se produce un abultamiento en los lados de la Tierra más cercanos y opuestos a la Luna, lo que resulta en una marea alta y baja que ocurre dos veces al día. El Sol y la Luna se alinean en el mismo lado de la Tierra aproximadamente una vez al mes. Cuando están alineados, su gravedad hace que la marea sea más alta de lo normal. Cuando el Sol y la Luna se encuentran en un ángulo de 90° con respecto a la Tierra, sus fuerzas gravitacionales no se suman y la amplitud de la marea es menor. Las mareas muertas se producen cada cuarto de luna o unas dos veces al mes."

Component: *HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 6*

ISBN: 9780358841777

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 334

Location: Column 2, PASO 4, question and answer text

Original Text: "PASO 4: Tu bote necesita al menos dos pies de agua para flotar sin tocar el fondo del canal de la casa. Según los mapas que has creado, ¿cuál es la hora más temprana del día en que puedes zarpar con el bote?

Respuesta de ejemplo: Lo más pronto que puedo echar el bote es al mediodía, cuando la profundidad del agua cerca de la casa alcanza los 2 pies."

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 2559 of 3538

Updated Text: "PASO 4: Tu bote necesita al menos dos pies de agua para tener suficiente distancia del fondo y así salir al canal. Sugiere una solución para establecer cuál es la hora más temprana del día en que puedes zarpar con el bote. Asegúrate de que tu solución sea consistente con la teoría dinámica de las mareas y esté apoyada en los datos que has elaborado.

Respuesta de ejemplo: Lo más pronto que puedo echar el bote es al mediodía, cuando la profundidad del agua cerca de la casa alcanza los 2 pies. Tendría que estar de regreso a las 8 p. m., cuando baje la marea y el agua cerca de la casa descienda a 2 pies."

Component: *HMH ¡Arriba las Ciencias! Texas Student Edition Print Consumable Grade 6*

ISBN: 9780358881346

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 228

Location: Paso 4, question text

Original Text: "PASO 4: Tu bote necesita al menos dos pies de agua para tener suficiente distancia del fondo y así poder salir al canal. Según los mapas que has creado, ¿cuál es la hora más temprana del día en que puedes zarpar con el bote?"

Updated Text: "PASO 4: Tu bote necesita al menos dos pies de agua para tener suficiente distancia del fondo y así salir al canal. Sugiere una solución para establecer cuál es la hora más temprana del día en que puedes zarpar con el bote. Asegúrate de que tu solución sea consistente con la teoría dinámica de las mareas y esté apoyada en los datos que has elaborado."

Component: *HMH ¡Arriba las Ciencias! Texas Student Edition Print Consumable Grade 6*

ISBN: 9780358881346

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 228

Location: PASO 6, question text

Original Text: "PASO 6: En grupo, comenten la hora más temprana a la que pueden zarpar con el bote, cuántas horas pueden navegar y a qué hora tendrían que regresar."

Updated Text: "PASO 6: Elabora un argumento ante los miembros de tu grupo sobre la hora más temprana a la que pueden zarpar con el bote, cuántas horas pueden navegar y a qué hora tendrían que regresar. Usa evidencias de tu investigación para apoyar tu argumento. Asegúrate de ser respetuoso con tu grupo a la hora de resolver cualquier desacuerdo. Después de la conversación, anota la decisión de tu grupo y las evidencias utilizadas como apoyo."

Component: *HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 6*

ISBN: 9780358841777

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 334

Location: Column 2, PASO 6, question text

Original Text: "PASO 6: Con tu grupo, conversa sobre cuándo puedes echar el bote al agua, cuántas horas puedes permanecer fuera y a qué hora tienes que volver"

Updated Text: "PASO 6: Elabora un argumento ante los miembros de tu grupo sobre la hora más temprana a la que pueden zarpar con el bote, cuántas horas pueden navegar y a qué hora tendrían que regresar. Usa evidencias de tu investigación para apoyar tu argumento. Asegúrate de ser respetuoso con tu grupo a la hora de resolver cualquier desacuerdo. Después de la conversación, anota la decisión de tu grupo y las evidencias utilizadas como apoyo."

Component: *HMH ¡Arriba las Ciencias! Texas Student Edition Print Consumable Grade 6*

ISBN: 9780358881346

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 227

Location: new paragraph after Materials list

Original Text: N/A

Updated Text: "La teoría dinámica de las mareas establece que las mareas en la Tierra se ven afectadas constantemente por las fuerzas cambiantes del Sol y la Luna, así como por la rotación de la Tierra y la forma de las cuencas oceánicas. Estos factores crean patrones en las mareas, y cada lugar de la Tierra tiene un patrón único."

Component: *HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 6*

ISBN: 9780358841777

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 449

Location: column 1, after "Estudio de caso" header

Original Text: "Estudio de caso 2: La contaminación de la atmósfera"

REÚNE DATOS

Updated Text: "Estudio de caso: La contaminación de la atmósfera"

IDENTIFICA: ¿Cuál es el problema o asunto central en este estudio de caso?

DESCRIBE: ¿Cómo contribuyó la mala administración de los recursos al problema del estudio de caso?

ANALIZA: ¿Cómo se relaciona el problema del estudio de caso con las actividades económicas humanas?

EVALÚA: ¿Cómo afecta negativamente el problema del estudio de caso a las personas y al medio ambiente? ¿Cómo se han reducido ya los efectos negativos de la actividad sobre las personas y el medio ambiente mediante las decisiones de administración de los recursos?

SUGIERE SOLUCIONES: Identifica y describe al menos una estrategia de administración de los recursos que las personas podrían usar para mejorar el problema presentado en el estudio de caso.

Respuesta de ejemplo: La contaminación de la atmósfera es el problema central. Las actividades humanas, como la quema de combustibles fósiles, han provocado un aumento del dióxido de carbono en la atmósfera. Que haya demasiado dióxido de carbono en la atmósfera puede afectar el clima de la Tierra. Un clima cambiante puede afectar negativamente la salud de las personas. El aumento de dióxido de carbono en la atmósfera también afecta los océanos de la Tierra, y los cambios en los océanos pueden dañar a los organismos de agua salada de los que las personas dependen para alimentarse. Si las personas pudieran reducir las emisiones de carbono mediante el uso de fuentes alternativas de energía, el problema podría mejorar.

REUNIR DATOS"

Component: *HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 6*

ISBN: 9780358841777

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 461

Location: second column, La tragedia de los bienes comunales

Original Text: "COLABORA: Con un compañero o en un grupo pequeño, investiga un recurso que se haya consumido en exceso en el pasado o que se consuma en exceso en la actualidad. Presenta a la clase un cartel que describa el recurso, cómo se ha consumido en el pasado y quién lo hizo, y los objetivos para administrar el consumo del recurso en el futuro. Explica por qué la educación puede ayudar a administrar el consumo de los recursos compartidos.

Busque: Los estudiantes pueden elegir hacer una o más de las siguientes cosas

- Describir su recurso por escrito
- Utilizar dibujos, imágenes o multimedia para presentar el recurso que se utiliza en exceso
- Proporcionar datos en forma de gráficas sobre el uso de los recursos"

Updated Text: "COLABORA: Con un grupo pequeño, investiga un recurso energético que se haya consumido en exceso en el pasado o que se consuma en exceso en la actualidad, a nivel global.

Con tu grupo, elabora una explicación sobre cómo la educación puede ayudar a administrar el consumo de los recursos energéticos compartidos. Luego, con tu grupo, haz una presentación en clase que describa el recurso energético, cómo se ha consumido en el pasado y quién lo hizo, y los objetivos para administrar el consumo global del recurso energético en el futuro.

Busque: Los estudiantes colaboran para comunicar sus explicaciones en una variedad de escenarios. Los estudiantes pueden elegir hacer una o más de las siguientes cosas

- Describir su recurso por escrito
- Utilizar dibujos, imágenes o multimedia para presentar el recurso que se consume en exceso
- Proporcionar datos en forma de gráficas sobre el consumo de los recursos"

Component: *HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 6*

ISBN: 9780358841777

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 456

Location: second column, Describir las emisiones de gases de efecto invernadero en Estados Unidos

Original Text: "Describir las emisiones de gases de efecto invernadero en Estados Unidos

1. ¿Cuál fue la cantidad total de gases de efecto invernadero emitidos por Estados Unidos en el último año del que se dispone de estos datos?

Respuesta de ejemplo: El total de emisiones de gases de efecto invernadero de EE.UU en 2020 fue de 5,982 millones de toneladas métricas de CO₂ equivalente.

2. ¿Cuáles son las principales fuentes de emisión de gases de efecto invernadero en Estados Unidos?

Respuesta de ejemplo: Los principales sectores emisores de gases de efecto invernadero son el transporte, la generación de energía eléctrica y la industria.

3. ¿Cuál porcentaje de las emisiones de nuestro país procede de la quema de combustibles fósiles?

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Respuesta de ejemplo: El 92% de las emisiones de gases de efecto invernadero de EE.UU. proceden de la quema de combustibles fósiles."

Updated Text: "Describir las emisiones de gases de efecto invernadero

1. ¿Cuál fue la cantidad total de gases de efecto invernadero que emitió en el último año el país que elegiste, según los datos disponibles?

Respuesta de ejemplo: El total de emisiones de gases de efecto invernadero de los EE. UU. en 2020 fue de 5,982 millones de toneladas métricas de CO₂ equivalente.

2. ¿Cuáles son las principales fuentes de emisiones de gases de efecto invernadero en el país que elegiste?

Respuesta de ejemplo: Los principales sectores emisores de gases de efecto invernadero son el transporte, la generación de energía eléctrica y la industria.

3. ¿Qué porcentaje de las emisiones del país que elegiste provienen de la quema de combustibles fósiles?

Respuesta de ejemplo: El 92% de las emisiones de gases de efecto invernadero de EE.UU. proceden de la quema de combustibles fósiles."

Component: *HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 6*

ISBN: 9780358841777

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 457

Location: second column, EXPLICA question and answer text

Original Text: "EXPLICA: Con tus compañeros, explica cómo el consumo de energía de los Estados Unidos afecta a las personas en otras partes del mundo.

Respuesta de ejemplo: El uso de energía en EE.UU. provoca la emisión de gases de efecto invernadero, y esos gases afectan al clima en todos los lugares de la Tierra. Además, el uso de la energía en Estados Unidos implica el uso de recursos a los que otras partes del mundo no pueden acceder una vez que han sido utilizados por Estados Unidos."

Updated Text: "EXPLICA: Con tus compañeros, explica cómo el consumo de energía en un país afecta a las personas en otras partes del mundo.

Respuesta de ejemplo: El consumo de energía provoca la emisión de gases de efecto invernadero, y esos gases afectan el clima en todos los lugares de la Tierra. Además, el uso de la energía proveniente de los combustibles fósiles implica el uso de recursos a los que otras partes del mundo no pueden acceder una vez que han sido consumidos por un país."

Component: *HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 6*

ISBN: 9780358841777

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 449

Location: first column, Conversación con la clase

Original Text: "Dirija un debate en grupo sobre habilidades de presentación oral y etiqueta ante el público. Recuérdeles a los estudiantes que los equipos de investigación serán bienvenidos para compartir la información sobre sus casos prácticos y que la audiencia debe practicar la escucha comprometida. Como sólo hay 5 minutos asignados para presentar cada estudio de caso, gestione el trabajo en pequeños grupos guiando a los equipos de investigación durante la presentación, de modo que más equipos tengan la oportunidad de presentar sus conclusiones."

Updated Text: "Dirija un debate en grupo sobre habilidades de presentación oral y etiqueta ante el público. Recuerde a los estudiantes que los equipos de investigación serán bienvenidos a compartir su información y que la audiencia debe practicar la escucha activa. Gestione el trabajo en grupos pequeños guiando el ritmo, de modo que más equipos tengan la oportunidad de presentar sus hallazgos."

Component: *HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 6*

ISBN: 9780358841777

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 454

Location: first column, TOMAR DECISIONES INFORMADAS question and answer text

Original Text: "TOMAR DECISIONES INFORMADAS: Basándote en evidencias creíbles de tu investigación, ¿cuáles crees que son las medidas rentables que podrían adoptarse para reducir la desnutrición mundial? Identifica cómo se podrían usar estrategias de administración de los recursos para contribuir en esta tarea.

Respuesta de ejemplo: Creo que reducir nuestra dependencia de las grandes explotaciones agrícolas corporativas y apoyar sistemas alimentarios locales más pequeños ayudaría a reducir la desnutrición mundial. Estos programas pondrían las decisiones sobre la gestión de los recursos en manos de los individuos y los vecindarios, en lugar de en los niveles superiores del gobierno y en las empresas, para que la gente pueda tomar decisiones económicas que también beneficien al medio ambiente y a su salud."

Updated Text: "TOMA DECISIONES INFORMADAS:

- Nombra tres o más fuentes fiables a las que accediste durante tu investigación.
- Luego, describe tres o más soluciones para reducir la desnutrición global sobre la que aprendiste a partir de tus fuentes.
- A continuación, evalúa la rentabilidad de cada solución. Una solución con una buena rentabilidad es aquella que ofrece buenos resultados a bajo costo. Los costos pueden incluir costos materiales, costos de implementación, impactos ambientales y muchos otros más.
- ¿Qué solución para reducir la desnutrición global crees que es la más rentable?

Busque: Una lista de fuentes confiables, como sitios web gubernamentales, educativos o sin fines de lucro, con información de expertos sobre el tema; tres o más soluciones, como aumentar la dependencia de granjas más pequeñas y sistemas alimentarios locales; y una explicación sobre qué solución para reducir la desnutrición es la más rentable."

Component: *HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 6*

ISBN: 9780358841777

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 443

Location: middle of Column 2, TOMAR DECISIONES INFORMADAS

Original Text: "TOMAR DECISIONES INFORMADAS: Basándote en evidencias creíbles de tu investigación, ¿cuáles medidas crees que son necesarias para reducir la contaminación del aire? Identifica cómo se podrían usar estrategias de administración de recursos para contribuir en esta tarea.

Respuesta de ejemplo: Creo que el gobierno tiene que promulgar leyes que obliguen a la gente a utilizar vehículos híbridos o eléctricos y exigir a las empresas que desarrollen más tecnologías que proporcionen energía limpia sin quemar combustibles fósiles. Los gobiernos podrían proporcionar subvenciones y capacitación a los individuos y empresas que quieran aprender los principios de la ingeniería sostenible y podrían proporcionar directrices y objetivos que las personas y empresas deban cumplir."

Updated Text: "TOMA DECISIONES INFORMADAS: Completa la tabla para documentar las fuentes que encontraste y los métodos de investigación que usaron esas fuentes. Luego, toma una decisión informada sobre qué método fue el más efectivo.

[insert table]

[col 1] Fuente [col 2] Método usado

[row 1]

[row 2]

[row 3]

Busque: Las respuestas de los estudiantes deben incluir tres fuentes, los métodos de investigación que usaron esas fuentes y una decisión sobre qué método fue el más efectivo."

Component: *HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 6*

ISBN: 9780358841777

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 457

Location: second column, Tomar decisiones informadas

Original Text: "TOMAR DECISIONES INFORMADAS: Basándote en las evidencias de tu investigación, ¿qué medidas debería tomar Estados Unidos para reducir los efectos nocivos del consumo mundial de energía? Identifica cómo las estrategias de gestión de recursos podrían desempeñar un papel en este esfuerzo."

Updated Text: "TOMA DECISIONES INFORMADAS: Según las evidencias de tu investigación, ¿qué medidas deberían tomar los países para reducir los efectos nocivos del consumo mundial de energía? Identifica qué función podrían cumplir las estrategias de administración de los recursos en esta tarea."

Component: *HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 6*

ISBN: 9780358841777

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 447

Location: second column, ARTistas del lenguaje

Original Text: "Investigar un estudio de caso

Los estudiantes practican la investigación de un caso práctico relacionado con la gestión de recursos. Los estudiantes reciben una lista de preguntas en las que centrar su investigación."

Updated Text: "Investigar cómo la administración de los recursos puede reducir la pobreza

Los estudiantes reciben una lista de preguntas en las que enfocar su investigación."

Component: *HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 6*

ISBN: 9780358841777

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 457

Location: second column, Tomar decisiones informadas, Respuesta de ejemplo

Original Text: "Respuesta de ejemplo: Estados Unidos debería promover el desarrollo y la implementación de más tecnologías energéticas alternativas tanto en el país como en todo el mundo. Esto implicaría ofrecer incentivos para cambiar las viejas formas de hacer las cosas por otras nuevas, educar a la gente sobre las formas de conservar la energía y trabajar con otras naciones para desarrollar estrategias de distribución y gestión equitativas de los recursos."

Updated Text: "Respuesta de ejemplo: Los países deberían promover el desarrollo y la implementación de más tecnologías energéticas alternativas en todo el mundo. Esto implicaría ofrecer incentivos para cambiar las viejas formas de hacer las cosas por otras nuevas, educar a la gente sobre las formas de conservar la energía y trabajar con otras naciones para desarrollar estrategias de distribución y gestión equitativas de los recursos."

Component: *HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 6*

ISBN: 9780358841777

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 456

Location: second column, Soluciones a las emisiones de gases de efecto invernadero

Original Text: "Soluciones a las emisiones de gases de efecto invernadero

Describe tres estrategias que Estados Unidos podría adoptar para reducir las emisiones de gases de efecto invernadero, garantizando al mismo tiempo que todo el mundo tenga acceso a una energía confiable y asequible."

Updated Text: "Soluciones a las emisiones de gases de efecto invernadero

Describe tres estrategias que el país que elegiste podría adoptar para reducir las emisiones de gases de efecto invernadero, garantizando al mismo tiempo que todos tengan acceso a energía confiable y económica."

Component: *HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 6*

ISBN: 9780358841777

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 456

Location: ARTistas del lenguaje, Investigación guiada

Original Text: "Los estudiantes tendrán mucho que cubrir en esta actividad de investigación como preparación para el debate de toda la clase, y la gestión del tiempo será clave.

Gestione el trabajo en grupos pequeños asignando a los equipos de investigación la Pregunta 1 como tarea rápida antes de esta exploración, lo que también prepararía a los estudiantes para las Preguntas 2 y 3. El tiempo puede optimizarse aún más creando equipos de investigación de cuatro estudiantes, haciendo que cada pareja trabaje en la Pregunta 2 o 3, y luego haciendo que las parejas intercambien información en los 5 minutos finales."

Updated Text: "Los estudiantes tendrán mucho que cubrir en esta actividad de investigación como preparación para el debate de toda la clase, y la administración del tiempo será fundamental."

Component: *HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 6*

ISBN: 9780358841777

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 448

Location: move to right column above Describe

Original Text: Identifica, Describe, Analiza, Evalúa, Propone soluciones questions and answers in the left column of p. 448, and change "Propone" to "Propón"

Updated Text: Identifica, Describe, Analiza, Evalúa, Propón soluciones questions and answers move to the right column of p. 448

Component: *HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 6*

ISBN: 9780358841777

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 457

Location: N/A

Original Text: N/A

Updated Text: "EVALÚA LA PRECISIÓN: ¿Cómo evaluaste la precisión de los datos en los que te basaste para tomar tu decisión?"

Respuesta de ejemplo: Encontré respuestas similares en varias fuentes. Parecían tener buenos métodos, así que creo que los datos son precisos."

Component: *HMH ¡Arriba las Ciencias! Texas Student License Digital Grade 6*

ISBN: 9780358881605

Link to Current Content:

[View Current Content](#)

Current Page Number(s): TEKS Lesson 6.11.A, Desarrolla, Screen 1

Location: new path

Original Text: N/A

Updated Text: [new path] "Investiga"

[new image: school of fish]

Component: *HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 6*

ISBN: 9780358841777

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 459

Location: Column 1, Resumen detallado, after Manera 2

Original Text: N/A

Updated Text: "Manera 3: Investigar la administración de los recursos y la pobreza

Los estudiantes investigan cómo la administración de los recursos puede influir en la pobreza.

Component: *HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 6*

ISBN: 9780358841777

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 461

Location: Column 2, After La tragedia de los bienes comunales section

Original Text: N/A

Updated Text: "Apoyo para la Manera 3

[digital page lozenge]

Investiga la administración de los recursos y la pobreza

Comunicar información (6.3.B)

Patrones (6.5.A)

Apoyo para las respuestas de los estudiantes

Investiga soluciones para reducir la pobreza mediante la administración de los recursos.

- Los agricultores utilizan el suelo y el agua para sus cultivos. Las personas venden árboles y animales de los bosques, usan árboles y otros tipos de biomasa para encender fuego para cocinar, y pescan para comer o vender el pescado en pesquerías.
- La administración de los recursos se relaciona con la pobreza porque muchas personas dependen de los recursos naturales para su sustento. Cuando los recursos se administran de un modo que ayuda a las personas a satisfacer sus necesidades, la pobreza de una zona se puede reducir.
- Las estrategias de administración de los recursos pueden ayudar a reducir la pobreza al involucrar a las comunidades locales en la administración de los recursos naturales y el desarrollo de políticas económicas relacionadas con sus recursos naturales. Los ingresos que generan las comunidades pobres gracias a sus recursos naturales pueden aumentarse por medio del turismo o de iniciativas para comprar productos locales, incrementando la productividad de las tierras agrícolas o pagando a las comunidades para que conserven áreas en su estado natural para preservar los servicios ecosistémicos."

Component: *HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 6*

ISBN: 9780358841777

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 447

Location: add to bottom of second column

Original Text: n/a

Updated Text: "COLABORA: Con un grupo pequeño, dedica 15 minutos a investigar un ejemplo de cómo se usa la administración de los recursos para reducir la pobreza. Puedes usar "administración de los recursos" y "reducir la pobreza" como términos de búsqueda para guiar tu investigación.

IDENTIFICA: ¿Cuál es el problema o asunto central en este estudio de caso?

DESCRIBE: ¿Cómo contribuyó la mala administración de los recursos al problema del estudio de caso?

ANALIZA: ¿Cómo se relaciona el problema del estudio de caso con las actividades económicas humanas?

EVALÚA: ¿De qué manera las decisiones de administración de los recursos redujeron la pobreza en este ejemplo?

Respuesta de ejemplo: El tema central de mi ejemplo es la disminución de los humedales, necesarios para la pesca, en Bangladesh, un país cercano a la India, y la concentración de los ingresos de la pesca en un pequeño grupo de personas en vez de en la comunidad en general. Los humedales que se utilizan para pescar disminuyeron su calidad debido a una gestión indebida, y se permitió que los permisos de pesca fueran otorgados solo a un pequeño grupo de personas. El

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 2568 of 3538

deterioro de la calidad ambiental de los humedales está vinculado a la contaminación y otros factores derivados de la urbanización. Los humedales se pudieron mejorar creando reservas, generando restricciones de cosecha y recolección, implementando pasajes para peces y aumentando el movimiento del agua. Una vez que los humedales mejoraron en tamaño y calidad, aumentaron las oportunidades de pesca, se incrementó la cantidad de peces atrapados y los ingresos por la venta de pescados ayudaron a las personas pobres de la zona."

Component: *HMH ¡Arriba las Ciencias! Texas Student Edition Print Consumable Grade 6*

ISBN: 9780358881346

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 320

Location: Sugiere y comunica tu solución

Original Text: "Ser capaz de comunicar ideas de forma precisa y atractiva es una habilidad esencial para los científicos y los ingenieros. Puedes presentar ideas individualmente o en grupo. Elige un formato eficaz, como un informe escrito, la exposición de un cartel o un discurso ante un público.

Haz un breve anuncio de servicio público para comunicar y explicar tu solución. Tu anuncio debe explicar cómo la solución que desarrollaste podría aplicarse en toda la escuela para reducir los desechos sólidos generados."

Updated Text: "Ser capaz de comunicar ideas de forma precisa y atractiva es una habilidad esencial para los científicos y los ingenieros. Puedes presentar ideas individualmente o en grupo. Elige un formato eficaz, como un informe escrito o la exposición de un cartel.

Después de crear el informe o el cartel, haz un breve anuncio de servicio público para comunicar y explicar tu solución. Tu anuncio debe explicar cómo la solución que desarrollaste podría aplicarse en toda la escuela para reducir los desechos sólidos generados."

Component: *HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 6*

ISBN: 9780358841777

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 492

Location: second column, colabora

Original Text: "COLABORA: Trabaja con un compañero o en un grupo pequeño para investigar sobre los vertederos y los patrones relacionados con los desechos sólidos y los vertederos en tu estado o país. Desarrolla una presentación sobre los vertederos para informar a tu comunidad de lo que ocurre con sus desechos sólidos.

¡Sé creativo! Puedes presentar tu exposición por escrito, con un dibujo o de forma oral. Busque: Las presentaciones de los estudiantes deben incluir una descripción de qué es un vertedero y cómo funciona. Deben incluir el proceso de lo que ocurre, desde que se deshacen de sus residuos sólidos hasta que entran en el vertedero. Los estudiantes pueden mencionar que es importante conservar los materiales debido a los efectos de los residuos sólidos que se acumulan en los vertederos."

Updated Text: "COLABORA: Trabaja con un compañero o en un grupo pequeño para investigar soluciones para reducir la eliminación de desechos sólidos y el uso de vertederos en tu estado o en el país.

- ¿Qué fuentes encontraste durante la investigación? ¿Cómo sabías que eran confiables?
- Describe tres soluciones que se usen actualmente para reducir la eliminación de desechos sólidos.
- Describe al menos una solución para reducir la eliminación de desechos sólidos que no esté generalizada ahora pero que tal vez lo esté en el futuro.
- Evalúa las soluciones que describiste para saber si son poco costosas; es decir, analiza la relación entre lo bien que funciona una solución y cuánto cuesta.

- ¿Qué solución es la forma menos costosa de reducir la eliminación de desechos sólidos?

En primer lugar, comunica oralmente tu solución a otro grupo. Luego, presenta tu solución a la clase en forma de dibujo, cartel o presentación digital de diapositivas. Trabaja con tu maestro o con otro miembro de tu comunidad para implementar la solución.

Busque: Las presentaciones de los estudiantes deben incluir una explicación de la solución que les parece la forma menos costosa de reducir la eliminación de desechos sólidos. Los estudiantes deben usar evidencias y materiales de apoyo para ilustrar por qué apoyan esta solución. Pueden mencionar que es importante conservar los materiales debido a los efectos de los desechos sólidos que se acumulan en los vertederos."

Component: *HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 6*

ISBN: 9780358841777

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 598

Location: N/A

Original Text: N/A

Updated Text: "INVESTIGA: Identifica a un científico que esté investigando actualmente la ética científica y médica.

- ¿Cuál es su formación académica y cuál es su foco de investigación?
- Menciona algunas cuestiones éticas actuales de las ciencias o la medicina.
- ¿Qué impacto tiene en la sociedad la investigación relacionada con la ética?

[anno font] Busque: Un científico de investigación fiable que esté estudiando la ética científica y médica, su formación académica y su foco de investigación actual. Las respuestas de los estudiantes deben incluir cuestiones éticas actuales y una descripción del impacto que tiene en la sociedad la investigación relacionada con la ética."

Component: *HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 6*

ISBN: 9780358841777

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 627

Location: Column 2, Apoyo para las respuestas de los estudiantes, PASO 4

Original Text: "PASO 4: Describe cómo la estructura del elemento contribuye a realizar su función."

Updated Text: "PASO 4: Piensa en cómo se complementan la estructura y la función. Usa esta relación para explicar cómo la estructura de la característica del organismo ayuda a lograr su función."

Component: *HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 6*

ISBN: 9780358841777

Link to Current Content:

[View Current Content](#)

Current Page Number(s): p. 621

Location: Column 2, Apoyo para las respuestas de los estudiantes, PASO 4, question text

Original Text: "PASO 4: Conversa con tu grupo sobre qué tipo de organismo crees que es la atrapamoscas. Elabora una explicación que justifique tu decisión"

Updated Text: "PASO 4: Conversa con tu grupo sobre qué tipo de organismo crees que es la venus atrapamoscas. Durante la argumentación, usa explicaciones científicas acerca de autótrofos y heterótrofos, así como las evidencias que reunió tu grupo en el PASO 2. Asegúrate de participar respetuosamente con el grupo, ya sea que estén de acuerdo o no. Anota tu explicación final."

Component: *HMH ¡Arriba las Ciencias! Texas Teacher Guide Grade 6*

ISBN: 9780358841777

Link to Current Content:
[View Current Content](#)

Current Page Number(s): p. 619

Location: Column 1, PASO 9, question text

Original Text: "PASO 9: Describe otra forma en que podrías modelar un organismo multicelular. La solución que propongas debe justificarse con tus conocimientos sobre la teoría celular y con el modelo de esta práctica de laboratorio que relaciona el tamaño y la función de las células"

Updated Text: "PASO 9: Describe otra forma en la que podrías resolver el problema de hacer un modelo de un organismo multicelular. La solución que propongas debe justificarse con datos de tu investigación, con conocimientos sobre la teoría celular y con el modelo de esta práctica de laboratorio que relaciona el tamaño y la función de las células."

Component: *HMH ¡Arriba las Ciencias! Texas Student Edition Print Consumable Grade 6*

ISBN: 9780358881346

Link to Current Content:
[View Current Content](#)

Current Page Number(s): p. 415

Location: bottom of page, Paso 9, question text

Original Text: "PASO 9: Describe otra forma en la que podrías hacer un modelo de un organismo multicelular. La solución que propongas debe justificarse con tus conocimientos sobre la teoría celular y con el modelo de esta práctica de laboratorio que relaciona el tamaño y la función de las células."

Updated Text: "PASO 9: Describe otra forma en la que podrías resolver el problema de hacer un modelo de un organismo multicelular. La solución que propongas debe justificarse con datos de tu investigación, con conocimientos sobre la teoría celular y con el modelo de esta práctica de laboratorio que relaciona el tamaño y la función de las células."

Publisher: McGraw Hill

Science, (Spanish) Grade 6

Program: *McGraw Hill Ciencias para Texas, Grado 6: TEKS*

Component: *McGraw Hill Ciencias para Texas, Grado 6 Spanish Write-In Print Student Edition*

ISBN: 9781266856112

Current Page Number(s): SEP 4

Location: Quick Launch, Natural Wonders, paragraph 2, after last sentence

Original Text: Record your observations.

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 2571 of 3538

Updated Text: Record your observations. Be sure to ask your teacher for clarification as needed.

Component: McGraw Hill Ciencias para Texas, Grado 6 Spanish Write-In Print Student Edition

ISBN: 9781266856112

Current Page Number(s): SEP 22

Location: Quick Launch, The Tallest Tower Challenge, paragraph 1, sentence 2

Original Text: Can you make a tall tower that can provide a safe living space for lots of people?

Updated Text: Can you make a tall tower that can provide a safe living space for a large number of people?

Component: McGraw Hill Ciencias para Texas, Grado 6 Spanish Write-In Print Student Edition

ISBN: 9781266856112

Current Page Number(s): SEP 22

Location: Quick Launch, The Tallest Tower Challenge, paragraph 1, after last sentence

Original Text: Record your observations.

Updated Text: Record your observations. Be sure to ask your teacher for clarification as needed.

Component: McGraw Hill Ciencias para Texas, Grado 6 Spanish Write-In Print Student Edition

ISBN: 9781266856112

Current Page Number(s): SEP 32

Location: Quick Launch, History of the Night Sky, paragraph 2 sentence 2

Original Text: Complete the Quick Launch to compare these models and determine which one best explains what we observe in the night sky.

Updated Text: Complete the Quick Launch to compare these models and determine how the model of the solar system changed over time.

Component: McGraw Hill Ciencias para Texas, Grado 6 Spanish Digital Teacher Edition

ISBN: 9781266737039

Current Page Number(s): SEP 45

Location: Chapter Wrap-Up, Assess, TEKS Review, question 6, answer choice A

Original Text: Incorrect The design does meet the height criterion because the height of the suitcase is less 55 cm.

Updated Text: Incorrect The design does meet the height criterion because the height of the suitcase is less than 55 cm.

Component: McGraw Hill Ciencias para Texas, Grado 6 Spanish Digital Teacher Edition

ISBN: 9781266737039

Current Page Number(s): 1

Location: Quick Launch: Natural Wonders, introducion paragraph, last sentence

Original Text: Record your observations.

Updated Text: Record your observations. Be sure to ask your teacher for clarification as needed.

Component: McGraw Hill Ciencias para Texas, Grado 6 Spanish Digital Teacher Edition

ISBN: 9781266737039

Current Page Number(s): 1

Location: Quick Launch: The Tallest Tower Challenge, introduction paragraph, sentence 2

Original Text: Can you make a tall tower that can provide a safe living space for lots of people?

Updated Text: Can you make a tall tower that can provide a safe living space for a large number of people?

Component: McGraw Hill Ciencias para Texas, Grado 6 Spanish Digital Teacher Edition

ISBN: 9781266737039

Current Page Number(s): 1

Location: Quick Launch: The Tallest Tower Challenge, introduction paragraph, last sentence

Original Text: Record your observations.

Updated Text: Record your observations. Be sure to ask your teacher for clarification as needed.

Component: McGraw Hill Ciencias para Texas, Grado 6 Spanish Digital Teacher Edition

ISBN: 9781266737039

Current Page Number(s): 1

Location: Quick Launch: History of the Night Sky, paragraph 1, sentence 2

Original Text: Complete the Quick Launch to compare these models and determine which one best explains what we observe in the night sky.

Updated Text: Complete the Quick Launch to compare these models and determine how the model of the solar system changed over time.

Component: McGraw Hill Ciencias para Texas, Grado 6 Spanish Write-In Print Student Edition

ISBN: 9781266856112

Current Page Number(s): 7

Location: Molecules, paragraph 1, sentence 1 and 2

Original Text: Some matter, such as helium, neon, and krypton, consist of individual atoms that are not attached to each other. While other matter, such as water, nitrogen, and carbon dioxide, consist of molecules.

Updated Text: Some matter, such as helium, neon, and krypton, consists of individual atoms that are not attached to each other. Other matter, such as water, nitrogen, and carbon dioxide, consists of molecules.

Component: McGraw Hill Ciencias para Texas, Grado 6 Spanish Write-In Print Student Edition

ISBN: 9781266856112

Current Page Number(s): 7

Location: Characteristics of Matter, paragraph 2, sentence 1

Original Text: The main factors that determine the state of matter are shape and structure, particle motion, and whether it has a definite volume.

Updated Text: The main factors that determine the state of matter are structure and shape, particle motion, and volume.

Component: McGraw Hill Ciencias para Texas, Grado 6 Spanish Write-In Print Student Edition

ISBN: 9781266856112

Current Page Number(s): 10

Location: Liquids, paragraph 1, sentence 1

Original Text: How is the shape, structure, particle motion, and volume of liquids different from solids?

Updated Text: How are the structure, shape, particle motion, and volume of liquids different from solids?

Component: McGraw Hill Ciencias para Texas, Grado 6 Spanish Write-In Print Student Edition

ISBN: 9781266856112

Current Page Number(s): 10

Location: Structure and Shape of Liquids, Describe question

Original Text: How does the structure of liquids affect its shape?

Updated Text: How does the structure of a liquid affect its shape?

Component: McGraw Hill Ciencias para Texas, Grado 6 Spanish Write-In Print Student Edition

ISBN: 9781266856112

Current Page Number(s): 11

Location: History Connection, paragraph 1, last sentence

Original Text: The unit used for volume was hekat, which is approximately 4.8 liters.

Updated Text: The unit used for volume was a hekat, which is about 4.8 liters.

Component: McGraw Hill Ciencias para Texas, Grado 6 Spanish Digital Teacher Edition

ISBN: 9781266737039

Current Page Number(s): 11

Location: Apply It, Compare question sample answer

Original Text: The atoms and molecules in liquids are more spread out, the attractive forces between particles are weaker. This allows the particles to slip past one another and flow.

Updated Text: Liquids can flow because their atoms and molecules are more spread out, the attractive forces between them are weaker, and they have more kinetic energy than in solids.

Component: McGraw Hill Ciencias para Texas, Grado 6 Spanish Digital Teacher Edition

ISBN: 9781266737039

Current Page Number(s): 12

Location: Structure and Shape of Gases, Infer question sample answer

Original Text: The particles would need a container to define a shape.

Updated Text: You could put the gas into a container. The atoms and molecules would then spread out and take the shape of the container.

Component: McGraw Hill Ciencias para Texas, Grado 6 Spanish Write-In Print Student Edition

ISBN: 9781266856112

Current Page Number(s): 12

Location: STEM Connection, Focus on Engineering, Discuss question

Original Text: With a partner, discuss what other type of situations compressed air might be useful for.

Updated Text: With a partner, discuss other situations when compressed air might be useful.

Component: McGraw Hill Ciencias para Texas, Grado 6 Spanish Write-In Print Student Edition

ISBN: 9781266856112

Current Page Number(s): 17

Location: Lesson 1.1 TEKS 6.6A Review, question 4 answer options

Original Text: A The kinetic energy of the particles on the right is the greatest of the three images of particles.

B The particles in the middle have more kinetic energy than the particles on the right.

C The particles in the middle have less space between them than the particles on the left, which means they have more kinetic energy.

D Energy was added to the particles on the left to give them more energy than the particles in the middle.

Updated Text: A The kinetic energy of the atoms on the right is the greatest of the three images of atoms.

B The atoms in the middle have more kinetic energy than the atoms on the right.

C The atoms in the middle have less space between them than the atoms on the left, which means they have more kinetic energy.

D Energy was added to the atoms on the left to give them more energy than the atoms in the middle.

Component: McGraw Hill Ciencias para Texas, Grado 6 Spanish Write-In Print Student Edition

ISBN: 9781266856112

Current Page Number(s): 17

Location: Lesson 1.1 TEKS 6.6A Review, question 5 answer options

Original Text: A Particles in the image are close together and move freely, while particles in solids are far apart and move freely.

B Particles in the image are close together and vibrate in place, while particles in solids are close together and move freely.

C Particles in the image and particles in solids are far apart and vibrate in place.

D Particles in the image are far apart and move freely, while particles in solids are close together and vibrate in place.

Updated Text: A Atoms in the image are close together and move freely, while atoms in solids are far apart and move freely.

B Atoms in the image are close together and vibrate in place, while atoms in solids are close together and move freely.

C Atoms in the image and atoms in solids are far apart and vibrate in place.

D Atoms in the image are far apart and move freely, while atoms in solids are close together and vibrate in place.

Component: McGraw Hill Ciencias para Texas, Grado 6 Spanish Write-In Print Student Edition

ISBN: 9781266856112

Current Page Number(s): 18

Location: Quick Launch, Sink or Swim, paragraph 1, last sentence

Original Text: Observe the items your teacher presents, and predict whether each item will sink or float. Record your observations.

Updated Text: Observe the items your teacher presents. Predict whether each item will sink or float in water. Then observe what happens when each item is placed in water. Use your observations to evaluate your predictions.

Component: McGraw Hill Ciencias para Texas, Grado 6 Spanish Write-In Print Student Edition

ISBN: 9781266856112

Current Page Number(s): 18

Location: Quick Launch, Sink or Swim, paragraph 2, sentence 1

Original Text: Now check out the video Will It Float to observe real-world examples of the phenomenon you made predictions about in the activity.

Updated Text: Now check out the video Will It Float? to observe additional examples of the phenomenon you made predictions about in the activity.

Component: McGraw Hill Ciencias para Texas, Grado 6 Spanish Write-In Print Student Edition

ISBN: 9781266856112

Current Page Number(s): 22

Location: Apply It, Explain question, sentence 2

Original Text: Are the values of these physical properties greater than, less than, or equal to another?

Updated Text: Are the values of these physical properties greater than, less than, or equal to one another?

Component: McGraw Hill Ciencias para Texas, Grado 6 Spanish Write-In Print Student Edition

ISBN: 9781266856112

Current Page Number(s): 23

Location: Density of Liquids, paragraph 1, sentence 2

Original Text: The density of all liquids is similarly determined by its mass and volume.

Updated Text: The density of a liquid is similarly determined by its mass and volume.

Component: McGraw Hill Ciencias para Texas, Grado 6 Spanish Write-In Print Student Edition

ISBN: 9781266856112

Current Page Number(s): 29

Location: Lesson 1.2 TEKS 6.6D Review, question 6, sentence 2

Original Text: She created the table below from the data she collected.

Updated Text: She organized her collected data in Table 2.

Component: McGraw Hill Ciencias para Texas, Grado 6 Spanish Write-In Print Student Edition

ISBN: 9781266856112

Current Page Number(s): 37

Location: Importance of Metalloids to Modern Life, paragraph 1

Original Text: Pure silicon is used in making semiconductor devices for computers and other electronic products. Germanium is also used as a semiconductor. However, metalloids have other uses. Pure silicon and germanium are used in semiconductors. Boron is used in water softeners and laundry products. Boron also glows bright green in fireworks. Sand, clay, and many rocks and minerals are made of silicon compounds

Updated Text: Metalloids are commonly used in industry as semiconductors. Pure silicon is used in making semiconductor devices for computers and other electronic products. Germanium is also used as a semiconductor. However, metalloids have other uses. Boron is used in water softeners and laundry products. Boron also glows bright green in fireworks. Sand, clay, and many rocks and minerals are made of silicon compounds.

Component: McGraw Hill Ciencias para Texas, Grado 6 Spanish Write-In Print Student Edition

ISBN: 9781266856112

Current Page Number(s): 39

Location: Mining Today, paragraph 1, last sentence

Original Text: You might find cement in homes such as patios, staircases, and driveways.

Updated Text: You might find cement in homes such as in patios, staircases, and driveways.

Component: McGraw Hill Ciencias para Texas, Grado 6 Spanish Write-In Print Student Edition

ISBN: 9781266856112

Current Page Number(s): 42

Location: Show What YOU Know, bullet 1

Original Text: Read the instructions for the science challenge Be a Detective.

Updated Text: Read the instructions for the Science Challenge Be a Detective.

Component: McGraw Hill Ciencias para Texas, Grado 6 Spanish Write-In Print Student Edition

ISBN: 9781266856112

Current Page Number(s): 42

Location: Show What YOU Know, bullet 2

Original Text: Plan an investigation to determine how the densities of diet and regular soda compare.

Updated Text: Plan an investigation to determine physical properties can be used to differentiate between two similar substances.

Component: McGraw Hill Ciencias para Texas, Grado 6 Spanish Write-In Print Student Edition

ISBN: 9781266856112

Current Page Number(s): 42

Location: Show What YOU Know, bullet 4, sentence 1

Original Text: CER Make a claim about the how the densities of diet and regular soda compare.

Updated Text: CER Make a claim about how a physical property can be used to differentiate between two similar substances.

Component: McGraw Hill Ciencias para Texas, Grado 6 Spanish Digital Teacher Edition

ISBN: 9781266737039

Current Page Number(s): 37

Location: Assess, Foldables, Lesson Content, sentence 2

Original Text: On the back, have students research what happens when valuable elements are found.

Updated Text: Have students research what happens when valuable elements are found and record their findings on the back.

Component: McGraw Hill Ciencias para Texas, Grado 6 Spanish Digital Teacher Edition

ISBN: 9781266737039

Current Page Number(s): 1

Location: Quick Launch: Sink or Swim, introduction paragraph

Original Text: What objects do you think will sink into water? Observe the items your teacher presents and make a prediction for each item on if you think it will sink. Record your observations.

Updated Text: What objects do you think will sink in water? Observe the items your teacher presents. Predict whether each item will sink or float in water. Then observe what happens when each item is placed in water. Use your observations to evaluate your predictions.

Component: McGraw Hill Ciencias para Texas, Grado 6 Spanish Digital Teacher Edition

ISBN: 9781266737039

Current Page Number(s): 1

Location: Quick Launch: Sink or Swim, Go Online

Original Text: Now check out the video Will it Float? to see the phenomenon you predicted in the activity happening.

Updated Text: Now check out the video Will it Float? to observe additional examples of the phenomenon you made predictions about in the activity.

Component: McGraw Hill Ciencias para Texas, Grado 6 Spanish Digital Teacher Edition

ISBN: 9781266737039

Current Page Number(s): 1

Location: Quick Launch: Elementary Materials, introduction paragraph

Original Text: Go Online: Watch the video Modern Materials to observe a day in the life of a student and the materials they interact with. Then, with a partner, identify and list 20 elements you think are important for day-to-day life.

Updated Text: Go Online: What materials do you think are important for modern day life? Watch the video Modern Materials to observe a day in the life of a student and the materials they interact with. Notice the substances, called elements, that make up the materials. Then, with a partner, identify and list 10 elements you think are important for day-to-day life. Explain your reasoning.

Component: McGraw Hill Ciencias para Texas, Grado 6 Spanish Write-In Print Student Edition

ISBN: 9781266856112

Current Page Number(s): 53

Location: Under Making a Solution, Relate box, sentence 2

Original Text: Read the paragraphs about Homogeneous Mixtures and Making a Solution again.

Updated Text: Read the paragraphs about homogeneous mixtures and making a solution again.

Component: McGraw Hill Ciencias para Texas, Grado 6 Spanish Write-In Print Student Edition

ISBN: 9781266856112

Current Page Number(s): 56

Location: Sedimentation, paragraph 2, last sentence

Original Text: The small rocks because they are denser than the sand.

Updated Text: The small rocks will fall first because they are denser than the sand.

Component: McGraw Hill Ciencias para Texas, Grado 6 Spanish Digital Teacher Edition

ISBN: 9781266737039

Current Page Number(s): 64

Location: Physical Changes, Classify question sample answer

Original Text: Wood carving cannot be reversed. Once you remove parts of the wood, it cannot be reattached.

Updated Text: Once pieces are carved from the wood, they cannot be rejoined to form the original piece.

Component: McGraw Hill Ciencias para Texas, Grado 6 Spanish Write-In Print Student Edition

ISBN: 9781266856112

Current Page Number(s): 82

Location: Quick Launch, Roll On, paragraph 1, sentence 2 and 3

Original Text: With the ball provided to you follow your teacher's instructions. Record your observations of the ball's motion.

Updated Text: Follow your teacher's instructions to get some clues. Record your observations. Be sure to ask your teacher for clarification as needed.

Component: McGraw Hill Ciencias para Texas, Grado 6 Spanish Write-In Print Student Edition

ISBN: 9781266856112

Current Page Number(s): 96

Location: Quick Launch, Penny Balance, sentence 1

Original Text: Follow your teacher's instructions and set up the activity.

Updated Text: What happens when the forces on an object suddenly change? Follow your teacher's instructions and set up the activity.

Component: McGraw Hill Ciencias para Texas, Grado 6 Spanish Write-In Print Student Edition

ISBN: 9781266856112

Current Page Number(s): 96

Location: Quick Launch, Penny Balance, sentence 2 and 3

Original Text: Identify the forces acting on the penny. Describe the motion of the penny in terms of forces.

Updated Text: Identify the forces acting on the penny before and after the forces suddenly change. Record your observations of the penny's motion. Be sure to ask your teacher for clarification as needed.

Component: McGraw Hill Ciencias para Texas, Grado 6 Spanish Write-In Print Student Edition

ISBN: 9781266856112

Current Page Number(s): 106

Location: Quick Launch, High Jump, paragraph 1, sentence 2

Original Text: Follow your teacher's instructions and think about the interactions of forces as you jump.

Updated Text: Follow your teacher's instructions to get some clues. Think about the interactions between objects that occur when you jump.

Component: McGraw Hill Ciencias para Texas, Grado 6 Spanish Write-In Print Student Edition

ISBN: 9781266856112

Current Page Number(s): 106

Location: Quick Launch, High Jump, paragraph 1, sentence 3

Original Text: Record observations.

Updated Text: Record your observations. Be sure to ask your teacher for clarification as needed.

Component: McGraw Hill Ciencias para Texas, Grado 6 Spanish Write-In Print Student Edition

ISBN: 9781266856112

Current Page Number(s): 115

Location: Lesson 3.3 TEKS 6.7C Review, question 4

Original Text: A person is pushing to the right on an object.

Updated Text: Determine A person is pushing to the right on an object.

Component: McGraw Hill Ciencias para Texas, Grado 6 Spanish Write-In Print Student Edition

ISBN: 9781266856112

Current Page Number(s): 115

Location: Lesson 3.3 TEKS 6.7C Review, question 6, answer choice A

Original Text: When you pull on the rope in tug-of-war, your opponent pulls on the other side of the rope with equal force.

Updated Text: When you pull on the rope in tug-of-war, your opponent pulls on the other side of the rope.

Component: McGraw Hill Ciencias para Texas, Grado 6 Spanish Digital Teacher Edition

ISBN: 9781266737039

Current Page Number(s): 1

Location: Quick Launch: Roll On, introduction paragraph, sentence 1

Original Text: How does a force affect an object?

Updated Text: What do you think causes a tennis ball to change its motion?

Component: McGraw Hill Ciencias para Texas, Grado 6 Spanish Digital Teacher Edition

ISBN: 9781266737039

Current Page Number(s): 1

Location: Quick Launch: Penny Balance, introduction paragraph, before sentence 1

Original Text: N/A

Updated Text: What happens when the forces on an object suddenly change?

Component: McGraw Hill Ciencias para Texas, Grado 6 Spanish Digital Teacher Edition

ISBN: 9781266737039

Current Page Number(s): 1

Location: Quick Launch: Penny Balance, introduction paragraph, sentence 2 and 3

Original Text: Identify the forces acting on the penny.

Describe the motion of the penny in terms of forces.

Updated Text: Identify the forces acting on the penny, before and after the forces suddenly change. Record your observations of the penny's motion. Be sure to ask your teacher for clarification as needed.

Component: McGraw Hill Ciencias para Texas, Grado 6 Spanish Write-In Print Student Edition

ISBN: 9781266856112

Current Page Number(s): 122

Location: Quick Launch, Energy Evaluation, paragraph 1, last sentence

Original Text: Record your observations.

Updated Text: Record your observations. Be sure to ask your teacher for clarification as needed.

Component: McGraw Hill Ciencias para Texas, Grado 6 Spanish Write-In Print Student Edition

ISBN: 9781266856112

Current Page Number(s): 134

Location: Quick Launch, Popping Good Fun, paragraph 1, last sentence

Original Text: Record your observations.

Updated Text: Record your observations. Be sure to ask your teacher for clarification as needed.

Component: McGraw Hill Ciencias para Texas, Grado 6 Spanish Write-In Print Student Edition

ISBN: 9781266856112

Current Page Number(s): 148

Location: Quick Launch, Make a Wave, paragraph 1, sentence 2

Original Text: Follow your teacher's instructions to create a wave in your classroom.

Updated Text: Follow your teacher's instructions to make a wave in your classroom.

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 2581 of 3538

Component: McGraw Hill Ciencias para Texas, Grado 6 Spanish Write-In Print Student Edition

ISBN: 9781266856112

Current Page Number(s): 148

Location: Quick Launch, Make a Wave, paragraph 1, last sentence

Original Text: Record your observations.

Updated Text: Record your observations. Be sure to ask your teacher for clarification as needed.

Component: McGraw Hill Ciencias para Texas, Grado 6 Spanish Write-In Print Student Edition

ISBN: 9781266856112

Current Page Number(s): 160

Location: Show What YOU Know, bullet 2

Original Text: Plan an investigation to determine how energy is being transformed and transferred between the system and its surroundings.

Updated Text: Analyze the system to determine how energy is being transformed and transferred between the system and its surroundings.

Component: McGraw Hill Ciencias para Texas, Grado 6 Spanish Digital Teacher Edition

ISBN: 9781266737039

Current Page Number(s): 1

Location: Quick Launch: Energy Evaluation, introduction paragraph, last sentence

Original Text: Record your observations.

Updated Text: Record your observations. Be sure to ask your teacher for clarification as needed.

Component: McGraw Hill Ciencias para Texas, Grado 6 Spanish Digital Teacher Edition

ISBN: 9781266737039

Current Page Number(s): 1

Location: Quick Launch: Popping Good Fun, introduction paragraph, last sentence

Original Text: Record your observations.

Updated Text: Record your observations. Be sure to ask your teacher for clarification as needed.

Component: McGraw Hill Ciencias para Texas, Grado 6 Spanish Digital Teacher Edition

ISBN: 9781266737039

Current Page Number(s): 1

Location: Quick Launch: Make a Wave, introduction paragraph, last sentence

Original Text: Record your observations.

Updated Text: Record your observations. Be sure to ask your teacher for clarification as needed.

Component: McGraw Hill Ciencias para Texas, Grado 6 Spanish Write-In Print Student Edition

ISBN: 9781266856112

Current Page Number(s): 176

Location: A Day in the Life, paragraph 2, sentence 2

Original Text: They also do research at locations on Earth that simulate the environments on different planets.

Updated Text: They also conduct research at locations on Earth that simulate the environments on different planets.

Component: McGraw Hill Ciencias para Texas, Grado 6 Spanish Write-In Print Student Edition

ISBN: 9781266856112

Current Page Number(s): 184

Location: Tidal Range, last sentence

Original Text: Since low tides occur between high tides, in many areas low tide occurs 6 hours and 12.5 minutes after high tide.

Updated Text: Since low tides occur between high tides, low tide occurs 6 hours and 12.5 minutes after high tide in many areas.

Component: McGraw Hill Ciencias para Texas, Grado 6 Spanish Digital Teacher Edition

ISBN: 9781266737039

Current Page Number(s): 1

Location: Quick Launch: Interactive Earth, introduction paragraph, sentence 3

Original Text: Classify the components in the image provided into each of Earth's systems.

Updated Text: Classify the components in the image provided by your teacher into each of Earth's systems.

Component: McGraw Hill Ciencias para Texas, Grado 6 Spanish Digital Teacher Edition

ISBN: 9781266737039

Current Page Number(s): 1

Location: Quick Launch: Interactive Earth, image

Original Text: Image of nature, with rocks, water, grass and mountains.

Updated Text: Image removed.

Component: McGraw Hill Ciencias para Texas, Grado 6 Spanish Write-In Print Student Edition

ISBN: 9781266856112

Current Page Number(s): 263

Location: Impacts of Global Energy, paragraph 1, sentence 1

Original Text: Even with the overall growth of global energy usage, there are still many communities who live with insufficient or unreliable energy.

Updated Text: Even with the overall growth of global energy usage, people in many communities still live with insufficient or unreliable energy.

Component: McGraw Hill Ciencias para Texas, Grado 6 Spanish Write-In Print Student Edition

ISBN: 9781266856112

Current Page Number(s): 280

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 2583 of 3538

Location: Quick Launch, Let's Get Organized, paragraph 1, sentence 2

Original Text: Follow your teacher's directions to make a model of the different levels of a website.

Updated Text: Follow your teacher's directions to develop a model of the different organizational levels of a website.

Component: McGraw Hill Ciencias para Texas, Grado 6 Spanish Write-In Print Student Edition

ISBN: 9781266856112

Current Page Number(s): 280

Location: Quick Launch, Let's Get Organized, paragraph 1, last sentence

Original Text: Record your observations or draw a sketch to show your understanding.

Updated Text: Record your observations or draw a sketch to show your understanding. Be sure to ask your teacher for clarification as needed.

Component: McGraw Hill Ciencias para Texas, Grado 6 Spanish Write-In Print Student Edition

ISBN: 9781266856112

Current Page Number(s): 308

Location: Quick Launch, Catch Your Lunch, paragraph 1, sentence 2

Original Text: Follow your teacher's directions to complete an activity that models this type of relationship.

Updated Text: Follow your teacher's directions to complete an activity that models feeding relationships between organisms.

Component: McGraw Hill Ciencias para Texas, Grado 6 Spanish Write-In Print Student Edition

ISBN: 9781266856112

Current Page Number(s): 308

Location: Quick Launch, Catch Your Lunch, paragraph 1, last sentence

Original Text: Record your observations.

Updated Text: Record your observations. Be sure to ask your teacher for clarification as needed.

Component: McGraw Hill Ciencias para Texas, Grado 6 Spanish Digital Teacher Edition

ISBN: 9781266737039

Current Page Number(s): 289

Location: Differentiation Options, Extend, Use to Accelerate, Continue Your Education, sentence 1

Original Text: To learn more about a specific biology career, research colleges, universities, or career centers that offer certifications or degrees in biology career options.

Updated Text: To learn more about a specific biology career, ask students to research colleges, universities, or career centers that offer certifications or degrees in biology career options.

Component: McGraw Hill Ciencias para Texas, Grado 6 Spanish Write-In Print Student Edition

ISBN: 9781266856112

Current Page Number(s): 340

Location: Cell Types, paragraph 1, sentence 3

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 2584 of 3538

Original Text: These observations helped scientists identify two main types of cells—prokaryotic (proh ka ree AH tihk) cells and eukaryotic (yew ker ee AH tihk) cells.

Updated Text: These observations helped scientists identify two main types of cells—prokaryotic (proh kayr ee AH tihk) cells and eukaryotic (yew ker ee AH tihk) cells.

Component: McGraw Hill Ciencias para Texas, Grado 6 Spanish Write-In Print Student Edition

ISBN: 9781266856112

Current Page Number(s): 350

Location: Quick Launch, Discovering Differences, paragraph 1, last sentence

Original Text: Record your observations.

Updated Text: Record your observations. Be sure to ask your teacher for clarification as needed.

Publisher: Savvas Learning

Science, (Spanish) Grade 6

Program: Texas Experimenta Las Ciencias Grade 6 (Print with digital): TEKS

Component: Grade 6 Student Activity Companion

ISBN: 9781418398699

Link to Current Content:
[View Current Content](#)

Current Page Number(s): 2--41

Location: Cuaderno de actividades del estudiante

Link to Updated Content:

[View Updated Content](#)

Original Text: Tema 1 Explorar las fuerzas

Updated Text: Changed order of three topics in a second version of the pre-adoption sample. Topic 1 Explorar las fuerzas becomes Topic 2 Explorar las fuerzas, pages 78-117.

Component: Grade 6 Student Activity Companion

ISBN: 9781418398699

Link to Current Content:
[View Current Content](#)

Current Page Number(s): 42-109

Location: Cuaderno de actividades del estudiante

Link to Updated Content:

[View Updated Content](#)

Original Text: Tema 2 Energía

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 2585 of 3538

Updated Text: Changed order of three topics in a second version of the pre-adoption sample. Topic 2 Energía becomes Topic 3 Energía, pages 118-185.

Component: *Grade 6 Student Activity Companion*

ISBN: 9781418398699

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 110-185

Location: Cuaderno de actividades del estudiante

Link to Updated Content:

[View Updated Content](#)

Original Text: Tema 3 Propiedades y cambios de la materia

Updated Text: Changed order of three topics in a second version of the pre-adoption sample. Topic 3 Propiedades y cambios de la materia becomes Topic 1 Propiedades y cambios de la materia, pages 2-77

Component: *Grade 6 Student Activity Companion*

ISBN: 9781418398699

Current Page Number(s): iii

Location: Cuaderno de actividades del estudiante

Link to Updated Content:

[View Updated Content](#)

Original Text: Table of Contents pages for Tema 1 Explorar las fuerzas

Updated Text: This is now on page v and is the Table of Contents for Topic 2 Explorar las fuerzas

Component: *Grade 6 Student Activity Companion*

ISBN: 9781418398699

Current Page Number(s): iv-v

Location: Cuaderno de actividades del estudiante

Link to Updated Content:

[View Updated Content](#)

Original Text: Table of Contents pages for Tema 2 Energía

Updated Text: This is now on pages vi-vii and is the Table of Contents for Topic 3 Energía

Component: *Grade 6 Student Activity Companion*

ISBN: 9781418398699

Current Page Number(s): vi-vii

Location: Cuaderno de actividades del estudiante

Link to Updated Content:

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 2586 of 3538

[View Updated Content](#)

Original Text: Table of Contents pages for Tema 3 Propiedades y cambios de la materia

Updated Text: This is now on pages iii-iv and is the Table of Contents for Topic 1 Propiedades y cambios de la materia

Component: *Grade 6 Teacher Conversation Guide*

ISBN: 9781418399047

Current Page Number(s): 10--23

Location: Guía de conversación para el maestro

Link to Updated Content:

[View Updated Content](#)

Original Text: Tema 1 Explorar las fuerzas

Updated Text: Changed order of three topics in a second version of the pre-adoption sample. Topic 1 Explorar las fuerzas becomes Topic 2 Explorar las fuerzas, pages 37-50, including page references to the English Teacher Guide.

Component: *Grade 6 Teacher Conversation Guide*

ISBN: 9781418399047

Current Page Number(s): 24-50

Location: Guía de conversación para el maestro

Link to Updated Content:

[View Updated Content](#)

Original Text: Tema 2 Energía

Updated Text: Changed order of three topics in a second version of the pre-adoption sample. Topic 2 Energía becomes Topic 3 Energía, pages 51-77, including page references to the English Teacher Guide.

Component: *Grade 6 Teacher Conversation Guide*

ISBN: 9781418399047

Current Page Number(s): 51-77

Location: Guía de conversación para el maestro

Link to Updated Content:

[View Updated Content](#)

Original Text: Tema 3 Propiedades y cambios de la materia

Updated Text: Changed order of three topics in a second version of the pre-adoption sample. Topic 3 Propiedades y cambios de la materia becomes Topic 1 Propiedades y cambios de la materia, pages 10-36, including page references to the English Teacher Guide.

Component: *Guía de conversación para el maestro*

ISBN: 9781428553910

Current Page Number(s): 13, 18, 25, 31, 40, 46, 54, 59, 65, 71, 81, 88, 96, 103, 110, 119, 125, 131, 137, 146, 151, 160, 167, 174, 180

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 2587 of 3538

Location: Experience Vistazo pages

Original Text: TEKS standards references

Updated Text: Added appropriate TEKS references for a more comprehensive list, and labels that say PCI TEKS and TCR TEKS where applicable.

Component: *Guía de conversación para el maestro*

ISBN: 9781428553910

Current Page Number(s): Throughout Topic and Experience pages

Location: Differentiated Instruction boxes

Original Text: Added labeling to Differentiated Instruction boxes throughout for ease of use

Updated Text: We will add the headings EN MEJORA, AVANZADO, and NECESIDADES ESPECIALES to these activities, based on their content, to help teachers more easily identify them.

Component: *Guía de conversación para el maestro*

ISBN: 9781428553910

Current Page Number(s): 13, 18, 25, 31, 40, 46, 54, 59, 65, 71, 81, 88, 96, 103, 110, 119, 125, 131, 137, 146, 151, 160, 167, 174, 180

Location: Experience Vistazo pages, box under Fenómeno de anclaje logo

Original Text: Video de preparación para el maestro

Recuerde que debe mirar o escuchar el video de preparación para el maestro como preparación para enseñar esta Experiencia.

Updated Text: (GLOBAL CHANGE)

Deleted Video de preparación para el maestro box.

Component: *Guía de conversación para el maestro*

ISBN: 9781428553910

Current Page Number(s): 11

Location: Conexión con el hogar box

Original Text: Mezclas en el hogar Con toda la clase, haga una actividad en la que los estudiantes tengan que realizar el inventario y la clasificación de las mezclas que hay en los refrigeradores o despensas. El esquema de nivel y clasificación puede enfocarse en los estados de la materia de los objetos domésticos, como los alimentos. Luego, pueden enfocarse en clasificar los diferentes tipos de mezclas, como homogéneas (p. ej., limonada sin pulpa, mostaza amarilla) y heterogéneas (p. ej., ensalada, salsa). Amplíe la actividad cocinando estas mezclas e identificando en qué momento experimentan un cambio químico.

Updated Text: (insert new text after the last sentence of the original text)

Comparta la Carta de la escuela al hogar para este tema con padres y tutores para proporcionar información que apoye el aprendizaje de los estudiantes. Utilice la Guía de comunicación entre la escuela y el hogar para obtener ideas adicionales para llevar el aprendizaje en casa al salón de clases.

Component: *Guía de conversación para el maestro*

ISBN: 9781428553910

Current Page Number(s): 11

Location: Iniciar el fenómeno de anclaje paragraph

Original Text: Los estudiantes miran un video que presenta lo que le ocurre a la pizza cuando se cocina en el horno. A lo largo del tema, los estudiantes obtendrán conocimientos que los ayudarán a explicar los cambios físicos y químicos que se producen cuando la masa y otros ingredientes se convierten en una pizza.

Updated Text: (revised text)

Los estudiantes ven un video que muestra lo que sucede con la pizza mientras se cocina en un horno. A lo largo del tema, los estudiantes compararán los estados de la materia en términos de estructura y forma para analizar los cambios físicos de los ingredientes de la pizza. Los estudiantes también identificarán la formación de una nueva sustancia como evidencia de cambios químicos. Al investigar los indicadores de cambios físicos y químicos a lo largo del tema, los estudiantes comprenderán cómo la masa y otros ingredientes pueden combinarse físicamente, luego cocinarse y cambiar químicamente para convertirse en una pizza.

Component: *Guía de conversación para el maestro*

ISBN: 9781428553910

Current Page Number(s): 38

Location: Conexión con el hogar box

Original Text: (new content)

Updated Text: (insert new paragraph)

Comparta la Carta de la escuela al hogar para este tema con los padres y tutores para proporcionar información que apoye el aprendizaje de los estudiantes. Utilizar la Guía de comunicación entre la escuela y el hogar para obtener ideas adicionales para incorporar el aprendizaje del hogar al salón de clases.

Component: *Guía de conversación para el maestro*

ISBN: 9781428553910

Current Page Number(s): 38

Location: Iniciar el fenómeno de anclaje paragraph

Original Text: Los estudiantes miran un video que presenta el fenómeno de cómo se utiliza el agua para hacer que una persona se levante en el aire. A lo largo del tema, los estudiantes obtendrán conocimientos que los ayudarán a explicar que el dispositivo de vuelo propulsado por agua ejerce una fuerza sobre el agua, y el agua ejerce la misma fuerza, pero en dirección opuesta sobre el dispositivo.

Updated Text: (revised text)

Los estudiantes miran un video que presenta el fenómeno del uso del agua para elevar a una persona en el aire. A lo largo del tema, los estudiantes identificarán cómo actúan las fuerzas sobre los objetos. Los estudiantes calcularán la fuerza neta sobre un objeto para determinar si las fuerzas están equilibradas o desequilibradas. Finalmente, los estudiantes identificarán pares de fuerzas simultáneas por medio de la Tercera ley de movimiento de Newton que les ayudará a explicar que el dispositivo de vuelo propulsado por agua ejerce una fuerza sobre el agua y que el agua ejerce una fuerza igual pero opuesta sobre el dispositivo.

Component: *Guía de conversación para el maestro*

ISBN: 9781428553910

Current Page Number(s): 38

Location: Actividad del fenómeno de anclaje paragraph

Original Text: Los estudiantes usan el marco de Hacer el modelo para explicar cómo el agua puede levantar a una persona.

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 2589 of 3538

Updated Text: (revised text)

Los estudiantes desarrollan un modelo para explicar cómo el agua puede levantar a una persona.

Component: *Guía de conversación para el maestro*

ISBN: 9781428553910

Current Page Number(s): 72

Location: Laboratorio práctico section

Original Text: Materiales

Updated Text: Materiales para el laboratorio abierto

Component: *Guía de conversación para el maestro*

ISBN: 9781428553910

Current Page Number(s): 72

Location: Laboratorio práctico section

Original Text: (new content)

Updated Text: (new content, above Medidas de seguridad section)

Materiales para el laboratorio guiado Un contenedor vacío similar a un envase de avena con un fondo de cartón y una tapa de plástico, una liga, 3 tuercas de acero de 12 pulgadas, 2 clavos, limpiadores de tuberías o bridas de alambre, una tabla plana (hecha de madera o cartón rígido) y bloques.

Component: *Guía de conversación para el maestro*

ISBN: 9781428553910

Current Page Number(s): 81

Location: Objetivos box

Original Text: (bullet) Los estudiantes modelarán y explicarán cómo la inclinación de la Tierra causa las estaciones al girar alrededor del Sol.

Updated Text: (revised text)

(bullet) Los estudiantes desarrollarán modelos de la inclinación de la Tierra a medida que gira alrededor del Sol y utilizarán esos modelos para explicar cómo la inclinación de la Tierra causa el patrón de las estaciones.

Component: *Cuaderno de actividades del estudiante*

ISBN: 9781418398699

Current Page Number(s): Throughout

Location: Top of pages

Original Text: (additional TEKS standards)

Updated Text: Added appropriate TEKS references for a more comprehensive list.

Component: *Cuaderno de actividades del estudiante*

ISBN: 9781418398699

Current Page Number(s): 80

Location: Comparte en parejas section

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 2590 of 3538

Original Text: En parejas, comparen sus listas. Si tienen los mismos términos marcados, comenten las definiciones. ¿Son iguales?

Updated Text: (revised text)

En parejas, comparen sus listas. Si tienen los mismos términos resaltados o encerrados en un círculo, comenten las definiciones. ¿Son iguales?

Component: *Cuaderno de actividades del estudiante*

ISBN: 9781418398699

Current Page Number(s): 188

Location: Middle of page, Busca imágenes

Original Text: Busca una imagen que muestre dos de las palabras del vocabulario. Inserta la imagen en el espacio provisto y luego escribe dos oraciones que expliquen tu elección.

Updated Text: (revised text)

Busca o dibuja una imagen que muestre dos de las palabras de vocabulario. Inserta la imagen en el espacio provisto y luego escribe dos oraciones que expliquen de qué manera tu elección ilustra las palabras de vocabulario.

Publisher: eDynamic Holdings LP

Astronomy

Program: *Astronomy 1a/1b: TEKS*

Component: *Astronomy 1a/1b*

ISBN: 9781959433507

Link to Current Content:

[View Current Content](#)

Location: Astronomy 1b: Exploring the Universe, Unit 1, Lab, 4th bullet point at the end

Original Text: After learning about how astronomy has evolved over the years, from when it was first named by the ancient Greeks in 600 BCE to some of the more recent space travel missions, you have a nice broad overview of the history of astronomy and all that it entails.

However, sometimes exploring and looking at a topic in a more visual way can be helpful in your further understanding of it. Which is why for this lab you will take what you learned in the unit combined with plenty of online research to create a visual timeline that highlights some of the most significant events and moments in the history of astronomy.

Now, you may be thinking that a timeline that covers the history of astronomy all the way back to 600 BCE would be pretty extensive—but don't worry. You do not need to include everything significant over the history of astronomy's existence, more like 8-10 items to highlight.

You may choose any items over the long history of astronomy's existence between 600 BCE and now; however, these items/events should be somewhat spread out. For instance, do not choose five notable moments in the history of astronomy that all took place in the same year.

In addition to researching and choosing 8-10 notable moments in the history of astronomy for your timeline, you will need to find images to go along with each. The goal of this timeline is to create a chronological, visual, progression of astronomy over the years, which means that you will need more than just text.

However, you will still need text! For each item or event that you add to your timeline, you must include the following:

At least one image

The date and a title for the item/event

A brief description

Why you find this item or event notable in terms of the history of astronomy

Any other pertinent information about this item/event

Please include a list of the websites or resources that you used for research with your timeline.

For more information on how you will be graded, refer to the rubric below.

Updated Text: After learning about how astronomy has evolved over the years, from when it was first named by the ancient Greeks in 600 BCE to some of the more recent space travel missions, you have a nice broad overview of the history of astronomy and all that it entails.

However, sometimes exploring and looking at a topic in a more visual way can be helpful in your further understanding of it. Which is why for this lab you will take what you learned in the unit combined with plenty of online research to create a visual timeline that highlights some of the most significant events and moments in the history of astronomy.

Now, you may be thinking that a timeline that covers the history of astronomy all the way back to 600 BCE would be pretty extensive—but don't worry. You do not need to include everything significant over the history of astronomy's existence, more like 8-10 items to highlight.

You may choose any items over the long history of astronomy's existence between 600 BCE and now; however, these items/events should be somewhat spread out. For instance, do not choose five notable moments in the history of astronomy that all took place in the same year.

In addition to researching and choosing 8-10 notable moments in the history of astronomy for your timeline, you will need to find images to go along with each. The goal of this timeline is to create a chronological, visual, progression of astronomy over the years, which means that you will need more than just text. Choose moments in history that highlight the impact of past research on society, including the contributions of diverse scientists.

However, you will still need text! For each item or event that you add to your timeline, you must include the following:

- At least one image
- The date and a title for the item/event
- A brief description
 - o Name the scientist(s) (if applicable) and give a brief description of their background, anything that makes them a diverse voice in science, and where this research took place.
 - o Highlight how this research has impacted society over time.
- Why you find this item or event notable in terms of the history of astronomy
- Any other pertinent information about this item/event

When you have completed your timeline, choose one research-related astronomy event in history that you think has impacted society over time. Then, think about why the scientific community thought this research was valuable at the time. To think through this, perform a cost-benefit analysis on this past research study to determine if it was valuable. You may remember that a cost-benefit analysis analyzes both the costs (money, time, human resources, etc.) it takes to accomplish a project and the benefits (improving health, furthering a country's defense goals, etc.) that the project will achieve.

In your cost-benefit analysis, make sure to include the following:

- How much the research study would have cost during the time it was performed. Include as much information as you can find online!
- How this research impacted society at the time it was performed and throughout history.

State whether you believe the research study was worth it after analysing the cost vs the benefit. Make sure to explain your position! Please also include a list of the websites or resources you used for research with your timeline and cost-benefit analysis.

Component: Astronomy 1a/1b

ISBN: 9781959433507

Link to Current Content:

[View Current Content](#)

Location: Astronomy 1a: Introduction, Unit 6, Lab, 2nd bullet point

Original Text: While the unit offered a variety of interesting and important information regarding GAIA Mapping and how it is being used to create a detailed 3-D map of the Milky Way, there is SO much more to learn and discover about this incredible technology!

For this lab, you will be digging a bit deeper into the realms of GAIA mapping to discover not only how it applies to astronomy and the Milky Way, but also how it has been used for other types of mapping situations!

Start by researching GAIA mapping online—there is a lot of information available with numerous websites to choose from. You want to look for information about the European Space Agency’s (ESA) Gaia mission as well as other non-astronomy-based applications of GAIA mapping. Gather and collect all of the information that you can find on GAIA mapping, the ESA Gaia mission, and other ways that GAIA mapping is used.

Next, compile all of this information to create an informative and engaging slideshow presentation about GAIA. While you have complete creative freedom and control over how you design this presentation, you will need to include and address the following information:

A basic explanation of what GAIA mapping is

How the ESA is using Gaia mapping and the purpose of the ESA Gaia Mission

Other ways that Gaia mapping is being used outside of astronomy-related endeavors

Any additional information that you find that is interesting or relevant to Gaia mapping, either astronomy or non-astronomy based

You must also include a title slide with your name and the name of your presentation as well as a slide listing any and all websites and references that you used for your presentation. Though not required, feel free to use charts or images to further enhance your presentation.

For information on how you will be graded, please refer to the rubric below.

Updated Text: While the unit offered a variety of interesting and important information regarding GAIA Mapping and how it is being used to create a detailed 3-D map of the Milky Way, there is SO much more to learn and discover about this incredible technology!

For this lab, you will be digging a bit deeper into the realms of GAIA mapping to discover not only how it applies to astronomy and the Milky Way, but also how it has been used for other types of mapping situations!

Start by researching GAIA mapping online—there is a lot of information available with numerous websites to choose from. You want to look for information about the European Space Agency’s (ESA) Gaia mission as well as other non-astronomy-based applications of GAIA mapping. Gather and collect all of the information that you can find on GAIA mapping, the ESA Gaia mission, and other ways that GAIA mapping is used.

Next, compile all of this information to create an informative and engaging slideshow presentation about GAIA. While you have complete creative freedom and control over how you design this presentation, you will need to include and address the following information:

- A basic explanation of what GAIA mapping is
- How the ESA is using Gaia mapping and the purpose of the ESA Gaia Mission
- Other ways that Gaia mapping is being used outside of astronomy-related endeavors
- Any additional information that you find that is interesting or relevant to Gaia mapping, either astronomy or non-astronomy based

Scientists will often conduct a cost-benefit analysis on a research program or mission to determine whether a project is

worth the investment. To perform this sort of analysis, scientists must account for as many foreseeable costs as possible including equipment, personnel, and time. Then, they compare this cost projection against the overall benefits the program or study will bring to the scientific community and society as a whole.

In this lab, you will perform a cost-benefit analysis on GAIA. Gather information pertaining to the benefits and costs of this project and then include a slide in your presentation that compares the two. This slide must also include your opinion on whether the program is worth the cost and why.

You must also include a title slide with your name and the name of your presentation as well as a slide listing any and all websites and references that you used for your presentation. Though not required, feel free to use charts or images to further enhance your presentation.

Component: Astronomy 1a/1b

ISBN: 9781959433507

Link to Current Content:

[View Current Content](#)

Location: Astronomy 1a: Introduction, Unit 3, lab Video "Solar vs. Lunar Eclipses, Explained," Question 2

Original Text: Solar vs. Lunar Eclipses, Explained

Based on what you learned in the unit and the video, discuss what you know about solar eclipses.

In the unit and the video, we learned about the types of shadows that are cast on Earth and on the moon. Explain the two types of shadows and where they occur.

Why don't we see a total solar eclipse once a month? Explain your answer.

Discuss what nodes are and how they relate to both total solar and total lunar eclipses.

Why doesn't the moon turn black during a total lunar eclipse? Explain your answer.

Shifting Seasons

In recent years, there has been a lot of chatter about climate on Earth. In fact, some scientists believe that climate change is affecting and altering the traditional concept of the four seasons we have now. After reading the article, do some research on your own. Do you think climate change is affecting our seasons? Why or why not? Share the links you found that support your theory.

Updated Text: Solar vs. Lunar Eclipses, Explained

1. Based on what you learned in the unit and the video, discuss what you know about solar eclipses.
2. In the unit and the video, we learned about the types of shadows that are cast on Earth and on the moon. Explain the two types of shadows and where they occur.
3. In the video, the narrator modeled how the relative position of the Moon and the Sun can cause the Moon to appear differently in our sky throughout the course of a year (these are referred to as lunar phases). Draw a model that represents how the relative position of the Moon causes lunar phases.
4. Why don't we see a total solar eclipse once a month? Explain your answer.
5. Discuss what nodes are and how they relate to both total solar and total lunar eclipses.
6. Why doesn't the moon turn black during a total lunar eclipse? Explain your answer.

Shifting Seasons

In recent years, there has been a lot of chatter about climate on Earth. In fact, some scientists believe that climate change is affecting and altering the traditional concept of the four seasons we have now. After reading the article, do some research on your own. Do you think climate change is affecting our seasons? Why or why not? Share the links you found that support your theory.

Component: Astronomy 1a/1b

ISBN: 9781959433507

Link to Current Content:
[View Current Content](#)

Location: Astronomy 1a: Introduction, Unit 3, Lesson 2, "The Cycle of Seasons" subheading, text beginning "The hemisphere of Earth that is tilted..."

Original Text: The Cycle of Seasons

Have you ever noticed that it gets dark in the winter much earlier in the day compared with the summer? The hemisphere of Earth that is tilted toward the Sun receives more hours of sunlight in each day than the hemisphere that is tilted away from the Sun. This longer period of sunlight is one reason why summer is warmer than winter.

A picture of a street is shown and broken up into four vertical slices, with a different season featured in each slice. The elliptical nature of the Earth's orbit causes the seasons to occur.

The Earth revolves around, or orbits, the Sun in an elongated, closed-curved path called an ellipse. The rate of revolution around the Sun is once every 365 days, 6 hours, and 9 minutes. The Sun is not the exact center of the ellipse but is located closer to one end more than the other of the ellipse. This positioning causes the distance between the Earth and the Sun to change throughout the revolution. A perihelion occurs when Earth is closest to the Sun, while an aphelion occurs when Earth is farthest from Sun. The perihelion between Earth and Sun is approximately 147 million kilometers (91 million miles), and this occurs in the month of January. In July, an aphelion occurs, and Earth is farthest away from the Sun at approximately 152 million kilometers (94 million miles). Although Earth is closest to Sun in January, the minor distance change does not affect the amount of sunlight that reaches Earth. Where you are located on Earth determines the greatest difference of the amount of solar radiation, or sunlight that you receive.

The seasons result from the 23.5-degree tilt of Earth's axis combined with its revolution around the Sun. The Earth remains tilted throughout its orbit around the Sun, and this tilt causes the Sun's radiation to strike the hemispheres at different angles. The hemisphere that is tilted towards the Sun experiences the summer season, while the hemisphere that is tilted away from the Sun experiences the winter season. During the summer season, sunlight, or solar radiation, strikes the hemisphere tilted towards the Sun at approximately a 90-degree angle, while the hemisphere experiencing winter receives sunlight at a much lower angle. These angles are called angles of incidence, and are correlated with a certain concentration of solar energy that is received at a particular location. For example, the locations on the globe experiencing summer and a 90-degree angle of incidence will have a higher concentration of solar energy at that point in time, and the locations on the globe that are in the winter season will have a lower concentration of solar energy. Again, this type of calculation is helpful when considering issues related to plant growth, farming, or solar energy.

Updated Text: The Cycle of Seasons

Have you ever noticed that it gets dark in the winter much earlier in the day compared with the summer? The hemisphere of Earth that is tilted toward the Sun receives more hours of sunlight in each day than the hemisphere that is tilted away from the Sun. This longer period of sunlight is one reason why summer is warmer than winter.

The elliptical nature of the Earth's orbit causes the seasons to occur.

Let's examine the relationship of a planet's axial tilt to its potential seasons. The Earth revolves around, or orbits, the Sun in an elongated, closed-curved path called an ellipse. The rate of revolution around the Sun is once every 365 days, 6 hours, and 9 minutes. The Sun is not the exact center of the ellipse but is located closer to one end more than the other of the ellipse. This positioning causes the distance between the Earth and the Sun to change throughout the revolution. A perihelion occurs when Earth is closest to the Sun, while an aphelion occurs when Earth is farthest from Sun. The perihelion between Earth and Sun is approximately 147 million kilometers (91 million miles), and this occurs in the month of January. In July, an aphelion occurs, and Earth is farthest away from the Sun at approximately 152 million kilometers (94 million miles). Although Earth is closest to Sun in January, the minor distance change does not affect the amount of sunlight that reaches Earth. Where you are located on Earth determines the greatest difference of the amount of solar radiation, or sunlight that you receive.

The seasons result from the 23.5-degree tilt of Earth's axis combined with its revolution around the Sun. The Earth

Proclamation 2024: Report of Editorial Changes (11/08/2023)

remains tilted throughout its orbit around the Sun, and this tilt causes the Sun's radiation to strike the hemispheres at different angles. The hemisphere that is tilted towards the Sun experiences the summer season, while the hemisphere that is tilted away from the Sun experiences the winter season.

The revolution of Earth around the Sun is the central cause of seasonal changes, and the tilt of the Earth determines when each part of our planet will experience these varying seasonal changes. During the summer season, sunlight, or solar radiation, strikes the hemisphere tilted towards the Sun at approximately a 90-degree angle, while the hemisphere experiencing winter receives sunlight at a much lower angle. These angles are called angles of incidence, and are correlated with a certain concentration of solar energy that is received at a particular location.

For example, the locations on the globe experiencing summer and a 90-degree angle of incidence will have a higher concentration of solar energy at that point in time, and the locations on the globe that are in the winter season will have a lower concentration of solar energy. Again, this type of calculation is helpful when considering issues related to plant growth, farming, or solar energy.

Component: Astronomy 1a/1b

ISBN: 9781959433507

Link to Current Content:

[View Current Content](#)

Location: Astronomy 1a: Introduction, Unit 5, Critical Thinking Question 4

Original Text: How does the Milky Way compare with other galaxies within the universe?

Updated Text: Describe the Local Group and its relation to other large-scale structures in the universe. Then describe the Milky Way and how it compares with other galaxies within the universe.

Component: Astronomy 1a/1b

ISBN: 9781959433507

Link to Current Content:

[View Current Content](#)

Location: Astronomy 1a: Introduction, Unit 1, Lab video "Is our universe the only universe?" Question 6.

Original Text: Is our universe the only universe?

Explain the concept behind the multiverse.

What did astronomer Edwin Hubble discover in 1929?

Explain what the two teams of astronomers found in the 1990s. What question did their discovery create?

What is the mystery Greene discusses and why does he say it is something we should all care about?

Describe String Theory. What is the central idea behind it?

Greene explains that though the Big Bang theory explains how the universe evolved, it fails to explain what actually powered the Bang. How does Greene say the Big Bang was powered and based on this theory, discuss what this means regarding the possible existence of other universes?

Updated Text: Is our universe the only universe?

1. Explain the concept behind the multiverse.
2. How does the Big Bang theory summarize how we currently understand the evolution of the universe, including the approximate estimate for the age of the universe?
3. What did astronomer Edwin Hubble discover in 1929?
4. Explain what the two teams of astronomers found in the 1990s. What question did their discovery create?
5. What is the mystery Greene discusses and why does he say it is something we should all care about?
6. Describe String Theory. What is the central idea behind it?
7. Greene explains that though the Big Bang theory explains how the universe evolved, it fails to explain what actually

powered the Bang. Describe the Big Bang theory and explain how Greene hypothesizes the Big Bang was powered. Based on this theory, discuss what this means regarding the possible existence of other universes.

Publisher: Accelerate Learning Inc.

Biology

Program: *STEMscopes Science TX - Biology: TEKS*

Component: *STEMscopes Science TX - Biology (Online)*

ISBN: 9798888266953

Link to Current Content:

[View Current Content](#)

Location: Description, Activity

Link to Updated Content:

[View Updated Content](#)

Original Text: Students will analyze data about genetics and inheritance in a table, create a bar graph from it, and complete data analysis reflection questions to practice the skills necessary to interpret data fully.

Inform students that they will be analyzing data about genetics and inheritance and will create and interpret a graph based on the data.

Updated Text: Students will analyze data about genetics and inheritance in a table, create a pictogram from it, and complete data analysis reflection questions to practice the skills necessary to interpret data fully.

Inform students that they will be analyzing data about genetics and inheritance and will create and interpret a pictogram based on the data.

Component: *STEMscopes Science TX - Biology (Online)*

ISBN: 9798888266953

Link to Current Content:

[View Current Content](#)

Current Page Number(s): page 1-2

Location: Graph Creation, Data Analysis instructions and questions 1 and 2

Link to Updated Content:

[View Updated Content](#)

Original Text: Create a bar graph to help visualize the data from the table.

A sample image of a bar graph is given.

Complete the data analysis questions.

1. What science concept do the data table and graph show?

The data table and graph show dominant and recessive traits among students.

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 2597 of 3538

2. How are the axes on the graph labeled?

The x-axis is labeled Specific traits and the y-axis is labeled Number of students.

Updated Text: Create a pictogram to help visualize the data from the table.

Student graphs will vary.

Complete the data analysis questions using your pictogram.

1. What science concept do the data table and pictogram show?

Dominant and recessive traits among students.

2. How are the axes on the graph labeled?

The X-axis is represented by the traits and the Y-axis is represented by a series of images representing the number of students with the trait.

Component: *STEMscopes Science TX - Biology (Online)*

ISBN: 9798888266953

Link to Current Content:

[View Current Content](#)

Current Page Number(s): page 1

Location: The Problem, Criteria and Constraints

Link to Updated Content:

[View Updated Content](#)

Original Text: How can hydroponics be used to help families grow fresh food year round at home?

- Pot materials should be able to be found in the average home.
- Purchased materials should be less than \$35.00, including seeds (if these are provided materials, you still need to provide a cost for the system).
- Growing systems need to fit in an area that is 2 square feet.
- Plants will need to be grown in a window or under a grow light.

Updated Text: How can families grow fresh food year round at home in a limited amount of space?

- Design a solution that allows families to grow crops in a limited amount of space.
- Materials must include: shallow containers, rocks, and a light source.
- Purchased materials should be less than \$35.00, including seeds (if these are provided materials, you still need to provide a cost for the system).
- Growing systems need to fit in an area that is 2 square feet.
- Crops can include spinach, tomatoes, lettuce, peppers, and cucumbers.

Component: *STEMscopes Science TX - Biology (Online)*

ISBN: 9798888266953

Link to Current Content:

[View Current Content](#)

Location: Activity Share and Critique

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 2598 of 3538

Link to Updated Content:

[View Updated Content](#)

Original Text: Allow students time to plan how they will present their redesigned solutions.

Updated Text: Allow students time to plan how they will present their redesigned solutions in a format of their choice. Encourage students to choose an appropriate way to deliver their solutions from a variety of formats such as digital presentation, poster, play, etc.

Component: *STEMscopes Science TX - Biology (Online)*

ISBN: 9798888266953

Link to Current Content:

[View Current Content](#)

Current Page Number(s): page 3

Location: Share

Link to Updated Content:

[View Updated Content](#)

Original Text: Use the space below to plan how you will present your solution to the problem. Your presentation should include the scientific ideas used to solve this defined problem.

Updated Text: Use the space below to plan how you will present your solution to the problem. Your presentation should include the scientific ideas used to solve this defined problem but can be in any format of your choice such as a digital presentation, poster, play, or speech.

Component: *STEMscopes Science TX - Biology (Online)*

ISBN: 9798888266953

Link to Current Content:

[View Current Content](#)

Current Page Number(s): page 1

Location: Bullet 4

Link to Updated Content:

[View Updated Content](#)

Original Text: • Problems with the hypothesis

Updated Text: • Critique of the hypothesis

Component: *STEMscopes Science TX - Biology (Online)*

ISBN: 9798888266953

Link to Current Content:

[View Current Content](#)

Location: Description, Activity Whiteboards

Link to Updated Content:

[View Updated Content](#)

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 2599 of 3538

Original Text: In this activity, students will research one of the three hypotheses for the origin of DNA and debate which topic is the best supported.

How could you apply scientific explanations in your argument? Accept all answers at this time.

Updated Text: In this activity, students will research and critique one of the three hypotheses for the origin of DNA and debate which topic is the best supported.

How can we critique scientific explanations in your arguments?

Accept all answers at this time. But explain to students that a good critique involves the evaluating the logic, evidence, and assumptions behind the explanation. They should also identify the main claim, the supporting arguments, and the empirical data the explanation relies on. The sources of the data, the methods of analysis, and the potential biases or limitations of the explanation can be looked at closely as well. They should compare the explanations with alternative or competing explanations, and assess how well it accounts for the observed phenomena.

Component: *STEMscopes Science TX - Biology (Online)*

ISBN: 9798888266953

Link to Current Content:

[View Current Content](#)

Current Page Number(s): page 1

Location: Introduction

Link to Updated Content:

[View Updated Content](#)

Original Text: You will research theories about the origins of life and then debate the scientific validity of these hypotheses for the origin of DNA with your peers.

Updated Text: You will research and critique theories about the origins of life and then debate the scientific validity of these hypotheses for the origin of DNA with your peers.

Component: *STEMscopes Science TX - Biology (Online)*

ISBN: 9798888266953

Link to Current Content:

[View Current Content](#)

Current Page Number(s): page 5

Location: Claim-Evidence-Reasoning

Link to Updated Content:

[View Updated Content](#)

Original Text: Using the information gained in this Explore activity, write a scientific explanation in support of cell division being important to repair damage.

When the body undergoes damage, cells divide to replace the cells that died or were damaged beyond repair by the injury to the body.

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 2600 of 3538

Mitosis is cell division. The body controls when new cells are made for things such as repair of damaged tissues and new growth during the maturation process.

Without cell division, repair would never take place. Damage to the body results in damage to the cells of the body or even cell death. Without cell division, there is no way to replace the cells that were damaged or killed by the injury to the body.

Updated Text: Using the information gained in this Explore activity, write a scientific explanation in support of the cell cycle being important to the growth of organisms.

The cell cycle is important because it can result in the growth of a multicellular organism.

Mitosis is cell division. A single cell separates into two identical daughter cells. The body controls when these new cells are made for things such as new growth during the maturation process or repair of damaged tissues.

Without the cell cycle, growth of a multicellular organism would never take place. Individual cells undergo mitosis to produce two daughter cells. By producing more cells, a multicellular organism can grow larger.

Component: *STEMscopes Science TX - Biology (Online)*

ISBN: 9798888266953

Link to Current Content:

[View Current Content](#)

Current Page Number(s): page 3

Location: Reflection and Conclusion

Link to Updated Content:

[View Updated Content](#)

Original Text: 1. How does cell division help an organism develop from two cells (an egg and a sperm) into an organism that is composed of millions or billions of specialized cells?

Without the ability to create more cells through the cell cycle, new organisms would remain as two cells. Mitosis allows the cells to divide and create more cells. Each new cell can divide and become two new cells. Those cells become different organs and tissues through environmental factors or factors within the organism.

Updated Text: 1. How does cell division help an organism grow from two cells (an egg and a sperm) into an organism that is composed of millions or billions of specialized cells?

Without the ability to create more cells through the cell cycle, new organisms would remain as two cells and not grow larger. Mitosis allows the cells to divide and create more cells. Each new cell can divide and become two new cells. Those cells become different organs and tissues through environmental factors or factors within the organism.

Component: *STEMscopes Science TX - Biology (Online)*

ISBN: 9798888266953

Link to Current Content:

[View Current Content](#)

Current Page Number(s): Activity Section

Location: Question 5, bullet c

Link to Updated Content:

[View Updated Content](#)

Original Text: c. Burning fossil fuels releases carbon within the atmosphere. (Always)

Updated Text: Statement was removed from the activity.

Publisher: BIOZONE Corporation

Biology

Program: *Biology for Texas: TEKS*

Component: *Biology for Texas*

ISBN: 9781991014054

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 3

Location: Key question at top of page

Link to Updated Content:

[View Updated Content](#)

Original Text: key question (on blue stripe)

Updated Text: content anchor (on yellow stripe)

Component: *Biology for Texas*

ISBN: 9781991014054

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 8

Location: qu 1 (a) (b)

Link to Updated Content:

[View Updated Content](#)

Original Text: 1. What are the three components of a nucleotide?

Updated Text: 1(a) List the components of a nucleotide in DNA. 1(b) list the components of a nucleotide in RNA

Component: *Biology for Texas*

ISBN: 9781991014054

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 57

Location: key question at top of page

Link to Updated Content:

[View Updated Content](#)

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 2602 of 3538

Original Text: Key question (on blue stripe)

Updated Text: Content Anchor Revisited (on yellow stripe)

Component: *Biology for Texas*

ISBN: 9781991014054

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 61

Location: list of learning outcomes

Link to Updated Content:

[View Updated Content](#)

Original Text: there are no dividing lines between the learning outcomes

Updated Text: dividing lines to be added to be consistent with other chapter fronts in the book

Component: *Biology for Texas*

ISBN: 9781991014054

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 63

Location: key question at top of page

Link to Updated Content:

[View Updated Content](#)

Original Text: Key Question (on blue stripe)

Updated Text: Content Anchor (on yellow stripe)

Component: *Biology for Texas*

ISBN: 9781991014054

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 85

Location: Key Question at top of page

Link to Updated Content:

[View Updated Content](#)

Original Text: Key Question (on blue stripe)

Updated Text: Content Anchor (on yellow stripe)

Component: *Biology for Texas*

ISBN: 9781991014054

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 91

Location: Key Question at top of page

Link to Updated Content:

[View Updated Content](#)

Original Text: Key Question (on blue stripe)

Updated Text: Content Anchor (on yellow stripe)

Component: *Biology for Texas*

ISBN: 9781991014054

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 95

Location: qu7

Link to Updated Content:

[View Updated Content](#)

Original Text: In the box on the right, draw a simple diagram to show the cyclic relationship between ATP and ADP.

Updated Text: In the box on the right, draw a simple diagram to show the cyclic relationship between ATP and ADP. Add the numbers of phosphate groups in both ATP and ADP.

Component: *Biology for Texas*

ISBN: 9781991014054

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 121

Location: Key Question at top of page

Link to Updated Content:

[View Updated Content](#)

Original Text: Key Question (on blue stripe)

Updated Text: Content Anchor Revisited (on yellow stripe)

Component: *Biology for Texas*

ISBN: 9781991014054

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 114

Location: third paragraph to left of diagram at top of page.

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 2604 of 3538

Link to Updated Content:

[View Updated Content](#)

Original Text: active site' is blue bolded

Updated Text: change to black text, not bold

Component: *Biology for Texas*

ISBN: 9781991014054

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 127

Location: Key Question at top of page

Link to Updated Content:

[View Updated Content](#)

Original Text: Key Question (on blue stripe)

Updated Text: Content Anchor (on yellow stripe)

Component: *Biology for Texas*

ISBN: 9781991014054

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 192

Location: Key Question at top of page (on blue stripe)

Link to Updated Content:

[View Updated Content](#)

Original Text: Key Question (on blue stripe)

Updated Text: Content Anchor Revisited (on yellow stripe)

Component: *Biology for Texas*

ISBN: 9781991014054

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 198

Location: key question

Link to Updated Content:

[View Updated Content](#)

Original Text: Key Question (on blue stripe)

Updated Text: Content Anchor (on yellow stripe)

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 2605 of 3538

Component: *Biology for Texas*

ISBN: 9781991014054

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 233

Location: replace qu2 with new qu

Link to Updated Content:

[View Updated Content](#)

Original Text: 2. Outline two ways CRISPR can be used to edit genes:

Updated Text: 2. Research the impact of Doudna and Charpentier's discovery of the CRISPR system. Describe some uses of the technology and what other scientists believe it should or should not be used for.

Component: *Biology for Texas*

ISBN: 9781991014054

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 240

Location: key question

Link to Updated Content:

[View Updated Content](#)

Original Text: Key Question (on blue stripe)

Updated Text: Content Anchor Revisited (on yellow stripe)

Component: *Biology for Texas*

ISBN: 9781991014054

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 236

Location: Title

Link to Updated Content:

[View Updated Content](#)

Original Text: Covid 19

Updated Text: Covid-19

Component: *Biology for Texas*

ISBN: 9781991014054

Link to Current Content:

[View Current Content](#)

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 2606 of 3538

Current Page Number(s): 246

Location: Key Question

Link to Updated Content:

[View Updated Content](#)

Original Text: Key Question (on blue stripe)

Updated Text: Content Anchor (on yellow stripe)

Component: *Biology for Texas*

ISBN: 9781991014054

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 251

Location: investigation 6.1. Reword step 2

Link to Updated Content:

[View Updated Content](#)

Original Text: Record a value for the variable for each person in your class. Tabulate the data in the space below and plot a histogram of the number in each category

Updated Text: Tabulate the data in a spreadsheet (e.g. Excel) and graph the result using a histogram; alternatively use the space below to produce a table and use the grid to produce a plot

Component: *Biology for Texas*

ISBN: 9781991014054

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 278

Location: Key question

Link to Updated Content:

[View Updated Content](#)

Original Text: Key Question (on blue stripe)

Updated Text: Content Anchor revisited (on yellow stripe)

Component: *Biology for Texas*

ISBN: 9781991014054

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 285

Location: Key question

Link to Updated Content:

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 2607 of 3538

[View Updated Content](#)

Original Text: Key Question (on blue stripe)

Updated Text: Content Anchor (on yellow stripe)

Component: *Biology for Texas*

ISBN: 9781991014054

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 305

Location: Key question

Link to Updated Content:

[View Updated Content](#)

Original Text: Key Question (on blue stripe)

Updated Text: Content Anchor Revisited (on yellow stripe)

Component: *Biology for Texas*

ISBN: 9781991014054

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 312

Location: Key Question

Link to Updated Content:

[View Updated Content](#)

Original Text: Key Question (on blue stripe)

Updated Text: Content Anchor (on yellow stripe)

Component: *Biology for Texas*

ISBN: 9781991014054

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 342

Location: Key question

Link to Updated Content:

[View Updated Content](#)

Original Text: Key Question (on blue stripe)

Updated Text: Content Anchor Revisited (on yellow stripe)

Component: *Biology for Texas*

ISBN: 9781991014054

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 342

Location: qu1

Link to Updated Content:

[View Updated Content](#)

Original Text: What do you think is wrong with this statement:

Updated Text: Critique this statement:

Component: *Biology for Texas*

ISBN: 9781991014054

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 348

Location: Key question

Link to Updated Content:

[View Updated Content](#)

Original Text: Key Question (on blue stripe)

Updated Text: Content Anchor (on yellow stripe)

Component: *Biology for Texas*

ISBN: 9781991014054

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 367

Location: title and bullet point 5

Link to Updated Content:

[View Updated Content](#)

Original Text: Title: The Impact of Competing Alien Species AND Bullet point 5: Some of the most destructive of all alien species

Updated Text: Title: The Impact of Competing Invasive Species AND bullet point 5: Some of the most destructive of all invasive species

Component: *Biology for Texas*

ISBN: 9781991014054

Link to Current Content:

[View Current Content](#)

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 2609 of 3538

Current Page Number(s): 419

Location: Key question

Link to Updated Content:

[View Updated Content](#)

Original Text: Key Question (on blue stripe)

Updated Text: Content Anchor Revisited (on yellow stripe)

Component: *Biology for Texas*

ISBN: 9781991014054

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 435

Location: Key Question

Link to Updated Content:

[View Updated Content](#)

Original Text: What types of data may be collected during an investigation?

Updated Text: What are the variables in an investigation?

Component: *Biology for Texas*

ISBN: 9781991014054

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 427

Location: title

Link to Updated Content:

[View Updated Content](#)

Original Text: Observations, and Assumptions

Updated Text: Observations and Assumptions

Component: *Biology for Texas*

ISBN: 9781991014054

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 442

Location: first blue text box

Link to Updated Content:

[View Updated Content](#)

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 2610 of 3538

Original Text: graphs, bold blue text

Updated Text: remove blue bolded style

Component: *Biology for Texas*

ISBN: 9781991014177

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 3

Location: Key question at top of page

Link to Updated Content:

[View Updated Content](#)

Original Text: key question (on blue stripe)

Updated Text: content anchor (on yellow stripe)

Component: *Biology for Texas*

ISBN: 9781991014177

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 8

Location: qu 1 (a) (b)

Link to Updated Content:

[View Updated Content](#)

Original Text: 1. What are the three components of a nucleotide?

Updated Text: 1(a) List the components of a nucleotide in DNA. 1(b) list the components of a nucleotide in RNA

Component: *Biology for Texas*

ISBN: 9781991014177

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 57

Location: key question at top of page

Link to Updated Content:

[View Updated Content](#)

Original Text: Key question (on blue stripe)

Updated Text: Content Anchor Revisited (on yellow stripe)

Component: *Biology for Texas*

ISBN: 9781991014177

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 61

Location: list of learning outcomes

Link to Updated Content:

[View Updated Content](#)

Original Text: there are no dividing lines between the learning outcomes

Updated Text: dividing lines to be added to be consistent with other chapter fronts in the book

Component: *Biology for Texas*

ISBN: 9781991014177

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 63

Location: key question at top of page

Link to Updated Content:

[View Updated Content](#)

Original Text: Key Question (on blue stripe)

Updated Text: Content Anchor (on yellow stripe)

Component: *Biology for Texas*

ISBN: 9781991014177

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 85

Location: Key Question at top of page

Link to Updated Content:

[View Updated Content](#)

Original Text: Key Question (on blue stripe)

Updated Text: Content Anchor (on yellow stripe)

Component: *Biology for Texas*

ISBN: 9781991014177

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 91

Location: Key Question at top of page

Link to Updated Content:

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 2612 of 3538

[View Updated Content](#)

Original Text: Key Question (on blue stripe)

Updated Text: Content Anchor (on yellow stripe)

Component: *Biology for Texas*

ISBN: 9781991014177

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 95

Location: qu7

Link to Updated Content:

[View Updated Content](#)

Original Text: In the box on the right, draw a simple diagram to show the cyclic relationship between ATP and ADP.

Updated Text: In the box on the right, draw a simple diagram to show the cyclic relationship between ATP and ADP. Add the numbers of phosphate groups in both ATP and ADP.

Component: *Biology for Texas*

ISBN: 9781991014177

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 121

Location: Key Question at top of page

Link to Updated Content:

[View Updated Content](#)

Original Text: Key Question (on blue stripe)

Updated Text: Content Anchor Revisited (on yellow stripe)

Component: *Biology for Texas*

ISBN: 9781991014177

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 114

Location: third paragraph to left of diagram at top of page.

Link to Updated Content:

[View Updated Content](#)

Original Text: active site' is blue bolded

Updated Text: change to black text, not bold

Component: *Biology for Texas*

ISBN: 9781991014177

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 127

Location: Key Question at top of page

Link to Updated Content:

[View Updated Content](#)

Original Text: Key Question (on blue stripe)

Updated Text: Content Anchor (on yellow stripe)

Component: *Biology for Texas*

ISBN: 9781991014177

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 192

Location: Key Question at top of page (on blue stripe)

Link to Updated Content:

[View Updated Content](#)

Original Text: Key Question (on blue stripe)

Updated Text: Content Anchor Revisited (on yellow stripe)

Component: *Biology for Texas*

ISBN: 9781991014177

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 198

Location: key question

Link to Updated Content:

[View Updated Content](#)

Original Text: Key Question (on blue stripe)

Updated Text: Content Anchor (on yellow stripe)

Component: *Biology for Texas*

ISBN: 9781991014177

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 233

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 2614 of 3538

Location: replace qu2 with new qu

Link to Updated Content:

[View Updated Content](#)

Original Text: 2. Outline two ways CRISPR can be used to edit genes:

Updated Text: 2. Research the impact of Doudna and Charpentier's discovery of the CRISPR system. Describe some uses of the technology and what other scientists believe it should or should not be used for.

Component: *Biology for Texas*

ISBN: 9781991014177

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 240

Location: key question

Link to Updated Content:

[View Updated Content](#)

Original Text: Key Question (on blue stripe)

Updated Text: Content Anchor Revisited (on yellow stripe)

Component: *Biology for Texas*

ISBN: 9781991014177

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 236

Location: Title

Link to Updated Content:

[View Updated Content](#)

Original Text: Covid 19

Updated Text: Covid-19

Component: *Biology for Texas*

ISBN: 9781991014177

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 246

Location: Key Question

Link to Updated Content:

[View Updated Content](#)

Original Text: Key Question (on blue stripe)

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 2615 of 3538

Updated Text: Content Anchor (on yellow stripe)

Component: *Biology for Texas*

ISBN: 9781991014177

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 278

Location: Key question

Link to Updated Content:

[View Updated Content](#)

Original Text: Key Question (on blue stripe)

Updated Text: Content Anchor revisited (on yellow stripe)

Component: *Biology for Texas*

ISBN: 9781991014177

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 285

Location: Key question

Link to Updated Content:

[View Updated Content](#)

Original Text: Key Question (on blue stripe)

Updated Text: Content Anchor (on yellow stripe)

Component: *Biology for Texas*

ISBN: 9781991014177

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 305

Location: Key question

Link to Updated Content:

[View Updated Content](#)

Original Text: Key Question (on blue stripe)

Updated Text: Content Anchor Revisited (on yellow stripe)

Component: *Biology for Texas*

ISBN: 9781991014177

Link to Current Content:

[View Current Content](#)

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 2616 of 3538

Current Page Number(s): 312

Location: Key Question

Link to Updated Content:

[View Updated Content](#)

Original Text: Key Question (on blue stripe)

Updated Text: Content Anchor (on yellow stripe)

Component: *Biology for Texas*

ISBN: 9781991014177

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 342

Location: Key question

Link to Updated Content:

[View Updated Content](#)

Original Text: Key Question (on blue stripe)

Updated Text: Content Anchor Revisited (on yellow stripe)

Component: *Biology for Texas*

ISBN: 9781991014177

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 348

Location: Key question

Link to Updated Content:

[View Updated Content](#)

Original Text: Key Question (on blue stripe)

Updated Text: Content Anchor (on yellow stripe)

Component: *Biology for Texas*

ISBN: 9781991014177

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 367

Location: title and bullet point 5

Link to Updated Content:

[View Updated Content](#)

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 2617 of 3538

Original Text: Title: The Impact of Competing Alien Species AND Bullet point 5: Some of the most destructive of all alien species

Updated Text: Title: The Impact of Competing Invasive Species AND bullet point 5: Some of the most destructive of all invasive species

Component: *Biology for Texas*

ISBN: 9781991014177

Link to Current Content:
[View Current Content](#)

Current Page Number(s): 419

Location: Key question

Link to Updated Content:
[View Updated Content](#)

Original Text: Key Question (on blue stripe)

Updated Text: Content Anchor Revisited (on yellow stripe)

Component: *Biology for Texas*

ISBN: 9781991014177

Link to Current Content:
[View Current Content](#)

Current Page Number(s): 435

Location: Key Question

Link to Updated Content:
[View Updated Content](#)

Original Text: What types of data may be collected during an investigation?

Updated Text: What are the variables in an investigation?

Component: *Biology for Texas*

ISBN: 9781991014177

Link to Current Content:
[View Current Content](#)

Current Page Number(s): 427

Location: title

Link to Updated Content:
[View Updated Content](#)

Original Text: Observations, and Assumptions

Updated Text: Observations and Assumptions

Component: *Biology for Texas*

ISBN: 9781991014177

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 442

Location: first blue text box

Link to Updated Content:

[View Updated Content](#)

Original Text: graphs, bold blue text

Updated Text: remove blue bolded style

Component: *Biology for Texas*

ISBN: 9781991014177

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 384

Location: margin tabs, top of page

Link to Updated Content:

[View Updated Content](#)

Original Text: extension flag hidden under TEKS

Updated Text: extension flag to be moved

Component: *Biology for Texas*

ISBN: 9781991014177

Link to Current Content:

[View Current Content](#)

Current Page Number(s): CG32

Location: activity 135

Link to Updated Content:

[View Updated Content](#)

Original Text: double fullstop

Updated Text: single fullstop

Component: *Biology for Texas*

ISBN: 9781991014177

Link to Current Content:

[View Current Content](#)

Current Page Number(s): CG32

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 2619 of 3538

Location: activity 137

Link to Updated Content:

[View Updated Content](#)

Original Text: RATS

Updated Text: rapid antigen testing

Component: *Biology for Texas*

ISBN: 9781991014177

Link to Current Content:

[View Current Content](#)

Current Page Number(s): CG8

Location: diagram label for learning outcomes

Link to Updated Content:

[View Updated Content](#)

Original Text: Learning Outcomes: Concise statements summarize key learning points for students.–†

Updated Text: Learning Outcomes: Measurable statements for students' learning in the activities / lessons.

Component: *Biology for Texas*

ISBN: 9781991014177

Link to Current Content:

[View Current Content](#)

Current Page Number(s): CG8

Location: diagram label for "Checkboxes for planning"

Link to Updated Content:

[View Updated Content](#)

Original Text: They can tick them off once an activity is completed –†

Updated Text: They can tick them off once a learning outcome is reached

Component: *Biology for Texas*

ISBN: 9781991014177

Link to Current Content:

[View Current Content](#)

Current Page Number(s): CG1

Location: bottom right of cover page of classroom guide

Link to Updated Content:

[View Updated Content](#)

Original Text: advance copy for review purposes only

Updated Text: advance copy text removed

Component: *Biology for Texas*

ISBN: 9781991014177

Link to Current Content:

[View Current Content](#)

Current Page Number(s): CG2

Location: contents and FAQ list

Link to Updated Content:

[View Updated Content](#)

Original Text: goes up to page 52

Updated Text: additional contents added up to page 56

Component: *Biology for Texas*

ISBN: 9781991014177

Link to Current Content:

[View Current Content](#)

Current Page Number(s): CG4

Location: top of CG4

Link to Updated Content:

[View Updated Content](#)

Original Text: BIOZONE's Teacher Toolkit is a suite of resources specifically developed to help you plan and deliver an engaging biology

Updated Text: BIOZONE's Teacher Toolkit is a suite of resources specifically developed to help plan and deliver an engaging biology program. Additional assessment tools are provided, allowing teachers to easily assess student understanding of the content. A brief description of the tools is provided below and in the following pages.

Component: *Biology for Texas*

ISBN: 9781991014177

Link to Current Content:

[View Current Content](#)

Current Page Number(s): CG5

Location: Resource Hub text

Link to Updated Content:

[View Updated Content](#)

Original Text: was on CG4

Updated Text: now on CG5 and expanded second bullet point

Component: *Biology for Texas*

ISBN: 9781991014177

Link to Current Content:

[View Current Content](#)

Current Page Number(s): CG5

Location: resource hub information

Link to Updated Content:

[View Updated Content](#)

Original Text: Resource Hub information has been moved from CG4 to CG5

Updated Text: Existing content about Resource Hub has been moved from CG4 to CG5 and additional second bullet point added

Component: *Biology for Texas*

ISBN: 9781991014177

Link to Current Content:

[View Current Content](#)

Current Page Number(s): CG9

Location: Content previously on CG5 is now on CG9

Link to Updated Content:

[View Updated Content](#)

Original Text: N/A

Updated Text: Content previously on CG5 is now on CG9

Component: *Biology for Texas*

ISBN: 9781991014177

Link to Current Content:

[View Current Content](#)

Current Page Number(s): CG10

Location: Content previously on CG6 is now on CG10

Link to Updated Content:

[View Updated Content](#)

Original Text: N/A

Updated Text: Content previously on CG6 is now on CG10

Component: *Biology for Texas*

ISBN: 9781991014177

Link to Current Content:

[View Current Content](#)

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 2622 of 3538

Current Page Number(s): CG11

Location: Content previously on CG7 is now on CG11

Link to Updated Content:

[View Updated Content](#)

Original Text: N/A

Updated Text: Content previously on CG7 is now on CG11

Component: *Biology for Texas*

ISBN: 9781991014177

Link to Current Content:

[View Current Content](#)

Current Page Number(s): CG12

Location: pg CG12 in yellow box titled learning outcomes

Link to Updated Content:

[View Updated Content](#)

Original Text: Learning objectives: Concise statements summarize key learning points for students

Updated Text: Learning outcomes: Concise statements summarize key learning points for students

Component: *Biology for Texas*

ISBN: 9781991014177

Link to Current Content:

[View Current Content](#)

Current Page Number(s): CG12

Location: pg CG12 in yellow box titled activity number

Link to Updated Content:

[View Updated Content](#)

Original Text: Activity number: The activity in the book related to these learning objectives.

Updated Text: Activity number: The activity in the book related to these learning outcomes.

Component: *Biology for Texas*

ISBN: 9781991014177

Link to Current Content:

[View Current Content](#)

Current Page Number(s): CG12

Location: Content previously on CG8 is now on CG12

Link to Updated Content:

[View Updated Content](#)

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 2623 of 3538

Original Text: N/A

Updated Text: Content previously on CG8 is now on CG12

Component: *Biology for Texas*

ISBN: 9781991014177

Link to Current Content:

[View Current Content](#)

Current Page Number(s): CG9

Location: CG9

Link to Updated Content:

[View Updated Content](#)

Original Text: Content has moved pages

Updated Text: Content previously on CG9 is now on CG13

Component: *Biology for Texas*

ISBN: 9781991014177

Link to Current Content:

[View Current Content](#)

Current Page Number(s): CG10

Location: CG10

Link to Updated Content:

[View Updated Content](#)

Original Text: Content has moved pages

Updated Text: Content previously on CG10 is now on CG14

Component: *Biology for Texas*

ISBN: 9781991014177

Link to Current Content:

[View Current Content](#)

Current Page Number(s): CG11

Location: CG11

Link to Updated Content:

[View Updated Content](#)

Original Text: Content has moved pages

Updated Text: Content previously on CG11 is now on CG15

Component: *Biology for Texas*

ISBN: 9781991014177

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 2624 of 3538

Link to Current Content:

[View Current Content](#)

Current Page Number(s): CG12

Location: CG12

Link to Updated Content:

[View Updated Content](#)

Original Text: Content has moved pages

Updated Text: Content previously on CG12 is now on CG16

Component: *Biology for Texas*

ISBN: 9781991014177

Link to Current Content:

[View Current Content](#)

Current Page Number(s): CG13

Location: CG13

Link to Updated Content:

[View Updated Content](#)

Original Text: Content has moved pages

Updated Text: Content previously on CG13 is now on CG17

Component: *Biology for Texas*

ISBN: 9781991014177

Link to Current Content:

[View Current Content](#)

Current Page Number(s): CG14

Location: CG14

Link to Updated Content:

[View Updated Content](#)

Original Text: Content has moved pages

Updated Text: Content previously on CG14 is now on CG18

Component: *Biology for Texas*

ISBN: 9781991014177

Link to Current Content:

[View Current Content](#)

Current Page Number(s): CG15

Location: CG15

Link to Updated Content:

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 2625 of 3538

[View Updated Content](#)

Original Text: Content has moved pages

Updated Text: Content previously on CG15 is now on CG19

Component: *Biology for Texas*

ISBN: 9781991014177

Link to Current Content:

[View Current Content](#)

Current Page Number(s): CG16

Location: CG16

Link to Updated Content:

[View Updated Content](#)

Original Text: Content has moved pages

Updated Text: Content previously on CG16 is now on CG20

Component: *Biology for Texas*

ISBN: 9781991014177

Link to Current Content:

[View Current Content](#)

Current Page Number(s): CG17

Location: CG17

Link to Updated Content:

[View Updated Content](#)

Original Text: Content has moved pages

Updated Text: Content previously on CG17 is now on CG21

Component: *Biology for Texas*

ISBN: 9781991014177

Link to Current Content:

[View Current Content](#)

Current Page Number(s): CG18

Location: CG18

Link to Updated Content:

[View Updated Content](#)

Original Text: Content has moved pages

Updated Text: Content previously on CG18 is now on CG22

Component: *Biology for Texas*

ISBN: 9781991014177

Link to Current Content:

[View Current Content](#)

Current Page Number(s): CG19

Location: CG19

Link to Updated Content:

[View Updated Content](#)

Original Text: Content has moved pages

Updated Text: Content previously on CG19 is now on CG23

Component: *Biology for Texas*

ISBN: 9781991014177

Link to Current Content:

[View Current Content](#)

Current Page Number(s): CG20

Location: CG20

Link to Updated Content:

[View Updated Content](#)

Original Text: Content has moved pages

Updated Text: Content previously on CG20 is now on CG24

Component: *Biology for Texas*

ISBN: 9781991014177

Link to Current Content:

[View Current Content](#)

Current Page Number(s): CG21

Location: CG21

Link to Updated Content:

[View Updated Content](#)

Original Text: Content has moved pages

Updated Text: Content previously on CG21 is now on CG25

Component: *Biology for Texas*

ISBN: 9781991014177

Link to Current Content:

[View Current Content](#)

Current Page Number(s): CG22

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 2627 of 3538

Location: CG22

Link to Updated Content:

[View Updated Content](#)

Original Text: Content has moved pages

Updated Text: Content previously on CG22 is now on CG26

Component: *Biology for Texas*

ISBN: 9781991014177

Link to Current Content:

[View Current Content](#)

Current Page Number(s): CG23

Location: CG23

Link to Updated Content:

[View Updated Content](#)

Original Text: Content has moved pages

Updated Text: Content previously on CG23 is now on CG27

Component: *Biology for Texas*

ISBN: 9781991014177

Link to Current Content:

[View Current Content](#)

Current Page Number(s): CG24

Location: CG24

Link to Updated Content:

[View Updated Content](#)

Original Text: Content has moved pages

Updated Text: Content previously on CG24 is now on CG28

Component: *Biology for Texas*

ISBN: 9781991014177

Link to Current Content:

[View Current Content](#)

Current Page Number(s): CG25

Location: CG25

Link to Updated Content:

[View Updated Content](#)

Original Text: Content has moved pages

Updated Text: Content previously on CG25 is now on CG29

Component: *Biology for Texas*

ISBN: 9781991014177

Link to Current Content:

[View Current Content](#)

Current Page Number(s): CG26

Location: CG26

Link to Updated Content:

[View Updated Content](#)

Original Text: Content has moved pages

Updated Text: Content previously on CG26 is now on CG30

Component: *Biology for Texas*

ISBN: 9781991014177

Link to Current Content:

[View Current Content](#)

Current Page Number(s): CG27

Location: CG27

Link to Updated Content:

[View Updated Content](#)

Original Text: Content has moved pages

Updated Text: Content previously on CG27 is now on CG31

Component: *Biology for Texas*

ISBN: 9781991014177

Link to Current Content:

[View Current Content](#)

Current Page Number(s): CG28

Location: CG28

Link to Updated Content:

[View Updated Content](#)

Original Text: Content has moved pages

Updated Text: Content previously on CG28 is now on CG32

Component: *Biology for Texas*

ISBN: 9781991014177

Link to Current Content:

[View Current Content](#)

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 2629 of 3538

Current Page Number(s): CG29

Location: CG29

Link to Updated Content:

[View Updated Content](#)

Original Text: Content has moved pages

Updated Text: Content previously on CG29 is now on CG33

Component: *Biology for Texas*

ISBN: 9781991014177

Link to Current Content:

[View Current Content](#)

Current Page Number(s): CG30

Location: CG30

Link to Updated Content:

[View Updated Content](#)

Original Text: Content has moved pages

Updated Text: Content previously on CG30 is now on CG34

Component: *Biology for Texas*

ISBN: 9781991014177

Link to Current Content:

[View Current Content](#)

Current Page Number(s): CG31

Location: CG31

Link to Updated Content:

[View Updated Content](#)

Original Text: Content has moved pages

Updated Text: Content previously on CG31 is now on CG35

Component: *Biology for Texas*

ISBN: 9781991014177

Link to Current Content:

[View Current Content](#)

Current Page Number(s): CG32

Location: CG32

Link to Updated Content:

[View Updated Content](#)

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 2630 of 3538

Original Text: Content has moved pages

Updated Text: Content previously on CG32 is now on CG36

Component: *Biology for Texas*

ISBN: 9781991014177

Link to Current Content:

[View Current Content](#)

Current Page Number(s): CG33

Location: CG33

Link to Updated Content:

[View Updated Content](#)

Original Text: Content has moved pages

Updated Text: Content previously on CG33 is now on CG37

Component: *Biology for Texas*

ISBN: 9781991014177

Link to Current Content:

[View Current Content](#)

Current Page Number(s): CG34

Location: CG34

Link to Updated Content:

[View Updated Content](#)

Original Text: Content has moved pages

Updated Text: Content previously on CG34 is now on CG38

Component: *Biology for Texas*

ISBN: 9781991014177

Link to Current Content:

[View Current Content](#)

Current Page Number(s): CG35

Location: CG35

Link to Updated Content:

[View Updated Content](#)

Original Text: Content has moved pages

Updated Text: Content previously on CG35 is now on CG39

Component: *Biology for Texas*

ISBN: 9781991014177

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 2631 of 3538

Link to Current Content:

[View Current Content](#)

Current Page Number(s): CG36

Location: CG36

Link to Updated Content:

[View Updated Content](#)

Original Text: Content has moved pages

Updated Text: Content previously on CG36 is now on CG40

Component: *Biology for Texas*

ISBN: 9781991014177

Link to Current Content:

[View Current Content](#)

Current Page Number(s): CG37

Location: CG37

Link to Updated Content:

[View Updated Content](#)

Original Text: Content has moved pages

Updated Text: Content previously on CG37 is now on CG41

Component: *Biology for Texas*

ISBN: 9781991014177

Link to Current Content:

[View Current Content](#)

Current Page Number(s): CG38

Location: CG38

Link to Updated Content:

[View Updated Content](#)

Original Text: Content has moved pages

Updated Text: Content previously on CG38 is now on CG42

Component: *Biology for Texas*

ISBN: 9781991014177

Link to Current Content:

[View Current Content](#)

Current Page Number(s): CG39

Location: CG39

Link to Updated Content:

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 2632 of 3538

[View Updated Content](#)

Original Text: Content has moved pages

Updated Text: Content previously on CG39 is now on CG43

Component: *Biology for Texas*

ISBN: 9781991014177

Link to Current Content:

[View Current Content](#)

Current Page Number(s): CG40

Location: CG40

Link to Updated Content:

[View Updated Content](#)

Original Text: Content has moved pages

Updated Text: Content previously on CG40 is now on CG44

Component: *Biology for Texas*

ISBN: 9781991014177

Link to Current Content:

[View Current Content](#)

Current Page Number(s): CG41

Location: CG41

Link to Updated Content:

[View Updated Content](#)

Original Text: Content has moved pages

Updated Text: Content previously on CG41 is now on CG45

Component: *Biology for Texas*

ISBN: 9781991014177

Link to Current Content:

[View Current Content](#)

Current Page Number(s): CG42

Location: CG42

Link to Updated Content:

[View Updated Content](#)

Original Text: Content has moved pages

Updated Text: Content previously on CG42 is now on CG46

Component: *Biology for Texas*

ISBN: 9781991014177

Link to Current Content:

[View Current Content](#)

Current Page Number(s): CG43

Location: CG43

Link to Updated Content:

[View Updated Content](#)

Original Text: Content has moved pages

Updated Text: Content previously on CG43 is now on CG47

Component: *Biology for Texas*

ISBN: 9781991014177

Link to Current Content:

[View Current Content](#)

Current Page Number(s): CG44

Location: CG44

Link to Updated Content:

[View Updated Content](#)

Original Text: Content has moved pages

Updated Text: Content previously on CG44 is now on CG48

Component: *Biology for Texas*

ISBN: 9781991014177

Link to Current Content:

[View Current Content](#)

Current Page Number(s): CG45

Location: CG45

Link to Updated Content:

[View Updated Content](#)

Original Text: Content has moved pages

Updated Text: Content previously on CG45 is now on CG49

Component: *Biology for Texas*

ISBN: 9781991014177

Link to Current Content:

[View Current Content](#)

Current Page Number(s): CG46

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 2634 of 3538

Location: CG46

Link to Updated Content:

[View Updated Content](#)

Original Text: Content has moved pages

Updated Text: Content previously on CG46 is now on CG50

Component: *Biology for Texas*

ISBN: 9781991014177

Link to Current Content:

[View Current Content](#)

Current Page Number(s): CG47

Location: CG47

Link to Updated Content:

[View Updated Content](#)

Original Text: Content has moved pages

Updated Text: Content previously on CG47 is now on CG51

Component: *Biology for Texas*

ISBN: 9781991014177

Link to Current Content:

[View Current Content](#)

Current Page Number(s): CG48

Location: CG48

Link to Updated Content:

[View Updated Content](#)

Original Text: Content has moved pages

Updated Text: Content previously on CG48 is now on CG52

Component: *Biology for Texas*

ISBN: 9781991014177

Link to Current Content:

[View Current Content](#)

Current Page Number(s): CG49

Location: CG49

Link to Updated Content:

[View Updated Content](#)

Original Text: Content has moved pages

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 2635 of 3538

Updated Text: Content previously on CG49 is now on CG53

Component: *Biology for Texas*

ISBN: 9781991014177

Link to Current Content:

[View Current Content](#)

Current Page Number(s): CG50

Location: CG50

Link to Updated Content:

[View Updated Content](#)

Original Text: Content has moved pages

Updated Text: Content previously on CG50 is now on CG54

Component: *Biology for Texas*

ISBN: 9781991014177

Link to Current Content:

[View Current Content](#)

Current Page Number(s): CG51

Location: CG51

Link to Updated Content:

[View Updated Content](#)

Original Text: Content has moved pages

Updated Text: Content previously on CG51 is now on CG55

Component: *Biology for Texas*

ISBN: 9781991014177

Link to Current Content:

[View Current Content](#)

Current Page Number(s): CG52

Location: CG52

Link to Updated Content:

[View Updated Content](#)

Original Text: Content has moved pages

Updated Text: Content previously on CG52 is now on CG56

Component: *Biology for Texas*

ISBN: 9781991014177

Link to Current Content:

[View Current Content](#)

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 2636 of 3538

Current Page Number(s): CG53

Location: CG53

Link to Updated Content:

[View Updated Content](#)

Original Text: Content has moved pages

Updated Text: Content previously on CG53 is now on CG57

Component: *Biology for Texas*

ISBN: 9781991014177

Link to Current Content:

[View Current Content](#)

Current Page Number(s): CG54

Location: CG54

Link to Updated Content:

[View Updated Content](#)

Original Text: Content has moved pages

Updated Text: Content previously on CG54 is now on CG58

Component: *Biology for Texas*

ISBN: 9781991014177

Link to Current Content:

[View Current Content](#)

Current Page Number(s): CG55

Location: CG55

Link to Updated Content:

[View Updated Content](#)

Original Text: Content has moved pages

Updated Text: Content previously on CG55 is now on CG59

Component: *Biology for Texas*

ISBN: 9781991014177

Link to Current Content:

[View Current Content](#)

Current Page Number(s): CG56

Location: CG56

Link to Updated Content:

[View Updated Content](#)

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 2637 of 3538

Original Text: Content has moved pages

Updated Text: Content previously on CG56 is now on CG60

Component: *Biology for Texas*

ISBN: 9781991014177

Link to Current Content:

[View Current Content](#)

Current Page Number(s): CG16

Location: image of content anchor page

Link to Updated Content:

[View Updated Content](#)

Original Text: image change

Updated Text: Updated image for content anchor example

Component: *Biology for Texas*

ISBN: 9781991014177

Link to Current Content:

[View Current Content](#)

Current Page Number(s): CG19

Location: image of content anchor page revisited

Link to Updated Content:

[View Updated Content](#)

Original Text: image change

Updated Text: Updated image for content anchor revisited example

Component: *Biology for Texas*

ISBN: 9781991014177

Link to Current Content:

[View Current Content](#)

Current Page Number(s): CG3

Location: Page CG3 Fourth paragraph

Link to Updated Content:

[View Updated Content](#)

Original Text: The TEKS form the foundation for the worktext structure. Chapters 1-9 align to the Science Content Knowledge and Skills Statements. The Scientific and Engineering Practices TEKS are carefully and purposefully integrated throughout the content chapters, and are also supported in a dedicated science practices chapter (chapter 10). TEKS are clearly identifiable to both students and teachers (CG8) via a simple coding system within the Student Edition (CG11). For teachers, additional coding within the Teacher's Edition identifies specific breakouts, allowing teachers to plan to a more granulated level if they wish to do so (CG42)

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Updated Text: The TEKS form the foundation for the worktext structure. Chapters 1-9 align to the Science Content Knowledge and Skills Statements. The Scientific and Engineering Practices TEKS are carefully and purposefully integrated throughout the content chapters, and are also supported in a dedicated science practices chapter (chapter 10). TEKS are clearly identifiable to both students and teachers (CG12) via a simple coding system within the Student Edition (CG15). For teachers, additional coding within the Teacher's Edition identifies specific breakouts, allowing teachers to plan to a more granulated level if they wish to do so (CG46)

Component: *Biology for Texas*

ISBN: 9781991014177

Link to Current Content:

[View Current Content](#)

Current Page Number(s): CG3

Location: Page CG3 Fifth paragraph

Link to Updated Content:

[View Updated Content](#)

Original Text: simple icon coding system (see CG42)

Updated Text: simple icon coding system (see CG46).

Component: *Biology for Texas*

ISBN: 9781991014177

Link to Current Content:

[View Current Content](#)

Current Page Number(s): CG3

Location: Page CG3 Sixth paragraph

Link to Updated Content:

[View Updated Content](#)

Original Text: We have included a wide range of practical investigations within Biology for Texas. Practical investigations help teachers meet the required practical component of the program and also provide students with an opportunity to carry out hands-on science exploration, enhancing collaboration, communication, and practical skills while doing so. More information about BIOZONE'S practical activities can be found on CG16.

Updated Text: We have included a wide range of practical investigations within Biology for Texas. Practical investigations help teachers meet the required practical component of the program and also provide students with an opportunity to carry out hands-on science exploration, enhancing collaboration, CG20.

Component: *Biology for Texas*

ISBN: 9781991014177

Link to Current Content:

[View Current Content](#)

Current Page Number(s): CG3

Location: Page CG3 Seventh paragraph

Link to Updated Content:

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 2639 of 3538

[View Updated Content](#)

Original Text: See CG17-CG18.

Updated Text: See CG21-CG22.

Component: *Biology for Texas*

ISBN: 9781991014177

Link to Current Content:

[View Current Content](#)

Current Page Number(s): CG12.

Location: page CG12 Second paragraph. last sentence

Link to Updated Content:

[View Updated Content](#)

Original Text: tables on pages CG44-CG56

Updated Text: tables on pages CG48-CG6

Component: *Biology for Texas*

ISBN: 9781991014177

Link to Current Content:

[View Current Content](#)

Current Page Number(s): CG13

Location: Page CG13 Fourth paragraph

Link to Updated Content:

[View Updated Content](#)

Original Text: Tables identifying all of the ELPS included in Biology for Texas can be found on CG52-CG56.

Updated Text: Tables identifying all of the ELPS included in Biology for Texas can be found on CG56-CG60.

Component: *Biology for Texas*

ISBN: 9781991014177

Link to Current Content:

[View Current Content](#)

Current Page Number(s): CG13

Location: Page CG13 Second yellow box on student edition image

Link to Updated Content:

[View Updated Content](#)

Original Text: see also CG42

Updated Text: see also CG46

Component: *Biology for Texas*

ISBN: 9781991014177

Link to Current Content:

[View Current Content](#)

Current Page Number(s): CG15

Location: Page CG15 Text under tab system image

Link to Updated Content:

[View Updated Content](#)

Original Text: Teachers wanting a more granulated breakdown of the Scientific and Engineering TEKS can find this in the TEKS summary tables (CG44-CG51)

Updated Text: Teachers wanting a more granulated breakdown of the Scientific and Engineering TEKS can find this in the TEKS summary tables (CG48-CG55)

Component: *Biology for Texas*

ISBN: 9781991014177

Link to Current Content:

[View Current Content](#)

Current Page Number(s): CG17

Location: Page CG17 third paragraph, last sentence

Link to Updated Content:

[View Updated Content](#)

Original Text: provided on CG17-CG18

Updated Text: provided on CG21-CG22.

Component: *Biology for Texas*

ISBN: 9781991014177

Link to Current Content:

[View Current Content](#)

Current Page Number(s): CG25

Location: Page CG25 Resource hub text

Link to Updated Content:

[View Updated Content](#)

Original Text: teacher support materials (CG4)

Updated Text: teacher support materials (CG5)

Component: *Biology for Texas*

ISBN: 9781991014177

Link to Current Content:

[View Current Content](#)

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 2641 of 3538

Current Page Number(s): CG25

Location: Page CG25 glossary text

Link to Updated Content:

[View Updated Content](#)

Original Text: The glossary is provided in both English and Spanish (CG22).

Updated Text: The glossary is provided in both English and Spanish (CG26).

Component: *Biology for Texas*

ISBN: 9781991014177

Link to Current Content:

[View Current Content](#)

Current Page Number(s): CG26

Location: Page CG26 first paragraph, second to last sentence

Link to Updated Content:

[View Updated Content](#)

Original Text: In the digital versions of the worktext, text to speech (read aloud) and translation functions support ELLs in their learning journey. More information on these features is provided below.

Updated Text: In the digital versions of the worktext, text to speech (read aloud) and translation functions will be available to support ELLs in their learning journey. More information on these features is provided below.

Component: *Biology for Texas*

ISBN: 9781991014177

Link to Current Content:

[View Current Content](#)

Current Page Number(s): CG27

Location: Page CG27, first sentence

Link to Updated Content:

[View Updated Content](#)

Original Text: Extended teacher's notes are found on pages (CG24-CG41) of the Teacher's Edition and Digital Teacher's Edition of Biology for Texas.

Updated Text: Extended teacher's notes are found on pages (CG28-CG45) of the Teacher's Edition and Digital Teacher's Edition of Biology for Texas.

Component: *Biology for Texas*

ISBN: 9781991014177

Link to Current Content:

[View Current Content](#)

Current Page Number(s): CG46

Location: Page CG46 last sentence in introductory text.

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 2642 of 3538

Link to Updated Content:

[View Updated Content](#)

Original Text: Summary tables identifying the location of specific TEKS and ELPS are provided on CG44-CG56.

Updated Text: Summary tables identifying the location of specific TEKS and ELPS are provided on CG48-CG60.

Component: *Biology for Texas*

ISBN: 9781991014177

Link to Current Content:

[View Current Content](#)

Current Page Number(s): CG46

Location: Page CG46 paragraphs under Locating the TEKS in the Teacher's Edition heading

Link to Updated Content:

[View Updated Content](#)

Original Text: The Science Concept TEKS and Scientific and Engineering Practices TEKS are identified in the chapter introduction. For more information, see CG8. Tabs on the first page of an activity identify the TEKS covered within that activity. Red tabs indicate the Science Concept TEKS while blue tabs indicate Scientific and Engineering Practices TEKS. For more information, see CG11. Coding within the margin of a Teacher's Edition identify the TEKS breakout covered within the activity (as shown, right). Red tabs identify the Science Concept TEKS and blue tabs identify the Scientific and Engineering Practices TEKS. Along with the specific breakout code, the tab will also identify if the breakout specifically addresses a narrative (N) or an activity (A) component. Summary tables (CG44-CG51) list all of the TEKS covered throughout Biology for Texas

Updated Text: The Science Concept TEKS and Scientific and Engineering Practices TEKS are identified in the chapter introduction. For more information, see CG12. Tabs on the first page of an activity identify the TEKS covered within that activity. Red tabs indicate the Science Concept TEKS while blue tabs indicate Scientific and Engineering Practices TEKS. For more information, see CG15. Coding within the margin of a Teacher's Edition identify the TEKS breakout covered within the activity (as shown, right). Red tabs identify the Science Concept TEKS and blue tabs identify the Scientific and Engineering Practices TEKS. Along with the specific breakout code, the tab will also identify if the breakout specifically addresses a narrative (N) or an activity (A) component. Summary tables (CG48-CG55) list all of the TEKS covered throughout Biology for Texas.

Component: *Biology for Texas*

ISBN: 9781991014177

Link to Current Content:

[View Current Content](#)

Current Page Number(s): CG46

Location: Page CG46 paragraphs under Locating the ELPS in the Teacher's Edition heading

Link to Updated Content:

[View Updated Content](#)

Original Text: The ELPS are identified in the chapter introduction. For more information, see CG9. Icons within the activity margin identify where an ELPS component is covered within an activity (right). An explanation of the ELPS icons is provided below. Summary tables (CG52-CG56) list all of the ELPS covered throughout Biology for Texas. The information

is provided for each chapter. Tables identify the ELPS statement, student expectation, the associated breakout, and proficiency level. Teacher only ELPS are clearly identified.

Updated Text: The ELPS are identified in the chapter introduction. For more information, see CG13. Icons within the activity margin identify where an ELPS component is covered within an activity (right). An explanation of the ELPS icons is provided below. Summary tables (CG56-CG60) list all of the ELPS covered throughout Biology for Texas.

Component: *Biology for Texas*

ISBN: 9781991014177

Link to Current Content:

[View Current Content](#)

Current Page Number(s): CG47

Location: Page CG47 second paragraph, last sentence

Link to Updated Content:

[View Updated Content](#)

Original Text: A complete summary of the specific ELPS covered in this worktext can be found on CG52-CG56

Updated Text: A complete summary of the specific ELPS covered in this worktext can be found on CG56-CG60

Component: *Biology for Texas*

ISBN: 9781991014177

Link to Current Content:

[View Current Content](#)

Current Page Number(s): CG28

Location: Activity 2A and Activity 9 - breakouts removed in response to SRP review results.

Link to Updated Content:

[View Updated Content](#)

Original Text: n/a

Updated Text: Activity 2 removed 5A(iv). Activity 9 removed 4B(iii) (vi)

Component: *Biology for Texas*

ISBN: 9781991014177

Link to Current Content:

[View Current Content](#)

Current Page Number(s): CG29

Location: Activity 12 and 26/7 breakouts removed in response to SRP review

Link to Updated Content:

[View Updated Content](#)

Original Text: n/a

Updated Text: Activity 12 removed 4B(iii)(vi). Activity 26/7 removed 4B(iii)

Component: *Biology for Texas*

ISBN: 9781991014177

Link to Current Content:

[View Current Content](#)

Current Page Number(s): CG30

Location: Activity 41 breakouts removed in response to SRP review

Link to Updated Content:

[View Updated Content](#)

Original Text: n/a

Updated Text: Removed 4B(iii)

Component: *Biology for Texas*

ISBN: 9781991014177

Link to Current Content:

[View Current Content](#)

Current Page Number(s): CG31

Location: Activity 53 breakouts removed in response to SRP review

Link to Updated Content:

[View Updated Content](#)

Original Text: n/a

Updated Text: Removed 11A(iv)

Component: *Biology for Texas*

ISBN: 9781991014177

Link to Current Content:

[View Current Content](#)

Current Page Number(s): CG32

Location: Activity 74 breakouts removed in response to SRP review

Link to Updated Content:

[View Updated Content](#)

Original Text: n/a

Updated Text: Removed 3A(v)

Component: *Biology for Texas*

ISBN: 9781991014177

Link to Current Content:

[View Current Content](#)

Current Page Number(s): CG33

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 2645 of 3538

Location: Activity 82 and 90 and 94 breakouts altered in response to SRP review

Link to Updated Content:

[View Updated Content](#)

Original Text: n/a

Updated Text: Activity 80 added 4B(vi). Activity 90 removed 1F(viii). Activity 94 removed 1B(ii)(vii). 2B(iii)

Component: *Biology for Texas*

ISBN: 9781991014177

Link to Current Content:

[View Current Content](#)

Current Page Number(s): CG34

Location: Activity 102 breakouts removed in rewsponse to SRP review

Link to Updated Content:

[View Updated Content](#)

Original Text: n/a

Updated Text: Activity 102 removed 1B(ii)

Component: *Biology for Texas*

ISBN: 9781991014177

Link to Current Content:

[View Current Content](#)

Current Page Number(s): CG35

Location: Activity 120 altered in response to SRP review

Link to Updated Content:

[View Updated Content](#)

Original Text: n/a

Updated Text: Activity 120 added 3A(i)(ii)(iii)(iv)(v)(vi) and deleted (xi)

Component: *Biology for Texas*

ISBN: 9781991014177

Link to Current Content:

[View Current Content](#)

Current Page Number(s): CG36

Location: Activity 130, 136 and 138 breakouts altered in response to SRP review

Link to Updated Content:

[View Updated Content](#)

Original Text: n/a

Updated Text: Activity 130 removed 7B and changed to 7C(i)(ii)(iii). Activity 136 removed 4B(xi). Activity 138 added 4B(ix) and removed 4B(xii)

Component: *Biology for Texas*

ISBN: 9781991014177

Link to Current Content:

[View Current Content](#)

Current Page Number(s): CG37

Location: Activity 145, 151, 156 and 160 altered in response to SRP review

Link to Updated Content:

[View Updated Content](#)

Original Text: n/a

Updated Text: Activity 145 deleted 1F(xii). Activity 151 deleted 8B. Activity 156 deleted 8B(iii). Activity 160 deleted 8A(ii)(v) and added 8B(v)

Component: *Biology for Texas*

ISBN: 9781991014177

Link to Current Content:

[View Current Content](#)

Current Page Number(s): CG38

Location: Activities 166 and 170 edited in response to SRP review

Link to Updated Content:

[View Updated Content](#)

Original Text: n/a

Updated Text: Activity 166 deleted 3A(xii). Activity 170 deleted 9B(ii)(vii) added 9A(ii)(vii)

Component: *Biology for Texas*

ISBN: 9781991014177

Link to Current Content:

[View Current Content](#)

Current Page Number(s): CG40

Location: Activity 183 and 187 altered in response to SRP review

Link to Updated Content:

[View Updated Content](#)

Original Text: n/a

Updated Text: Activity 183 deleted 4A(ix) . Activity 187 deleted 10B(iii)

Component: *Biology for Texas*

ISBN: 9781991014177

Link to Current Content:

[View Current Content](#)

Current Page Number(s): CG42

Location: Activity 216 and 224 altered in response to SRP review

Link to Updated Content:

[View Updated Content](#)

Original Text: n/a

Updated Text: Activity 216 added 1B(v) and deleted 3B(v). Activity 224 deleted 1F(ix)

Component: *Biology for Texas*

ISBN: 9781991014177

Link to Current Content:

[View Current Content](#)

Current Page Number(s): CG43

Location: Altered Activity 236 in response to SRP review

Link to Updated Content:

[View Updated Content](#)

Original Text: n/a

Updated Text: Activity 236 deleted 13D(i)

Component: *Biology for Texas*

ISBN: 9781991014177

Link to Current Content:

[View Current Content](#)

Current Page Number(s): CG45

Location: Altered Activity 272 in response to SRP review

Link to Updated Content:

[View Updated Content](#)

Original Text: n/a

Updated Text: Activity 272 removed 1C(vii)

Component: *Biology for Texas*

ISBN: 9781991014177

Link to Current Content:

[View Current Content](#)

Current Page Number(s): CG54

Location: TEKS tables altered in response to SRP review

Link to Updated Content:

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 2648 of 3538

[View Updated Content](#)

Original Text: n/a

Updated Text: page numbers and activities in B3A edited in response to SRP review

Component: *Biology for Texas*

ISBN: 9781991014177

Link to Current Content:

[View Current Content](#)

Current Page Number(s): CG55

Location: TEKS tables altered in response to SRP review

Link to Updated Content:

[View Updated Content](#)

Original Text: n/a

Updated Text: page numbers and activities in B4A and B4B edited in response to SRP review

Component: *Biology for Texas*

ISBN: 9781991014177

Link to Current Content:

[View Current Content](#)

Current Page Number(s): CG52

Location: TEKS tables altered in response to SRP review

Link to Updated Content:

[View Updated Content](#)

Original Text: n/a

Updated Text: page numbers and activities in B1F edited in response to SRP review

Component: *Biology for Texas - Implementation Guide. Downloadable Ancillary*

ISBN: 9781991014177

Current Page Number(s): IG106-IG117

Location: whole of pages 106-117

Original Text: n/a

Publisher: BIOZONE Corporation

Biology

Program: *Biology for Texas: ELPS*

Component: *Biology for Texas*

ISBN: 9781991014054

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 2649 of 3538

Current Page Number(s): 420

Location: 420

Original Text: Blue tab center at bottom of page removed

Updated Text: No new content - one erroneous tab has been removed, depicting a code for a science process not covered on the page

Component: *Biology for Texas*

ISBN: 9781991014177

Current Page Number(s): 420

Location: bottom of page - blue tabs page 420

Original Text: middle blue tab will be removed

Updated Text: no new text. One erroneous blue tab to be removed

Publisher: Cengage Learning Inc.

Biology

Program: *National Geographic Biology, Texas Edition: TEKS*

Component: *Biology | Texas Student Edition*

ISBN: 9780357541838

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 179

Location: equation above Figure 6-20

Link to Updated Content:

[View Updated Content](#)

Original Text: $C_6H_{12}O_6 + O_2 \rightarrow CO_2 + H_2O + ATP$

Updated Text: $C_6H_{12}O_6 + 6O_2 \rightarrow 6CO_2 + 6H_2O + ATP$

Component: *Biology | Texas Student Edition*

ISBN: 9780357541838

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 182

Location: equation above Figure 6-24

Link to Updated Content:

[View Updated Content](#)

Original Text: $CO_2 + H_2O \rightarrow C_6H_{12}O_6 + O_2$

Updated Text: $6CO_2 + 6H_2O \rightarrow C_6H_{12}O_6 + 6O_2$

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 2650 of 3538

Component: *Biology | Texas Teacher Edition*

ISBN: 9780357859063

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 179

Location: student inset page

Link to Updated Content:

[View Updated Content](#)

Original Text: n/a

Updated Text: Replaced SE inset page; no TE wrap content changes

Component: *Biology | Texas Teacher Edition*

ISBN: 9780357859063

Link to Current Content:

[View Current Content](#)

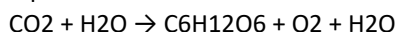
Current Page Number(s): 182

Location: Connect to Mathematics section of lefthand column

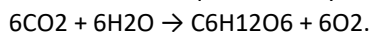
Link to Updated Content:

[View Updated Content](#)

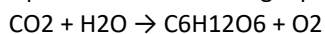
Original Text: Balancing Equations Have students review the chemical equation shown above Figure 6-24. Write the equation on the board.



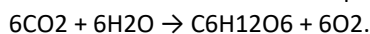
Explain to students that this equation shows the overall process of photosynthesis, but it isn't balanced. Balanced chemical equations have the same number of molecules of each element on either side of the reaction. Ask students to identify how the equation should be written so that it is balanced. Guide them to understand that because 6 carbon molecules exist in the product on the right that there should be 6 carbon dioxide molecules in the reactants. Help students reason quantitatively and arrive at the balanced equation,



Updated Text: Balancing Equations Write the following equation on the board:



Explain to students that this equation shows the overall process of photosynthesis, but it isn't balanced. Balanced chemical equations have the same number of molecules of each element on either side of the reaction. Guide them to understand that because 6 carbon molecules exist in the product on the right that there should be 6 carbon dioxide molecules in the reactants. Help students reason quantitatively and arrive at the balanced equation,



Replaced SE inset page

Publisher: Discovery Education Inc

Biology

Program: *Science Techbook for Texas by Discovery Education - Biology: TEKS*

Component: *Science Techbook for Texas by Discovery Education: Biology*

ISBN: 9781616291518

Current Page Number(s): <https://app.discoveryeducation.com/learn/assessment/4f11e637-194b-46e4-ace3-4cd196cad37b/preview>

Location: Unit 5 > Concept 1 > Asexual and Sexual Reproduction Concept Summative Assessment > Item 2

Original Text: How does crossing over during meiosis increase the diversity in a population?

- A. DNA is replicated to produce two genetically identical strands.
- B. It allows for the exchange of genetic material between homologous chromosomes.
- C. Alleles are split from one another during division when forming gametes.
- D. It allows the passing of traits to the offspring one at a time.

Updated Text: How does crossing over during meiosis increase the diversity in a population?

- A. DNA is replicated to produce two genetically identical strands.
- B. Homologous chromosomes exchange gene segments, resulting in many new gene combinations.
- C. The alleles are separated from one another during cell division while forming gametes.
- D. It allows the passing of traits to the offspring one at a time.

Component: *Science Techbook for Texas by Discovery Education: Biology*

ISBN: 9781616291518

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/9b148f71-7665-4d1b-b78f-382aad542513>

Location: Unit 1 > Concept 1 > Lesson 3 > Check For Understanding

Original Text: Enzyme Activity in Digestion, Part 3

Updated Text: Enzyme Activity in Digestion, Part 2

Component: *Science Techbook for Texas by Discovery Education: Biology*

ISBN: 9781616291518

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/f0a99e71-d02f-4095-a120-4aed469b4ec6>

Location: Unit 1 > Concept 1 > Lesson 4 > Lesson Planning

Original Text: Hands-On Activity: Forming Carbohydrates (90 mins)

Updated Text: Hands-On Activity: Forming Carbohydrates (45 mins)

Component: *Science Techbook for Texas by Discovery Education: Biology*

ISBN: 9781616291518

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/f0a99e71-d02f-4095-a120-4aed469b4ec6>

Location: Unit 1 > Concept 1 > Lesson 4 > Lesson Planning > Setting the Purpose

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 2652 of 3538

Original Text: SETTING THE PURPOSE

Time: 10 min

Updated Text: SETTING THE PURPOSE

Time: 5 min

Component: *Science Techbook for Texas by Discovery Education: Biology*

ISBN: 9781616291518

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/f0a99e71-d02f-4095-a120-4aed469b4ec6>

Location: Unit 1 > Concept 1 > Lesson 4 > Lesson Planning > Facilitating the Learning

Original Text: FACILITATING THE LEARNING

Time: 50 min

Updated Text: FACILITATING THE LEARNING

Time: 30 min

Component: *Science Techbook for Texas by Discovery Education: Biology*

ISBN: 9781616291518

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/f0a99e71-d02f-4095-a120-4aed469b4ec6>

Location: Unit 1 > Concept 1 > Lesson 4 > Lesson Planning > Check for Understanding

Original Text: CHECK FOR UNDERSTANDING

Time: 30 min

Updated Text: CHECK FOR UNDERSTANDING

Time: 10 min

Component: *Science Techbook for Texas by Discovery Education: Biology*

ISBN: 9781616291518

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/89e6053c-3621-4216-b485-e4df2a4d2b8d>

Location: Unit 1 > Concept 1 > Lesson 9 > Lesson Planning

Original Text: What Is the Role of Adenosine Triphosphate (ATP) in Cells?
(45 mins)

Updated Text: What Is the Role of Adenosine Triphosphate (ATP) in Cells?
(20 mins)

Component: *Science Techbook for Texas by Discovery Education: Biology*

ISBN: 9781616291518

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/89e6053c-3621-4216-b485-e4df2a4d2b8d>

Location: Unit 1 > Concept 1 > Lesson 9 > Lesson Planning > Facilitating the Learning

Original Text: FACILITATING THE LEARNING

Time: 30 min

Updated Text: FACILITATING THE LEARNING

Time: 10 min

Component: *Science Techbook for Texas by Discovery Education: Biology*

ISBN: 9781616291518

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/89e6053c-3621-4216-b485-e4df2a4d2b8d>

Location: Unit 1 > Concept 1 > Lesson 9 > Lesson Planning > Check for Understanding

Original Text: CHECK FOR UNDERSTANDING

Time: 10 min

Updated Text: CHECK FOR UNDERSTANDING

Time: 5 min

Component: *Science Techbook for Texas by Discovery Education: Biology*

ISBN: 9781616291518

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/cfd127e7-ceb6-4e9e-878d-12d6851808c6>

Location: Unit 2 > Concept 1 > Lesson 4 > Lesson Planning

Original Text: What Are the Differences between Prokaryotic and Eukaryotic Cells?
(45mins)

Updated Text: What Are the Differences between Prokaryotic and Eukaryotic Cells?
(25 mins)

Component: *Science Techbook for Texas by Discovery Education: Biology*

ISBN: 9781616291518

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/cfd127e7-ceb6-4e9e-878d-12d6851808c6>

Location: Unit 2 > Concept 1 > Lesson 4 > Lesson Planning > Facilitating the Learning

Original Text: FACILITATING THE LEARNING

Time: 25 min

Updated Text: FACILITATING THE LEARNING

Time: 15 min

Component: *Science Techbook for Texas by Discovery Education: Biology*

ISBN: 9781616291518

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/cfd127e7-ceb6-4e9e-878d-12d6851808c6>

Location: Unit 2 > Concept 1 > Lesson 4 > Lesson Planning > Check for Understanding

Original Text: CHECK FOR UNDERSTANDING

Time: 15 min

Updated Text: CHECK FOR UNDERSTANDING

Time: 5 min

Component: *Science Techbook for Texas by Discovery Education: Biology*

ISBN: 9781616291518

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/4fbfbfe7-4bb5-4c43-bb89-5626fc3db00d>

Location: Unit 2 > Concept 1 > Lesson 5 > Lesson Planning

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 2654 of 3538

Original Text: What Is the Role of Mitochondria in Eukaryotic Cells?
(45mins)

Updated Text: What Is the Role of Mitochondria in Eukaryotic Cells?
(20 mins)

Component: *Science Techbook for Texas by Discovery Education: Biology*

ISBN: 9781616291518

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/4fbfbfe7-4bb5-4c43-bb89-5626fc3db00d>

Location: Unit 2 > Concept 1 > Lesson 5 > Lesson Planning > Facilitating the Learning

Original Text: FACILITATING THE LEARNING
Time: 30 min

Updated Text: FACILITATING THE LEARNING
Time: 10 min

Component: *Science Techbook for Texas by Discovery Education: Biology*

ISBN: 9781616291518

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/4fbfbfe7-4bb5-4c43-bb89-5626fc3db00d>

Location: Unit 2 > Concept 1 > Lesson 5 > Lesson Planning > Check for Understanding

Original Text: CHECK FOR UNDERSTANDING
Time: 10 min

Updated Text: CHECK FOR UNDERSTANDING
Time: 5 min

Component: *Science Techbook for Texas by Discovery Education: Biology*

ISBN: 9781616291518

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/53797227-45cc-4202-b716-dcf4fec44e32>

Location: Unit 2 > Concept 1 > EXTENSION > Side column and order of sections

Original Text: STEM Project Starter: Create a Model of the Cell Membrane
How Can You Construct a 3D Model of a Cell Membrane?
Check for Understanding
Advantages And Limitations Of Models

Updated Text: STEM Project Starter: Create a Model of the Cell Membrane
How Can You Construct a 3D Model of a Cell Membrane?
Advantages And Limitations Of Models
Check for Understanding

Component: *Science Techbook for Texas by Discovery Education: Biology*

ISBN: 9781616291518

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/2f111300-eca5-4b34-9983-391a1be3b43d>

Location: Unit 2 > Concept 2 > Lesson 7 > Lesson Planning

Original Text: What is the Function of Chromosomes in the Cell Cycle
(45mins)

Updated Text: What is the Function of Chromosomes in the Cell Cycle
(20 mins)

Component: *Science Techbook for Texas by Discovery Education: Biology*

ISBN: 9781616291518

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/2f111300-eca5-4b34-9983-391a1be3b43d>

Location: Unit 2 > Concept 2 > Lesson 7 > Lesson Planning

Original Text: FACILITATING THE LEARNING

Time: 40 minutes

Updated Text: FACILITATING THE LEARNING

Time: 10 minutes

Component: *Science Techbook for Texas by Discovery Education: Biology*

ISBN: 9781616291518

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/0e45fc10-cead-4ad3-9782-5a0f277259a1>

Location: Unit 2 > Concept 2 > EXTENSION > Check for Understanding

Original Text: After students conduct their investigation, probe for understanding by having students briefly discuss their ideas and conclusions, and listening for misconceptions and questions to share with the class. In particular to be sure that students are comfortable with describing steps in an investigation and have mastered the relevant vocabulary and concepts related to mitosis and the cell cycle.

Updated Text: [delete text]

Component: *Science Techbook for Texas by Discovery Education: Biology*

ISBN: 9781616291518

Current Page Number(s): <https://app.discoveryeducation.com/learn/assessment/ba04531e-a421-4235-ab50-1b220e22bc84/preview>

Location: Unit 6 > Concept 1 > Nutrient Cycles Concept Summative Assessment > Item 5

Original Text: An image shows the nitrogen cycle.

[IMAGE]

Legumes, such as beans and peanuts, have a symbiotic relationship with nitrogen-fixing bacteria. These bacteria convert atmospheric nitrogen into a form of nitrogen that the plant can use. In return, the plant provides the bacteria with food. Excess organic nitrogen is left in the soil.

What would be the consequences of the loss of these bacteria?

Updated Text: An image shows the nitrogen cycle.

[IMAGE]

What would be the consequences of the loss of nitrogen-fixing bacteria?

Component: *Science Techbook for Texas by Discovery Education: Biology*

ISBN: 9781616291518

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/93008b69-48c2-4735-b2df-3b40f093a3d7>

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 2656 of 3538

Location: Unit 2 > Concept 3 > Lesson 2 > Lesson title

Original Text: Hands-On Activity: Investigating Respiration in Yeast

Updated Text: Hands-On Lab: Investigating Respiration in Yeast

Component: *Science Techbook for Texas by Discovery Education: Biology*

ISBN: 9781616291518

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/93008b69-48c2-4735-b2df-3b40f093a3d7>

Location: Unit 2 > Concept 3 > Lesson 2 > Lesson Planning

Original Text: Hands-On Activity: Investigating Respiration in Yeast

Updated Text: Hands-On Lab: Investigating Respiration in Yeast

Component: *Science Techbook for Texas by Discovery Education: Biology*

ISBN: 9781616291518

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/93008b69-48c2-4735-b2df-3b40f093a3d7>

Location: Unit 2 > Concept 3 > Lesson 2 > first heading

Original Text: Hands-On Activity: Investigating Respiration in Yeast

Updated Text: Hands-On Lab: Investigating Respiration in Yeast

Component: *Science Techbook for Texas by Discovery Education: Biology*

ISBN: 9781616291518

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/adb96540-4446-4d34-b7c0-14f8d37e4df1>

Location: Unit 2 > Concept 3 > Lesson 3 > Lesson Planning

Original Text: Hands-On Lab: Comparing Aerobic and Anaerobic Respiration (90mins)

Updated Text: Hands-On Lab: Comparing Aerobic and Anaerobic Respiration (45 mins)

Component: *Science Techbook for Texas by Discovery Education: Biology*

ISBN: 9781616291518

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/adb96540-4446-4d34-b7c0-14f8d37e4df1>

Location: Unit 2 > Concept 3 > Lesson 3 > Lesson Planning

Original Text: CHECK FOR UNDERSTANDING

Time: 5 min

Updated Text: CHECK FOR UNDERSTANDING

Time: 10 min

Component: *Science Techbook for Texas by Discovery Education: Biology*

ISBN: 9781616291518

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/77f7c1f5-b412-4720-99fc-cc8eee1c73c0>

Location: Unit 2 > Concept 3 > Lesson 8 > Fermentation

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 2657 of 3538

Original Text: For example, some microorganisms use alternative electron acceptors, such as nitrate (NO₃⁻), sulfur (S), or iron (Fe²⁺), to complete the electron transport chain.

Updated Text: For example, some microorganisms use alternative electron acceptors, such as nitrate (NO₃⁻), sulfur (S), or iron (Fe²⁺), to complete the electron transport chain.

Component: *Science Techbook for Texas by Discovery Education: Biology*

ISBN: 9781616291518

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/d7c9bc27-3e57-4bbb-896e-3dad80e19350>

Location: Unit 2 > Concept 3 > Lesson 9 > Fermentation Vats

Original Text: Industrial fermentation vats are large containers designed to control and maintain specific environmental conditions necessary for microorganisms (such as yeast or bacteria) to ferment the products.

Updated Text: Industrial fermentation vats are large containers designed to control and maintain specific environmental conditions necessary for microorganisms (such as yeast or bacteria) to ferment the products.

Component: *Science Techbook for Texas by Discovery Education: Biology*

ISBN: 9781616291518

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/de8d7e0c-5e69-4a67-815c-9bd7e5798dd6>

Location: Unit 2 > Concept 4 > Lesson 5 > Icosahedral Viruses > below text section Icosahedral Viruses

Original Text: n/a

Updated Text: [delete link and text for the animation "Icosahedral Virus"]

Component: *Science Techbook for Texas by Discovery Education: Biology*

ISBN: 9781616291518

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/fcd3e6a5-cbdc-4914-be75-70609afd20a9>

Location: Unit 2 > Concept 4 > Lesson 6 > How Do Viruses Cause Disease?

Original Text: The COVID-19 virus from the cruise ship causes a variety of symptoms.

Updated Text: During the COVID-19 pandemic, several cruise ships were quarantined after the virus had been detected aboard with patients reporting a variety of symptoms.

Component: *Science Techbook for Texas by Discovery Education: Biology*

ISBN: 9781616291518

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/e4e055e4-8360-429d-bdea-79910ffccda7>

Location: Unit 2 > Concept 4 > EXTENSION > STEM Project Starter: Viral Medicine > Student Objective

Original Text: Apply their understanding of viruses to design an educational resource related to viruses

Updated Text: Apply an understanding of viruses to design an educational resource related to viruses.

Component: *Science Techbook for Texas by Discovery Education: Biology*

ISBN: 9781616291518

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/250614d9-9341-4f39-98ea-000db7fedd86>

Location: Unit 3 > Concept 1 > Lesson 2

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 2658 of 3538

Original Text: n/a

Updated Text: Move video "Action of Salivary Enzymes" and caption from end of page to precede the Predict section.

Component: *Science Techbook for Texas by Discovery Education: Biology*

ISBN: 9781616291518

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/250614d9-9341-4f39-98ea-000db7fedd86>

Location: Unit 3 > Concept 1> Lesson 2 > Salty and Dry Snacks

Original Text: Why do people often take a drink after they swallow these food items?

Updated Text: Why do people often take a drink after they eat these food items?

Component: *Science Techbook for Texas by Discovery Education: Biology*

ISBN: 9781616291518

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/250614d9-9341-4f39-98ea-000db7fedd86>

Location: Unit 3 > Concept 1> Lesson 2 > Lesson Planning

Original Text: Hands-On Activity: Investigating the Role of Saliva in the Digestive System (90mins)

Updated Text: Hands-On Activity: Investigating the Role of Saliva in the Digestive System (45 mins)

Component: *Science Techbook for Texas by Discovery Education: Biology*

ISBN: 9781616291518

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/250614d9-9341-4f39-98ea-000db7fedd86>

Location: Unit 3 > Concept 1> Lesson 2 > Lesson Planning

Original Text: SETTING THE PURPOSE

Time: 10 min

Updated Text: SETTING THE PURPOSE

Time: 5 min

Component: *Science Techbook for Texas by Discovery Education: Biology*

ISBN: 9781616291518

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/250614d9-9341-4f39-98ea-000db7fedd86>

Location: Unit 3 > Concept 1> Lesson 2 > Lesson Planning

Original Text: FACILITATING THE LEARNING

Time: 15 min

Updated Text: FACILITATING THE LEARNING

Time: 30 min

Component: *Science Techbook for Texas by Discovery Education: Biology*

ISBN: 9781616291518

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/250614d9-9341-4f39-98ea-000db7fedd86>

Location: Unit 3 > Concept 1> Lesson 2 > Lesson Planning

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 2659 of 3538

Original Text: CHECK FOR UNDERSTANDING
Time: 20 min

Updated Text: CHECK FOR UNDERSTANDING
Time: 10 min

Component: *Science Techbook for Texas by Discovery Education: Biology*

ISBN: 9781616291518

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/42297f3b-70f8-45e4-b670-6ca593ad9c0f>

Location: Unit 3 > Concept 1> Lesson 5

Original Text: What Are the Parts and Functions of the Digestive System?
Breaking Down Food

Updated Text: Breaking Down Food

Component: *Science Techbook for Texas by Discovery Education: Biology*

ISBN: 9781616291518

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/de9f2fcb-4d15-46bb-8b26-f33ee5c84b47>

Location: Unit 3 > Concept 1 > EXTENSION > STEM Project Starter: Waves through the Digestive Tract > Digestive System of the Human Body

Original Text: As shown here, the main parts of the digestive system are really just one long tube. What are the parts called that can be found outside of this tube?

Updated Text: Various organs and structures are involved in the process of digestion. What are these different organs called?

Component: *Science Techbook for Texas by Discovery Education: Biology*

ISBN: 9781616291518

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/de9f2fcb-4d15-46bb-8b26-f33ee5c84b47>

Location: Unit 3 > Concept 1 > EXTENSION > STEM Project Starter: Waves through the Digestive Tract > Lesson Planning > FACILITATING THE LEARNING

Original Text: Circulate while students are constructing and trying out their models to assist as needed.

Updated Text: For their research, students can use the resources in the lesson or look online. For building their models of the gastrointestinal tract, have students plan how to build their models. Then circulate around the classroom and monitor the progress of the students as they build their models. Provide guidance and support where needed and answer any questions they may have. Encourage students to use their creativity and consider unique ways to build the model.

Component: *Science Techbook for Texas by Discovery Education: Biology*

ISBN: 9781616291518

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/c679d773-8a3f-4d60-96b8-1845e77c802e>

Location: Unit 4 > Concept 1 > Lesson 4 > Activity Procedure

Original Text: 2. Click on the Explore tab to start the experiment with the 'In the Dark' reaction. Select the initial oxygen and carbon dioxide concentration levels using the 3. Oxygen Concentration and Carbon Dioxide Concentration sliders. Click the Start button to start data collection. A digital clock shows the time for which data is collected. Data collected

includes time, oxygen concentration and carbon dioxide concentration.

4. Click on the Stop button to stop collecting data. Data collection stops after 10 minutes if the Stop button is not used.

Updated Text: 2. Click on the Explore tab to start the experiment with the 'In the Dark' reaction. Select the initial oxygen and carbon dioxide concentration levels using the Oxygen Concentration and Carbon Dioxide Concentration sliders.

3. Click the Start button to start data collection. A digital clock shows the time for which data is collected. Data collected includes time, oxygen concentration and carbon dioxide concentration.

4. Click on the Stop button to stop collecting data. Data collection stops after 10 minutes if the Stop button is not used.

Component: *Science Techbook for Texas by Discovery Education: Biology*

ISBN: 9781616291518

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/626d7cdb-0ad9-4f2e-953f-27ed7859e016>

Location: Unit 4 > Concept 1 > Lesson 6 > Lesson Planning

Original Text: How Do Biomolecules Interact with Cell Structures to Conserve Matter and Transfer Energy During Photosynthesis?

(45mins)

Updated Text: How Do Biomolecules Interact with Cell Structures to Conserve Matter and Transfer Energy During Photosynthesis?

(25 mins)

Component: *Science Techbook for Texas by Discovery Education: Biology*

ISBN: 9781616291518

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/626d7cdb-0ad9-4f2e-953f-27ed7859e016>

Location: Unit 4 > Concept 1 > Lesson 6 > Lesson Planning

Original Text: FACILITATING THE LEARNING

Time: 25 min

Updated Text: FACILITATING THE LEARNING

Time: 15 min

Component: *Science Techbook for Texas by Discovery Education: Biology*

ISBN: 9781616291518

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/626d7cdb-0ad9-4f2e-953f-27ed7859e016>

Location: Unit 4 > Concept 1 > Lesson 6 > Lesson Planning

Original Text: CHECK FOR UNDERSTANDING

Time: 15 min

Updated Text: CHECK FOR UNDERSTANDING

Time: 5 min

Component: *Science Techbook for Texas by Discovery Education: Biology*

ISBN: 9781616291518

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/626d7cdb-0ad9-4f2e-953f-27ed7859e016>

Location: Unit 4 > Concept 1 > Lesson 6 > Lesson Planning > SETTING THE PURPOSE

Original Text: Mention that all photosynthetic cells deploy the biomolecule rubisco, which is the world's most abundant protein.

Updated Text: Mention that all photosynthetic cells deploy the biomolecule RuBisCO, which is the world's most abundant protein.

Component: *Science Techbook for Texas by Discovery Education: Biology*

ISBN: 9781616291518

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/626d7cdb-0ad9-4f2e-953f-27ed7859e016>

Location: Unit 4 > Concept 1 > Lesson 6 > Lesson Planning > FACILITATING THE LEARNING

Original Text: Explain that when rubisco fixes oxygen, plants have to undergo photorespiration to undo the reaction. Engage the students in a discussion about the different processes that plants use compared to the stages of C3 and C4 photosynthesis. Briefly describe the differences in biomolecules and ATP production between C3 and C4 plants, including the role of PEP carboxylase in fixing carbon dioxide into 4-carbon oxaloacetate, and how the C4 pathway allows for the concentration of CO₂ around rubisco.

Updated Text: Explain that when RuBisCO fixes oxygen, plants have to undergo photorespiration to undo the reaction. Engage the students in a discussion about the different processes that plants use compared to the stages of C3 and C4 photosynthesis. Briefly describe the differences in biomolecules and ATP production between C3 and C4 plants, including the role of PEP carboxylase in fixing carbon dioxide into 4-carbon oxaloacetate, and how the C4 pathway allows for the concentration of CO₂ around RuBisCO.

Component: *Science Techbook for Texas by Discovery Education: Biology*

ISBN: 9781616291518

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/626d7cdb-0ad9-4f2e-953f-27ed7859e016>

Location: Unit 4 > Concept 1 > Lesson 6 > Lesson Planning

Original Text: How Do Biomolecules Interact with Cell Structures to Conserve Matter and Transfer Energy During Photosynthesis?
(45mins)

Updated Text: How Do Biomolecules Interact with Cell Structures to Conserve Matter and Transfer Energy During Photosynthesis?
(25 mins)

Component: *Science Techbook for Texas by Discovery Education: Biology*

ISBN: 9781616291518

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/626d7cdb-0ad9-4f2e-953f-27ed7859e016>

Location: Unit 4 > Concept 1 > Lesson 6 > Lesson Planning

Original Text: FACILITATING THE LEARNING
Time: 25 min

Updated Text: FACILITATING THE LEARNING
Time: 15 min

Component: *Science Techbook for Texas by Discovery Education: Biology*

ISBN: 9781616291518

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/626d7cdb-0ad9-4f2e-953f-27ed7859e016>

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 2662 of 3538

Location: Unit 4 > Concept 1 > Lesson 6 > Lesson Planning

Original Text: CHECK FOR UNDERSTANDING

Time: 15 min

Updated Text: CHECK FOR UNDERSTANDING

Time: 5 min

Component: *Science Techbook for Texas by Discovery Education: Biology*

ISBN: 9781616291518

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/32f2fa9c-5a3d-43e6-8d62-2831653073ce>

Location: Unit 4 > Concept 1 > Lesson 7 > Lesson Planning

Original Text: How Are Matter and Energy Conserved by Photosynthesis in the Carbon Cycle?
(45mins)

Updated Text: How Are Matter and Energy Conserved by Photosynthesis in the Carbon Cycle?
(20 mins)

Component: *Science Techbook for Texas by Discovery Education: Biology*

ISBN: 9781616291518

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/32f2fa9c-5a3d-43e6-8d62-2831653073ce>

Location: Unit 4 > Concept 1 > Lesson 7 > Lesson Planning

Original Text: FACILITATING THE LEARNING

Time: 30 min

Updated Text: FACILITATING THE LEARNING

Time: 10 min

Component: *Science Techbook for Texas by Discovery Education: Biology*

ISBN: 9781616291518

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/32f2fa9c-5a3d-43e6-8d62-2831653073ce>

Location: Unit 4 > Concept 1 > Lesson 7 > Lesson Planning

Original Text: CHECK FOR UNDERSTANDING

Time: 10 min

Updated Text: CHECK FOR UNDERSTANDING

Time: 5 min

Component: *Science Techbook for Texas by Discovery Education: Biology*

ISBN: 9781616291518

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/f14caa1a-7146-459c-940a-a5f225cfdc9d>

Location: Unit 4 > Concept 2 > Lesson 3 > Check for Understanding

Original Text: After analyzing your data, answer these questions individually. pathways tei

Updated Text: After analyzing your data, answer these questions individually.

Component: *Science Techbook for Texas by Discovery Education: Biology*

ISBN: 9781616291518

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/a9bf2af3-ebdd-4148-8c41-6af23067631b>

Location: Unit 4 > Concept 2 > Lesson 6

Original Text: n/a

Updated Text: Delete head "Why do you think these seedlings are growing in a bent-over shape?"

Component: *Science Techbook for Texas by Discovery Education: Biology*

ISBN: 9781616291518

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/a9bf2af3-ebdd-4148-8c41-6af23067631b>

Location: Unit 4 > Concept 2 > Lesson 6 > Lesson Planning

Original Text: What Is the Influence of Light on Plant Growth and Development?
(45mins)

Updated Text: What Is the Influence of Light on Plant Growth and Development?
(25 mins)

Component: *Science Techbook for Texas by Discovery Education: Biology*

ISBN: 9781616291518

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/a9bf2af3-ebdd-4148-8c41-6af23067631b>

Location: Unit 4 > Concept 2 > Lesson 6 > Lesson Planning

Original Text: FACILITATING THE LEARNING
Time: 25 min

Updated Text: FACILITATING THE LEARNING
Time: 15 min

Component: *Science Techbook for Texas by Discovery Education: Biology*

ISBN: 9781616291518

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/a9bf2af3-ebdd-4148-8c41-6af23067631b>

Location: Unit 4 > Concept 2 > Lesson 6 > Lesson Planning

Original Text: CHECK FOR UNDERSTANDING
Time: 15 min

Updated Text: CHECK FOR UNDERSTANDING
Time: 5 min

Component: *Science Techbook for Texas by Discovery Education: Biology*

ISBN: 9781616291518

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/10135464-4be6-4dbd-a45c-239c736a37ab>

Location: Unit 4 > Concept 2 > Lesson 7 > Lesson Planning

Original Text: What Are Plant Responses to Gravity and Touch?
(45mins)

Updated Text: What Are Plant Responses to Gravity and Touch?
(20 mins)

Component: *Science Techbook for Texas by Discovery Education: Biology*

ISBN: 9781616291518

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/10135464-4be6-4dbd-a45c-239c736a37ab>

Location: Unit 4 > Concept 2 > Lesson 7 > Lesson Planning

Original Text: SETTING THE PURPOSE

Time: 15 min

Updated Text: SETTING THE PURPOSE

Time: 5 min

Component: *Science Techbook for Texas by Discovery Education: Biology*

ISBN: 9781616291518

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/10135464-4be6-4dbd-a45c-239c736a37ab>

Location: Unit 4 > Concept 2 > Lesson 7 > Lesson Planning

Original Text: FACILITATING THE LEARNING

Time: 15 min

Updated Text: FACILITATING THE LEARNING

Time: 10 min

Component: *Science Techbook for Texas by Discovery Education: Biology*

ISBN: 9781616291518

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/10135464-4be6-4dbd-a45c-239c736a37ab>

Location: Unit 4 > Concept 2 > Lesson 7 > Lesson Planning

Original Text: CHECK FOR UNDERSTANDING

Time: 15 min

Updated Text: CHECK FOR UNDERSTANDING

Time: 5 min

Component: *Science Techbook for Texas by Discovery Education: Biology*

ISBN: 9781616291518

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/f587508f-8f1d-4992-aac2-d5aed81bac8b>

Location: Unit 4 > Concept 3 > Lesson 3 > Lesson Planning > FACILITATING THE LEARNING

Original Text: Activity Procedure

You are going to investigate the effect of light on the growth of plants. You will compare plants grown under three conditions: in the dark, with light from above, and with light from one side.

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 2665 of 3538

1. You are going to investigate the effect of light on the growth of plants. You will compare plants grown under three conditions: in the dark, with light from above, and with light from one side.

Updated Text: Activity Procedure

1. You are going to investigate the effect of light on the growth of plants. You will compare plants grown under three conditions: in the dark, with light from above, and with light from one side.

Component: *Science Techbook for Texas by Discovery Education: Biology*

ISBN: 9781616291518

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/4fc8f497-67c4-4dae-ae6e-74682ec8737c>

Location: Unit 4 > Concept 3 > Lesson 4 > Activity Procedure

Original Text: Activity Procedure

Use the Flower Parts tab to observe the different parts of a flower. Drag the scalpel toward the flower to dissect it. The Reset button may be used to repeat this action.

1. Use the Flower Parts tab to observe the different parts of a flower. Drag the scalpel toward the flower to dissect it. The Reset button may be used to repeat this action.

Updated Text: Activity Procedure

1. Use the Flower Parts tab to observe the different parts of a flower. Drag the scalpel toward the flower to dissect it. The Reset button may be used to repeat this action.

Component: *Science Techbook for Texas by Discovery Education: Biology*

ISBN: 9781616291518

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/1de56cf7-9096-4ad0-b3b9-bd833ac002a1>

Location: Unit 4 > Concept 3 > Lesson 8 > Lesson Planning > CHECK FOR UNDERSTANDING > Advanced Learners Strategy

Original Text: Body text Have the student scientifically investigate a specific seed (e.g., apple seed) and create a theoretical timeline of how this seed was made.

Updated Text: Have the student scientifically investigate a specific seed (e.g., apple seed) and create a theoretical timeline of how this seed was made.

Component: *Science Techbook for Texas by Discovery Education: Biology*

ISBN: 9781616291518

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/4c90c866-7abf-42c7-aca2-7e03b6af023e>

Location: Unit 4 > Concept 3 > EXTENSION > STEM Project Starter: Conditional Plant Growth > Lesson Planning > Setting the Purpose

Original Text: Time: 5 minutes

Review with students the conditions that seeds need to germinate. Introduce the project to students.

Lead a class discussion by asking:

ASK What would be some conditions that you would need to consider when designing your terrarium-style greenhouse?

Sample Student Response: the types of substrate that would be best for the germinating seeds, as well as growing roots amount of space the container provides as compared to the needs of the plants
the amount of time it takes for the seeds to germinate
moisture, light, and space needs of the plants

Updated Text: Time: 5 minutes

Explain to students that they will be working in teams to design a terrarium-style greenhouse where they will monitor seed germination and plant growth. Provide students with context by explaining the purpose of this activity is to investigate the factors that contribute to successful plant growth. Have students think pair share about such factors and then probe for prior knowledge.

ASK What factors contribute to successful plant growth?

Sample student response: soil quality, water availability, light exposure.

Explain to students that the terrarium provides optimal growth conditions to monitor plant progress over time.

Component: *Science Techbook for Texas by Discovery Education: Biology*

ISBN: 9781616291518

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/4c90c866-7abf-42c7-aca2-7e03b6af023e>

Location: Unit 4 > Concept 3 > EXTENSION > STEM Project Starter: Conditional Plant Growth > Student Objective

Original Text: Work with a team to design a terrarium-style greenhouse in which they will monitor seed germination and plant

Updated Text: Work with a team to design a terrarium-style greenhouse and monitor seed germination and plant growth.

Component: *Science Techbook for Texas by Discovery Education: Biology*

ISBN: 9781616291518

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/4c90c866-7abf-42c7-aca2-7e03b6af023e>

Location: Unit 4 > Concept 3 > EXTENSION > STEM Project Starter: Conditional Plant Growth > Lesson Planning > LESSON OBJECTIVE

Original Text: Work with a team to design a terrarium-style greenhouse in which they will monitor seed germination and plant growth.

Updated Text: Work with a team to design a terrarium-style greenhouse and monitor seed germination and plant growth.

Component: *Science Techbook for Texas by Discovery Education: Biology*

ISBN: 9781616291518

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/7d52faa0-322f-423d-bf48-45a2345a13d1>

Location: Unit 5 > Concept 1 > Lesson 2 > Exploration: Comparing Sexual and Asexual Reproduction > Asexual and Sexual Reproduction > Student Guide > title

Original Text: Exploration Student Worksheet: Cellular Respiration

Updated Text: Exploration Student Worksheet: Asexual and Sexual Reproduction

Component: *Science Techbook for Texas by Discovery Education: Biology*

ISBN: 9781616291518

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/62d29758-3374-453e-8fe1-8cea25e27dd1>

Location: Unit 5 > Concept 1 > Lesson 3 > Activity Objective

Original Text: You will be using pool noodles of two different colors to model how chromosomes move and divide meiosis.

Updated Text: You will be using pool noodles of two different colors to model how chromosomes move and divide during meiosis.

Component: *Science Techbook for Texas by Discovery Education: Biology*

ISBN: 9781616291518

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/62d29758-3374-453e-8fe1-8cea25e27dd1>

Location: Unit 5 > Concept 1 > Lesson 3 > Lesson Planning

Original Text: Hands-On Activity: Simulating Steps of Meiosis
(90mins)

Updated Text: Hands-On Activity: Simulating Steps of Meiosis
(45 mins)

Component: *Science Techbook for Texas by Discovery Education: Biology*

ISBN: 9781616291518

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/62d29758-3374-453e-8fe1-8cea25e27dd1>

Location: Unit 5 > Concept 1 > Lesson 3 > Lesson Planning

Original Text: SETTING THE PURPOSE
Time: 10 min

Updated Text: SETTING THE PURPOSE
Time: 5 min

Component: *Science Techbook for Texas by Discovery Education: Biology*

ISBN: 9781616291518

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/62d29758-3374-453e-8fe1-8cea25e27dd1>

Location: Unit 5 > Concept 1 > Lesson 3 > Lesson Planning

Original Text: FACILITATING THE LEARNING
Activity Procedure

Updated Text: FACILITATING THE LEARNING
Time: 30 min
Activity Procedure

Component: *Science Techbook for Texas by Discovery Education: Biology*

ISBN: 9781616291518

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/62d29758-3374-453e-8fe1-8cea25e27dd1>

Location: Unit 5 > Concept 1 > Lesson 3 > Lesson Planning

Original Text: CHECK FOR UNDERSTANDING
Time: 20 min

Updated Text: CHECK FOR UNDERSTANDING
Time: 10 min

Component: *Science Techbook for Texas by Discovery Education: Biology*

ISBN: 9781616291518

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/f2576a5d-6412-48d9-aa16-52c1d677ad60>

Location: Unit 5 > Concept 1 > Lesson 4

Original Text: Prediction

You will rotate through three different stations. Review the procedure for each station before you begin to make your observations.

Updated Text: Activity Procedure

You will rotate through three different stations. Review the procedure for each station before you begin to make your observations.

Component: *Science Techbook for Texas by Discovery Education: Biology*

ISBN: 9781616291518

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/d4982ef2-c73f-4938-831e-a51a143b9b27>

Location: Unit 5 > Concept 1 > Lesson 7 > Lesson Planning > SETTING THE PURPOSE

Original Text: As a class, fill out significant characteristics of mitosis. At the end of the lesson, together as a class, you will fill in the other side of the Venn diagram (the meiosis section).

Updated Text: As a class, fill out significant characteristics of mitosis. At the end of the lesson, together as a class, you will fill in the other side of the Venn diagram (the meiosis section and both mitosis and meiosis section).

Component: *Science Techbook for Texas by Discovery Education: Biology*

ISBN: 9781616291518

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/33bf3781-2f20-4a1d-8184-4be6749b737d>

Location: Unit 5 > Concept 2 > Lesson 3 > Lesson Planning

Original Text: Hands-On Lab: Constructing and Reviewing 3D Models of DNA
(90mins)

Updated Text: Hands-On Lab: Constructing and Reviewing 3D Models of DNA
(45 mins)

Component: *Science Techbook for Texas by Discovery Education: Biology*

ISBN: 9781616291518

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/33bf3781-2f20-4a1d-8184-4be6749b737d>

Location: Unit 5 > Concept 2 > Lesson 3 > Lesson Planning

Original Text: SETTING THE PURPOSE

Time: 10 min

Updated Text: SETTING THE PURPOSE

Time: 5 min

Component: *Science Techbook for Texas by Discovery Education: Biology*

ISBN: 9781616291518

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 2669 of 3538

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/33bf3781-2f20-4a1d-8184-4be6749b737d>

Location: Unit 5 > Concept 2 > Lesson 3 > Lesson Planning

Original Text: FACILITATING THE LEARNING

Time: 60 min

Updated Text: FACILITATING THE LEARNING

Time: 30 min

Component: *Science Techbook for Texas by Discovery Education: Biology*

ISBN: 9781616291518

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/33bf3781-2f20-4a1d-8184-4be6749b737d>

Location: Unit 5 > Concept 2 > Lesson 3 > Lesson Planning

Original Text: CHECK FOR UNDERSTANDING

Time: 20 min

Updated Text: CHECK FOR UNDERSTANDING

Time: 10 min

Component: *Science Techbook for Texas by Discovery Education: Biology*

ISBN: 9781616291518

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/9ab6fd64-fed0-4be3-949c-68ea79f2463f>

Location: Unit 5 > Concept 2 > Lesson 4 > Lesson Planning

Original Text: Hands-On Lab: Modeling Transcription and Translation
(90mins)

Updated Text: Hands-On Lab: Modeling Transcription and Translation
(45 mins)

Component: *Science Techbook for Texas by Discovery Education: Biology*

ISBN: 9781616291518

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/9ab6fd64-fed0-4be3-949c-68ea79f2463f>

Location: Unit 5 > Concept 2 > Lesson 4 > Lesson Planning

Original Text: SETTING THE PURPOSE

Time: 10 min

Updated Text: SETTING THE PURPOSE

Time: 5 min

Component: *Science Techbook for Texas by Discovery Education: Biology*

ISBN: 9781616291518

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/9ab6fd64-fed0-4be3-949c-68ea79f2463f>

Location: Unit 5 > Concept 2 > Lesson 4 > Lesson Planning

Original Text: FACILITATING THE LEARNING
Time: 60 min

Updated Text: FACILITATING THE LEARNING
Time: 30 min

Component: *Science Techbook for Texas by Discovery Education: Biology*

ISBN: 9781616291518

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/9ab6fd64-fed0-4be3-949c-68ea79f2463f>

Location: Unit 5 > Concept 2 > Lesson 4 > Lesson Planning

Original Text: CHECK FOR UNDERSTANDING
Time: 20 min

Updated Text: CHECK FOR UNDERSTANDING
Time: 10 min

Component: *Science Techbook for Texas by Discovery Education: Biology*

ISBN: 9781616291518

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/acca2645-8407-4ae3-8880-821f5ba8dde4>

Location: Unit 5 > Concept 5 > Lesson 2 > Lesson Planning

Original Text: Hands-On Lab: Visualizing Changes in DNA
(90mins)

Updated Text: Hands-On Lab: Visualizing Changes in DNA
(45 mins)

Component: *Science Techbook for Texas by Discovery Education: Biology*

ISBN: 9781616291518

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/acca2645-8407-4ae3-8880-821f5ba8dde4>

Location: Unit 5 > Concept 5 > Lesson 2 > Lesson Planning

Original Text: SETTING THE PURPOSE
Time: 10 min

Updated Text: SETTING THE PURPOSE
Time: 5 min

Component: *Science Techbook for Texas by Discovery Education: Biology*

ISBN: 9781616291518

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/acca2645-8407-4ae3-8880-821f5ba8dde4>

Location: Unit 5 > Concept 5 > Lesson 2 > Lesson Planning

Original Text: FACILITATING THE LEARNING
Time: 50 min

Updated Text: FACILITATING THE LEARNING
Time: 30 min

Component: *Science Techbook for Texas by Discovery Education: Biology*

ISBN: 9781616291518

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/acca2645-8407-4ae3-8880-821f5ba8dde4>

Location: Unit 5 > Concept 5 > Lesson 2 > Lesson Planning

Original Text: CHECK FOR UNDERSTANDING

Time: 30 min

Updated Text: CHECK FOR UNDERSTANDING

Time: 10 min

Component: *Science Techbook for Texas by Discovery Education: Biology*

ISBN: 9781616291518

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/9750a31f-0120-40ff-9cd1-24d5df01597c>

Location: Unit 5 > Concept 5 > Lesson 6 > Punnett Squares

Original Text: For example, suppose the A allele is dominant over the a allele. If two parents who are heterozygote (Aa) at this gene were to produce offspring, the possible genotypes of their offspring can be represented with the Punnett square:

Updated Text: For example, suppose the A allele is dominant over the a allele. If two parents who are heterozygous (Aa) at this gene were to produce offspring, the possible genotypes of their offspring can be represented with the Punnett square:

Component: *Science Techbook for Texas by Discovery Education: Biology*

ISBN: 9781616291518

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/9750a31f-0120-40ff-9cd1-24d5df01597c>

Location: Unit 5 > Concept 5 > Lesson 6 > Punnett Squares

Original Text: That means half of the offspring will also be heterozygote (Aa) for this locus.

Updated Text: That means half of the offspring will also be heterozygous (Aa) for this locus.

Component: *Science Techbook for Texas by Discovery Education: Biology*

ISBN: 9781616291518

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/4ddd13ae-ff38-49e3-8966-a325c329472c>

Location: Unit 6 > Concept 1 > Lesson 6 > Lesson Planning

Original Text: What Are the Processes and Features of the Nitrogen Cycle?
(45mins)

Updated Text: What Are the Processes and Features of the Nitrogen Cycle?
(25 mins)

Component: *Science Techbook for Texas by Discovery Education: Biology*

ISBN: 9781616291518

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/4ddd13ae-ff38-49e3-8966-a325c329472c>

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 2672 of 3538

Location: Unit 6 > Concept 1> Lesson 6 > Lesson Planning

Original Text: SETTING THE PURPOSE

Time: 10 min

Updated Text: SETTING THE PURPOSE

Time: 5 min

Component: *Science Techbook for Texas by Discovery Education: Biology*

ISBN: 9781616291518

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/4ddd13ae-ff38-49e3-8966-a325c329472c>

Location: Unit 6 > Concept 1> Lesson 6 > Lesson Planning

Original Text: FACILITATING THE LEARNING

Time: 20 min

Updated Text: FACILITATING THE LEARNING

Time: 15 min

Component: *Science Techbook for Texas by Discovery Education: Biology*

ISBN: 9781616291518

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/4ddd13ae-ff38-49e3-8966-a325c329472c>

Location: Unit 6 > Concept 1> Lesson 6 > Lesson Planning

Original Text: CHECK FOR UNDERSTANDING

Time: 15 min

Updated Text: CHECK FOR UNDERSTANDING

Time: 5 min

Component: *Science Techbook for Texas by Discovery Education: Biology*

ISBN: 9781616291518

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/e2f07d16-ccd0-4c04-b42a-d1072d11cd6c>

Location: Unit 6 > Concept 1> Lesson 7 > Lesson Planning

Original Text: What Are the Processes and Features of the Phosphorus Cycle?
(45mins)

Updated Text: What Are the Processes and Features of the Phosphorus Cycle?
(20 mins)

Component: *Science Techbook for Texas by Discovery Education: Biology*

ISBN: 9781616291518

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/e2f07d16-ccd0-4c04-b42a-d1072d11cd6c>

Location: Unit 6 > Concept 1> Lesson 7 > Lesson Planning

Original Text: SETTING THE PURPOSE

Time: 10 min

Updated Text: SETTING THE PURPOSE

Time: 5 min

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 2673 of 3538

Component: *Science Techbook for Texas by Discovery Education: Biology*

ISBN: 9781616291518

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/e2f07d16-ccd0-4c04-b42a-d1072d11cd6c>

Location: Unit 6 > Concept 1> Lesson 7 > Lesson Planning

Original Text: FACILITATING THE LEARNING

Time: 25 min

Updated Text: FACILITATING THE LEARNING

Time: 10 min

Component: *Science Techbook for Texas by Discovery Education: Biology*

ISBN: 9781616291518

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/e2f07d16-ccd0-4c04-b42a-d1072d11cd6c>

Location: Unit 6 > Concept 1> Lesson 7 > Lesson Planning

Original Text: CHECK FOR UNDERSTANDING

Time: 10 min

Updated Text: CHECK FOR UNDERSTANDING

Time: 5 min

Component: *Science Techbook for Texas by Discovery Education: Biology*

ISBN: 9781616291518

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/88d0a1fc-75e2-4741-a002-fadf11991873>

Location: Unit 6 > Concept 1> Lesson 9 > Solving Disruptions to Nutrient Cycles

Original Text: Stem Nutrient Cycles

Updated Text: STEM and Nutrient Cycles

Component: *Science Techbook for Texas by Discovery Education: Biology*

ISBN: 9781616291518

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/99a271dd-b2b7-453f-a14d-0d84c8b9dbe8>

Location: Unit 6 > Concept 1> EXTENSION > STEM Project Starter: Reducing Runoff >FACILITATING THE LEARNING

Original Text: Have students read the CIT. When students have completed the reading, instruct students to research three runoff reduction methods and explain how these methods relate to the nitrogen and/or phosphorous cycles.

Updated Text: Have students read the lesson text. To support students in carrying out their project, consider providing a list of credible scientific sources for them to research, such as government or institutional websites. If time allows, as an additional activity encourage students to conduct field research by visiting local farms or agricultural extension sites if possible. Students can work in pairs or small groups to determine the effectiveness of different runoff reduction methods. Students can present their findings using visual aids such as charts, graphs, or videos. When students have completed their research, instruct students to research three runoff reduction methods and explain how these methods relate to the nitrogen and/or phosphorous cycles.

Component: *Science Techbook for Texas by Discovery Education: Biology*

ISBN: 9781616291518

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/79829dd0-cce1-4a2b-980c-fd950e8291b6>

Location: Unit 6 > Concept 2 > Lesson 4 > Lesson Planning

Original Text: Hands-On Activity: Modeling Energy Flow within an Ecosystem
(90mins)

Updated Text: Hands-On Activity: Modeling Energy Flow within an Ecosystem
(45 mins)

Component: *Science Techbook for Texas by Discovery Education: Biology*

ISBN: 9781616291518

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/79829dd0-cce1-4a2b-980c-fd950e8291b6>

Location: Unit 6 > Concept 2 > Lesson 4 > Lesson Planning

Original Text: SETTING THE PURPOSE

Time: 10 min

Updated Text: SETTING THE PURPOSE

Time: 5 min

Component: *Science Techbook for Texas by Discovery Education: Biology*

ISBN: 9781616291518

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/79829dd0-cce1-4a2b-980c-fd950e8291b6>

Location: Unit 6 > Concept 2 > Lesson 4 > Lesson Planning

Original Text: FACILITATING THE LEARNING

Time: 10 min

Updated Text: FACILITATING THE LEARNING

Time: 30 min

Component: *Science Techbook for Texas by Discovery Education: Biology*

ISBN: 9781616291518

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/79829dd0-cce1-4a2b-980c-fd950e8291b6>

Location: Unit 6 > Concept 2 > Lesson 4 > Lesson Planning

Original Text: CHECK FOR UNDERSTANDING

Time: 30 min

Updated Text: CHECK FOR UNDERSTANDING

Time: 10 min

Component: *Science Techbook for Texas by Discovery Education: Biology*

ISBN: 9781616291518

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/d36cd608-b6fa-41aa-ab52-4ef3bc1ce2cb>

Location: Unit 6 > Concept 2 > Lesson 5 > Data Collection

Original Text: Now that you have completed Part 4, review your results and conclusions with your group or a partner.

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 2675 of 3538

Updated Text: Now that you have completed Part 3, review your results and conclusions with your group or a partner.

Component: *Science Techbook for Texas by Discovery Education: Biology*

ISBN: 9781616291518

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/d36cd608-b6fa-41aa-ab52-4ef3bc1ce2cb>

Location: Unit 6 > Concept 2 > Lesson 5 > Data Collection

Original Text: Data Table for Station 3

Updated Text: Table 3. Mean reproductive rate of red-cockaded woodpecker in small pine stems in trees with cavities.

Component: *Science Techbook for Texas by Discovery Education: Biology*

ISBN: 9781616291518

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/eee74c49-754f-45a9-a7c2-6c2ab372bde6>

Location: Unit 6 > Concept 2 > Lesson 6 > Data Collection

Original Text: Now that you have completed Part 1, review your results and conclusions with your group or a partner. Then, proceed to Analysis and Conclusions.

Updated Text: Now that you have completed Part 2, review your results and conclusions with your group or a partner. Then, proceed to Analysis and Conclusions.

Component: *Science Techbook for Texas by Discovery Education: Biology*

ISBN: 9781616291518

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/eee74c49-754f-45a9-a7c2-6c2ab372bde6>

Location: Unit 6 > Concept 2 > Lesson 6 > Lesson Planning

Original Text: Hands-On Activity: Investigating Adverse Impacts of Human Activity on Biodiversity (90mins)

Updated Text: Hands-On Activity: Investigating Adverse Impacts of Human Activity on Biodiversity (45 mins)

Component: *Science Techbook for Texas by Discovery Education: Biology*

ISBN: 9781616291518

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/eee74c49-754f-45a9-a7c2-6c2ab372bde6>

Location: Unit 6 > Concept 2 > Lesson 6 > Lesson Planning

Original Text: SETTING THE PURPOSE

Time: 10 min

Updated Text: SETTING THE PURPOSE

Time: 5 min

Component: *Science Techbook for Texas by Discovery Education: Biology*

ISBN: 9781616291518

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/eee74c49-754f-45a9-a7c2-6c2ab372bde6>

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 2676 of 3538

Location: Unit 6 > Concept 2 > Lesson 6 > Lesson Planning

Original Text: FACILITATING THE LEARNING

Time: 50 min

Updated Text: FACILITATING THE LEARNING

Time: 30 min

Component: *Science Techbook for Texas by Discovery Education: Biology*

ISBN: 9781616291518

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/eee74c49-754f-45a9-a7c2-6c2ab372bde6>

Location: Unit 6 > Concept 2 > Lesson 6 > Lesson Planning

Original Text: CHECK FOR UNDERSTANDING

Time: 30 min

Updated Text: CHECK FOR UNDERSTANDING

Time: 10 min

Component: *Science Techbook for Texas by Discovery Education: Biology*

ISBN: 9781616291518

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/32050a65-4566-4edf-8188-81f7c9a6596d>

Location: Unit 6 > Concept 2 > Lesson 7

Original Text: This could change the feeding relationships, and therefore the carrying capacities, of organisms.

Updated Text: Such extinctions change the feeding relationships and carrying capacities of organisms in ecosystems.

Component: *Science Techbook for Texas by Discovery Education: Biology*

ISBN: 9781616291518

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/32050a65-4566-4edf-8188-81f7c9a6596d>

Location: Unit 6 > Concept 2 > Lesson 7 > Lesson Planning

Original Text: Hands-On Lab: Investigating the Effect of Environmental Change on Species
(90mins)

Updated Text: Hands-On Lab: Investigating the Effect of Environmental Change on Species
(45 mins)

Component: *Science Techbook for Texas by Discovery Education: Biology*

ISBN: 9781616291518

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/32050a65-4566-4edf-8188-81f7c9a6596d>

Location: Unit 6 > Concept 2 > Lesson 7 > Lesson Planning

Original Text: SETTING THE PURPOSE

Time: 15 min

Updated Text: SETTING THE PURPOSE

Time: 5 min

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 2677 of 3538

Component: *Science Techbook for Texas by Discovery Education: Biology*

ISBN: 9781616291518

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/32050a65-4566-4edf-8188-81f7c9a6596d>

Location: Unit 6 > Concept 2 > Lesson 7 > Lesson Planning

Original Text: FACILITATING THE LEARNING

Time: 55 min

Updated Text: FACILITATING THE LEARNING

Time: 30 min

Component: *Science Techbook for Texas by Discovery Education: Biology*

ISBN: 9781616291518

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/32050a65-4566-4edf-8188-81f7c9a6596d>

Location: Unit 6 > Concept 2 > Lesson 7 > Lesson Planning

Original Text: CHECK FOR UNDERSTANDING

Time: 20 min

Updated Text: CHECK FOR UNDERSTANDING

Time: 00 min

Component: *Science Techbook for Texas by Discovery Education: Biology*

ISBN: 9781616291518

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/7babfba1-ff3f-4348-b0f7-2c3303f23bdf>

Location: Unit 6 > Concept 2 > Lesson 8 > Lesson Planning

Original Text: How Do Species Interact?
(45mins)

Updated Text: How Do Species Interact?
(25 mins)

Component: *Science Techbook for Texas by Discovery Education: Biology*

ISBN: 9781616291518

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/7babfba1-ff3f-4348-b0f7-2c3303f23bdf>

Location: Unit 6 > Concept 2 > Lesson 8 > Lesson Planning

Original Text: FACILITATING THE LEARNING

Time: 30 min

Updated Text: FACILITATING THE LEARNING

Time: 10 min

Component: *Science Techbook for Texas by Discovery Education: Biology*

ISBN: 9781616291518

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/7babfba1-ff3f-4348-b0f7-2c3303f23bdf>

Location: Unit 6 > Concept 2 > Lesson 8 > Lesson Planning

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 2678 of 3538

Original Text: CHECK FOR UNDERSTANDING

Time: 10 min

Updated Text: CHECK FOR UNDERSTANDING

Time: 5 min

Component: *Science Techbook for Texas by Discovery Education: Biology*

ISBN: 9781616291518

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/3d48e577-ffa1-4b03-a9c2-f8e584551bef>

Location: Unit 6 > Concept 2 > Lesson 9 > Lesson Planning

Original Text: What Interactions Occur between Trophic Levels?
(45mins)

Updated Text: What Interactions Occur between Trophic Levels?
(25 mins)

Component: *Science Techbook for Texas by Discovery Education: Biology*

ISBN: 9781616291518

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/3d48e577-ffa1-4b03-a9c2-f8e584551bef>

Location: Unit 6 > Concept 2 > Lesson 9 > Lesson Planning

Original Text: SETTING THE PURPOSE
Time: 10 min

Updated Text: SETTING THE PURPOSE
Time: 5 min

Component: *Science Techbook for Texas by Discovery Education: Biology*

ISBN: 9781616291518

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/3d48e577-ffa1-4b03-a9c2-f8e584551bef>

Location: Unit 6 > Concept 2 > Lesson 9 > Lesson Planning

Original Text: FACILITATING THE LEARNING
Time: 25 min

Updated Text: FACILITATING THE LEARNING
Time: 15 min

Component: *Science Techbook for Texas by Discovery Education: Biology*

ISBN: 9781616291518

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/3d48e577-ffa1-4b03-a9c2-f8e584551bef>

Location: Unit 6 > Concept 2 > Lesson 9 > Lesson Planning

Original Text: CHECK FOR UNDERSTANDING
Time: 10 min

Updated Text: CHECK FOR UNDERSTANDING
Time: 5 min

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 2679 of 3538

Component: *Science Techbook for Texas by Discovery Education: Biology*

ISBN: 9781616291518

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/952ffc5e-eb61-497a-b01f-4da50c695b92>

Location: Unit 7 > Concept 1 > Lesson 2 > Compass

Original Text: A geometer's compass is a useful tool for drawing circles. How can we ensure the circles have the exact same center?

Updated Text: A geometer's compass is the ideal tool for drawing circles by hand. How can circles be used to illustrate the scale of time?

Component: *Science Techbook for Texas by Discovery Education: Biology*

ISBN: 9781616291518

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/6ba6c218-642b-4298-834e-82f975150ffa>

Location: Unit 7 > Concept 1 > Lesson 4 > Lesson Planning

Original Text: Hands-On Activity: Identifying Examples of Common Ancestry (90mins)

Updated Text: Hands-On Activity: Identifying Examples of Common Ancestry (45 mins)

Component: *Science Techbook for Texas by Discovery Education: Biology*

ISBN: 9781616291518

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/6ba6c218-642b-4298-834e-82f975150ffa>

Location: Unit 7 > Concept 1 > Lesson 4 > Lesson Planning

Original Text: FACILITATING THE LEARNING
Time: 65 min

Updated Text: FACILITATING THE LEARNING
Time: 30 min

Component: *Science Techbook for Texas by Discovery Education: Biology*

ISBN: 9781616291518

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/6ba6c218-642b-4298-834e-82f975150ffa>

Location: Unit 7 > Concept 1 > Lesson 4 > Lesson Planning

Original Text: CHECK FOR UNDERSTANDING
Time: 15 min

Updated Text: CHECK FOR UNDERSTANDING
Time: 10 min

Component: *Science Techbook for Texas by Discovery Education: Biology*

ISBN: 9781616291518

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/8388c3ce-e098-4943-a04d-07730869a6dc>

Location: Unit 7 > Concept 1 > Lesson 5

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 2680 of 3538

Original Text: Hands-On Lab: Analyzing Evidence for Common Ancestry

Updated Text: Hands-On Activity: Analyzing Evidence for Common Ancestry

Component: *Science Techbook for Texas by Discovery Education: Biology*

ISBN: 9781616291518

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/00a64b6f-680b-4736-9aed-ac6a768fa86a>

Location: Unit 7 > Concept 1 > Lesson 9 > Gaps in the Fossil Record

Original Text: evolution of the foraminiferan, a single-celled protist. Over the last 10 million years, the foraminiferan underwent

Updated Text: evolution of the foraminifera, a type of single-celled protist. Over the last 10 million years, the foraminifera group underwent

Component: *Science Techbook for Texas by Discovery Education: Biology*

ISBN: 9781616291518

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/5387b193-f865-486a-b18b-046404420ef2>

Location: Unit 7 > Concept 1 > Lesson 8 >How to Build a Tree

Original Text: n/a

Updated Text: move video Evolutionary Trees and the Sequence of Life on Earth to above heading Evolutionary Trees
Reveal Stasis and Change

Component: *Science Techbook for Texas by Discovery Education: Biology*

ISBN: 9781616291518

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/128cb651-5b14-41f0-8335-ec45c5d63ff8>

Location: Unit 7 > Concept 2 > Lesson 5

Original Text: Hands-On Lab: Modeling the Effect of Mutations on Traits in a Population

Updated Text: How Is Artificial Selection a Model for Natural Selection?

Component: *Science Techbook for Texas by Discovery Education: Biology*

ISBN: 9781616291518

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/81bd01ec-5eb0-4bb9-bbb8-8ff9e1fc662f>

Location: Unit 7 > Concept 2 > Lesson 6 > Lesson Planning

Original Text: How Do Natural Selection and Adaptation Explain Changes in Populations?
(45mins)

Updated Text: How Do Natural Selection and Adaptation Explain Changes in Populations?
(25 mins)

Component: *Science Techbook for Texas by Discovery Education: Biology*

ISBN: 9781616291518

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/81bd01ec-5eb0-4bb9-bbb8-8ff9e1fc662f>

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 2681 of 3538

Location: Unit 7 > Concept 2 > Lesson 6 > Lesson Planning

Original Text: SETTING THE PURPOSE

Time: 10 min

Updated Text: SETTING THE PURPOSE

Time: 5 min

Component: *Science Techbook for Texas by Discovery Education: Biology*

ISBN: 9781616291518

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/81bd01ec-5eb0-4bb9-bbb8-8ff9e1fc662f>

Location: Unit 7 > Concept 2 > Lesson 6 > Lesson Planning

Original Text: FACILITATING THE LEARNING

Time: 25 min

Updated Text: FACILITATING THE LEARNING

Time: 15 min

Component: *Science Techbook for Texas by Discovery Education: Biology*

ISBN: 9781616291518

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/81bd01ec-5eb0-4bb9-bbb8-8ff9e1fc662f>

Location: Unit 7 > Concept 2 > Lesson 6 > Lesson Planning

Original Text: CHECK FOR UNDERSTANDING

Time: 10 min

Updated Text: CHECK FOR UNDERSTANDING

Time: 5 min

Component: *Science Techbook for Texas by Discovery Education: Biology*

ISBN: 9781616291518

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/2e21ca15-5eb8-4de4-a71a-2d4334d2d20f>

Location: Unit 7 > Concept 2 > Lesson 7 > Lesson Planning

Original Text: What Sources of Genetic Variation Provide the Raw Material for Evolution?
(45mins)

Updated Text: What Sources of Genetic Variation Provide the Raw Material for Evolution?
(20 mins)

Component: *Science Techbook for Texas by Discovery Education: Biology*

ISBN: 9781616291518

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/2e21ca15-5eb8-4de4-a71a-2d4334d2d20f>

Location: Unit 7 > Concept 2 > Lesson 7 > Lesson Planning

Original Text: FACILITATING THE LEARNING

Time: 25 min

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 2682 of 3538

Updated Text: FACILITATING THE LEARNING

Time: 15 min

Component: *Science Techbook for Texas by Discovery Education: Biology*

ISBN: 9781616291518

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/2e21ca15-5eb8-4de4-a71a-2d4334d2d20f>

Location: Unit 7 > Concept 2 > Lesson 7 > Lesson Planning

Original Text: CHECK FOR UNDERSTANDING

Time: 15 min

Updated Text: CHECK FOR UNDERSTANDING

Time: 5 min

Component: *Science Techbook for Texas by Discovery Education: Biology*

ISBN: 9781616291518

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/4c90c866-7abf-42c7-aca2-7e03b6af023e>

Location: Unit 4 > Concept 3 > Extension > STEM Project Starter: Conditional Plant Growth

Original Text: Plants in Terrariums

Plants can grow in a variety of places. What does a terrarium provide to enable a plant to survive in a closed container?

Read the Hands-On Lab: Plant Growth and Light. In this project, you will work with a team to design a terrarium-style greenhouse in which you will monitor seed germination and plant growth.

Updated Text: Plants in Terrariums

Plants can grow in a variety of places. What does a terrarium provide to enable a plant to survive in a closed container?

Component: *Science Techbook for Texas by Discovery Education: Biology*

ISBN: 9781616291518

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/14f34b82-501f-40de-9296-80017bdc8fe7>

Location: Unit 5 > Concept 1 > Extension > STEM Project Starter: Nondisjunction Dysfunction > Student Objective

Original Text: Ask questions about the significance of meiosis in increasing diversity in populations, and about interactions among systems in animals that perform various functions.

Updated Text: Apply knowledge of meiosis in increasing genetic diversity to represent the meiotic process and its role in genetic variation, and to propose strategies to mitigate the effects of genetic disorders.

Component: *Science Techbook for Texas by Discovery Education: Biology*

ISBN: 9781616291518

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/14f34b82-501f-40de-9296-80017bdc8fe7>

Location: Unit 5 > Concept 1 > Extension > STEM Project Starter: Nondisjunction Dysfunction > Lesson Planning > LESSON OBJECTIVE

Original Text: Students will ask questions about the significance of meiosis in increasing diversity in populations, and about interactions among systems in animals that perform various functions.

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 2683 of 3538

Updated Text: Apply knowledge of meiosis in increasing genetic diversity to represent the meiotic process and its role in genetic variation, and to propose strategies to mitigate the effects of genetic disorders.

Component: *Science Techbook for Texas by Discovery Education: Biology*

ISBN: 9781616291518

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/14f34b82-501f-40de-9296-80017bdc8fe7>

Location: Unit 5 > Concept 1 > Extension > STEM Project Starter: Nondisjunction Dysfunction > Lesson Planning > CHECK FOR UNDERSTANDING

Original Text: To check for understanding of the general concept, ask the students to answer the question.

Updated Text: To support students in responding to these items, provide them with clear explanations of karyotypes and non-disjunction and their significance in genetic variation. Encourage students to practice identifying chromosome abnormalities and to explore the impact of non-disjunction on human health. Additionally, provide resources such as case studies or research articles to help students understand how these concepts apply to real-world scenarios.

Component: *Science Techbook for Texas by Discovery Education: Biology*

ISBN: 9781616291518

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/14f34b82-501f-40de-9296-80017bdc8fe7>

Location: Unit 5 > Concept 1 > Extension > STEM Project Starter: Nondisjunction Dysfunction > Lesson Planning > SETTING THE PURPOSE

Original Text: Ask students to recall that there are some disorders that are passed from parents to offspring by chromosomal abnormalities. For example, non-disjunction is the failure of sister chromatids to separate normally during cell division. This results in an abnormal number of chromosomes, which is called aneuploidy. Trisomy is one type of aneuploidy, and it is one of the primary causes of Down syndrome. Ask: How many pairs of human chromosomes are usually present?

Ask students to read through the text. Students should compare and contrast the different syndromes that occur as a result of having too many or too few chromosomes. Students should determine what the effects are of each of the chromosomal abnormalities.

ASK: Ask students to read through the text. Students should compare and contrast the different syndromes that occur as a result of having too many or too few chromosomes. Students should determine what the effects are of each of the chromosomal abnormalities. Sample student response: Klinefelter Syndrome is a sex-linked disorder found in males. These people have XXY chromosomes and may have some female characteristics.

Updated Text: Ask students to recall that there are some disorders that are passed from parents to offspring by chromosomal abnormalities. For example, non-disjunction is the failure of sister chromatids to separate normally during cell division. This results in an abnormal number of chromosomes, which is called aneuploidy. Trisomy is one type of aneuploidy, and it is one of the primary causes of Down syndrome. Ask: How many pairs of human chromosomes are usually present?

Component: *Science Techbook for Texas by Discovery Education: Biology*

ISBN: 9781616291518

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/8388c3ce-e098-4943-a04d-07730869a6dc>

Location: Unit 7 > Concept 1 > Lesson 5 > Activity Procedure

Link to Updated Content:

[View Updated Content](#)

Original Text: See patch

Updated Text: See patch

Component: *Science Techbook for Texas by Discovery Education: Biology*

ISBN: 9781616291518

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/a52d5073-31ff-475a-9036-8a11cc341723>

Location: Unit 1 > Concept 1 > Lesson 12 > Lesson Planning > CHECK FOR UNDERSTANDING

Original Text: Encourage students to review the concept review and complete the Student Self-Check practice assessment prior to assigning the Summative Teacher Concept assessment.

- Student Review and Practice Assessment
- Teacher Concept Assessments

Updated Text: Encourage students to review the concept review prior to assigning the Summative Teacher Concept assessment.

- Student Review
- Teacher Concept Assessments

Component: *Science Techbook for Texas by Discovery Education: Biology*

ISBN: 9781616291518

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/577167a7-3a80-4ece-8579-8008aa98d013>

Location: Unit 2 > Concept 1 > Lesson 9 > Lesson Planning > CHECK FOR UNDERSTANDING

Original Text: Encourage students to review the concept review and complete the Student Self-Check practice assessment prior to assigning the Summative Teacher Concept assessment.

- Student Review and Practice Assessment
- Teacher Concept Assessments

Updated Text: Encourage students to review the concept review prior to assigning the Summative Teacher Concept assessment.

- Student Review
- Teacher Concept Assessments

Component: *Science Techbook for Texas by Discovery Education: Biology*

ISBN: 9781616291518

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/fa0dff4-f6ac-43ae-ad10-65eb2f5d64ca>

Location: Unit 2 > Concept 2 > Lesson 11 > Lesson Planning > CHECK FOR UNDERSTANDING

Original Text: Encourage students to review the concept review and complete the Student Self-Check practice assessment prior to assigning the Summative Teacher Concept assessment.

- Student Review and Practice Assessment
- Teacher Concept Assessments

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 2685 of 3538

Updated Text: Encourage students to review the concept review prior to assigning the Summative Teacher Concept assessment.

- Student Review
- Teacher Concept Assessments

Component: *Science Techbook for Texas by Discovery Education: Biology*

ISBN: 9781616291518

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/ef84a6d2-4820-407c-8eee-d650ed0e4664>

Location: Unit 2 > Concept 3 > Lesson 10 > Lesson Planning > CHECK FOR UNDERSTANDING

Original Text: Encourage students to review the concept review and complete the Student Self-Check practice assessment prior to assigning the Summative Teacher Concept assessment.

- Student Review and Practice Assessment
- Teacher Concept Assessments

Updated Text: Encourage students to review the concept review prior to assigning the Summative Teacher Concept assessment.

- Student Review
- Teacher Concept Assessments

Component: *Science Techbook for Texas by Discovery Education: Biology*

ISBN: 9781616291518

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/d48e5f5d-7b4e-4f67-b352-6feec45f3ec3>

Location: Unit 2 > Concept 4 > Lesson 9 > Lesson Planning > CHECK FOR UNDERSTANDING

Original Text: Encourage students to review the concept review and complete the Student Self-Check practice assessment prior to assigning the Summative Teacher Concept assessment.

- Student Review and Practice Assessment
- Teacher Concept Assessments

Updated Text: Encourage students to review the concept review prior to assigning the Summative Teacher Concept assessment.

- Student Review
- Teacher Concept Assessments

Component: *Science Techbook for Texas by Discovery Education: Biology*

ISBN: 9781616291518

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/c3fd588e-3018-4b6c-8464-3d092d05a81a>

Location: Unit 3 > Concept 1 > Lesson 12 > Lesson Planning > CHECK FOR UNDERSTANDING

Original Text: Encourage students to review the concept review and complete the Student Self-Check practice assessment prior to assigning the Summative Teacher Concept assessment.

- Student Review and Practice Assessment
- Teacher Concept Assessments

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 2686 of 3538

Updated Text: Encourage students to review the concept review prior to assigning the Summative Teacher Concept assessment.

- Student Review
- Teacher Concept Assessments

Component: *Science Techbook for Texas by Discovery Education: Biology*

ISBN: 9781616291518

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/a9c54406-dc20-4015-8290-5662114eebcf>

Location: Unit 3 > Concept 2 > Lesson 10 > Lesson Planning > CHECK FOR UNDERSTANDING

Original Text: Encourage students to review the concept review and complete the Student Self-Check practice assessment prior to assigning the Summative Teacher Concept assessment.

- Student Review and Practice Assessment
- Teacher Concept Assessments

Updated Text: Encourage students to review the concept review prior to assigning the Summative Teacher Concept assessment.

- Student Review
- Teacher Concept Assessments

Component: *Science Techbook for Texas by Discovery Education: Biology*

ISBN: 9781616291518

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/1bc37f21-14bb-40f0-813b-f7c341463131>

Location: Unit 4 > Concept 1 > Lesson 10 > Lesson Planning > CHECK FOR UNDERSTANDING

Original Text: Encourage students to review the concept review and complete the Student Self-Check practice assessment prior to assigning the Summative Teacher Concept assessment.

- Student Review and Practice Assessment
- Teacher Concept Assessments

Updated Text: Encourage students to review the concept review prior to assigning the Summative Teacher Concept assessment.

- Student Review
- Teacher Concept Assessments

Component: *Science Techbook for Texas by Discovery Education: Biology*

ISBN: 9781616291518

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/14fe23e4-6bfb-4156-813f-228d45d5f8c0>

Location: Unit 4 > Concept 2 > Lesson 10 > Lesson Planning > CHECK FOR UNDERSTANDING

Original Text: Encourage students to review the concept review and complete the Student Self-Check practice assessment prior to assigning the Summative Teacher Concept assessment.

- Student Review and Practice Assessment
- Teacher Concept Assessments

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 2687 of 3538

Updated Text: Encourage students to review the concept review prior to assigning the Summative Teacher Concept assessment.

- Student Review
- Teacher Concept Assessments

Component: *Science Techbook for Texas by Discovery Education: Biology*

ISBN: 9781616291518

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/c1bf2082-b571-46e1-b39e-4284d96f6143>

Location: Unit 4 > Concept 3 > Lesson 11 > Lesson Planning > CHECK FOR UNDERSTANDING

Original Text: Encourage students to review the concept review and complete the Student Self-Check practice assessment prior to assigning the Summative Teacher Concept assessment.

- Student Review and Practice Assessment
- Teacher Concept Assessments

Updated Text: Encourage students to review the concept review prior to assigning the Summative Teacher Concept assessment.

- Student Review
- Teacher Concept Assessments

Component: *Science Techbook for Texas by Discovery Education: Biology*

ISBN: 9781616291518

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/4f090f1b-f0ea-4e16-88f3-716148d933a3>

Location: Unit 5 > Concept 1 > Lesson 10 > Lesson Planning > CHECK FOR UNDERSTANDING

Original Text: Encourage students to review the concept review and complete the Student Self-Check practice assessment prior to assigning the Summative Teacher Concept assessment.

- Student Review and Practice Assessment
- Teacher Concept Assessments

Updated Text: Encourage students to review the concept review prior to assigning the Summative Teacher Concept assessment.

- Student Review
- Teacher Concept Assessments

Component: *Science Techbook for Texas by Discovery Education: Biology*

ISBN: 9781616291518

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/dce52fcd-9769-4d23-8337-e045cd7f0c8d>

Location: Unit 5 > Concept 2 > Lesson 11 > Lesson Planning > CHECK FOR UNDERSTANDING

Original Text: Encourage students to review the concept review and complete the Student Self-Check practice assessment prior to assigning the Summative Teacher Concept assessment.

- Student Review and Practice Assessment
- Teacher Concept Assessments

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 2688 of 3538

Updated Text: Encourage students to review the concept review prior to assigning the Summative Teacher Concept assessment.

- Student Review
- Teacher Concept Assessments

Component: *Science Techbook for Texas by Discovery Education: Biology*

ISBN: 9781616291518

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/cbb0403f-c68c-4612-9ebe-a00df965ddef>

Location: Unit 5 > Concept 3 > Lesson 11 > Lesson Planning > CHECK FOR UNDERSTANDING

Original Text: Encourage students to review the concept review and complete the Student Self-Check practice assessment prior to assigning the Summative Teacher Concept assessment.

- Student Review and Practice Assessment
- Teacher Concept Assessments

Updated Text: Encourage students to review the concept review prior to assigning the Summative Teacher Concept assessment.

- Student Review
- Teacher Concept Assessments

Component: *Science Techbook for Texas by Discovery Education: Biology*

ISBN: 9781616291518

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/e20189ed-0996-4c68-a259-ceaa6e69bfac>

Location: Unit 5 > Concept 4 > Lesson 8 > Lesson Planning > CHECK FOR UNDERSTANDING

Original Text: Encourage students to review the concept review and complete the Student Self-Check practice assessment prior to assigning the Summative Teacher Concept assessment.

- Student Review and Practice Assessment
- Teacher Concept Assessments

Updated Text: Encourage students to review the concept review prior to assigning the Summative Teacher Concept assessment.

- Student Review
- Teacher Concept Assessments

Component: *Science Techbook for Texas by Discovery Education: Biology*

ISBN: 9781616291518

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/716ca7bd-a2e2-4781-a2fa-ef0f0ec7b294>

Location: Unit 5 > Concept 5 > Lesson 9 > Lesson Planning > CHECK FOR UNDERSTANDING

Original Text: Encourage students to review the concept review and complete the Student Self-Check practice assessment prior to assigning the Summative Teacher Concept assessment.

- Student Review and Practice Assessment
- Teacher Concept Assessments

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 2689 of 3538

Updated Text: Encourage students to review the concept review prior to assigning the Summative Teacher Concept assessment.

- Student Review
- Teacher Concept Assessments

Component: *Science Techbook for Texas by Discovery Education: Biology*

ISBN: 9781616291518

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/57087d7a-bd08-4d67-ae64-55ed189e70cf>

Location: Unit 6 > Concept 1 > Lesson 10 > Lesson Planning > CHECK FOR UNDERSTANDING

Original Text: Encourage students to review the concept review and complete the Student Self-Check practice assessment prior to assigning the Summative Teacher Concept assessment.

- Student Review and Practice Assessment
- Teacher Concept Assessments

Updated Text: Encourage students to review the concept review prior to assigning the Summative Teacher Concept assessment.

- Student Review
- Teacher Concept Assessments

Component: *Science Techbook for Texas by Discovery Education: Biology*

ISBN: 9781616291518

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/cb8c311a-5929-4568-ae67-f60b887847bc>

Location: Unit 6 > Concept 2 > Lesson 13 > Lesson Planning > CHECK FOR UNDERSTANDING

Original Text: Encourage students to review the concept review and complete the Student Self-Check practice assessment prior to assigning the Summative Teacher Concept assessment.

- Student Review and Practice Assessment
- Teacher Concept Assessments

Updated Text: Encourage students to review the concept review prior to assigning the Summative Teacher Concept assessment.

- Student Review
- Teacher Concept Assessments

Component: *Science Techbook for Texas by Discovery Education: Biology*

ISBN: 9781616291518

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/e947ff49-1d53-4fed-bd1e-568464e4f341>

Location: Unit 7 > Concept 1 > Lesson 13 > Lesson Planning > CHECK FOR UNDERSTANDING

Original Text: Encourage students to review the concept review and complete the Student Self-Check practice assessment prior to assigning the Summative Teacher Concept assessment.

- Student Review and Practice Assessment
- Teacher Concept Assessments

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 2690 of 3538

Updated Text: Encourage students to review the concept review prior to assigning the Summative Teacher Concept assessment.

- Student Review
- Teacher Concept Assessments

Component: *Science Techbook for Texas by Discovery Education: Biology*

ISBN: 9781616291518

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/738160de-d2d6-424f-9651-0d3f26cf4d16>

Location: Unit 7 > Concept 2 > Lesson 13 > Lesson Planning > CHECK FOR UNDERSTANDING

Original Text: Encourage students to review the concept review and complete the Student Self-Check practice assessment prior to assigning the Summative Teacher Concept assessment.

- Student Review and Practice Assessment
- Teacher Concept Assessments

Updated Text: Encourage students to review the concept review prior to assigning the Summative Teacher Concept assessment.

- Student Review
- Teacher Concept Assessments

Component: *Science Techbook for Texas by Discovery Education: Biology*

ISBN: 9781616291518

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/6a5eef41-e319-4766-b9c2-f3dad7b0473a>

Location: Unit 5 > Concept 4 > Lesson 1 > Bioethics paragraph 2

Original Text: A new branch of biology, bioethics, has evolved to deal with questions such as these. Bioethicists investigate the pros and cons of genetic engineering. They consider new developments and weigh their benefits against negative impacts. How do you feel about these possibilities? Do you think it is ethical to artificially change an organism's traits? What about "designer babies" with traits chosen by the parents? Is this different than using genetic engineering to cure diseases?

Updated Text: A new branch of biology, bioethics, has evolved to deal with questions such as these. Bioethicists investigate the pros and cons of genetic engineering. They consider new developments and weigh their benefits against negative impacts. How do you feel about these possibilities? Do you think it is ethical to artificially change an organism's traits? What about babies with traits chosen by the parents? Is this different than using genetic engineering to cure diseases?

Component: *Science Techbook for Texas by Discovery Education: Biology*

ISBN: 9781616291518

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/e373f61a-e361-4fa5-8525-b0530c212004>

Location: Unit 5 > Concept 4 > Lesson 7 > Designer Babies?> heading

Original Text: Designer Babies?

Updated Text: Human Traits

Component: *Science Techbook for Texas by Discovery Education: Biology*

ISBN: 9781616291518

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/e373f61a-e361-4fa5-8525-b0530c212004>

Location: Unit 5 > Concept 4 > Lesson 7 > Lesson Planning > Facilitating the Learning > Designer Babies?

Original Text: Designer Babies? Tell students: One of the most controversial uses of genetic engineering is the idea of changing the genes in a human baby before they are born. Direct them to read the passage Designer Babies?

When students finish reading the passage,

ASK: What do you think about possible designer babies? Where would you draw the line about what is acceptable?

Student Sample Response: Students may have thoughtful responses that attempt to balance concerns like improving health or allowing families with hereditary diseases to have children versus more superficial desires for children who look a certain way. Solicit thoughts, but do not feel obliged to have all the answers or pass judgment. You might wrap up by saying, It is a really complex bioethics problem! People will have to figure it out during the next few decades.

Updated Text: Human Traits Tell students: One of the most controversial uses of genetic engineering is the idea of changing the genes in a human baby before they are born. Direct them to read the passage Human Traits.

When students finish reading the passage,

ASK: What do you think about the possibility of selecting traits in human offspring? Where would you draw the line about what is acceptable? Student Sample Response: Students may have thoughtful responses that attempt to balance concerns like improving health or allowing families with hereditary diseases to have children versus more superficial desires for children who look a certain way. Solicit thoughts, but do not feel obliged to have all the answers or pass judgment. You might wrap up by saying, It is a really complex bioethics problem! People will have to figure it out during the next few decades.

Component: *Science Techbook for Texas by Discovery Education: Biology*

ISBN: 9781616291518

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/570914b6-7752-416e-a378-164d107741f3>

Location: Unit 5 > Concept 1 > Lesson 9 > STEM and Asexual and Sexual Reproduction > Paragraph 2

Original Text: Therapeutic cloning uses a similar method, but the goal is different. The resulting embryonic cells (that is, pluripotent stem cells) are treated to develop not into whole organisms, but into particular tissues or organs. The hope is that the stem cells will replace harmful or damaged cells for people with certain diseases, such as Alzheimer's and cancer.

Updated Text: Therapeutic cloning uses a similar method, but the goal is different. The resulting embryonic cells (that is, pluripotent stem cells) are treated to develop into particular tissues or organs. The hope is that the stem cells will replace harmful or damaged cells for people with certain diseases, such as Alzheimer's and cancer.

Component: *Science Techbook for Texas by Discovery Education: Biology*

ISBN: 9781616291518

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/96483e64-40f0-4d73-9fc4-b3734011119d>

Location: Unit 1 > Concept 1 > Lesson 1 > KWL Chart

Original Text: Start a KWL Chart to record your ideas in this concept.

In the "K" column, record what you already know about the real-world phenomenon.

In the "W" column, record two or three questions that you want to know the answers to, so that you can better describe the real-world phenomenon.

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 2692 of 3538

As you gather evidence in later lessons, record what you have learned.

Updated Text: Start a Student Question Board to record your ideas in this concept.

In the first column, record what you already know about the real-world phenomenon.

In the second column, record two or three questions that you want to know the answers to, so that you can better describe the real-world phenomenon.

As you gather evidence in later lessons, record what you have learned.

Component: *Science Techbook for Texas by Discovery Education: Biology*

ISBN: 9781616291518

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/96483e64-40f0-4d73-9fc4-b3734011119d>

Location: Unit 1 > Concept 1 > Lesson 1 > Lesson Planning > Facilitating the Learning > KWL Chart

Original Text: KWL Chart Start a KWL Chart to record your ideas in this concept.

In the “K” column, record what you already know about the real-world phenomenon.

In the “W” column, record 2-3 questions that you want to know the answers to so that you can better describe the real-world phenomenon.

As you gather evidence in later lessons, record what you have learned.

Updated Text: Student Question Board Start a Student Question Board to record your ideas in this concept.

In the first column, record what you already know about the real-world phenomenon.

In the second column, record two or three questions that you want to know the answers to so that you can better describe the real-world phenomenon.

As you gather evidence in later lessons, record what you have learned.

Component: *Science Techbook for Texas by Discovery Education: Biology*

ISBN: 9781616291518

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/e2b0b221-08b6-4e4c-b837-8fa0875da1fe>

Location: Unit 2 > Concept 1 > Lesson 1 > KWL Chart

Original Text: Start a KWL Chart to record your ideas in this concept.

In the “K” column, record what you already know about the real-world phenomenon.

In the “W” column, record two or three questions that you want to know the answers to, so that you can better describe the real-world phenomenon.

As you gather evidence in later lessons, record what you have learned.

Updated Text: Start a Student Question Board to record your ideas in this concept.

In the first column, record what you already know about the real-world phenomenon.

In the second column, record two or three questions that you want to know the answers to, so that you can better describe the real-world phenomenon.

As you gather evidence in later lessons, record what you have learned.

Component: *Science Techbook for Texas by Discovery Education: Biology*

ISBN: 9781616291518

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/e2b0b221-08b6-4e4c-b837-8fa0875da1fe>

Location: Unit 2 > Concept 1 > Lesson 1 > Lesson Planning > Facilitating the Learning > KWL Chart

Original Text: KWL Chart Start a KWL Chart to record your ideas in this concept.

In the “K” column, record what you already know about the real-world phenomenon.

In the “W” column, record 2-3 questions that you want to know the answers to so that you can better describe the real-world phenomenon.

As you gather evidence in later lessons, record what you have learned.

Updated Text: Student Question Board Start a Student Question Board to record your ideas in this concept.

In the first column, record what you already know about the real-world phenomenon.

In the second column, record two or three questions that you want to know the answers to so that you can better describe the real-world phenomenon.

As you gather evidence in later lessons, record what you have learned.

Component: *Science Techbook for Texas by Discovery Education: Biology*

ISBN: 9781616291518

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/19a104f0-39e4-4981-9454-cdd2aa0a9ca3>

Location: Unit 2 > Concept 2 > Lesson 1 > KWL Chart

Original Text: Start a KWL Chart to record your ideas in this concept.

In the “K” column, record what you already know about the real-world phenomenon.

In the “W” column, record two or three questions that you want to know the answers to, so that you can better describe the real-world phenomenon.

As you gather evidence in later lessons, record what you have learned.

Updated Text: Start a Student Question Board to record your ideas in this concept.

In the first column, record what you already know about the real-world phenomenon.

In the second column, record two or three questions that you want to know the answers to, so that you can better describe the real-world phenomenon.

As you gather evidence in later lessons, record what you have learned.

Component: *Science Techbook for Texas by Discovery Education: Biology*

ISBN: 9781616291518

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/19a104f0-39e4-4981-9454-cdd2aa0a9ca3>

Location: Unit 2 > Concept 2 > Lesson 1 > Lesson Planning > Facilitating the Learning > KWL Chart

Original Text: KWL Chart Start a KWL Chart to record your ideas in this concept.

In the “K” column, record what you already know about the real-world phenomenon.

In the “W” column, record 2-3 questions that you want to know the answers to so that you can better describe the real-world phenomenon.

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 2694 of 3538

As you gather evidence in later lessons, record what you have learned.

Updated Text: Student Question Board Start a Student Question Board to record your ideas in this concept.

In the first column, record what you already know about the real-world phenomenon.

In the second column, record two or three questions that you want to know the answers to so that you can better describe the real-world phenomenon.

As you gather evidence in later lessons, record what you have learned.

Component: *Science Techbook for Texas by Discovery Education: Biology*

ISBN: 9781616291518

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/a22a4715-eea9-4e7e-a13f-3667707cb819>

Location: Unit 2 > Concept 3 > Lesson 1 > KWL Chart

Original Text: Start a KWL Chart to record your ideas in this concept.

In the “K” column, record what you already know about the real-world phenomenon.

In the “W” column, record two or three questions that you want to know the answers to, so that you can better describe the real-world phenomenon.

As you gather evidence in later lessons, record what you have learned.

Updated Text: Start a Student Question Board to record your ideas in this concept.

In the first column, record what you already know about the real-world phenomenon.

In the second column, record two or three questions that you want to know the answers to, so that you can better describe the real-world phenomenon.

As you gather evidence in later lessons, record what you have learned.

Component: *Science Techbook for Texas by Discovery Education: Biology*

ISBN: 9781616291518

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/a22a4715-eea9-4e7e-a13f-3667707cb819>

Location: Unit 2 > Concept 3 > Lesson 1 > Lesson Planning > Facilitating the Learning > KWL Chart

Original Text: KWL Chart Start a KWL Chart to record your ideas in this concept.

In the “K” column, record what you already know about the real-world phenomenon.

In the “W” column, record 2-3 questions that you want to know the answers to so that you can better describe the real-world phenomenon.

As you gather evidence in later lessons, record what you have learned.

Updated Text: Student Question Board Start a Student Question Board to record your ideas in this concept.

In the first column, record what you already know about the real-world phenomenon.

In the second column, record two or three questions that you want to know the answers to so that you can better describe the real-world phenomenon.

As you gather evidence in later lessons, record what you have learned.

Component: *Science Techbook for Texas by Discovery Education: Biology*

ISBN: 9781616291518

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/11350bab-7f1e-4dca-aa3a-5d83ec1d772c>

Location: Unit 2 > Concept 4 > Lesson 1 > KWL Chart

Original Text: Start a KWL Chart to record your ideas in this concept.

In the “K” column, record what you already know about the real-world phenomenon.

In the “W” column, record two or three questions that you want to know the answers to, so that you can better describe the real-world phenomenon.

As you gather evidence in later lessons, record what you have learned.

Updated Text: Start a Student Question Board to record your ideas in this concept.

In the first column, record what you already know about the real-world phenomenon.

In the second column, record two or three questions that you want to know the answers to, so that you can better describe the real-world phenomenon.

As you gather evidence in later lessons, record what you have learned.

Component: *Science Techbook for Texas by Discovery Education: Biology*

ISBN: 9781616291518

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/11350bab-7f1e-4dca-aa3a-5d83ec1d772c>

Location: Unit 2 > Concept 4 > Lesson 1 > Lesson Planning > Facilitating the Learning > KWL Chart

Original Text: KWL Chart Start a KWL Chart to record your ideas in this concept.

In the “K” column, record what you already know about the real-world phenomenon.

In the “W” column, record 2-3 questions that you want to know the answers to so that you can better describe the real-world phenomenon.

As you gather evidence in later lessons, record what you have learned.

Updated Text: Student Question Board Start a Student Question Board to record your ideas in this concept.

In the first column, record what you already know about the real-world phenomenon.

In the second column, record two or three questions that you want to know the answers to so that you can better describe the real-world phenomenon.

As you gather evidence in later lessons, record what you have learned.

Component: *Science Techbook for Texas by Discovery Education: Biology*

ISBN: 9781616291518

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/1e5bb729-7581-4d00-86e1-8403d5876ef7>

Location: Unit 3 > Concept 1 > Lesson 1 > KWL Chart

Original Text: Start a KWL Chart to record your ideas in this concept.

In the “K” column, record what you already know about the real-world phenomenon.

In the “W” column, record two or three questions that you want to know the answers to, so that you can better describe the real-world phenomenon.

As you gather evidence in later lessons, record what you have learned.

Updated Text: Start a Student Question Board to record your ideas in this concept.

In the first column, record what you already know about the real-world phenomenon.

In the second column, record two or three questions that you want to know the answers to, so that you can better describe the real-world phenomenon.

As you gather evidence in later lessons, record what you have learned.

Component: *Science Techbook for Texas by Discovery Education: Biology*

ISBN: 9781616291518

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/1e5bb729-7581-4d00-86e1-8403d5876ef7>

Location: Unit 3 > Concept 1 > Lesson 1 > Lesson Planning > Facilitating the Learning > KWL Chart

Original Text: KWL Chart Start a KWL Chart to record your ideas in this concept.

In the “K” column, record what you already know about the real-world phenomenon.

In the “W” column, record 2-3 questions that you want to know the answers to so that you can better describe the real-world phenomenon.

As you gather evidence in later lessons, record what you have learned.

Updated Text: Student Question Board Start a Student Question Board to record your ideas in this concept.

In the first column, record what you already know about the real-world phenomenon.

In the second column, record two or three questions that you want to know the answers to so that you can better describe the real-world phenomenon.

As you gather evidence in later lessons, record what you have learned.

Component: *Science Techbook for Texas by Discovery Education: Biology*

ISBN: 9781616291518

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/f61b4bf2-e2be-46dc-ae14-5a2544335421>

Location: Unit 3 > Concept 2 > Lesson 1 > KWL Chart

Original Text: Start a KWL Chart to record your ideas in this concept.

In the “K” column, record what you already know about the real-world phenomenon.

In the “W” column, record two or three questions that you want to know the answers to, so that you can better describe the real-world phenomenon.

As you gather evidence in later lessons, record what you have learned.

Updated Text: Start a Student Question Board to record your ideas in this concept.

In the first column, record what you already know about the real-world phenomenon.

In the second column, record two or three questions that you want to know the answers to, so that you can better describe the real-world phenomenon.

As you gather evidence in later lessons, record what you have learned.

Component: *Science Techbook for Texas by Discovery Education: Biology*

ISBN: 9781616291518

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/f61b4bf2-e2be-46dc-ae14-5a2544335421>

Location: Unit 3 > Concept 2 > Lesson 1 > Lesson Planning > Facilitating the Learning > KWL Chart

Original Text: KWL Chart Start a KWL Chart to record your ideas in this concept.

In the “K” column, record what you already know about the real-world phenomenon.

In the “W” column, record 2-3 questions that you want to know the answers to so that you can better describe the real-world phenomenon.

As you gather evidence in later lessons, record what you have learned.

Updated Text: Student Question Board Start a Student Question Board to record your ideas in this concept.

In the first column, record what you already know about the real-world phenomenon.

In the second column, record two or three questions that you want to know the answers to so that you can better describe the real-world phenomenon.

As you gather evidence in later lessons, record what you have learned.

Component: *Science Techbook for Texas by Discovery Education: Biology*

ISBN: 9781616291518

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/0e4ef382-f5c8-4302-a2dd-4328060843cd>

Location: Unit 4 > Concept 1 > Lesson 1 > KWL Chart

Original Text: Start a KWL Chart to record your ideas in this concept.

In the “K” column, record what you already know about the real-world phenomenon.

In the “W” column, record two or three questions that you want to know the answers to, so that you can better describe the real-world phenomenon.

As you gather evidence in later lessons, record what you have learned.

Updated Text: Start a Student Question Board to record your ideas in this concept.

In the first column, record what you already know about the real-world phenomenon.

In the second column, record two or three questions that you want to know the answers to, so that you can better describe the real-world phenomenon.

As you gather evidence in later lessons, record what you have learned.

Component: *Science Techbook for Texas by Discovery Education: Biology*

ISBN: 9781616291518

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/0e4ef382-f5c8-4302-a2dd-4328060843cd>

Location: Unit 4 > Concept 1 > Lesson 1 > Lesson Planning > Facilitating the Learning > KWL Chart

Original Text: KWL Chart Start a KWL Chart to record your ideas in this concept.

In the “K” column, record what you already know about the real-world phenomenon.

In the “W” column, record 2-3 questions that you want to know the answers to so that you can better describe the real-world phenomenon.

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 2698 of 3538

As you gather evidence in later lessons, record what you have learned.

Updated Text: Student Question Board Start a Student Question Board to record your ideas in this concept.

In the first column, record what you already know about the real-world phenomenon.

In the second column, record two or three questions that you want to know the answers to so that you can better describe the real-world phenomenon.

As you gather evidence in later lessons, record what you have learned.

Component: *Science Techbook for Texas by Discovery Education: Biology*

ISBN: 9781616291518

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/94eb9b98-ad25-4918-b888-bc2280086131>

Location: Unit 4 > Concept 2 > Lesson 1 > KWL Chart

Original Text: Start a KWL Chart to record your ideas in this concept.

In the “K” column, record what you already know about the real-world phenomenon.

In the “W” column, record two or three questions that you want to know the answers to, so that you can better describe the real-world phenomenon.

As you gather evidence in later lessons, record what you have learned.

Updated Text: Start a Student Question Board to record your ideas in this concept.

In the first column, record what you already know about the real-world phenomenon.

In the second column, record two or three questions that you want to know the answers to, so that you can better describe the real-world phenomenon.

As you gather evidence in later lessons, record what you have learned.

Component: *Science Techbook for Texas by Discovery Education: Biology*

ISBN: 9781616291518

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/94eb9b98-ad25-4918-b888-bc2280086131>

Location: Unit 4 > Concept 2 > Lesson 1 > Lesson Planning > Facilitating the Learning > KWL Chart

Original Text: KWL Chart Start a KWL Chart to record your ideas in this concept.

In the “K” column, record what you already know about the real-world phenomenon.

In the “W” column, record 2-3 questions that you want to know the answers to so that you can better describe the real-world phenomenon.

As you gather evidence in later lessons, record what you have learned.

Updated Text: Student Question Board Start a Student Question Board to record your ideas in this concept.

In the first column, record what you already know about the real-world phenomenon.

In the second column, record two or three questions that you want to know the answers to so that you can better describe the real-world phenomenon.

As you gather evidence in later lessons, record what you have learned.

Component: *Science Techbook for Texas by Discovery Education: Biology*

ISBN: 9781616291518

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/78a7ce8a-df9b-4d5d-8374-7103a5c892ab>

Location: Unit 4 > Concept 3 > Lesson 1 > KWL Chart

Original Text: Start a KWL Chart to record your ideas in this concept.

In the “K” column, record what you already know about the real-world phenomenon.

In the “W” column, record two or three questions that you want to know the answers to, so that you can better describe the real-world phenomenon.

As you gather evidence in later lessons, record what you have learned.

Updated Text: Start a Student Question Board to record your ideas in this concept.

In the first column, record what you already know about the real-world phenomenon.

In the second column, record two or three questions that you want to know the answers to, so that you can better describe the real-world phenomenon.

As you gather evidence in later lessons, record what you have learned.

Component: *Science Techbook for Texas by Discovery Education: Biology*

ISBN: 9781616291518

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/78a7ce8a-df9b-4d5d-8374-7103a5c892ab>

Location: Unit 4 > Concept 3 > Lesson 1 > Lesson Planning > Facilitating the Learning > KWL Chart

Original Text: KWL Chart Start a KWL Chart to record your ideas in this concept.

In the “K” column, record what you already know about the real-world phenomenon.

In the “W” column, record 2-3 questions that you want to know the answers to so that you can better describe the real-world phenomenon.

As you gather evidence in later lessons, record what you have learned.

Updated Text: Student Question Board Start a Student Question Board to record your ideas in this concept.

In the first column, record what you already know about the real-world phenomenon.

In the second column, record two or three questions that you want to know the answers to so that you can better describe the real-world phenomenon.

As you gather evidence in later lessons, record what you have learned.

Component: *Science Techbook for Texas by Discovery Education: Biology*

ISBN: 9781616291518

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/95d19110-cc4a-4c3c-a797-92240fafd435>

Location: Unit 5 > Concept 1 > Lesson 1 > KWL Chart

Original Text: Start a KWL Chart to record your ideas in this concept.

In the “K” column, record what you already know about the real-world phenomenon.

In the “W” column, record two or three questions that you want to know the answers to, so that you can better describe the real-world phenomenon.

As you gather evidence in later lessons, record what you have learned.

Updated Text: Start a Student Question Board to record your ideas in this concept.

In the first column, record what you already know about the real-world phenomenon.

In the second column, record two or three questions that you want to know the answers to, so that you can better describe the real-world phenomenon.

As you gather evidence in later lessons, record what you have learned.

Component: *Science Techbook for Texas by Discovery Education: Biology*

ISBN: 9781616291518

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/95d19110-cc4a-4c3c-a797-92240fafd435>

Location: Unit 5 > Concept 1 > Lesson 1 > Lesson Planning > Facilitating the Learning > KWL Chart

Original Text: KWL Chart Start a KWL Chart to record your ideas in this concept.

In the “K” column, record what you already know about the real-world phenomenon.

In the “W” column, record 2-3 questions that you want to know the answers to so that you can better describe the real-world phenomenon.

As you gather evidence in later lessons, record what you have learned.

Updated Text: Student Question Board Start a Student Question Board to record your ideas in this concept.

In the first column, record what you already know about the real-world phenomenon.

In the second column, record two or three questions that you want to know the answers to so that you can better describe the real-world phenomenon.

As you gather evidence in later lessons, record what you have learned.

Component: *Science Techbook for Texas by Discovery Education: Biology*

ISBN: 9781616291518

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/b6e16f28-11d7-4880-a838-c066d51582ff>

Location: Unit 5 > Concept 2 > Lesson 1 > KWL Chart

Original Text: Start a KWL Chart to record your ideas in this concept.

In the “K” column, record what you already know about the real-world phenomenon.

In the “W” column, record two or three questions that you want to know the answers to, so that you can better describe the real-world phenomenon.

As you gather evidence in later lessons, record what you have learned.

Updated Text: Start a Student Question Board to record your ideas in this concept.

In the first column, record what you already know about the real-world phenomenon.

In the second column, record two or three questions that you want to know the answers to, so that you can better describe the real-world phenomenon.

As you gather evidence in later lessons, record what you have learned.

Component: *Science Techbook for Texas by Discovery Education: Biology*

ISBN: 9781616291518

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/b6e16f28-11d7-4880-a838-c066d51582ff>

Location: Unit 5 > Concept 2 > Lesson 1 > Lesson Planning > Facilitating the Learning > KWL Chart

Original Text: KWL Chart Start a KWL Chart to record your ideas in this concept.

In the “K” column, record what you already know about the real-world phenomenon.

In the “W” column, record 2-3 questions that you want to know the answers to so that you can better describe the real-world phenomenon.

As you gather evidence in later lessons, record what you have learned.

Updated Text: Student Question Board Start a Student Question Board to record your ideas in this concept.

In the first column, record what you already know about the real-world phenomenon.

In the second column, record two or three questions that you want to know the answers to so that you can better describe the real-world phenomenon.

As you gather evidence in later lessons, record what you have learned.

Component: *Science Techbook for Texas by Discovery Education: Biology*

ISBN: 9781616291518

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/a6ed5dc8-643c-4a40-aae6-b094a9e2f800>

Location: Unit 5 > Concept 3 > Lesson 1 > KWL Chart

Original Text: Start a KWL Chart to record your ideas in this concept.

In the “K” column, record what you already know about the real-world phenomenon.

In the “W” column, record two or three questions that you want to know the answers to, so that you can better describe the real-world phenomenon.

As you gather evidence in later lessons, record what you have learned.

Updated Text: Start a Student Question Board to record your ideas in this concept.

In the first column, record what you already know about the real-world phenomenon.

In the second column, record two or three questions that you want to know the answers to, so that you can better describe the real-world phenomenon.

As you gather evidence in later lessons, record what you have learned.

Component: *Science Techbook for Texas by Discovery Education: Biology*

ISBN: 9781616291518

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/a6ed5dc8-643c-4a40-aae6-b094a9e2f800>

Location: Unit 5 > Concept 3 > Lesson 1 > Lesson Planning > Facilitating the Learning > KWL Chart

Original Text: KWL Chart Start a KWL Chart to record your ideas in this concept.

In the “K” column, record what you already know about the real-world phenomenon.

In the “W” column, record 2-3 questions that you want to know the answers to so that you can better describe the real-world phenomenon.

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 2702 of 3538

As you gather evidence in later lessons, record what you have learned.

Updated Text: Student Question Board Start a Student Question Board to record your ideas in this concept.

In the first column, record what you already know about the real-world phenomenon.

In the second column, record two or three questions that you want to know the answers to so that you can better describe the real-world phenomenon.

As you gather evidence in later lessons, record what you have learned.

Component: *Science Techbook for Texas by Discovery Education: Biology*

ISBN: 9781616291518

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/6a5eef41-e319-4766-b9c2-f3dad7b0473a>

Location: Unit 5 > Concept 4 > Lesson 1 > KWL Chart

Original Text: Start a KWL Chart to record your ideas in this concept.

In the “K” column, record what you already know about the real-world phenomenon.

In the “W” column, record two or three questions that you want to know the answers to, so that you can better describe the real-world phenomenon.

As you gather evidence in later lessons, record what you have learned.

Updated Text: Start a Student Question Board to record your ideas in this concept.

In the first column, record what you already know about the real-world phenomenon.

In the second column, record two or three questions that you want to know the answers to, so that you can better describe the real-world phenomenon.

As you gather evidence in later lessons, record what you have learned.

Component: *Science Techbook for Texas by Discovery Education: Biology*

ISBN: 9781616291518

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/6a5eef41-e319-4766-b9c2-f3dad7b0473a>

Location: Unit 5 > Concept 4 > Lesson 1 > Lesson Planning > Facilitating the Learning > KWL Chart

Original Text: KWL Chart Start a KWL Chart to record your ideas in this concept.

In the “K” column, record what you already know about the real-world phenomenon.

In the “W” column, record 2-3 questions that you want to know the answers to so that you can better describe the real-world phenomenon.

As you gather evidence in later lessons, record what you have learned.

Updated Text: Student Question Board Start a Student Question Board to record your ideas in this concept.

In the first column, record what you already know about the real-world phenomenon.

In the second column, record two or three questions that you want to know the answers to so that you can better describe the real-world phenomenon.

As you gather evidence in later lessons, record what you have learned.

Component: *Science Techbook for Texas by Discovery Education: Biology*

ISBN: 9781616291518

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/66eca784-c203-460a-8bca-4eb619e06e2e>

Location: Unit 5 > Concept 5 > Lesson 1 > KWL Chart

Original Text: Start a KWL Chart to record your ideas in this concept.

In the “K” column, record what you already know about the real-world phenomenon.

In the “W” column, record two or three questions that you want to know the answers to, so that you can better describe the real-world phenomenon.

As you gather evidence in later lessons, record what you have learned.

Updated Text: Start a Student Question Board to record your ideas in this concept.

In the first column, record what you already know about the real-world phenomenon.

In the second column, record two or three questions that you want to know the answers to, so that you can better describe the real-world phenomenon.

As you gather evidence in later lessons, record what you have learned.

Component: *Science Techbook for Texas by Discovery Education: Biology*

ISBN: 9781616291518

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/66eca784-c203-460a-8bca-4eb619e06e2e>

Location: Unit 5 > Concept 5 > Lesson 1 > Lesson Planning > Facilitating the Learning > KWL Chart

Original Text: KWL Chart Start a KWL Chart to record your ideas in this concept.

In the “K” column, record what you already know about the real-world phenomenon.

In the “W” column, record 2-3 questions that you want to know the answers to so that you can better describe the real-world phenomenon.

As you gather evidence in later lessons, record what you have learned.

Updated Text: Student Question Board Start a Student Question Board to record your ideas in this concept.

In the first column, record what you already know about the real-world phenomenon.

In the second column, record two or three questions that you want to know the answers to so that you can better describe the real-world phenomenon.

As you gather evidence in later lessons, record what you have learned.

Component: *Science Techbook for Texas by Discovery Education: Biology*

ISBN: 9781616291518

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/546e04db-3a70-449b-bed5-46ad46c23a40>

Location: Unit 6 > Concept 1 > Lesson 1 > KWL Chart

Original Text: Start a KWL Chart to record your ideas in this concept.

In the “K” column, record what you already know about the real-world phenomenon.

In the “W” column, record two or three questions that you want to know the answers to, so that you can better describe the real-world phenomenon.

As you gather evidence in later lessons, record what you have learned.

Updated Text: Start a Student Question Board to record your ideas in this concept.

In the first column, record what you already know about the real-world phenomenon.

In the second column, record two or three questions that you want to know the answers to, so that you can better describe the real-world phenomenon.

As you gather evidence in later lessons, record what you have learned.

Component: *Science Techbook for Texas by Discovery Education: Biology*

ISBN: 9781616291518

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/546e04db-3a70-449b-bed5-46ad46c23a40>

Location: Unit 6 > Concept 1 > Lesson 1 > Lesson Planning > Facilitating the Learning > KWL Chart

Original Text: KWL Chart Start a KWL Chart to record your ideas in this concept.

In the “K” column, record what you already know about the real-world phenomenon.

In the “W” column, record 2-3 questions that you want to know the answers to so that you can better describe the real-world phenomenon.

As you gather evidence in later lessons, record what you have learned.

Updated Text: Student Question Board Start a Student Question Board to record your ideas in this concept.

In the first column, record what you already know about the real-world phenomenon.

In the second column, record two or three questions that you want to know the answers to so that you can better describe the real-world phenomenon.

As you gather evidence in later lessons, record what you have learned.

Component: *Science Techbook for Texas by Discovery Education: Biology*

ISBN: 9781616291518

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/c0804588-046f-4c9d-ba7d-d64e6e46c05e>

Location: Unit 6 > Concept 2 > Lesson 1 > KWL Chart

Original Text: Start a KWL Chart to record your ideas in this concept.

In the “K” column, record what you already know about the real-world phenomenon.

In the “W” column, record two or three questions that you want to know the answers to, so that you can better describe the real-world phenomenon.

As you gather evidence in later lessons, record what you have learned.

Updated Text: Start a Student Question Board to record your ideas in this concept.

In the first column, record what you already know about the real-world phenomenon.

In the second column, record two or three questions that you want to know the answers to, so that you can better describe the real-world phenomenon.

As you gather evidence in later lessons, record what you have learned.

Component: *Science Techbook for Texas by Discovery Education: Biology*

ISBN: 9781616291518

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/c0804588-046f-4c9d-ba7d-d64e6e46c05e>

Location: Unit 6 > Concept 2 > Lesson 1 > Lesson Planning > Facilitating the Learning > KWL Chart

Original Text: KWL Chart Start a KWL Chart to record your ideas in this concept.

In the “K” column, record what you already know about the real-world phenomenon.

In the “W” column, record 2-3 questions that you want to know the answers to so that you can better describe the real-world phenomenon.

As you gather evidence in later lessons, record what you have learned.

Updated Text: Student Question Board Start a Student Question Board to record your ideas in this concept.

In the first column, record what you already know about the real-world phenomenon.

In the second column, record two or three questions that you want to know the answers to so that you can better describe the real-world phenomenon.

As you gather evidence in later lessons, record what you have learned.

Component: *Science Techbook for Texas by Discovery Education: Biology*

ISBN: 9781616291518

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/9c7bbeee-d989-4b6a-a451-e077d5503299>

Location: Unit 7 > Concept 1 > Lesson 1 > KWL Chart

Original Text: Start a KWL Chart to record your ideas in this concept.

In the “K” column, record what you already know about the real-world phenomenon.

In the “W” column, record two or three questions that you want to know the answers to, so that you can better describe the real-world phenomenon.

As you gather evidence in later lessons, record what you have learned.

Updated Text: Start a Student Question Board to record your ideas in this concept.

In the first column, record what you already know about the real-world phenomenon.

In the second column, record two or three questions that you want to know the answers to, so that you can better describe the real-world phenomenon.

As you gather evidence in later lessons, record what you have learned.

Component: *Science Techbook for Texas by Discovery Education: Biology*

ISBN: 9781616291518

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/9c7bbeee-d989-4b6a-a451-e077d5503299>

Location: Unit 7 > Concept 1 > Lesson 1 > Lesson Planning > Facilitating the Learning > KWL Chart

Original Text: KWL Chart Start a KWL Chart to record your ideas in this concept.

In the “K” column, record what you already know about the real-world phenomenon.

In the “W” column, record 2-3 questions that you want to know the answers to so that you can better describe the real-world phenomenon.

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 2706 of 3538

As you gather evidence in later lessons, record what you have learned.

Updated Text: Student Question Board Start a Student Question Board to record your ideas in this concept.

In the first column, record what you already know about the real-world phenomenon.

In the second column, record two or three questions that you want to know the answers to so that you can better describe the real-world phenomenon.

As you gather evidence in later lessons, record what you have learned.

Component: *Science Techbook for Texas by Discovery Education: Biology*

ISBN: 9781616291518

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/d5d75288-b717-445f-b651-038c4ccd9b32>

Location: Unit 7 > Concept 2 > Lesson 1 > KWL Chart

Original Text: Start a KWL Chart to record your ideas in this concept.

In the “K” column, record what you already know about the real-world phenomenon.

In the “W” column, record two or three questions that you want to know the answers to, so that you can better describe the real-world phenomenon.

As you gather evidence in later lessons, record what you have learned.

Updated Text: Start a Student Question Board to record your ideas in this concept.

In the first column, record what you already know about the real-world phenomenon.

In the second column, record two or three questions that you want to know the answers to, so that you can better describe the real-world phenomenon.

As you gather evidence in later lessons, record what you have learned.

Component: *Science Techbook for Texas by Discovery Education: Biology*

ISBN: 9781616291518

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/d5d75288-b717-445f-b651-038c4ccd9b32>

Location: Unit 7 > Concept 2 > Lesson 1 > Lesson Planning > Facilitating the Learning > KWL Chart

Original Text: KWL Chart Start a KWL Chart to record your ideas in this concept.

In the “K” column, record what you already know about the real-world phenomenon.

In the “W” column, record 2-3 questions that you want to know the answers to so that you can better describe the real-world phenomenon.

As you gather evidence in later lessons, record what you have learned.

Updated Text: Student Question Board Start a Student Question Board to record your ideas in this concept.

In the first column, record what you already know about the real-world phenomenon.

In the second column, record two or three questions that you want to know the answers to so that you can better describe the real-world phenomenon.

As you gather evidence in later lessons, record what you have learned.

Component: *Science Techbook for Texas by Discovery Education: Biology*

ISBN: 9781616291518

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/306b2b6d-8054-45a1-bfe0-c3873724c7e2>

Location: Unit 5 > Concept 2 > Lesson 10 > Applying DNA > Item: Sample Size for DNA Fingerprinting

Original Text: [Item] Sample Size for DNA Fingerprinting prompt

Updated Text: [Delete this item]

Component: *Science Techbook for Texas by Discovery Education: Biology*

ISBN: 9781616291518

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/d86fc850-0d58-4588-b4a7-2d8029ccbf16>

Location: Unit 6 > Concept 1 > Lesson 4 > Analysis and Conclusions > Item: Climate Change

Original Text: [Only choice C is listed as a correct answer choice.]

Updated Text: [A and B and C are correct answer choices.]

Component: *Science Techbook for Texas by Discovery Education: Biology*

ISBN: 9781616291518

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/a0981635-7b6e-4242-a281-187e73a13413>

Location: Unit 5 > Concept 1 > Lesson 10 > Check For Understanding

Original Text: After you have completed your research about the careers, check-in with a partner that you are comfortable with each type of career and its role. The answer the questions individually.

Updated Text: After reading about careers in genetics, work with a partner to conduct additional research about a career in genetics that is not mentioned in the reading. Prepare a two-minute summary of the career. Share your summary with another pair. Then, answer the question independently.

Component: *Science Techbook for Texas by Discovery Education: Biology*

ISBN: 9781616291518

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/a0981635-7b6e-4242-a281-187e73a13413>

Location: Unit 5 > Concept 1 > Lesson 10 > Check For Understanding

Original Text: The answer the questions individually.

Updated Text: Then answer the questions individually.

Component: *Science Techbook for Texas by Discovery Education: Biology*

ISBN: 9781616291518

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/3dbe1199-2d2c-42bb-9003-ca451a6375ef>

Location: Unit 7 > Concept 2 > Lesson 3 > Lesson Planning > Predict > Item: Prediction

Original Text: Predict what factors will have the greatest impact on how the population of rabbits changes during the Exploration.

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 2708 of 3538

Updated Text: Predict what factors could have an impact on how the population of rabbits changes during the Exploration.

Component: *Science Techbook for Texas by Discovery Education: Biology*

ISBN: 9781616291518

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/3dbe1199-2d2c-42bb-9003-ca451a6375ef>

Location: Unit 7 > Concept 2 > Lesson 3 > Predict > Item: Prediction

Original Text: Predict what factors will have the greatest impact on how the population of rabbits changes during the Exploration.

Updated Text: Predict what factors could have an impact on how the population of rabbits changes during the Exploration.

Component: *Science Techbook for Texas by Discovery Education: Biology*

ISBN: 9781616291518

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/ff0c2907-834b-48b0-9d75-8f5b1f254085>

Location: Unit 5 > Concept 4 > Lesson 3 > Lesson Planning > Analysis and Conclusions > Discussion questions (Bullets 1-5)

Original Text: • What features do you look for when finding homologous pairs of chromosomes?

• Compare your results with those of another group. Discuss any differences in your karyotypes.

Updated Text: • What features help you to identify homologous pairs of chromosomes? Sample responses: Shape, length, and banding pattern of chromosomes

• Compare and contrast your results with another group. Discuss any differences in your karyotypes. Sample response: Answers should identify that differences could be the result of errors in matching pairs correctly or misdiagnosis.

Component: *Science Techbook for Texas by Discovery Education: Biology*

ISBN: 9781616291518

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/4fbfbfe7-4bb5-4c43-bb89-5626fc3db00d>

Location: Unit 2 > Concept 1 > Lesson 5 > Reading Passage > Passage: Origins of Mitochondria

Original Text: This theory is supported by the fact that some eukaryotic cells, such as amoebas, have structures that are similar to mitochondria but lack their own DNA.

Updated Text: This theory is supported by the fact that some eukaryotic cells, like certain amoebas, have organelles that are similar in structure or function to mitochondria. However, unlike mitochondria, these organelles lack their own DNA.

Component: *Science Techbook for Texas by Discovery Education: Biology*

ISBN: 9781616291518

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/ee60640b-36cc-41ec-ab36-76424bc13182>

Location: Unit 4 > Concept 3 > Lesson 5 > Reading Passage > Passage: Plant Transport Processes

Original Text: The leading hypothesis for explaining the movement of water...

Updated Text: The leading explanation for the movement of water...

Component: *Science Techbook for Texas by Discovery Education: Biology*

ISBN: 9781616291518

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/128cb651-5b14-41f0-8335-ec45c5d63ff8>

Location: Unit 7 > Concept 2 > Lesson 5 > Reading Passage

Original Text: Although the size of populations can vary, populations generally remain about the same size.

Updated Text: Individuals with favorable traits are more likely to survive and reproduce and, over the generations, these traits will tend to spread through a population.

Component: *Science Techbook for Texas by Discovery Education: Biology*

ISBN: 9781616291518

Current Page Number(s): <https://app.discoveryeducation.com/learn/player/968be7e0-853a-404e-9668-66d77661520a>

Location: Unit 5 > Concept 3 > Lesson 5 > Reading Passage > Dihybrid Cross with Incomplete Dominance > Text Above Second Punnett Square

Original Text: Punnett square showing phenotypes of cross RRWW x rrww:

Updated Text: Punnett square showing phenotypes of cross RrWw x RrWw:

Publisher: EduSmart

Biology

Program: *2024 EduSmart Science Biology: TEKS*

Component: *2024 EduSmart Science Biology*

ISBN: 9781939511256

Link to Current Content:
[View Current Content](#)

Current Page Number(s): 1

Location: title

Link to Updated Content:
[View Updated Content](#)

Original Text: Engineering Design Challenge: Saving Our Seaville

Updated Text: Engineering Design Challenge: Saving Our Seaville

Component: *2024 EduSmart Science Biology*

ISBN: 9781939511256

Link to Current Content:
[View Current Content](#)

Current Page Number(s): 2

Location: product

Link to Updated Content:

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 2710 of 3538

[View Updated Content](#)

Original Text: Product: Students must create a slideshow and provide an oral presentation that includes analysis of the changing habitat, identification of the most threatened species, proposed long-term and sustainable interventions for improving reproduction rates, and an explanation of how these interventions align with the changing conditions, the restoration of the population, and the preservation of biodiversity in the ecosystem.

Updated Text: Product: Students must create a slideshow and provide an oral presentation that includes temperature data, analysis of the changing habitat, identification of the most threatened species, proposed long-term and sustainable interventions for improving reproduction rates, and an explanation of how these interventions align with the changing conditions, the restoration of the population, the preservation of biodiversity in the ecosystem, and the theory of natural selection.

Component: 2024 EduSmart Science Biology

ISBN: 9781939511256

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 1

Location: background information

Link to Updated Content:

[View Updated Content](#)

Original Text: The director created a new research team that will closely observe the plants systems as well as perform microscopic evaluations on the new species. The team must devise a sophisticated model that simulates the plants' cellular processes including photosynthesis and respiration.

Updated Text: You are a member of a new research team that will closely observe the plants' systems as well as perform microscopic evaluations on the new species.

You must devise a solution to the problem of how to explain to the scientific community that these vibrating and iridescent plants still follow the scientific idea that matter and energy are always conserved. Use your model to support your solution.

Your team must create a sophisticated model that simulates the plants' cellular processes including photosynthesis and respiration.

Component: 2024 EduSmart Science Biology

ISBN: 9781939511256

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 1

Location: safety

Link to Updated Content:

[View Updated Content](#)

Original Text: Be sure to always demonstrate safe lab practices.

Updated Text: Be sure to always demonstrate safe lab practices. Ping pong balls should move only for their intended purpose. Do not throw ping pong balls at anyone.

Component: 2024 EduSmart Science Biology

ISBN: 9781939511256

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 1

Location: background

Link to Updated Content:

[View Updated Content](#)

Original Text: This challenge requires you to do online research.

Updated Text: Engineers define and solve problems. They develop and use prototype models as helpful tools for representing ideas and explanations in order to develop a solution to a problem. Engineers must also clearly and persuasively communicate that their solution will solve the problem being addressed. Steps in the engineering process include defining the problem, doing background research, understanding or specifying the requirements, brainstorming solutions, and then choosing and developing the best solution. Only then can you build a prototype, test it, redesign if necessary, and then communicate results.

This challenge requires you to do online research to make a prototype eBandage.

Component: 2024 EduSmart Science Biology

ISBN: 9781939511256

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 1

Location: background information

Link to Updated Content:

[View Updated Content](#)

Original Text: none

Updated Text: The scientific idea of how cell membranes work revolves around the understanding that cells are enclosed by a thin barrier called the cell membrane or plasma membrane. The cell membrane plays a vital role in maintaining the integrity and functionality of cells. You will also be using digital tools to organize and display your qualitative data in the form of a chart.

Visual representations aid in identifying patterns, trends, and relationships within the data. Qualitative data can be transformed into meaningful and easily understandable visual formats, such as a chart such as a scatter plot. A scatter plot displays a relationship between two sets of data. This plot will show the relationship between relative color intensity and temperature.

Component: 2024 EduSmart Science Biology

ISBN: 9781939511256

Link to Current Content:

[View Current Content](#)

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 2712 of 3538

Current Page Number(s): 1

Location: title

Link to Updated Content:

[View Updated Content](#)

Original Text: Engineering Design Challenge: Saving Our Seaville

Updated Text: Engineering Design Challenge: Saving Our Seaville

Component: 2024 EduSmart Science Biology

ISBN: 9781939511256

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 2

Location: product

Link to Updated Content:

[View Updated Content](#)

Original Text: Product: Students must create a slideshow and provide an oral presentation that includes analysis of the changing habitat, identification of the most threatened species, proposed long-term and sustainable interventions for improving reproduction rates, and an explanation of how these interventions align with the changing conditions, the restoration of the population, and the preservation of biodiversity in the ecosystem.

Updated Text: Product: Students must create a slideshow and provide an oral presentation that includes temperature data, analysis of the changing habitat, identification of the most threatened species, proposed long-term and sustainable interventions for improving reproduction rates, and an explanation of how these interventions align with the changing conditions, the restoration of the population, the preservation of biodiversity in the ecosystem, and the theory of natural selection.

Component: 2024 EduSmart Science Biology

ISBN: 9781939511256

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 3

Location: product discussion

Link to Updated Content:

[View Updated Content](#)

Original Text: none

Updated Text: Did the temperature data support your solution to the problem?

Component: 2024 EduSmart Science Biology

ISBN: 9781939511256

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 1

Location: background information

Link to Updated Content:

[View Updated Content](#)

Original Text: The director created a new research team that will closely observe the plants systems as well as perform microscopic evaluations on the new species. The team must devise a sophisticated model that simulates the plants' cellular processes including photosynthesis and respiration.

Updated Text: You are a member of a new research team that will closely observe the plants' systems as well as perform microscopic evaluations on the new species.

You must devise a solution to the problem of how to explain to the scientific community that these vibrating and iridescent plants still follow the scientific idea that matter and energy are always conserved. Use your model to support your solution.

Your team must create a sophisticated model that simulates the plants' cellular processes including photosynthesis and respiration.

Component: 2024 EduSmart Science Biology

ISBN: 9781939511256

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 1

Location: background information

Link to Updated Content:

[View Updated Content](#)

Original Text: none

Updated Text: Models provide a visual representation of complex concepts like photosynthesis and respiration, making them easier to understand.

Models simplify complex systems or processes, breaking them down into manageable components, and highlighting key relationships or elements. By simplifying the processes and representing them in a tangible form, models help you grasp the key concepts and principles underlying these biological processes.

Component: 2024 EduSmart Science Biology

ISBN: 9781939511256

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 1

Location: safety

Link to Updated Content:

[View Updated Content](#)

Original Text: Be sure to always demonstrate safe lab practices.

Updated Text: Be sure to always demonstrate safe lab practices. Ping pong balls should move only for their intended purpose. Do not throw ping pong balls at anyone.

Component: 2024 EduSmart Science Biology

ISBN: 9781939511256

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 3

Location: instructions

Link to Updated Content:

[View Updated Content](#)

Original Text: none

Updated Text: 7. Model the law of conservation of mass for the process of photosynthesis using ping pong balls. Use the model above and the balanced equations from your data table as a guide.

8. Using the same ping pong balls, rearrange the carbon, hydrogen, and oxygen atoms to model the chemical equation for the process of cellular respiration.

Component: 2024 EduSmart Science Biology

ISBN: 9781939511256

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 4

Location: analysis

Link to Updated Content:

[View Updated Content](#)

Original Text: none

Updated Text: 1. What happened to the ping pong balls as you modeled each chemical reaction? Were there any left over? Why, or why not?

Component: 2024 EduSmart Science Biology

ISBN: 9781939511256

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 4

Location: reflection questions

Link to Updated Content:

[View Updated Content](#)

Original Text: none

Updated Text: 1. If you modeled the reactions for photosynthesis, then cellular respiration, could you continue to repeat these reactions? Why or why not?

Component: 2024 EduSmart Science Biology

ISBN: 9781939511256

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 1

Location: background

Link to Updated Content:

[View Updated Content](#)

Original Text: This challenge requires you to do online research.

Updated Text: Engineers define and solve problems. They develop and use prototype models as helpful tools for representing ideas and explanations in order to develop a solution to a problem. Engineers must also clearly and persuasively communicate that their solution will solve the problem being addressed. Steps in the engineering process include defining the problem, doing background research, understanding or specifying the requirements, brainstorming solutions, and then choosing and developing the best solution. Only then can you build a prototype, test it, redesign if necessary, and then communicate results.

This challenge requires you to do online research to make a prototype eBandage.

Component: 2024 EduSmart Science Biology

ISBN: 9781939511256

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 2

Location: after materials

Link to Updated Content:

[View Updated Content](#)

Original Text: none

Updated Text: Safety

Safety should be a top priority in any science activity. If you have questions regarding the safety practices of this activity, please ask your teacher for clarification. If there are any accidents, notify your teacher right away.

Wear goggles at all times

Use caution when cutting or using the knife/xacto knife. Keep the blade pointed down and use the handle.

Keep your area clean and clear of mess

Wear closed toe shoes

Notify your teacher of any accidents right away

Do not taste any of the materials

Properly dispose of the materials according to your teacher

Component: 2024 EduSmart Science Biology

ISBN: 9781939511256

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 1

Location: after introduction

Link to Updated Content:

[View Updated Content](#)

Original Text: none

Updated Text: Safety

Safety should be a top priority in any science activity. If you have questions regarding the safety practices of this activity, please ask your teacher for clarification. If there are any accidents, notify your teacher right away.

Wear splash goggles, should anything get in your eyes, go to the eyewash station and flush your eyes. Notify your teacher.

Wear gloves and aprons at all times.

Carry the petri dishes carefully

Ensure you turn off your hot plate at the end of your investigation

Use caution when using the hot plate, report any issues to your teacher

Unplug the hot plate with dry hands only

Wash your hands after the investigation is complete

Keep your area clean and clear of clutter

Publisher: McGraw Hill

Biology

Program: McGraw Hill Texas Biology: TEKS

Component: McGraw Hill Texas Biology Student Edition

ISBN: 9780077006754

Current Page Number(s): vi

Location: Front Matter TOC: Chapter 0, Lesson 2

Original Text: Lesson 2

Updated Text: Lesson 2 TEKS 4.A

Component: McGraw Hill Texas Biology Student Edition

ISBN: 9780077006754

Current Page Number(s): Sci-10

Location: Bottom of page below last paragraph

Original Text: N/A

Updated Text: [blue pill]TEKS 4.A

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 2717 of 3538

Component: McGraw Hill Texas Biology Student Edition

ISBN: 9780077006754

Current Page Number(s): Sci-11

Location: Figure 8

Original Text: Image needs x- and y-axis titles

Updated Text: x-axis title will be "News Sources" and y-axis title will be "Percent"

Component: McGraw Hill Texas Biology Student Edition

ISBN: 9780077006754

Current Page Number(s): Sci-11

Location: Information Processing header, 2nd paragraph, line 5

Original Text: Not being able to recognize the difference between a fact or claim supported by evidence and an unsupported opinion can lead to misconceptions.

Updated Text: Not being able to recognize the difference between a fact, or claim supported by evidence, and an unsupported opinion can lead to misconceptions.

Component: McGraw Hill Texas Biology Student Edition

ISBN: 9780077006754

Current Page Number(s): Sci-15

Location: Table 2, last row

Original Text: Charles Drew (1904-1950) was an African American doctor who formed the first blood bank. He discovered that plasma could be stored or "banked" for long periods of time.

Updated Text: Charles Drew (1904-1950) was an African American doctor who formed the first blood bank, finding that plasma could be stored or "banked" for long periods of time.

Component: McGraw Hill Texas Biology Student Edition

ISBN: 9780077006754

Current Page Number(s): Sci-15

Location: Current contributions header, paragraphs 1 and 2

Original Text: Today, more doors are open, and women and people of color increasingly push the boundaries of scientific knowledge. For example, Dr. Kizzmekia Corbett, shown in Figure 11, led a team at the National Institutes of Health (NIH) that helped develop the SARS-CoV-2 vaccine. In addition to her laboratory work, Dr. Corbett leads community outreach, working to explain the safety and efficacy of vaccines.

Other women leading cutting-edge research include Dr. Ting Xu at the University of California at Berkeley and Dr. Rona Chandrawati at the University of South Wales, both of whom research nanotechnology. Dr. Xu's work with energy storage systems and printable solar cells has the potential to revolutionize renewable energy. Dr. Chandrawati's work focuses on

smart labels that detect when food becomes contaminated, a technology that would greatly increase the safety of the world's food supply.

Updated Text: Today, more doors are open, and women and people of color increasingly push the boundaries of scientific knowledge. For example, Dr. Kizzmekia Corbett, shown in Figure 11, led a team at the National Institutes of Health (NIH) that helped develop the SARS-CoV-2 vaccine. Other women leading cutting-edge research include Dr. Ting Xu at the University of California at Berkeley and Dr. Rona Chandrawati at the University of South Wales, both of whom research nanotechnology. Dr. Xu's work with energy storage systems and printable solar cells has the potential to revolutionize renewable energy. Dr. Chandrawati's work focuses on smart labels that detect when food becomes contaminated, a technology that would greatly increase the safety of the world's food supply.

Component: McGraw Hill Texas Biology Student Edition

ISBN: 9780077006754

Current Page Number(s): Sci-15

Location: Bottom of page, after last paragraph

Original Text: N/A

Updated Text: Ask Yourself[en space]Describe the contribution of one scientist.

Component: McGraw Hill Texas Biology Student Edition

ISBN: 9780077006754

Current Page Number(s): Sci-16

Location: Below last paragraph, above Lesson Wrap Up

Original Text: N/A

Updated Text: Ask Yourself[en space]Identify[en space]What are science-related challenges faced by marginalized populations?

Component: McGraw Hill Texas Biology Student Edition

ISBN: 9780077006754

Current Page Number(s): 10

Location: Figure 9, add subcaptions (9A, 9B, 9C)

Original Text: N/A

Updated Text: Left image: 9A Newly hatched chicks

Center image: 9B Growing chicks need food

Right image: 9C Chicks start to fly after 2 weeks

Component: McGraw Hill Texas Biology Student Edition

ISBN: 9780077006754

Current Page Number(s): 40

Location: Humans and Earth's systems header, 2nd paragraph, line 5

Original Text: dragonflies in a region can have quite a large effect

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 2719 of 3538

Updated Text: dragonflies in a region can have a significant effect

Component: McGraw Hill Texas Biology Student Edition

ISBN: 9780077006754

Current Page Number(s): 40

Location: Humans depend on Earth's systems header, 2nd paragraph, line 3

Original Text: dive deeper into the topic in Chapters 5 and 6.

Updated Text: dive deeper into the topic in later chapters.

Component: McGraw Hill Texas Biology Student Edition

ISBN: 9780077006754

Current Page Number(s): 40

Location: Human impact on systems header, 1st paragraph, line 5

Original Text: decreased the stability of the interactions between

Updated Text: decreased the stability of the interactions among

Component: McGraw Hill Texas Biology Student Edition

ISBN: 9780077006754

Current Page Number(s): 40

Location: Figure 6 Look Closer

Original Text: Describe what might happen to a bird population if the number of dragonflies decreased.

Updated Text: Describe what might happen to a bird population if the number of dragonflies decreases.

Component: McGraw Hill Texas Biology Student Edition

ISBN: 9780077006754

Current Page Number(s): 50

Location: Commensalism header, 1st paragraph, last sentence

Original Text: However, animals that use the mounds for shelter, or to help keep cool, benefit.

Updated Text: However, animals benefit from using the mounds for shelter or for keeping cool.

Component: McGraw Hill Texas Biology Student Edition

ISBN: 9780077006754

Current Page Number(s): 50

Location: Parasitism header, 1st paragraph, 1st sentence

Original Text: If you've ever watched a dog scratch a flea, you've seen parasitism in action.

Updated Text: If you've ever watched a dog scratch a flea bite, you've seen parasitism in action.

Component: McGraw Hill Texas Biology Student Edition

ISBN: 9780077006754

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 2720 of 3538

Current Page Number(s): 61

Location: Human impacts on the water cycle header, 1st paragraph, lines 3

Original Text: 6000 BC.

Updated Text: 6000 B.C.E.

Component: McGraw Hill Texas Biology Student Edition

ISBN: 9780077006754

Current Page Number(s): 61

Location: Human impacts on the water cycle header, 2nd paragraph, last sentence

Original Text: Before the 1960s, the amount of water flowing into and evaporating from the lake was relatively constant, and the lake level stable.

Updated Text: Before the 1960s, the amount of water flowing into and evaporating from the lake was relatively constant, and the lake level was stable.

Component: McGraw Hill Texas Biology Student Edition

ISBN: 9780077006754

Current Page Number(s): 61

Location: Bottom of page below last paragraph

Original Text: Ask Yourself Describe how human impacts on climate affect Earth's water cycle.

Updated Text: Ask Yourself Describe how humans impact Earth's climate and how this affects the water cycle.

Component: McGraw Hill Texas Biology Student Edition

ISBN: 9780077006754

Current Page Number(s): 67

Location: Dead zones header, 3rd sentence to end of paragraph

Original Text: The bacteria and other decomposers that break down these algae use up so much of the oxygen present that there is not enough to sustain other organisms in the ecosystem. The dead zone in Figure 36B is due to phosphorus and nitrogen runoff from Midwestern farms. This runoff enters the Mississippi, causing eutrophication of the algae there, and ultimately, a dead zone that is second largest in the world.

Updated Text: The bacteria and other decomposers that break down these algae use up so much oxygen that there is not enough to sustain other organisms in the ecosystem. The dead zone in Figure 36B is due to phosphorus and nitrogen runoff from Midwestern farms. This runoff enters the Mississippi River, causing eutrophication of the algae there and, ultimately, a dead zone that is second largest in the world.

Component: McGraw Hill Texas Biology Student Edition

ISBN: 9780077006754

Current Page Number(s): 67

Location: Figure 36 subcaptions

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 2721 of 3538

Original Text: Figure 36A People mine phosphate for use in animal feed and plant fertilizer.

Figure 36B The Gulf of Mexico's dead zone is over 16,000 square kilometers in size, larger than the U.S. state of Connecticut.

Updated Text: 36A People mine phosphate for use in animal feed and plant fertilizer.

36B The Gulf of Mexico's dead zone is over 16,000 square kilometers in size, which is larger than the U.S. state of Connecticut.

Component: McGraw Hill Texas Biology Student Edition

ISBN: 9780077006754

Current Page Number(s): 96

Location: Chemistry Connection paragraph

Original Text: Coral polyps use calcium carbonate to build their hard, protective structures. They create coral reefs that other species use as a habitat. Like all ecosystems, coral reefs are sensitive to changes in the environment. As a result, they are not immune to the impact of climate change, including increases in atmospheric carbon dioxide (CO₂). As seawater absorbs more CO₂, the pH of the water decreases, making the water more acidic. This reduces the amount of calcium carbonate in the water and slows the growth of coral skeletons, along with the reef itself. Ultimately, this impacts other organisms that inhabit the reef. Damage to coral reefs also occurs when climate change alters ocean circulation, intensifying storms. Climate change increases water temperature as well, which also harms reefs, as shown in Figure 30.

Updated Text: Coral polyps use calcium carbonate to build their hard, protective structures. They create coral reefs that other species use as a habitat. Like all ecosystems, coral reefs are sensitive to changes in the environment. Climate change increases water temperature, which harms reefs, as shown in Figure 30. Climate change also increases in atmospheric carbon dioxide (CO₂). As seawater absorbs more CO₂, the pH of the water decreases, making the water more acidic. This reduces the amount of calcium carbonate in the water and slows the growth of coral skeletons, along with the reef itself. Ultimately, this impacts other organisms that inhabit the reef. Damage to coral reefs also occurs when climate change alters ocean circulation, intensifying storms.

Component: McGraw Hill Texas Biology Student Edition

ISBN: 9780077006754

Current Page Number(s): 116

Location: 1st Ask Yourself question

Original Text: Describe how density-dependent factors can be influenced by climate change.

Updated Text: Explain why white-nose syndrome is a density-dependent factor.

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 2722 of 3538

Component: McGraw Hill Texas Biology Student Edition

ISBN: 9780077006754

Current Page Number(s): 117

Location: Last paragraph, last sentence

Original Text: In the next lesson, you'll learn about the different kinds of population growth.

Updated Text: However, humans can also help populations that were once in decline bounce back by conservation and preservation efforts, which you will learn about in Chapter 6.

Component: McGraw Hill Texas Biology Student Edition

ISBN: 9780077006754

Current Page Number(s): 129

Location: Table 1 Population Growth Rate of Countries, right column

Original Text: Location

Updated Text: Population Growth of Countries Graph

Component: McGraw Hill Texas Biology Student Edition

ISBN: 9780077006754

Current Page Number(s): 158

Location: Heat Transfer in Oceans header

Original Text: Heat Transfer in Oceans

Updated Text: Heat transfer in oceans

Component: McGraw Hill Texas Biology Student Edition

ISBN: 9780077006754

Current Page Number(s): 158

Location: Heat transfer in oceans header, 1st paragraph, 4th and 5th sentences

Original Text: Along the way, water loses heat. Cold water from the poles moves back toward the equator.

Updated Text: Along the way, water loses heat and its density rises. Cold water from the poles moves back toward the equator, so as the water warms the water becomes less dense.

Component: McGraw Hill Texas Biology Student Edition

ISBN: 9780077006754

Current Page Number(s): 158

Location: 1st Ask Yourself question

Original Text: Explain how ocean currents move heat and influence climate.

Updated Text: N/A [deleted]

Component: McGraw Hill Texas Biology Student Edition

ISBN: 9780077006754

Current Page Number(s): 163

Location: Figure 29 caption

Original Text: This graph shows how the average temperature of each year differs from the average yearly temperature for 1901–2000.

Updated Text: This graph shows the global average surface temperature between 1880–2000. It shows the cooler than average years as blue, and the warmer than average years as dark red

Component: McGraw Hill Texas Biology Student Edition

ISBN: 9780077006754

Current Page Number(s): 163

Location: 1st paragraph, 1st and 2nd sentence

Original Text: Changes in greenhouse gas concentrations have led to global warming, a rise in global temperatures, as shown in Figure 29. This graph shows how the temperature each year differed compared to the average temperature between 1901-2020.

Updated Text: Changes in greenhouse gas concentrations have led to global warming, a rise in global temperatures. Figure 29 shows how increased surface temperatures are related to a rise in global temperatures.

Component: McGraw Hill Texas Biology Student Edition

ISBN: 9780077006754

Current Page Number(s): 172

Location: Essential Question

Original Text: How do using renewable and nonrenewable energy resources affect biodiversity?

Updated Text: How does using renewable and nonrenewable energy resources affect biodiversity?

Component: McGraw Hill Texas Biology Student Edition

ISBN: 9780077006754

Current Page Number(s): 178

Location: Possible, Not perfect header

Original Text: Possible, Not perfect

Updated Text: Possible, Not Perfect

Component: McGraw Hill Texas Biology Student Edition

ISBN: 9780077006754

Current Page Number(s): 194

Location: Essential Question

Original Text: How do using renewable and nonrenewable energy resources affect biodiversity?

Updated Text: How does using renewable and nonrenewable energy resources affect biodiversity?

Component: McGraw Hill Texas Biology Student Edition

ISBN: 9780077006754

Current Page Number(s): 207

Location: Nonpolar covalent bonds paragraph

Original Text: Polar covalent bonds header/paragraph and art

Nonpolar covalent bonds header/paragraph

Updated Text: Nonpolar covalent bonds header/paragraph

Polar covalent bonds header/paragraph and art

Component: McGraw Hill Texas Biology Student Edition

ISBN: 9780077006754

Current Page Number(s): 216

Location: Your Study Tools

Original Text: ✓ Review with Interactive Visual Literacy: Properties of Water.

✓ Watch additional videos for lesson concepts: Covalent Bonds and Water.

✓ Review vocabulary using Word Lab.

Updated Text: ✓ Review with Interactive Visual Literacy: Properties of Water.

✓ Review vocabulary using Word Lab.

Component: McGraw Hill Texas Biology Student Edition

ISBN: 9780077006754

Current Page Number(s): 227

Location: Your Study Tools

Original Text: ✓ Review with Interactive Visual Literacy: Macromolecules.

✓ Review vocabulary using Word Lab.

Updated Text: ✓ Review with Interactive Visual Literacy: Macromolecules.

✓ Watch additional videos for lesson concepts: The Building Blocks of Life.

✓ Review vocabulary using Word Lab.

Component: McGraw Hill Texas Biology Student Edition

ISBN: 9780077006754

Current Page Number(s): 227

Location: Footer

Original Text: 227 Chapter 7 • Chemistry of Life

Updated Text: N/A

Component: McGraw Hill Texas Biology Student Edition

ISBN: 9780077006754

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 2725 of 3538

Current Page Number(s): 234

Location: Figure 1 caption

Original Text: A close up look into the cell nucleus, in green, and surrounding structures can be captured by a specialized microscope.

Updated Text: A close up look into the cell nucleus, in green, and surrounding structures can be captured by a specialized microscope.

Component: McGraw Hill Texas Biology Student Edition

ISBN: 9780077006754

Current Page Number(s): 258

Location: Lesson 4 title

Original Text: Cellular Transport

Updated Text: Cellular Transport and Energy

Component: McGraw Hill Texas Biology Student Edition

ISBN: 9780077006754

Current Page Number(s): 260

Location: All Cells Need Energy paragraph

Original Text: Remember that living organisms are made of cells. Inside cells are organelles, each of which performs specific functions, such as synthesizing proteins. Cells themselves perform different functions. For example, cells in muscles contract in order to move the muscle. Certain cells in the stomach produce proteins and acids to digest food. All of these cellular activities require energy, which is the ability to do work.

Therefore, even when you are sleeping, the chemical reactions and other processes that happen in cells are going on.

Even when you might not think that

you are using any energy you are. In other words, cells require energy

continuously. Bioenergetics is the study of how cells obtain, store, and use energy. You'll learn more about bioenergetics in this lesson.

Updated Text: Remember that living organisms are made of cells. Inside cells are organelles that each perform specific functions such as synthesizing proteins. Cells themselves

perform different functions. For example, cells in muscles contract in order to move

the muscle. Certain cells in the stomach produce proteins and acids to digest food. All of these cellular activities require energy, which is the ability to do work. Even when you might not think that you are using any energy you are. Chemical reactions and other processes continue to occur in the cells, even while you are sleeping. In other words, cells require energy

continuously. Bioenergetics is the study of how cells obtain, store, and use energy. You'll learn more about bioenergetics in this lesson.

Component: McGraw Hill Texas Biology Student Edition

ISBN: 9780077006754

Current Page Number(s): 267

Location: Figure 10 art

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 2726 of 3538

Original Text: N/A

Updated Text: Add chemical equation to art:
 $\text{NH}_5\text{C}_2\text{O}_2 + \text{NH}_7\text{C}_3\text{O}_2 \rightarrow \text{N}_2\text{H}_{10}\text{C}_5\text{O}_3 + \text{H}_2\text{O}$

Component: McGraw Hill Texas Biology Student Edition

ISBN: 9780077006754

Current Page Number(s): 268

Location: Your Study Tools

Original Text: ✓ Watch additional videos for lesson concepts: Chemical Reaction.

Updated Text: ✓ Watch additional videos for lesson concepts: Bioluminescence and The Conservation of Mass.

Component: McGraw Hill Texas Biology Student Edition

ISBN: 9780077006754

Current Page Number(s): 286

Location: Digital Spotlight

Original Text: Explosions? Slime? Science?

Check out Science Bob as he uncovers new ways to “blow up” the content in this chapter.

Updated Text: N/A

Component: McGraw Hill Texas Biology Student Edition

ISBN: 9780077006754

Current Page Number(s): 286

Location: Digital Spotlight

Original Text: Interactive Case

Exploration: Photosynthesis
and Cellular Respiration

Updated Text: Interactive Case

Exploration: Underwater Herb Gardening

Component: McGraw Hill Texas Biology Student Edition

ISBN: 9780077006754

Current Page Number(s): 302

Location: Your Study Tools

Original Text: ✓ Review with Interactive Visual Literacy: The Calvin Cycle.

✓ Watch additional videos for lesson concepts: Photosynthesis

Phase One: Electron Transport.

✓ Review vocabulary using Word Lab.

Updated Text: ✓ Review with Interactive Visual Literacy: The Calvin Cycle.

✓ Review vocabulary using Word Lab.

Component: McGraw Hill Texas Biology Student Edition

ISBN: 9780077006754

Current Page Number(s): 316

Location: Your Study Tools

Original Text: ✓ Review with Interactive Visual Literacy: Krebs Cycle.

✓ Watch additional videos for lesson concepts: Aerobic

Respiration: Electron Transport Chain.

✓ Review vocabulary using Word Lab.

Updated Text: ✓ Review with Interactive Visual Literacy: Krebs Cycle.

✓ Review vocabulary using Word Lab.

Component: McGraw Hill Texas Biology Student Edition

ISBN: 9780077006754

Current Page Number(s): 323

Location: Griffith paragraph, 5th sentence

Original Text: The live R cells did not kill the mice, and the killed S cells did not kill the mice.

Updated Text: Neither the live R cells nor the killed S cells caused the mice to die.

Component: McGraw Hill Texas Biology Student Edition

ISBN: 9780077006754

Current Page Number(s): 323

Location: Figure 2 Look Closer

Original Text: Describe what happened when dead S cells were mixed with live R cells.

Updated Text: Describe what happened when killed S cells were mixed with live R cells.

Component: McGraw Hill Texas Biology Student Edition

ISBN: 9780077006754

Current Page Number(s): 336

Location: Your Study Tools

Original Text: ✓ Review with Interactive Visual Literacy: Transcription and Translation.

✓ Watch additional videos for lesson concepts: Central Dogma: DNA to RNA to Proteins.

✓ Review vocabulary using Word Lab.

Updated Text: ✓ Review with Interactive Visual Literacy: Transcription and Translation.

✓ Watch additional videos for lesson concepts: Central Dogma.

✓ Review vocabulary using Word Lab.

Component: McGraw Hill Texas Biology Student Edition

ISBN: 9780077006754

Current Page Number(s): 345

Location: Figure 24 subcaptions

Original Text: N/A

Updated Text: Left image: 24A Amino acid substitution

Top right image: 24B Healthy red blood cells

Bottom right image: 24C Sickle-cell red blood cells

Component: McGraw Hill Texas Biology Student Edition

ISBN: 9780077006754

Current Page Number(s): 345

Location: Cystic fibrosis paragraph, Line 4-5

Original Text: The condition is due to a faulty or missing ion channel, called the CFTR protein.

Updated Text: The condition is due to a faulty or missing ion channel, called the CFTR (cystic fibrosis transmembrane conductance regulator) protein.

Component: McGraw Hill Texas Biology Student Edition

ISBN: 9780077006754

Current Page Number(s): 395

Location: Table 3, Phenotype row

Original Text: No phenotypic affect

Updated Text: No phenotypic effect

Component: McGraw Hill Texas Biology Student Edition

ISBN: 9780077006754

Current Page Number(s): 412

Location: Your Study Tools

Original Text: ✓ Review with Interactive Visual Literacy: Law of Independent Assortment; Dihybrid Cross.

✓ Watch additional videos for lesson concepts:

Mendelian Genetics.

✓ Review vocabulary using Word Lab.

Updated Text: ✓ Review with Interactive Visual Literacy: Law of Independent Assortment; Dihybrid Cross.

✓ Review vocabulary using Word Lab.

Component: McGraw Hill Texas Biology Student Edition

ISBN: 9780077006754

Current Page Number(s): 419

Location: Your Study Tools

Original Text: ✓ Review with Interactive Visual Literacy: Pedigrees.
✓ Watch additional videos for lesson concepts: Basic Patterns of Human Inheritance.
✓ Review vocabulary by writing the definitions in your own words.

Updated Text: ✓ Review with Interactive Visual Literacy: Pedigrees.
✓ Review vocabulary by writing the definitions in your own words.

Component: McGraw Hill Texas Biology Student Edition

ISBN: 9780077006754

Current Page Number(s): 430

Location: Your Study Tools

Original Text: ✓ Review with Interactive Visual Literacy: Multiple Alleles: Blood; Sex-linked Traits: Colorblindness.
✓ Watch additional videos for lesson concepts: Sex-linked Traits.
✓ Review vocabulary using Word Lab.

Updated Text: ✓ Review with Interactive Visual Literacy: Multiple Alleles: Blood; Sex-linked Traits: Color Blindness.
✓ Watch additional videos for lesson concepts: Complex Patterns of Inheritance.
✓ Review vocabulary using Word Lab.

Component: McGraw Hill Texas Biology Student Edition

ISBN: 9780077006754

Current Page Number(s): 448

Location: Your Study Tools

Original Text: ✓ Review with Interactive Visual Literacy: Genetic Engineering; DNA Sequencing.
✓ Watch additional videos for lesson concepts: Recombinant DNA Technology; Polymerase Chain Reaction.
✓ Review vocabulary using Word Lab.

Updated Text: ✓ Review with Interactive Visual Literacy: Genetic Engineering; DNA Sequencing.
✓ Watch additional videos for lesson concepts: Gel Electrophoresis.
✓ Review vocabulary using Word Lab.

Component: McGraw Hill Texas Biology Student Edition

ISBN: 9780077006754

Current Page Number(s): 456

Location: Your Study Tools

Original Text: ✓ Review with Interactive Visual Literacy: Chromosomal Microarray.
✓ Watch additional videos for lesson concepts: Use of DNA Technology in Medicine.
✓ Review vocabulary by writing the definitions in your own words.

Updated Text: ✓ Review with Interactive Visual Literacy: Chromosomal Microarray.
✓ Review vocabulary by writing the definitions in your own words.

Component: McGraw Hill Texas Biology Student Edition

ISBN: 9780077006754

Current Page Number(s): 470

Location: Your Study Tools

Original Text: ✓ Review with Interactive Visual Literacy: Principles of Natural Selection.

✓ Watch additional videos for lesson concepts: Principles of Natural Selection.

✓ Review vocabulary by writing the definitions in your own words.

Updated Text: ✓ Review with Interactive Visual Literacy: Principles of Natural Selection.

✓ Watch additional videos for lesson concepts: The Theory of Evolution by Natural Selection.

✓ Review vocabulary by writing the definitions in your own words.

Component: McGraw Hill Texas Biology Student Edition

ISBN: 9780077006754

Current Page Number(s): 492

Location: Anatomical characters, 2nd sentence

Original Text: For example, because hawks and eagles share many anatomical characters, such as keen eyesight and taloned feet, that other bird species do not have, hawks and eagles should share a more recent common ancestor with each other than with other birds.

Updated Text: For example, because hawks and eagles share many anatomical characters that other bird species do not have, such as keen eyesight and taloned feet, they should share a more recent common ancestor with each other than with other birds.

Component: McGraw Hill Texas Biology Student Edition

ISBN: 9780077006754

Current Page Number(s): 493

Location: Table 2 in text reference and Table

Original Text: Table 2

Updated Text: Table 1

Component: McGraw Hill Texas Biology Student Edition

ISBN: 9780077006754

Current Page Number(s): 501

Location: Adaptations as Evolutionary Traps, 1st paragraph

Original Text: Single-celled bacteria can evolve adaptations, such as drug resistance, quickly due to their short generation time. Populations of more complex organisms have slower generation times, and thus adaptations cannot be acquired and spread as fast. The mutations that build up allowing new structures and behaviors to appear and spread through a population are slow and occur over many generations. So, when the rate of environmental change increases, adaptations don't always occur in time to help long-lived organisms adapt.

Updated Text: Single-celled bacteria can evolve adaptations quickly, such as drug resistance, due to their longer generation time. Populations of more complex organisms have slower generation times, and thus adaptations cannot be acquired and spread as fast. The

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 2731 of 3538

mutations that build up, allowing new structures and behaviors to appear and spread through a population, are slow and occur over many generations. So when the rate of environmental change increases, adaptations don't always occur in time to help long-lived organisms adapt.

Component: McGraw Hill Texas Biology Student Edition

ISBN: 9780077006754

Current Page Number(s): 506

Location: Digital Spotlight

Original Text: Interactive Case Exploration: Speciation and Extinction

Updated Text: Interactive Case Exploration: What is a fish?

Component: McGraw Hill Texas Biology Student Edition

ISBN: 9780077006754

Current Page Number(s): 557

Location: Prosimians header/paragraph

Original Text: The name prosimian means pre-monkey. These primates have a snout that is moist and longer than monkeys and large eyes adapted for night vision. Lemurs, ayeayes, lorises, tarsiers, and bush babies, shown in Figure 23 are all examples of modern-day prosimians.

Updated Text: The name prosimian means pre-monkey. These primates have a snout that is moist and long and large eyes adapted for night vision. Lemurs, ayeayes, lorises, tarsiers, and bush babies, shown in Figure 23, are modern-day prosimians.

Component: McGraw Hill Texas Biology Student Edition

ISBN: 9780077006754

Current Page Number(s): 566

Location: Early Modern Humans header

Original Text: Early Modern Humans

Updated Text: Early modern humans

Component: McGraw Hill Texas Biology Student Edition

ISBN: 9780077006754

Current Page Number(s): 594

Location: Your Study Tools

Original Text: ✓ Watch additional videos for lesson concepts: Viral Infection.

Updated Text: ✓ Watch additional videos for lesson concepts: Retroviruses.

Component: McGraw Hill Texas Biology Student Edition

ISBN: 9780077006754

Current Page Number(s): 613

Location: Your Study Tools

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 2732 of 3538

Original Text: ✓ Review with Interactive Visual Literacy: Types of Protists.

✓ Watch additional videos for lesson concepts: Protist Diversity.

✓ Review vocabulary using Word Lab.

Updated Text: ✓ Review with Interactive Visual Literacy: Types of Protists.

✓ Review vocabulary using Word Lab.

Component: McGraw Hill Texas Biology Student Edition

ISBN: 9780077006754

Current Page Number(s): 655

Location: Climate Impacts on Plant Reproduction header, 1st paragraph

Original Text: Evidence supports this observation, plants are producing more pollen and producing it for a longer span of time than they have in the past. Plants are also producing pollen at times of the year when many pollinators are not present. Recall, for example, the effect of climate change has had on the migration of monarch butterflies you read about in Chapter 5. Out of sync pollen production is just one effect of climate change.

Updated Text: Evidence supports this observation. Plants are producing more pollen and producing it for a longer span of time than they have in the past. Plants are also producing pollen at times of the year when many pollinators are not present. Recall, for example, the effect of climate change has had on the migration of monarch butterflies you read about in Chapter 5. Out-of-sync pollen production is just one effect of climate change.

Component: McGraw Hill Texas Biology Student Edition

ISBN: 9780077006754

Current Page Number(s): 655

Location: Climate Impacts on Plant Reproduction header, 2nd paragraph

Original Text: Some plants require low temperatures to go into dormancy and, in some places, those temperatures aren't being reached in winter. Instead of going dormant, seeds germinate, and often are killed off by frost. Some climate impact changes in plant reproduction are second hand. Many species of animals, including monkeys, birds, and bats are essential for seed dispersal, such as the macaque in Figure 22. A decrease in these populations makes their companion plants' seed dispersal mechanisms less effective. Climate change affects almost every stage of plant reproduction.

Updated Text: Some plants require low temperatures to go into dormancy and, in some places, those temperatures aren't being reached in winter. Instead of going dormant, seeds germinate, and often are killed off by frost. Some climate impact changes in plant reproduction are second-hand. Many species of animals, including monkeys, birds, and bats are essential for seed dispersal, such as the macaque in Figure 22. A decrease in these populations makes their companion plants' seed dispersal mechanisms less effective.

Component: McGraw Hill Texas Biology Student Edition

ISBN: 9780077006754

Current Page Number(s): 658

Location: Sentence above Table 9

Original Text: Study Table 9 to learn more about the characteristics of the three divisions of nonvascular plants.

Updated Text: Study Table 9 to learn more about the characteristics of two divisions of seedless vascular plants.

Component: McGraw Hill Texas Biology Student Edition

ISBN: 9780077006754

Current Page Number(s): 659

Location: Vascular seed plants header, 1st paragraph, 1st sentence

Original Text: Vascular seed plants produce seeds, like those shown in Figure 27.

Updated Text: Two groups of vascular plants produce seeds, as shown in Figure 27.

Component: McGraw Hill Texas Biology Student Edition

ISBN: 9780077006754

Current Page Number(s): 675

Location: Your Study Tools

Original Text: ✓ Review with Interactive Visual Literacy: Reproduction and Tissue Development.

✓ Watch additional videos for lesson concepts: Animals Feeding.

✓ Review vocabulary by writing the definitions in your own words.

Updated Text: ✓ Review with Interactive Visual Literacy: Reproduction and Tissue Development.

✓ Review vocabulary by writing the definitions in your own words.

Component: McGraw Hill Texas Biology Student Edition

ISBN: 9780077006754

Current Page Number(s): 700

Location: Notochord header, 1st sentence

Original Text: Figure 13 shows the notochord is a flexible, rodlike structure

Updated Text: Figure 13 shows the notochord[highlight] is a flexible, rodlike structure

Component: McGraw Hill Texas Biology Student Edition

ISBN: 9780077006754

Current Page Number(s): 727

Location: LESSON 3 Vocabulary, bottom of column 1 and top of column 2

Original Text: • classical conditioning

• operant conditioning

Updated Text: • operant conditioning

• classical conditioning

Component: McGraw Hill Texas Biology Student Edition

ISBN: 9780077006754

Current Page Number(s): 743

Location: Your Study Tools

Original Text: ✓ Watch additional videos for lesson concepts: Overview of Human Body Systems.

Updated Text: ✓ Watch additional videos for lesson concepts: Interactions Among Systems.

Component: McGraw Hill Texas Biology Student Edition

ISBN: 9780077006754

Current Page Number(s): 753

Location: Table 2, 3rd bullet for Support

Original Text: • Almost all bones support

Updated Text: • Almost all bones support muscles

Component: McGraw Hill Texas Biology Student Edition

ISBN: 9780077006754

Current Page Number(s): 766

Location: Your Study Tools

Original Text: ✓ Review with Interactive Visual Literacy: Respiratory System; Circulatory System.

✓ Watch additional videos for lesson concepts: Respiratory and Circulatory Systems; Gas Exchange.

✓ Review vocabulary by writing the definitions in your own words.

Updated Text: ✓ Review with Interactive Visual Literacy: Respiratory System; Circulatory System.

✓ Review vocabulary by writing the definitions in your own words.

Component: McGraw Hill Texas Biology Student Edition

ISBN: 9780077006754

Current Page Number(s): 772

Location: Nephron filtration, 1st paragraph, 2nd sentence

Original Text: As illustrated in Figure 23, a nephron

Updated Text: As illustrated in Figure 24, a nephron

Component: McGraw Hill Texas Biology Student Edition

ISBN: 9780077006754

Current Page Number(s): 782

Location: Nervous System, 1st paragraph, last sentence

Original Text: Too little of a response, or too large of one, can indicate nervous system damage.

Updated Text: Too little or too large of a response can indicate nervous system damage.

Component: McGraw Hill Texas Biology Student Edition

ISBN: 9780077006754

Current Page Number(s): 782

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 2735 of 3538

Location: Essential Question

Original Text: What is the function of the human nervous system?

Updated Text: What are the structures and functions of the nervous system?

Component: McGraw Hill Texas Biology Student Edition

ISBN: 9780077006754

Current Page Number(s): 790

Location: Endocrine System paragraph

Original Text: Work, both from school, shown in Figure 11, and outside of school, family, social life—these are just a few of the situations that teens routinely report cause stress in their lives.

Updated Text: Schoolwork, shown in Figure 11, work outside of school, family matters, and social life are just a few examples that teens routinely report cause stress in their lives.

Component: McGraw Hill Texas Biology Student Edition

ISBN: 9780077006754

Current Page Number(s): 801

Location: 1st paragraph, 1st-2nd sentence

Original Text: Many children are born through what is known as labor. And people who have been through labor generally agree—it is painful.

Updated Text: Many babies, such as the one in Figure 25, are born through what is known as labor and people who have been through labor generally agree—it is painful.

Component: McGraw Hill Texas Biology Student Edition

ISBN: 9780077006754

Current Page Number(s): 801

Location: Revisit the Essential Question, 1st sentence

Original Text: The structures of the male reproductive system make and deliver sperm cells and include the testes.

Updated Text: The structures of the male reproductive system, including the testes, make and deliver sperm cells.

Component: McGraw Hill Texas Biology Student Edition

ISBN: 9780077006754

Current Page Number(s): 817

Location: LESSON 4 last bullet point

Original Text: Disease patterns include endemics, continually found within the population, large outbreaks in an area called an epidemic, and diseases that cover large regions, pandemics.

Updated Text: Disease patterns include endemics which are continually found within the population, epidemics which are large outbreaks within an area, and pandemics that cover large regions.

Component: McGraw Hill Texas Biology Student Edition

ISBN: 9780077006754

Current Page Number(s): 859

Location: Glossary

Original Text: sexual reproduction: type of natural selection in which the change in frequency of a trait is based on the ability to attract a mate.

reproducción sexual: tipo de selección natural en la que el cambio en la frecuencia de un rasgo se basa en la capacidad de atraer pareja.

Updated Text: sexual reproduction: requires two parents to produce offspring. Each parent contributes a sex cell, and these join to produce an offspring.

reproducción sexual: se necesitan dos progenitores para producir el descendiente. Cada progenitor aporta una célula sexual y estas se juntan para producir un descendiente.

Component: McGraw Hill Texas Biology Teacher Edition

ISBN: 9781265765026

Current Page Number(s): xxvii

Location: CHAPTER 1, top of page

Original Text: TEKS

Updated Text: TEKS 1.E, 1.F, 1.G, 2.B, 2.C

Component: McGraw Hill Texas Biology Teacher Edition

ISBN: 9781265765026

Current Page Number(s): Sci-5

Location: Chapter Launch

Original Text: Science Probe | Assessments | 30 minutes

This formative assessment worksheet explores the question: “How do scientists do their work?” Uncover student preconceptions about the process of science. Common preconceptions include that scientific investigations follow a strict procedure, scientific knowledge is complete, all scientists work in labs, and scientists usually work alone.

Updated Text: [assignment icon] STEM Biographies: The First Scientist | Assignments | 15 minutes

This digital assignment introduces students to the first scientist, Thales of Miletus

[assignment icon] STEM Biographies: The National Society of Black Engineers | Assignments | 15 minutes

This digital assignment introduces students to the National Society of Black Engineers and the history of their founding.

Component: McGraw Hill Texas Biology Teacher Edition

ISBN: 9781265765026

Current Page Number(s): Sci-5

Location: Chapter Close

Original Text: Chapter Review | Assessments | 15 minutes

This digital review provides end of chapter practice prior to testing.

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 2737 of 3538

Differentiation If students need support prior to testing assign LearnSmart or Science Literacy Essentials for differentiated learning.

Updated Text: N/A

Component: McGraw Hill Texas Biology Teacher Edition

ISBN: 9781265765026

Current Page Number(s): Sci-12

Location: top of page

Original Text: Topic: Scientific Methods (continued)

Updated Text: N/A

Component: McGraw Hill Texas Biology Teacher Edition

ISBN: 9781265765026

Current Page Number(s): Sci-17

Location: Differentiation Resources

Original Text: N/A

Updated Text: [Science Literacy Essentials icon]

A leveled reading support that provides reading strategies and scaffolding for scientific text

Component: McGraw Hill Texas Biology Teacher Edition

ISBN: 9781265765026

Current Page Number(s): Sci-28

Location: Differentiation Resources

Original Text: N/A

Updated Text: [Science Literacy Essentials icon]

A leveled reading support that provides reading strategies and scaffolding for scientific text

Component: McGraw Hill Texas Biology Teacher Edition

ISBN: 9781265765026

Current Page Number(s): Sci-29

Location: Answer Key

Original Text: N/A

Updated Text: Page Sci-10 Ask Yourself List three global impacts of science. improved crop yields, improved vehicle safety, using models to analyze and predict the impact of climate change

Component: McGraw Hill Texas Biology Teacher Edition

ISBN: 9781265765026

Current Page Number(s): Sci-37

Location: First paragraph (anno)

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 2738 of 3538

Original Text: The goal is that the young students will pursue medical careers or careers in science and in turn inspire other young people in their communities.

Updated Text: One major benefit is that the young students will gain interest in and one day pursue medical careers or careers in science and in turn inspire other young people in their communities.

Component: McGraw Hill Texas Biology Teacher Edition

ISBN: 9781265765026

Current Page Number(s): Sci-37

Location: Lesson Wrap Up (anno)

Original Text: Scientists can mentor woman and people of color and sponsor programs that encourage them to pursue careers in science.

Updated Text: Scientists can mentor women and people of color and sponsor programs that encourage these groups to pursue careers in science.

Component: McGraw Hill Texas Biology Teacher Edition

ISBN: 9781265765026

Current Page Number(s): Sci-37

Location: Differentiation Resources

Original Text: N/A

Updated Text: [Science Literacy Essentials icon]

A leveled reading support that provides reading strategies and scaffolding for scientific text

Component: McGraw Hill Texas Biology Teacher Edition

ISBN: 9781265765026

Current Page Number(s): Sci-38

Location: Answer Key

Original Text: N/A

Updated Text: Page Sci-16 Ask Yourself What are science-related challenges faced by marginalized populations? Marginalized populations are more likely to be affected by disparities in environmental factors, healthcare access, and educational resources.

Component: McGraw Hill Texas Biology Teacher Edition

ISBN: 9781265765026

Current Page Number(s): Sci-48

Location: Differentiation Resources

Original Text: N/A

Updated Text: [Science Literacy Essentials icon]

A leveled reading support that provides reading strategies and scaffolding for scientific text

Component: McGraw Hill Texas Biology Teacher Edition

ISBN: 9781265765026

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 2739 of 3538

Current Page Number(s): 2

Location: About the photo

Original Text: People have always been fascinated with Mars and speculation about life on Mars. A series of Mars explorations using rovers have provided a vast amount of data describing the conditions on Mars. Humans also speculate about the possibility of humans living on Mars one day.

Updated Text: People have always been fascinated with Mars and speculation about life on Mars. A series of Mars explorations using rovers have provided a vast amount of data describing the conditions there. Humans also speculate about the possibility of living on Mars one day.

Component: McGraw Hill Texas Biology Teacher Edition

ISBN: 9781265765026

Current Page Number(s): 4

Location: LABS, Chapter 1 row

Original Text: BioLab: Use Density to Date a Coin

Updated Text: BioLab: Determine Density

Component: McGraw Hill Texas Biology Teacher Edition

ISBN: 9781265765026

Current Page Number(s): 4

Location: LABS, Lesson 1 row

Original Text: BioLab: What is biology?

Updated Text: BioLab: What is biology?; How can you keep cut flowers fresh?

Component: McGraw Hill Texas Biology Teacher Edition

ISBN: 9781265765026

Current Page Number(s): 4

Location: LABS, Lesson 2 row

Original Text: Quick Lab: Determine Density

Probeware Lab:
Quantitative and
Qualitative
Observations

Virtual Lab: Metric
Measurement: Length;
Weight; Temperature;
Volume

Updated Text: Lab: Organizing Quantitative and Qualitative Data

Virtual Lab: Metric
Measurement: Length;

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 2740 of 3538

Weight; Temperature;
Volume

Component: McGraw Hill Texas Biology Teacher Edition

ISBN: 9781265765026

Current Page Number(s): 4

Location: ASSIGNMENTS, Chapter 1 row

Original Text: STEM Project: Design a
Product to Enhance a
Living Organism

Updated Text: STEM Project: Design a
Product to Enhance a
Living Organism
Biology & Society: A Shot in the Arm

Component: McGraw Hill Texas Biology Teacher Edition

ISBN: 9781265765026

Current Page Number(s): 5

Location: CHAPTER LAUNCH, bottom of column

Original Text: Prepare: BioLab: Use Density to Date a Coin
The lab requires coins that vary in age.

Prepare: Probeware Lab: Quantitative and
Qualitative Observations

The lab requires copper(II) chloride and aluminum foil.

Updated Text: Prepare: BioLab: Determine Density
The lab requires balances, graduated cylinders, and unknown objects for students to choose.
Prepare: Lab: Organizing Quantitative and Qualitative Data
The lab requires graph paper, metric rulers, and colored pencils.

Component: McGraw Hill Texas Biology Teacher Edition

ISBN: 9781265765026

Current Page Number(s): 5

Location: CHAPTER CLOSE, middle

Original Text: BioLab: Use Density to Date a Coin | Labs |
45 minutes

Students will measure the density of a coin to
determine when the coin was made.

Updated Text: BioLab: Determine Density | Labs | 50 minutes
Students will measure the mass and volume of an object, then calculate the density of the object.

Component: McGraw Hill Texas Biology Teacher Edition

ISBN: 9781265765026

Current Page Number(s): 14

Location: ELPS Support box

Original Text: Beginning

Write the words living things on the board. Show pictures of people, plants, animals, organisms, cells, bacteria. For each category of living things say: This is/

These are living things. (point to the words living things on the board) Contrast with a few pictures of non-living things and pointing to things in the classroom (table, car, house, etc.) and, shaking your head, say: These are non-living things. Confirm understanding by asking students to point to things that are living and things that are non-living.

Intermediate

Write the words living things on the board. Show pictures of people, plants, animals, organisms, cells, bacteria. For each category of living things say: This is/

These are living things (point to the words living things on the board). Contrast with a few pictures of non-living things and pointing to things in the classroom (table, car, house, etc.) and say: These are non-living things. Confirm understanding by asking students to distinguish between living and non-living things. Have students use sentence stem: A [plant] is a _____. (living thing) A [table] is not a _____ (living thing) Point to the text book and the word biology and say: Biology is the study of living things.

Advanced/Advanced High

Ensure comprehension of the term living things by asking students to give examples of living things. (people, plants, animals, organisms, cells, bacteria) Be sure they use the term living things as they give their examples. Explain how Biology is the study of all living things.

Updated Text: Beginning

Write the words living things on the board. Show pictures of people, plants, animals, organisms, cells, bacteria. For each category of living things say: This is/

These are living things. (Point to the words living things on the board.) Contrast with a few pictures of nonliving things as well as nonliving things in the classroom (table, car, house, etc.). Shaking your head, say: These are nonliving things. Confirm understanding by asking students to point to things that are living and things that are nonliving.

Intermediate

Write the words living things on the board. Show pictures of people, plants, animals, organisms, cells, and bacteria. For each category of living things say: This is/

These are living things (point to the words living things on the board). Contrast with a few pictures of non-living things and pointing to things in the classroom (table, car, house, etc.) and say: These are non-living things. Confirm understanding by asking students to distinguish between living and non-living things. Have students use sentence stem: A [plant] is a _____. (living thing) A [table] is not a _____ (living thing) Point to the text book and the word biology and say: Biology is the study of living things.

Advanced/Advanced High

Ensure comprehension of the term living things by asking students to give examples of living things (people, plants, animals, organisms, cells, bacteria). Be sure they use the term living things as they give their examples. Explain how biology is the study of all living things.

Component: McGraw Hill Texas Biology Teacher Edition

ISBN: 9781265765026

Current Page Number(s): 21

Location: Lesson 2 Blueprint table, top right column

Original Text: Derived Units

Updated Text: N/A

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 2742 of 3538

Component: McGraw Hill Texas Biology Teacher Edition

ISBN: 9781265765026

Current Page Number(s): 21

Location: Lesson 2 Blueprint table, toward bottom of right column

Original Text: Quick Lab: Determine Density

Updated Text: BioLab: Determine Density

Component: McGraw Hill Texas Biology Teacher Edition

ISBN: 9781265765026

Current Page Number(s): 21

Location: Lesson 2 Blueprint table, toward bottom of right column

Original Text: Probeware Lab: Quantitative and Qualitative Observations [60 min]

Updated Text: Lab: Organizing Quantitative and Qualitative Data [50 min]

Component: McGraw Hill Texas Biology Teacher Edition

ISBN: 9781265765026

Current Page Number(s): 28

Location: Probeware Lab, top of page

Original Text: Probeware Lab

Quantitative and Qualitative Observations | Labs | 60 minutes

Students will measure the change in temperature, compare quantitative and qualitative observations, discuss the difference between observations and

Updated Text: Lab: Descriptive

Organizing Quantitative and Qualitative Data | Labs | 50 minutes

Students will organize quantitative and qualitative data using graphs, charts, and graphic organizers.

Component: McGraw Hill Texas Biology Teacher Edition

ISBN: 9781265765026

Current Page Number(s): 51

Location: Lesson 4

Original Text: Essential Question: How does matter cycle between living and nonliving parts of an ecosystem?

Updated Text: Essential Question: How does matter cycle through an ecosystem?

Component: McGraw Hill Texas Biology Teacher Edition

ISBN: 9781265765026

Current Page Number(s): 52

Location: VIDEOS & INTERACTIVES, Chapter 2 row

Original Text: Interactive Case Exploration: Coral Reefs

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 2743 of 3538

Updated Text: Interactive Case Exploration: Return of the White Shark

Component: McGraw Hill Texas Biology Teacher Edition

ISBN: 9781265765026

Current Page Number(s): 52

Location: LABS, Chapter 2 row

Original Text: Launch Lab: Problems in Drosophila World?

Updated Text: Launch Lab: Can you think like an ecologist?

Component: McGraw Hill Texas Biology Teacher Edition

ISBN: 9781265765026

Current Page Number(s): 52

Location: LABS, Lesson 2 row

Original Text: Quick Lab: Coral Reefs

Updated Text: Biolab: Coral Reef Bleaching

Component: McGraw Hill Texas Biology Teacher Edition

ISBN: 9781265765026

Current Page Number(s): 52

Location: ASSIGNMENTS, Chapter 2 row

Original Text: STEM Project: Design a Rainwater Harvest System

Updated Text: STEM Project: Create an Ecosystem Awareness Campaign
STEM at Work: How can computer models predict an ecosystem's future?

Component: McGraw Hill Texas Biology Teacher Edition

ISBN: 9781265765026

Current Page Number(s): 52

Location: ASSIGNMENTS, Lesson 1 row

Original Text: STEM Connection: Studying a Species like a Theoretical Ecologist

Updated Text: STEM Biographies: Studying a Species like a Theoretical Ecologist

Component: McGraw Hill Texas Biology Teacher Edition

ISBN: 9781265765026

Current Page Number(s): 52

Location: ASSIGNMENTS, Lesson 4 row

Original Text: CER: Cycling of Matter

Updated Text: CER: Cycling of Matter
Applying Practices: Modeling the Carbon Cycle

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 2744 of 3538

Component: McGraw Hill Texas Biology Teacher Edition

ISBN: 9781265765026

Current Page Number(s): 53

Location: CHAPTER LAUNCH, bottom of column

Original Text: Launch Lab: Problems in Drosophila World? | Labs | 15 minutes

Students will observe fruit flies and determine if that is a reasonable way to study population.

Updated Text: Launch Lab: Can you think like an ecologist? | Labs | 20 minutes

Students will analyze data to predict the effect of plant loss on an ecosystem.

Component: McGraw Hill Texas Biology Teacher Edition

ISBN: 9781265765026

Current Page Number(s): 58

Location: Lesson 1 Blueprint table, left column, Explore

Original Text: STEM Connection

Updated Text: STEM Biographies

Component: McGraw Hill Texas Biology Teacher Edition

ISBN: 9781265765026

Current Page Number(s): 58

Location: Lesson 1 Blueprint table, left column, Explain

Original Text: Quick Lab [20 min]

Updated Text: N/A

Component: McGraw Hill Texas Biology Teacher Edition

ISBN: 9781265765026

Current Page Number(s): 58

Location: Lesson 1 Blueprint table, right column, Elaborate

Original Text: Reading Strategy [5 min]

Apply Your Knowledge [5 min]

Updated Text: Reading Strategy [5 min]

Apply Your Knowledge [5 min]

Applying Practices: Design Your Own: Effects of Water on Earth's Processes [60 min]

Applying Practices: Human Activity, Natural Resources, Hazards, and Climate Change [60 min]

Component: McGraw Hill Texas Biology Teacher Edition

ISBN: 9781265765026

Current Page Number(s): 65

Location: Elaborate, under Apply Your Knowledge

Original Text: N/A

Updated Text: Applying Practices: Design Your Own: Effects on Water on Earth's Processes | 60 minutes
Students will plan and conduct investigations on the properties of water and the effects of water on Earth. They will apply the evidence to make connections between the hydrologic cycle and rock cycle.

Applying Practices: Human Activity, Natural Resources, Hazards, and Climate Change | 60 minutes
Students will research how natural resources, hazards, and climate change have influenced the human activity in the local area. They will then present a timeline of their findings.

Component: McGraw Hill Texas Biology Teacher Edition

ISBN: 9781265765026

Current Page Number(s): 67

Location: Last Ask Yourself Question/Answer

Original Text: Ask Yourself Describe a small impact humans can have on the biosphere.

Sample answer: Humans can increase or decrease the number of plants in their garden and trees around their homes.

Updated Text: Ask Yourself Describe a small impact humans can have on the biosphere.

Sample answer: Humans can increase or decrease the number of plants in their garden and trees around their homes. If humans increased the number of plants in their garden ecosystem, that would have positive effect on the local biome, which would impact the biosphere.

Component: McGraw Hill Texas Biology Teacher Edition

ISBN: 9781265765026

Current Page Number(s): 70

Location: Lesson 2 Blueprint table, left column, Explore

Original Text: Quick Lab: Coral Reefs [20 min]

Updated Text: BioLab: Coral Reef Bleaching [50 min]

Component: McGraw Hill Texas Biology Teacher Edition

ISBN: 9781265765026

Current Page Number(s): 70

Location: Lesson 2 Blueprint table, right column, Explain

Original Text: Driving Question Connection [5 min]

Updated Text: Driving Question Connection [5 min]

English Language Proficiency Standards [10 min]

Component: McGraw Hill Texas Biology Teacher Edition

ISBN: 9781265765026

Current Page Number(s): 70

Location: Lesson 2 Blueprint table, left column, Elaborate

Original Text: Applying Practices: Local Ecosystem Dynamics [45 min]

Apply Your Knowledge [5 min]

Updated Text: Applying Practices: Local Ecosystem Dynamics [45 min]
Apply Your Knowledge [5 min]
Applying Practices: Investigate and Evaluate Ecological Relationships [60 min]

Component: McGraw Hill Texas Biology Teacher Edition

ISBN: 9781265765026

Current Page Number(s): 72

Location: Red Lab box

Original Text: Quick Lab
Coral Reefs | Labs | 20 min
Students will investigate coral reefs.

Updated Text: BioLab: Descriptive
Coral Reef Bleaching | Labs | 50 minutes
Students will analyze data about coral bleaching and look for patterns to determine the effects of climate change on a reef ecosystem.
[NOTE: This needs to move to the end of Explore on page]

Component: McGraw Hill Texas Biology Teacher Edition

ISBN: 9781265765026

Current Page Number(s): 77

Location: Elaborate continued

Original Text: Apply Your Knowledge | 5 minutes
Ask: Distinguish a population's limiting factor and its range of tolerance. Limiting factors are factors that restrict the growth of populations. The range of tolerance is a set of conditions in which a population can survive.

Updated Text: Apply Your Knowledge | 5 minutes
Ask: Distinguish a population's limiting factor and its range of tolerance. Limiting factors are factors that restrict the growth of populations. The range of tolerance is a set of conditions in which a population can survive.

Applying Practices: Investigate and Evaluate Ecological Relationships | Assignments | 60 minutes
Students will research an ecological relationship and present the results of their research.

Component: McGraw Hill Texas Biology Teacher Edition

ISBN: 9781265765026

Current Page Number(s): 78

Location: Differentiation Resources

Original Text: Differentiation Resources: Interactions in the Biodiversity Use Science Literacy Essentials, LearnSmart, and Word Lab to remediate and differentiate as needed.

Updated Text: Differentiation Resources: Interactions in the Biosphere Go online to access and assign these resources to remediate and differentiate as needed. After students are finished reviewing these resources, ask if they have questions or reassess.

Component: McGraw Hill Texas Biology Teacher Edition

ISBN: 9781265765026

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 2747 of 3538

Current Page Number(s): 88

Location: Differentiation Resources

Original Text: Review Resources: Flow of Energy in Ecosystems Use Science Literacy Essentials, LearnSmart, and Word Lab to remediate and differentiate as needed.

Updated Text: Differentiation Resources: Flow of Energy in Ecosystems Go online to access and assign these resources to remediate and differentiate as needed. After students are finished reviewing these resources, ask if they have questions or reassess.

[NOTE: Icons will be removed]

Component: McGraw Hill Texas Biology Teacher Edition

ISBN: 9781265765026

Current Page Number(s): 91

Location: Unpack the TEKS, very bottom

Original Text: N/A

Updated Text: [TEKS 13.B] Analyze how ecosystem stability is affected by disruptions to the cycling of matter and flow of energy through trophic levels using models.

Component: McGraw Hill Texas Biology Teacher Edition

ISBN: 9781265765026

Current Page Number(s): 97

Location: Elaborate

Original Text: N/A

Updated Text: Applying Practices: Modeling the Carbon Cycle | Assignments | 60 min

In this activity, students will illustrate the movement of carbon by developing a model that includes photosynthesis and cellular respiration.

Component: McGraw Hill Texas Biology Teacher Edition

ISBN: 9781265765026

Current Page Number(s): 98

Location: Differentiation Resources

Original Text: Review Resources: Cycling of Matter Use Science Literacy Essentials, LearnSmart, and Word Lab to remediate and differentiate as needed. After students are finished reviewing these resources, ask if they have questions or reassess.

Updated Text: Differentiation Resources: Cycling of Matter Go online to access and assign these resources to remediate and differentiate as needed. After students are finished reviewing these resources, ask if they have questions or reassess.

Component: McGraw Hill Texas Biology Teacher Edition

ISBN: 9781265765026

Current Page Number(s): 102

Location: VIDEOS & INTERACTIVES, Lesson 3 row

Original Text: Video: Ecological Succession
Interactive Visual Literacy: Ecological Succession

Updated Text: Interactive Visual Literacy: Ecological Succession

Component: McGraw Hill Texas Biology Teacher Edition

ISBN: 9781265765026

Current Page Number(s): 102

Location: LABS, Lesson 1 row

Original Text: N/A

Updated Text: Quick Lab: Formulate a Climate Model

Component: McGraw Hill Texas Biology Teacher Edition

ISBN: 9781265765026

Current Page Number(s): 102

Location: ASSIGNMENTS, Chapter 3 row

Original Text: STEM Project: Design a Rooftop Garden

Updated Text: STEM Project: Design a Rooftop Garden

Biology & Society: Out on a Limb

Component: McGraw Hill Texas Biology Teacher Edition

ISBN: 9781265765026

Current Page Number(s): 112

Location: Explain continued, bottom of page

Original Text: N/A

Updated Text: [red lab box]

Quick Lab: Descriptive

Formulate a Climate Model | Labs | 25 minutes

Students will observe, develop, and model the difference in the intensity of light from the Sun at different latitudes to determine how light intensity affects climate.

Component: McGraw Hill Texas Biology Teacher Edition

ISBN: 9781265765026

Current Page Number(s): 124

Location: Explain continued, middle of page

Original Text: Simulation: Marine Ecosystems | Labs | 20 minutes

Students will apply their knowledge of marine ecosystems by creating and modeling a marine ecosystem in a reef tank.

Updated Text: N/A

Component: McGraw Hill Texas Biology Teacher Edition

ISBN: 9781265765026

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 2749 of 3538

Current Page Number(s): 127

Location: Elaborate continued, bottom of page

Original Text: N/A

Updated Text: [red lab box]

BioLab: Experimental Pond in a Jar | Labs | 50 minutes

Students will create and develop a model ecosystem and observe the interactions between parts of the ecosystem.

Component: McGraw Hill Texas Biology Teacher Edition

ISBN: 9781265765026

Current Page Number(s): 144

Location: VIDEOS & INTERACTIVES, Lesson 1 row

Original Text: Interactive Visual Literacy: Population Characteristics

Updated Text: Interactive Visual Literacy: Population Characteristics; Competition

Component: McGraw Hill Texas Biology Teacher Edition

ISBN: 9781265765026

Current Page Number(s): 144

Location: VIDEOS & INTERACTIVES, Lesson 3 row

Original Text: Interactive Visual Literacy: Human Age Structures

Updated Text: Video: Human Population
Interactive Visual Literacy: Human Age Structures

Component: McGraw Hill Texas Biology Teacher Edition

ISBN: 9781265765026

Current Page Number(s): 144

Location: ASSIGNMENTS, Chapter 4 row

Original Text: STEM Project: Compare Yeast Population Size

Updated Text: STEM Project: Compare Yeast Population Size
STEM at Work: As Easy (or Not) as 1, 2, 3

Component: McGraw Hill Texas Biology Teacher Edition

ISBN: 9781265765026

Current Page Number(s): 155

Location: ELPS Support

Original Text: Beginning

Write the word characteristic on the board. Use gestures and sketches to get the meaning across of the word and ask students to repeat the word after you. Say: A characteristic is something about us. Some characteristics of me are, I have

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 2750 of 3538

brown hair. I have brown eyes. I am tall. Check understanding of the word by asking students to point to their own characteristics and point out characteristics specific to animals in pictures. For example, students point to the trunk of an elephant. You say: Yes, the trunk is a characteristic of an elephant. Continue by showing other species and pointing out the characteristics.

Intermediate

Write the word characteristic on the board. Have students find the word in their text. Use gestures and sketches to get the meaning across of the word and ask students to repeat the word after you. Say: A characteristic is something about people, animals or things. Some characteristics of me are, I have brown hair. I have brown eyes. I am tall. A characteristic of a giraffe is a long neck. Check understanding of the word by asking students to tell about characteristics specific to animals using a sentence stem. A _____ is a characteristic of a _____.

Advanced/Advanced High

Have students find the word characteristic in their text. Ask students to repeat the word after you. Elicit a definition in their own words and some examples. Check understanding of the word by asking students to talk about characteristics specific to certain species.

Updated Text: Beginning

Write the word characteristic on the board. Use gestures and sketches to explain the meaning of the word, and ask students to repeat the word after you. Say:

A characteristic is something about us. Some characteristics of me are: I have brown hair. I have brown eyes. I am tall. Check understanding of the word by asking students to point to their own characteristics and point out characteristics specific to animals in pictures. For example, students point to the trunk of an elephant. You say: Yes, the trunk is a characteristic of an elephant. Continue by showing other species and pointing out the characteristics.

Intermediate

Write the word characteristic on the board. Have students find the word in their text. Use gestures and sketches to explain the meaning of the word, and ask students to repeat the word after you. Say: A characteristic is something about people, animals, or things. Some characteristics of me are: I have brown hair. I have brown eyes. I am tall. A characteristic of a giraffe is a long neck. Check understanding of the word by asking students to tell about characteristics specific to animals using a sentence stem. A _____ is a characteristic of a _____.

Advanced/Advanced High

Have students find the word characteristic in their text. Ask students to repeat the word after you. Elicit a definition in their own words and some examples. Check understanding of the word by asking students to talk about characteristics specific to certain species.

Component: McGraw Hill Texas Biology Teacher Edition

ISBN: 9781265765026

Current Page Number(s): 156

Location: Elaborate, bottom of page

Original Text: Simulation: Population Biology | Labs | 30 minutes

Students will investigate how organisms in a population compete for food.

Updated Text: Simulation: Population Biology | Labs | 30 minutes

Students will investigate how organisms in a population compete for food. [add flask icon to right of text]

Interactive Visual Literacy: Competition | Videos & Interactives | 5 minutes
Students will learn about the relationship between competition and population density.

Component: McGraw Hill Texas Biology Teacher Edition

ISBN: 9781265765026

Current Page Number(s): 158

Location: Answer Key, 1st Page 116 Question/Answer

Original Text: Ask Yourself Describe how density-dependent factors can be influenced by climate change. Sample answer: Disease is a density-dependent factor that can be influenced by climate change because organisms, like bats with white-nose syndrome, are using energy to fight off the fungus and do not have the energy to reproduce.

Updated Text: Ask Yourself Explain why white-nose syndrome is a density-dependent factor. When the population density of bats is high, the fungus spreads quickly between individuals. When the population density of bats is low, the fungus spreads more slowly.

Component: McGraw Hill Texas Biology Teacher Edition

ISBN: 9781265765026

Current Page Number(s): 172

Location: Lesson 3 Blueprint table, left column, Engage

Original Text: N/A

Updated Text: Video: Human Population [5 min]

Component: McGraw Hill Texas Biology Teacher Edition

ISBN: 9781265765026

Current Page Number(s): 172

Location: Lesson 3 Blueprint table, right column, Explain

Original Text: N/A

Updated Text: Under Differentiation Instruction add:

Quick Lab: Evaluate Factors [15 min]

Component: McGraw Hill Texas Biology Teacher Edition

ISBN: 9781265765026

Current Page Number(s): 173

Location: Engage, bottom of page

Original Text: N/A

Updated Text: Video: Human Population | Videos & Interactives | 5 minutes

This video shows trends in human population growth.

Component: McGraw Hill Texas Biology Teacher Edition

ISBN: 9781265765026

Current Page Number(s): 177

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 2752 of 3538

Location: Explain continued, bottom of page

Original Text: N/A

Updated Text: [red lab box]

Quick Lab: Descriptive

Evaluate Factors | Labs | 15 minutes

Students will predict the effect of different factors on human population growth.

Component: McGraw Hill Texas Biology Teacher Edition

ISBN: 9781265765026

Current Page Number(s): 184

Location: VIDEOS & INTERACTIVES, Chapter 5 row

Original Text: Video: Science Bob

Interactive Case Exploration: Bye, Bye Butterfly?

Updated Text: Video: Science Bob

Interactive Case Exploration: Bye, Bye

Butterfly?

IF/THEN She Can: Shyla Raghav

Component: McGraw Hill Texas Biology Teacher Edition

ISBN: 9781265765026

Current Page Number(s): 184

Location: LABS, Lesson 1 row

Original Text: Quick Lab: Survey Leaf Litter Samples

Updated Text: Quick Lab: Survey Leaf Litter Samples

BioLab: How do we measure biodiversity?; How can surveying a plot of land around your school help you understand the health of your ecosystem?

Virtual Lab: Biological Sampling

Component: McGraw Hill Texas Biology Teacher Edition

ISBN: 9781265765026

Current Page Number(s): 184

Location: ASSIGNMENTS, Chapter 5 row

Original Text: STEM at Work: How Can Computer Models Predict an Ecosystem's Future

Updated Text: Scientific Breakthroughs: More species—Fewer Individuals

Component: McGraw Hill Texas Biology Teacher Edition

ISBN: 9781265765026

Current Page Number(s): 184

Location: ASSIGNMENTS, Lesson 1 row

Original Text: CER: Biodiversity

STEM Connections: Blending Science and Literature

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 2753 of 3538

Updated Text: CER: Biodiversity
STEM Connections: Blending Science and Literature
Applying Practices: Biodiversity in Leaf Litter

Component: McGraw Hill Texas Biology Teacher Edition

ISBN: 9781265765026

Current Page Number(s): 184

Location: ASSIGNMENTS, Lesson 2 row

Original Text: CER: Threats to Biodiversity

Updated Text: CER: Threats to Biodiversity
Applying Practices: Evaluating Impacts of Environmental Change of Populations

Component: McGraw Hill Texas Biology Teacher Edition

ISBN: 9781265765026

Current Page Number(s): 184

Location: ASSIGNMENTS, Lesson 2 row

Original Text: CER: Climate and Climate Change
Applying Practices: Exploring Relationships: Climate Change and
Human Activity
STEM Connections: Looking for Carbon
Dioxide

Updated Text: CER: Climate and Climate Change
Applying Practices: Exploring Relationships: Climate Change and
Human Activity; Forecasting Climate Change
STEM Biographies: Looking for Carbon
Dioxide; The Art of Modeling Climate Change

Component: McGraw Hill Texas Biology Teacher Edition

ISBN: 9781265765026

Current Page Number(s): 210

Location: Lesson 3 Blueprint table, right column, Elaborate

Original Text: Quick Lab: Feedbacks-Melting Sea Ice [20 min]

Updated Text: N/A

Component: McGraw Hill Texas Biology Teacher Edition

ISBN: 9781265765026

Current Page Number(s): 217

Location: Elaborate continued

Original Text: [red lab box]

Quick Lab

Feedbacks-Melting Sea Ice | Labs | 20 minutes

In this activity, students explore cause-and-effect relationships related to global warming, melting sea ice, and differences in albedo.

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 2754 of 3538

Updated Text: N/A

Component: McGraw Hill Texas Biology Teacher Edition

ISBN: 9781265765026

Current Page Number(s): 219

Location: Answer Key, Page 157, 1st entry

Original Text: Page 157 Ask Yourself Relate the tilt of Earth's axis to the seasons. The tilt of Earth's axis causes variation in the amount of solar radiation an area receives at different times of year. This, in turn, causes seasons.

Updated Text: N/A

Component: McGraw Hill Texas Biology Teacher Edition

ISBN: 9781265765026

Current Page Number(s): 219

Location: Answer Key, Page 158, 1st entry

Original Text: Page 158 Ask Yourself Explain how ocean currents move heat and influence climate. Ocean currents move heat from the equator to the poles and back.

Updated Text: N/A

Component: McGraw Hill Texas Biology Teacher Edition

ISBN: 9781265765026

Current Page Number(s): 221

Location: Chapter Overview, Lesson 1

Original Text: Essential Question: How do using renewable and nonrenewable energy resources affect biodiversity?

Updated Text: Essential Question: How does using renewable and nonrenewable energy resources affect biodiversity?

Component: McGraw Hill Texas Biology Teacher Edition

ISBN: 9781265765026

Current Page Number(s): 222

Location: VIDEOS & INTERACTIVES, Chapter 6 row

Original Text: Video: Preserving Biodiversity

Updated Text: Video: Preserving Biodiversity
IF/THEN She Can: Rae Wynn-Grant

Component: McGraw Hill Texas Biology Teacher Edition

ISBN: 9781265765026

Current Page Number(s): 222

Location: LABS, Lesson 1 row

Original Text: Quick Lab: Use Solar Power at Home

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 2755 of 3538

Updated Text: Quick Lab: Use Solar Power at Home
BioLab: Engage in Scientific Argumentation

Component: McGraw Hill Texas Biology Teacher Edition

ISBN: 9781265765026

Current Page Number(s): 222

Location: ASSIGNMENTS, Chapter 6 row

Original Text: STEM Project: Design a Solution for Maintaining Biodiversity in National Parks

Updated Text: STEM Project: Design a Solution for Maintaining Biodiversity in National Parks

Focus on Texas: Preserving Biodiversity in Texas

Component: McGraw Hill Texas Biology Teacher Edition

ISBN: 9781265765026

Current Page Number(s): 222

Location: ASSIGNMENTS, Lesson 3 row

Original Text: CER: Conservation and Biodiversity Preservation

Applying Practices: Microbeads, Mega-Problem; Cleaning Up an Oil Spill

Updated Text: CER: Conservation and Biodiversity Preservation

Applying Practices: Microbeads, Mega-Problem; Cleaning Up an Oil Spill

STEM Biographies: Diving Deep for the Health of Oceans

Component: McGraw Hill Texas Biology Teacher Edition

ISBN: 9781265765026

Current Page Number(s): 231

Location: Topic: Nonrenewable Resources, bottom of page

Original Text: N/A

Updated Text: [red lab box]

BioLab: Descriptive

Engage in Scientific Argumentation | Labs | 50 minutes

Students will research and debate the use of nuclear energy.

Component: McGraw Hill Texas Biology Teacher Edition

ISBN: 9781265765026

Current Page Number(s): 250

Location: Explore, bottom of page

Original Text: N/A

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 2756 of 3538

Updated Text: STEM Biographies: Diving Deep for the Health of Oceans | Assignments | 5 minutes

Have students read about the career of Philippe Cousteau, Jr. which introduces students to oceanography and to types of research that people in this field might do.

Component: McGraw Hill Texas Biology Teacher Edition

ISBN: 9781265765026

Current Page Number(s): 284

Location: Engage, under CER

Original Text: Video: Covalent Bonds and Water | Videos & Interactives | 3 minutes

This video illustrates how covalent bonds affect the properties of water.

Updated Text: N/A

Component: McGraw Hill Texas Biology Teacher Edition

ISBN: 9781265765026

Current Page Number(s): 296

Location: Top of page

Original Text: Lesson Details with 5E Options

Updated Text: Teaching Lesson 4 with 5E Options

Component: McGraw Hill Texas Biology Teacher Edition

ISBN: 9781265765026

Current Page Number(s): 306

Location: VIDEOS & INTERACTIVES, Chapter 8 row

Original Text: Interactive Case Exploration: Cellular Structure and Function

Updated Text: Interactive Case Exploration: Nanotech and Cells
IF/THEN She Can: Claire Meaders

Component: McGraw Hill Texas Biology Teacher Edition

ISBN: 9781265765026

Current Page Number(s): 306

Location: VIDEOS & INTERACTIVES, Lesson 1 row

Original Text: Interactive Visual Literacy: Microscope Technology

Updated Text: Interactive Visual Literacy: Microscopes

Component: McGraw Hill Texas Biology Teacher Edition

ISBN: 9781265765026

Current Page Number(s): 306

Location: VIDEOS & INTERACTIVES, Lesson 2 row

Original Text: Interactive Visual Literacy: Phospholipid Bilayer

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 2757 of 3538

Updated Text: Interactive Visual Literacy: Phospholipid Bilayer; Selective Permeability

Component: McGraw Hill Texas Biology Teacher Edition

ISBN: 9781265765026

Current Page Number(s): 306

Location: ASSIGNMENTS, Chapter 8 row

Original Text: STEM Project: Construct a Cell Analogy

Updated Text: STEM Project: Construct a Cell Analogy

Scientific Breakthroughs: Mitochondria: More Than Just a Powerhouse

Component: McGraw Hill Texas Biology Teacher Edition

ISBN: 9781265765026

Current Page Number(s): 307

Location: CHAPTER LAUNCH, bottom of column

Original Text: Launch Lab: What Is a cell? | Labs |
15 minutes

Students will use a microscope to distinguish between living and nonliving things.

Updated Text: Launch Lab: What are the differences between animal cells and bacterial cells? | Labs | 25 minutes

Students will use a compound microscope to observe and compare animal cells and bacterial cells.

Component: McGraw Hill Texas Biology Teacher Edition

ISBN: 9781265765026

Current Page Number(s): 314

Location: Quick Lab

Original Text: Quick Lab

Discover Cells | Labs | 20 minutes

Students will view images from microscopes that are projected, describe, and draw what they see.

Updated Text: Quick Lab: Descriptive

Discover Cells | Labs | 20 minutes

Students will view, describe, and draw images from microscopes that are projected.

Component: McGraw Hill Texas Biology Teacher Edition

ISBN: 9781265765026

Current Page Number(s): 318

Location: Under Lesson Wrap Up, bottom of page

Original Text: Differentiation Resources: The Plasma Membrane

Updated Text: Differentiation Resources: Cell Discovery and Cell Theory

Component: McGraw Hill Texas Biology Teacher Edition

ISBN: 9781265765026

Current Page Number(s): 327

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 2758 of 3538

Location: Elaborate continued

Original Text: N/A

Updated Text: Interactive Visual Literacy: Selective Permeability | Videos & Interactives | 5 minutes
Students will explore substances that enter and leave the plasma membrane.

Component: McGraw Hill Texas Biology Teacher Edition

ISBN: 9781265765026

Current Page Number(s): 367

Location: Figure 10

Original Text: Update Image [equation needs added]

Updated Text: Add equation at bottom of image

$\text{NH}_5\text{C}_2\text{O}_2 + \text{NH}_7\text{C}_3\text{O}_2 \rightarrow \text{N}_2\text{H}_{10}\text{C}_5\text{O}_3 + \text{H}_2\text{O}$

Component: McGraw Hill Texas Biology Teacher Edition

ISBN: 9781265765026

Current Page Number(s): 382

Location: Elaborate, bottom of page

Original Text: N/A

Updated Text: [red lab box]

BioLab: Experimental

What factors affect an enzyme reaction? | Labs | 50 minutes

Students will investigate the role of enzymes in facilitating cellular processes by planning and conducting an experiment on factors that affect the activity of the enzyme peroxidase.

Component: McGraw Hill Texas Biology Teacher Edition

ISBN: 9781265765026

Current Page Number(s): 400

Location: Elaborate continued, bottom of page

Original Text: N/A

Updated Text: Virtual Lab: Osmosis—Movement of Water Across a Selectively Permeable Membrane | Labs | 40 minutes

In this virtual lab, students will investigate the diffusion of water through a selectively permeable membrane.

[add icon to the right]

Component: McGraw Hill Texas Biology Teacher Edition

ISBN: 9781265765026

Current Page Number(s): 470

Location: VIDEOS & INTERACTIVES, Chapter 11 row

Original Text: Interactive Case Exploration: DNA

Structure and Gene Function

Updated Text: Interactive Case Exploration: Thoroughbred DNA

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 2759 of 3538

Component: McGraw Hill Texas Biology Teacher Edition

ISBN: 9781265765026

Current Page Number(s): 470

Location: VIDEOS & INTERACTIVES, Lesson 1 row

Original Text: Interactive Visual Literacy: Griffith's Experiment

Updated Text: Interactive Visual Literacy: Discovery of DNA's Structure

Component: McGraw Hill Texas Biology Teacher Edition

ISBN: 9781265765026

Current Page Number(s): 470

Location: VIDEOS & INTERACTIVES, Lesson 2 row

Original Text: Video: DNA, RNA, and Protein

Updated Text: Animation: Central Dogma

Component: McGraw Hill Texas Biology Teacher Edition

ISBN: 9781265765026

Current Page Number(s): 470

Location: ASSIGNMENTS, Chapter 11 row

Original Text: STEM Project: Assess Pest Control Options for Corn Crops

Updated Text: STEM Project: Assess Pest Control Options for Corn Crops
Scientific Breakthroughs: Cancer and Aging Research Enters New TERRA-tory

Component: McGraw Hill Texas Biology Teacher Edition

ISBN: 9781265765026

Current Page Number(s): 481

Location: Explain continued

Original Text: Interactive Visual Literacy: Griffith's Experiment | Videos & Interactives | 5 minutes

Students will learn about Griffith's experiment. This expands on Figure 2.

Updated Text: N/A

Component: McGraw Hill Texas Biology Teacher Edition

ISBN: 9781265765026

Current Page Number(s): 483

Location: Explain continued

Original Text: Interactive Visual Literacy: DNA Structure and Function | Videos & Interactives | 5 minutes

Students will learn about the organization of nucleotides in DNA. This expands on Figure 7.

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 2760 of 3538

Updated Text: Interactive Visual Literacy: Discovery of DNA's Structure | Videos & Interactives | 5 minutes
Students will learn about the organization of nucleotides in DNA. This expands on Figure 7.

Component: McGraw Hill Texas Biology Teacher Edition

ISBN: 9781265765026

Current Page Number(s): 492

Location: Engage

Original Text: Video: DNA, RNA, and Protein | Videos & Interactives | 4 minutes

Show this video to introduce the key concepts for this lesson.

Updated Text: N/A

Component: McGraw Hill Texas Biology Teacher Edition

ISBN: 9781265765026

Current Page Number(s): 503

Location: Unpack the TEKS Flow chart

Original Text: [last bubble] significance

Updated Text: [last bubble] significance of these changes

Component: McGraw Hill Texas Biology Teacher Edition

ISBN: 9781265765026

Current Page Number(s): 505

Location: Explore, bottom of page

Original Text: 5E banner (Explore stands out)

Animation: The Lac Operon | Videos & Interactives | 3 minutes

This narrated animation shows the regulation of the lac operon.

Updated Text: N/A

Component: McGraw Hill Texas Biology Teacher Edition

ISBN: 9781265765026

Current Page Number(s): 506

Location: Explore, top of page

Original Text: [Red Quick Lab box]

Updated Text: 5E Banner moved from previous page

Delete red quick lab box from around the Simulation. Add icon to right of simulation.

Component: McGraw Hill Texas Biology Teacher Edition

ISBN: 9781265765026

Current Page Number(s): 519

Location: CHAPTER CLOSE, STEM Project

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 2761 of 3538

Original Text: STEM Project: Develop an Algae Bloom Remediation Plan | Assignments | 45 minutes/week

Students will design a system to control the growth of algae with minimal disruption to the surrounding ecosystems.

Updated Text: STEM Project: Explain How Engineers Use Cells to Protect People or the Environment | Assignments | 45 minutes/week

Students will design a system that will protect people or the environment.

Component: McGraw Hill Texas Biology Teacher Edition

ISBN: 9781265765026

Current Page Number(s): 526

Location: Engage continued

Original Text: Video: DNA Replication | Videos & Interactives | 2 minutes

This video shows how an understanding of DNA's double helix structure helped Watson and Crick to determine how DNA replication could occur.

Updated Text: N/A

Component: McGraw Hill Texas Biology Teacher Edition

ISBN: 9781265765026

Current Page Number(s): 527

Location: Explain, bottom of page

Original Text: N/A

Updated Text: Animation: Semiconservative Replication | Videos & Interactives | 2 minutes

This video shows the process of semiconservative replication.

[Add icon to the right]

Component: McGraw Hill Texas Biology Teacher Edition

ISBN: 9781265765026

Current Page Number(s): 553

Location: Explore, BioLab

Original Text: [red lab box]

Bio Lab

Does sunlight affect the cell cycle in yeast? | Labs | 30 minutes

Students examine the question, "Can sunscreens prevent damage to UVR sensitive yeast?" Students make a hypothesis about the effect of ultraviolet radiation on the cell cycle in yeast and conduct an investigation to test their hypothesis.

Updated Text: [red lab box]

BioLab: Experimental

Does sunlight affect the cell cycle in yeast? | Labs | 50 minutes

Students will investigate the effect of ultraviolet (UV) radiation on the growth of yeast.

Component: McGraw Hill Texas Biology Teacher Edition

ISBN: 9781265765026

Current Page Number(s): 598

Location: VIDEOS & INTERACTIVES, Chapter 14 row

Original Text: Interactive Case Exploration: Genetic Inheritance

Updated Text: Interactive Case Exploration: Genetic Inheritance

IF/THEN She Can: Amanda Masino

Component: McGraw Hill Texas Biology Teacher Edition

ISBN: 9781265765026

Current Page Number(s): 598

Location: VIDEOS & INTERACTIVES, Lesson 1 row

Original Text: Video: Mendelian Genetics

Interactive Visual Literacy: Dihybrid Cross; Law of Independent Assortment

Updated Text: Interactive Visual Literacy: Dihybrid Cross; Law of Independent Assortment

Component: McGraw Hill Texas Biology Teacher Edition

ISBN: 9781265765026

Current Page Number(s): 598

Location: VIDEOS & INTERACTIVES, Lesson 2 row

Original Text: Video: Basic Patterns of Inheritance

Interactive Visual Literacy: Pedigrees

Updated Text: Interactive Visual Literacy: Pedigrees

Component: McGraw Hill Texas Biology Teacher Edition

ISBN: 9781265765026

Current Page Number(s): 598

Location: ASSIGNMENTS, Chapter 14 row

Original Text: STEM Project: Develop a Simulation of Conservation Genetics

Updated Text: STEM Project: Develop a Simulation of Conservation Genetics

STEM at Work: Calculated Risks

Component: McGraw Hill Texas Biology Teacher Edition

ISBN: 9781265765026

Current Page Number(s): 598

Location: ASSIGNMENTS, Lesson 3 row

Original Text: CER: Complex Patterns of Inheritance

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 2763 of 3538

Updated Text: CER: Complex Patterns of Inheritance
Applying Practices: Monohybrid and Dihybrid Crosses

Component: McGraw Hill Texas Biology Teacher Edition

ISBN: 9781265765026

Current Page Number(s): 605

Location: Engage

Original Text: Video: Mendelian Genetics | Videos & Interactives | 2 minutes

This video showcases the genetics research of William Bateson and his team. Their work, conducted in the early 20th century, built on Mendel's understanding of inheritance.

Updated Text: N/A

Component: McGraw Hill Texas Biology Teacher Edition

ISBN: 9781265765026

Current Page Number(s): 623

Location: Engage

Original Text: Video: Basic Patterns of Inheritance | Videos & Interactives | 5 minutes

This video describes how scientists used family trees to help them determine the location of the Duchenne Muscular Dystrophy (DMD) gene.

Updated Text: N/A

Component: McGraw Hill Texas Biology Teacher Edition

ISBN: 9781265765026

Current Page Number(s): 647

Location: Elaborate continued, bottom of page

Original Text: N/A

Updated Text: Applying Practices: Monohybrid and Dihybrid Crosses | 25 minutes

The online Applying Practices activity Punnett Squares can be used to assess students' mastery of [TEKS 8.B].

Component: McGraw Hill Texas Biology Teacher Edition

ISBN: 9781265765026

Current Page Number(s): 654

Location: VIDEOS & INTERACTIVES, Chapter 14 row

Original Text: Video: Genetic Technology

Updated Text: Video: Genetic Technology

IF/THEN She Can: Anjali Chadha

Component: McGraw Hill Texas Biology Teacher Edition

ISBN: 9781265765026

Current Page Number(s): 654

Location: LABS, Lesson 1 row

Original Text: Quick Lab: Model Restriction Enzymes;
Model Hybridization

Simulation: PCR: Organ Transplant

Updated Text: Quick Lab: Model Restriction Enzymes

BioLab: The Missing Restaurant Owner; Forensics: How can genetic engineering be used to solve a crime?

Simulation: PCR: Organ Transplant

Component: McGraw Hill Texas Biology Teacher Edition

ISBN: 9781265765026

Current Page Number(s): 654

Location: ASSIGNMENTS, Chapter 15 row

Original Text: STEM Project: Modify an Animal using Genetic Engineering

Updated Text: STEM Project: Modify an Animal using Genetic Engineering
Biology & Society: A Question of Ethics

Component: McGraw Hill Texas Biology Teacher Edition

ISBN: 9781265765026

Current Page Number(s): 654

Location: ASSIGNMENTS, Lesson 1 row

Original Text: CER: DNA Technology

Updated Text: CER: DNA Technology

Applying Practices: Investigate Genome Editing

Component: McGraw Hill Texas Biology Teacher Edition

ISBN: 9781265765026

Current Page Number(s): 654

Location: ASSIGNMENTS, Lesson 2 row

Original Text: CER: Use of DNA Technology in Medicine

Applying Practices: Cost-Benefit Analysis of Genome Editing

Updated Text: CER: Use of DNA Technology in Medicine

Applying Practices: Cost-Benefit Analysis of Genome Editing

STEM Biographies: Expectations and Inspiration

Component: McGraw Hill Texas Biology Teacher Edition

ISBN: 9781265765026

Current Page Number(s): 662

Location: Explore continued

Original Text: [red lab box]

Quick Lab

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 2765 of 3538

Model Hybridization | Labs | 20 minutes
Students will examine techniques used to produce a variety of lilies.

Updated Text: [red lab box]

BioLab: Descriptive

The Missing Restaurant Owner | Labs | 50 minutes

Students will analyze blood and DNA samples from a crime scene.

Component: McGraw Hill Texas Biology Teacher Edition

ISBN: 9781265765026

Current Page Number(s): 666

Location: Explain continued, bottom of page

Original Text: N/A

Updated Text: [red lab box]

BioLab: Descriptive

Forensics: How can genetic engineering be used to solve a crime? | 50 minutes

Students will perform gel electrophoresis to compare samples of DNA from a crime scene to determine if any suspects were at the crime scene.

Component: McGraw Hill Texas Biology Teacher Edition

ISBN: 9781265765026

Current Page Number(s): 669

Location: Elaborate continued, bottom of page

Original Text: N/A

Updated Text: Applying Practices: Investigate Genome Editing | 60 minutes

Students will choose one application of genome editing to explore, research this application, and complete a cost-benefit analysis about it.

Component: McGraw Hill Texas Biology Teacher Edition

ISBN: 9781265765026

Current Page Number(s): 684

Location: Elaborate continued, bottom of page

Original Text: N/A

Updated Text: STEM Biographies: Expectations and Inspiration | 10 minutes

Have students read Expectations and Inspiration which describes the career of Dr. Lydia Villa-Komaroff and her research.

Component: McGraw Hill Texas Biology Teacher Edition

ISBN: 9781265765026

Current Page Number(s): 690

Location: VIDEOS & INTERACTIVES, Chapter 16 row

Original Text: Interactive Case Exploration: Evolutionary Change

Updated Text: Interactive Case Exploration: The Shrinking Cod

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 2766 of 3538

Component: McGraw Hill Texas Biology Teacher Edition

ISBN: 9781265765026

Current Page Number(s): 690

Location: ASSIGNMENTS, Chapter 16 row

Original Text: STEM Project: Compare Forms of Evolution

Updated Text: STEM Project: Compare Forms of Evolution

STEM at Work: When did life begin?

Component: McGraw Hill Texas Biology Teacher Edition

ISBN: 9781265765026

Current Page Number(s): 690

Location: ASSIGNMENTS, Lesson 2 row

Original Text: CER: Mechanisms of Evolution

Updated Text: CER: Mechanisms of Evolution

Applying Practices: Pest Management and Natural Selection

STEM Biographies: The Evolution of Oysters

Component: McGraw Hill Texas Biology Teacher Edition

ISBN: 9781265765026

Current Page Number(s): 717

Location: Lesson 3 Blueprint, right column, Explain (continued)

Original Text: N/A

Updated Text: [under Writing Support]

Applying Practices: Pest Management and Natural Selection [30 min]

Component: McGraw Hill Texas Biology Teacher Edition

ISBN: 9781265765026

Current Page Number(s): 717

Location: Lesson 3 Blueprint, right column, Explain (continued)

Original Text: N/A

Updated Text: [under Research]

STEM Biographies: The Evolution of Oysters [5 min]

Component: McGraw Hill Texas Biology Teacher Edition

ISBN: 9781265765026

Current Page Number(s): 717

Location: Lesson 3 Blueprint, right column, bottom

Original Text: Looking for more differentiation

options? Find the REINFORCE , EXTEND , and EB/EL activities and strategies within the lesson support for differentiation support.

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 2767 of 3538

Updated Text: N/A

Component: McGraw Hill Texas Biology Teacher Edition

ISBN: 9781265765026

Current Page Number(s): 721

Location: Explain continued, bottom of page

Original Text: N/A

Updated Text: Applying Practices: Pest Management and Natural Selection | Assignments | 30 minutes

In this activity, students will determine how corn modified to produce the Bt-toxin has been used to protect corn from rootworm.

Component: McGraw Hill Texas Biology Teacher Edition

ISBN: 9781265765026

Current Page Number(s): 723

Location: Explain continued, bottom of page

Original Text: N/A

Updated Text: STEM Biographies: The Evolution of Oysters | Assignments | 5 minutes

Has students read The Evolution of Oysters which describes the career of Dr. Geerat J. Vermij and introduces students to evolutionary biology and to types of research that people in this field might do.

Component: McGraw Hill Texas Biology Teacher Edition

ISBN: 9781265765026

Current Page Number(s): 730

Location: ASSIGNMENTS, Chapter 17 row

Original Text: STEM Project: Compare an Adaptation of a Living Organism

Updated Text: STEM Project: Compare an Adaptation of a Living Organism

STEM at Work: Cool Adaptations

Component: McGraw Hill Texas Biology Teacher Edition

ISBN: 9781265765026

Current Page Number(s): 730

Location: ASSIGNMENTS, Lesson 1 row

Original Text: CER: Fossil Evidence

Updated Text: CER: Fossil Evidence

STEM Biographies: A Life Spent Digging in the Dirt

Component: McGraw Hill Texas Biology Teacher Edition

ISBN: 9781265765026

Current Page Number(s): 741

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 2768 of 3538

Location: Elaborate, bottom of page

Original Text: [N/A: needs added]

Updated Text: STEM Biographies: A Life Spent Digging in the Dirt | Assignments | 5 minutes

Have students read about the career of Annie Alexander, which introduces students to paleontology and to types of research that people in this field might do.

Component: McGraw Hill Texas Biology Teacher Edition

ISBN: 9781265765026

Current Page Number(s): 750

Location: Topic: Characters, Interactive Visual Literacy: Anatomical Characters

Original Text: This expands on Figures 12, 13, and Table 2.

Updated Text: This expands on Figures 12, 13, and Table 1.

Component: McGraw Hill Texas Biology Teacher Edition

ISBN: 9781265765026

Current Page Number(s): 768

Location: VIDEOS & INTERACTIVES, Chapter 18 row

Original Text: Interactive Case Exploration: Speciation and Extinction

Updated Text: Interactive Case Exploration: Speciation and Extinction

Component: McGraw Hill Texas Biology Teacher Edition

ISBN: 9781265765026

Current Page Number(s): 768

Location: ASSIGNMENTS, Chapter 18 row

Original Text: STEM Project: Compare Methods for Preventing Extinction

Updated Text: STEM Project: Compare Methods for Preventing Extinction

Focus on Texas: New Species Discovered in Texas

Component: McGraw Hill Texas Biology Teacher Edition

ISBN: 9781265765026

Current Page Number(s): 808

Location: VIDEOS & INTERACTIVES, Chapter 19 row

Original Text: Interactive Case Exploration: Origin and History of Life

Updated Text: Interactive Case Exploration: Purple Earth Hypothesis

Component: McGraw Hill Texas Biology Teacher Edition

ISBN: 9781265765026

Current Page Number(s): 808

Location: ASSIGNMENTS, Chapter 19 row

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 2769 of 3538

Original Text: STEM Project: Explain Effect of Change in the Environment on Animals

Updated Text: STEM Project: Explain the Effect of Change in the Environment on Animals

Focus on Texas: Unearthing Fossils in Texas

Component: McGraw Hill Texas Biology Teacher Edition

ISBN: 9781265765026

Current Page Number(s): 808

Location: ASSIGNMENTS, Lesson 1 row

Original Text: CER: Origin of Life

Updated Text: CER: Origin of Life

Applying Practices: Scientific Explanations of Cellular Complexity

Component: McGraw Hill Texas Biology Teacher Edition

ISBN: 9781265765026

Current Page Number(s): 808

Location: ASSIGNMENTS, Lesson 3 row

Original Text: CER: Primate Evolution

STEM Connection: Archaeology: The
Search for Clues

Updated Text: CER: Primate Evolution

Applying Practices: Evidence for Primate Evolution

STEM Biographies: Archaeology: The
Search for Clues

Component: McGraw Hill Texas Biology Teacher Edition

ISBN: 9781265765026

Current Page Number(s): 810

Location: Lesson Vocabulary, Lesson 2 center column

Original Text: era

eon

Cambrian explosion

Updated Text: era

eon

Component: McGraw Hill Texas Biology Teacher Edition

ISBN: 9781265765026

Current Page Number(s): 825

Location: Elaborate, bottom of page

Original Text: N/A

Updated Text: Applying Practices: Scientific Explanations of Cellular Complexity | Assignments | 60 minutes
Students will conduct research on the different scientific explanations for cellular complexity, including the endosymbiont theory and the autogenous theory, then compare and contrast these explanations in a report.

Component: McGraw Hill Texas Biology Teacher Edition

ISBN: 9781265765026

Current Page Number(s): 860

Location: Elaborate continued, bottom of page

Original Text: N/A

Updated Text: Applying Practices: Evidence for Primate Evolution | Assignments | 60 minutes
Students will gather and communicate information about various lines of evidence related to the evolution and ancestry of one specific member of the hominoid group.

Component: McGraw Hill Texas Biology Teacher Edition

ISBN: 9781265765026

Current Page Number(s): 866

Location: VIDEOS & INTERACTIVES, Chapter 20 row

Original Text: Video: Bacteria and Viruses

Updated Text: Video: Bacteria, Archaea, and Viruses
IF/THEN She Can: M. Nia Madison

Component: McGraw Hill Texas Biology Teacher Edition

ISBN: 9781265765026

Location: LABS, Lesson 1 row

Original Text: N/A

Updated Text: BioLab: Design Your Own: How can the most effective antibiotics be determined?

Component: McGraw Hill Texas Biology Teacher Edition

ISBN: 9781265765026

Location: LABS, Lesson 3 row

Original Text: Quick Lab: Prion Diseases

Updated Text: Quick Lab: Viruses and Prions
BioLab: Design Your Own Project: Viruses

Component: McGraw Hill Texas Biology Teacher Edition

ISBN: 9781265765026

Location: ASSIGNMENTS, Chapter 20 row

Original Text: STEM Project: Explain Helpful Benefits of Bacteria

Updated Text: STEM Project: Explain Helpful Benefits of Bacteria

STEM at Work: Solving Big Mysteries—Giant Viruses

Component: McGraw Hill Texas Biology Teacher Edition

ISBN: 9781265765026

Current Page Number(s): 877

Location: Elaborate, bottom of page

Original Text: N/A

Updated Text: [red lab box]

BioLab: Experimental

Design Your Own: How can the most effective antibiotics be determined? | Labs | 50 minutes

Students will investigate how the effectiveness of antibiotics can be tested.

Component: McGraw Hill Texas Biology Teacher Edition

ISBN: 9781265765026

Current Page Number(s): 888

Location: Explain, top of page, Summary Writing

Original Text: Bacteria have peptidoglycan; archaea do not. Peptidoglycan provides strength for the cell wall and also gives shape to the bacteria. Ribosomal proteins are different in bacteria and archaea. Ribosomes consist of RNA and proteins. Archaea genes have introns, while bacterial genes lack introns. Introns are noncoding nucleic acid sequences. Archaea are the only organisms known to survive in extreme environments. These environments include hot springs, thermal vents, areas with a high salt concentration, and highly acidic environments.

Updated Text: Bacteria have peptidoglycan; archaea do not. Peptidoglycan provides strength for the cell wall and also gives shape to the bacteria. Ribosomal proteins are different in bacteria and archaea. Ribosomes consist of RNA and proteins. These environments include hot springs, thermal vents, areas with a high salt concentration, and highly acidic environments.

Component: McGraw Hill Texas Biology Teacher Edition

ISBN: 9781265765026

Current Page Number(s): 893

Location: Answer Key, Page 587

Original Text: Climate change has been shown to likely be causing an increase in some prokaryote populations, like those normally locked in glaciers, and a decrease in others, like those that require a specific pH range in which to live.

Updated Text: Climate change has been shown to likely be causing an increase in some prokaryote populations, like those normally locked in glaciers, and a decrease in others.

Component: McGraw Hill Texas Biology Teacher Edition

ISBN: 9781265765026

Current Page Number(s): 898

Location: Explore continued

Original Text: Animation: Viral Infection | Videos & Interactives | 5 minutes

Students will watch an animation that details how viruses infect cells.

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 2772 of 3538

Updated Text: Animation: Retroviruses | Videos & Interactives | 5 minutes
Students will watch an animation that details how retroviruses replicate.

Component: McGraw Hill Texas Biology Teacher Edition

ISBN: 9781265765026

Current Page Number(s): 901

Location: Topic: Prions

Original Text: Quick Lab

Prion Diseases | Labs | 15 minutes

Students will analyze information about a prion-caused disease to determine factors on how it is spread.

Updated Text: Quick Lab: Descriptive

Viruses and Prions | Labs | 15 minutes

Students will compare and contrast viruses and prions.

Component: McGraw Hill Texas Biology Teacher Edition

ISBN: 9781265765026

Current Page Number(s): 902

Location: Elaborate, bottom of page

Original Text: N/A

Updated Text: BioLab: Descriptive

Design Your Own Project: Viruses | Labs | 50 minutes

Students will learn more about viruses and the spread of infectious diseases.

Component: McGraw Hill Texas Biology Teacher Edition

ISBN: 9781265765026

Current Page Number(s): 908

Location: LABS, Lesson 2 row

Original Text: Quick Lab: Investigate Photosynthesis in Algae

Updated Text: Quick Lab: Investigate Photosynthesis in Algae; Investigate Slime Molds

Component: McGraw Hill Texas Biology Teacher Edition

ISBN: 9781265765026

Current Page Number(s): 908

Location: LABS, Lesson 3 row

Original Text: Quick Lab: Investigate Mold Growth

Updated Text: Quick Lab: Investigate Mold Growth

BioLab: What are mushroom spores?

Component: McGraw Hill Texas Biology Teacher Edition

ISBN: 9781265765026

Current Page Number(s): 908

Location: ASSIGNMENTS, Chapter 21 row

Original Text: STEM Project: Compare Protists and Fungi

Updated Text: STEM Project: Compare Protists and Fungi
Biology & Society: Blooms of Death: Proactive Pollution Prevention

Component: McGraw Hill Texas Biology Teacher Edition

ISBN: 9781265765026

Current Page Number(s): 925

Location: Explore, bottom of page

Original Text: Clarify a Preconception | 5 minutes

Ask: What do you think of when you hear the word seaweed? Some students might think of plants found along the seashore. This is partly true. Seaweeds are found in the sea, but they are actually protists. They are the multicellular species of algae that live in the world's oceans. Species include kelp, sea lettuce, and bladder wracks. Seaweeds dominate the rocky intertidal and subtidal areas of most oceans and provide food and shelter for other marine organisms.

Updated Text: Clarify a Preconception | 5 minutes

Ask: What do you think of when you hear the word seaweed? Some students might think of plants found along the seashore. Seaweeds are found in the sea, but they are actually protists. They are the multicellular species of algae that live in the world's oceans. Species include kelp, sea lettuce, and bladder wracks. Seaweeds dominate the rocky intertidal and subtidal areas of most oceans.

[Red Lab box]

Quick Lab: Descriptive

Investigate Slime Molds | Labs | 20 minutes

Students will observe and compare slime mold specimens with the unaided eye and with a microscope.

Component: McGraw Hill Texas Biology Teacher Edition

ISBN: 9781265765026

Current Page Number(s): 939

Location: Elaborate, top of page

Original Text: [red lab box]

BioLab

How do environmental factors affect mold growth? | Labs | 90 minutes

Students will explore how environmental factors such as food sources affect the growth of mold.

Updated Text: [red lab box]

BioLab: Descriptive

What are mushroom spores? | Labs | 50 minutes

Students will observe and identify the parts of a mushroom, make a mushroom spore print, and model spore dispersal.

Component: McGraw Hill Texas Biology Teacher Edition

ISBN: 9781265765026

Current Page Number(s): 954

Location: VIDEOS & INTERACTIVES, Chapter 22 row

Original Text: Interactive Case Exploration: Plants

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 2774 of 3538

Updated Text: Interactive Case Exploration: Fire as Friend of the Sequoia Forest

Component: McGraw Hill Texas Biology Teacher Edition

ISBN: 9781265765026

Current Page Number(s): 954

Location: LABS, Lesson 3 row

Original Text: Quick Lab: Compare Flower Structures

Updated Text: Quick Lab: Examine Flower Structures

Component: McGraw Hill Texas Biology Teacher Edition

ISBN: 9781265765026

Current Page Number(s): 954

Location: ASSIGNMENTS, Chapter 22 row

Original Text: STEM Project: Explain How Plants Enhance Quality of Life

Updated Text: STEM Project: Explain How Plants Enhance Quality of Life
Biology & Technology: What might crop up on Mars?

Component: McGraw Hill Texas Biology Teacher Edition

ISBN: 9781265765026

Current Page Number(s): 954

Location: ASSIGNMENTS, Lesson 2 row

Original Text: Applying Practices: Hierarchical
Organization in Plants

Updated Text: Applying Practices: Hierarchical
Organization in Plants; Investigate Homeostasis in Plants

Component: McGraw Hill Texas Biology Teacher Edition

ISBN: 9781265765026

Current Page Number(s): 978

Location: Exit Tickets

Original Text: N/A

Updated Text: Topic: Climate Impacts on Plant Structures

Explain how a warmer climate can impact plant roots. Sample answer: A warmer climate can cause decreased root growth, which can impact human food supply.

Component: McGraw Hill Texas Biology Teacher Edition

ISBN: 9781265765026

Current Page Number(s): 1002

Location: LABS, Lesson 2 row

Original Text: Quick Lab: Examine Body Plans

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 2775 of 3538

Updated Text: Quick Lab: Examine Body Plans
BioLab: Is that symmetrical?

Component: McGraw Hill Texas Biology Teacher Edition

ISBN: 9781265765026

Current Page Number(s): 1002

Location: ASSIGNMENTS, Chapter 23 row

Original Text: STEM Project: Compare Characteristics of Endangered Species

Updated Text: STEM Project: Compare Characteristics of Endangered Species
STEM at Work: Asymmetry: It's a Brain-Teaser

Component: McGraw Hill Texas Biology Teacher Edition

ISBN: 9781265765026

Current Page Number(s): 1038

Location: LABS, Lesson 3 row

Original Text: Quick Lab: Explore Habituation

Updated Text: Quick Lab: Explore Habituation

BioLab: Design Your Own Lab: How does the external stimulus of light affect behavior?

Component: McGraw Hill Texas Biology Teacher Edition

ISBN: 9781265765026

Current Page Number(s): 1038

Location: ASSIGNMENTS, Chapter 24 row

Original Text: STEM Project: Explain How Habitats Meet the Needs of Animals

Updated Text: STEM Project: Explain How Habitats Meet the Needs of Animals
Biology & Society: Helpful or harmful?

Component: McGraw Hill Texas Biology Teacher Edition

ISBN: 9781265765026

Current Page Number(s): 1038

Location: ASSIGNMENTS, Lesson 1 row

Original Text: CER: Invertebrates

Updated Text: CER: Invertebrates

STEM Biographies: Better Crops by Studying Insects

Component: McGraw Hill Texas Biology Teacher Edition

ISBN: 9781265765026

Current Page Number(s): 1038

Location: ASSIGNMENTS, Lesson 2 row

Original Text: STEM Connection: The Birdman of India

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 2776 of 3538

Updated Text: STEM Biographies: The Birdman of India

Component: McGraw Hill Texas Biology Teacher Edition

ISBN: 9781265765026

Current Page Number(s): 1042

Location: Lesson 1 Invertebrates, top of page

Original Text: N/A

Updated Text: Lesson Overview header below Lesson 1 Invertebrates header

Component: McGraw Hill Texas Biology Teacher Edition

ISBN: 9781265765026

Current Page Number(s): 1051

Location: Elaborate, bottom of page

Original Text: N/A

Updated Text: STEM Biographies: Better Crops by Studying Insects | Assignments | 10 minutes

Have students read Better Crops by Studying Insects, which describes Dr. Bill Hendrix and how he became an entomologist. He studies the insects that affect crops, and then develops treatments to help farmers control the insects.

Component: McGraw Hill Texas Biology Teacher Edition

ISBN: 9781265765026

Current Page Number(s): 1069

Location: Lesson 3 Basic Behaviors, top of page

Original Text: N/A

Updated Text: Lesson Overview header below Lesson 3 Basic Behaviors header

Component: McGraw Hill Texas Biology Teacher Edition

ISBN: 9781265765026

Current Page Number(s): 1076

Location: Elaborate continued, top of page

Original Text: N/A

Updated Text: [Below Quick Lab: Explore Habituation]

[red lab box]

BioLab: Experimental

Design Your Own Lab: How does the external stimulus of light affect behavior? | Labs | 50 minutes

Students will design and implement an experiment and testing chamber to investigate how isopods respond to light.

Publisher: McGraw Hill

Biology

Program: *McGraw Hill Texas Biology: TEKS*

Component: *McGraw Hill Texas Biology Teacher Edition*

ISBN: 9781265765026

Current Page Number(s): 1082

Location: VIDEOS & INTERACTIVES, Chapter 25 row

Original Text: Interactive Case Exploration: Human Body Systems

Updated Text: Interactive Case Exploration: Life-Saving Hypothermia

Component: *McGraw Hill Texas Biology Teacher Edition*

ISBN: 9781265765026

Current Page Number(s): 1082

Location: LABS, Chapter 25 row

Original Text: Launch Lab: How do you track a cold?
BioLab: Investigate Homeostasis in the Human Body

Updated Text: Launch Lab: What changes take place in the body during exercise?
BioLab: Investigate Homeostasis in the Human Body

Component: *McGraw Hill Texas Biology Teacher Edition*

ISBN: 9781265765026

Current Page Number(s): 1082

Location: LABS, Lesson 1 row

Original Text: Quick Lab: Homeostasis and Blood Glucose; Model the Endocrine System

Updated Text: Quick Lab: Model the Endocrine System

Component: *McGraw Hill Texas Biology Teacher Edition*

ISBN: 9781265765026

Current Page Number(s): 1082

Location: ASSIGNMENTS, Chapter 25 row

Original Text: STEM Project: Model Engineering and the Human Body

Updated Text: STEM Project: Model Engineering and the Human Body
Biology & Technology: Lending a (Virtual) Hand

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 2778 of 3538

Component: McGraw Hill Texas Biology Teacher Edition

ISBN: 9781265765026

Current Page Number(s): 1082

Location: ASSIGNMENTS, Lesson 1 row

Original Text: CER: Levels of Organization and Homeostasis

Updated Text: CER: Levels of Organization and Homeostasis

Applying Practices: Hierarchical Organization in the Human Body

Component: McGraw Hill Texas Biology Teacher Edition

ISBN: 9781265765026

Current Page Number(s): 1083

Location: CHAPTER LAUNCH, bottom of column

Original Text: Launch Lab: How do you track a cold? | Labs | 15 minutes

Students will ask classmates a series of questions and organize data they collect to trace the path of a cold.

Updated Text: Launch Lab: What changes take place in the body during exercise? | Labs | 15 minutes

Students will investigate how various body system responses to exercise interrelate.

Component: McGraw Hill Texas Biology Teacher Edition

ISBN: 9781265765026

Current Page Number(s): 1090

Location: Explore, table with answers

Original Text: Tissue level: [2nd column]

Cellular level: [3rd column]

Updated Text: Cellular level: [2nd column]

Tissue level: [3rd column]

[columns needs to be switched]

Component: McGraw Hill Texas Biology Teacher Edition

ISBN: 9781265765026

Current Page Number(s): 1094

Location: Explain continued, toward bottom of page

Original Text: [red lab box]

Quick Lab

Homeostasis and Blood Glucose | Labs | 20 minutes

Students will perform a role play designed to illustrate what happens during the disruption of homeostasis in Type 1

diabetes. The role play is designed to facilitate students' understanding of the role of the pancreas, glucose, insulin, glucagon, and muscles in glucose homeostasis.

Updated Text: [red lab box]

Quick Lab: Descriptive

Model the Endocrine System | Labs | 25 minutes

Students will create a model to show how the endocrine system uses hormones to maintain homeostasis.

Component: McGraw Hill Texas Biology Teacher Edition

ISBN: 9781265765026

Current Page Number(s): 1095

Location: ELPS Support

Original Text: Beginning

Write the word homeostasis and model the pronunciation. Draw a stick figure on the board with a thermometer coming out of its mouth. Write 98.6°F/37°C on the thermometer. Say: This person has a normal temperature. Draw a hot sun above the figure and sweat coming off the figure's face. Gesturing to support comprehension, say: It's very hot outside, but this person's temperature doesn't change. Continue with different types of weather. Then, using gestures and other such visuals to support comprehension, say: This is an example of homeostasis. This person's temperature stays the same even when the outside temperature changes.

Intermediate

Write the word homeostasis and model the pronunciation. Draw a stick figure on the board with a thermometer coming out of its mouth. Write 98.6°F/37°C on the thermometer. Say: This person has a normal temperature. Draw a hot sun above the figure and sweat coming off the figure's face. Say: It's very hot outside, but this person's temperature doesn't change. This is an example of homeostasis. This person's temperature stays the same even when the outside temperature changes. Continue with different types of weather. Then ask: What is this an example of?

Advanced/Advanced High

Write the word homeostasis and model the pronunciation. Ask: What is the average temperature of the human body? When it's very hot outside, what happens to your temperature? What happens to it when it's very cold outside? Say: This is an example of homeostasis. Then ask a volunteer to give a definition of homeostasis based on what they've just learned. If students have trouble, have a volunteer find the definition in the first paragraph of the reading and share it.

Updated Text: Beginning

Write the word homeostasis and model the pronunciation. Draw a stick figure on the board with a thermometer coming out of its mouth. Write 98.6°F/37°C on the thermometer. Say: This person has a normal temperature. Draw a hot sun above the figure and sweat coming off the figure's face. Gesturing to support comprehension, say: It's very hot outside, but this person's temperature doesn't change. Continue with different types of weather. Then, using gestures and other such visuals to support comprehension, say: This is an example of homeostasis. This person's temperature stays the same even when the outside temperature changes.

Intermediate

Write the word homeostasis and model the pronunciation. Draw a stick figure on the board with a thermometer coming out of its mouth. Write 98.6°F/37°C on the thermometer. Say: This person has a normal temperature. Draw a hot sun above the figure and sweat coming off the figure's face. Say: It's very hot outside, but this person's temperature doesn't change. This is an example of homeostasis. This person's temperature stays the same even when the outside temperature changes. Continue with different types of weather. Then ask: What is this an example of?

Advanced/Advanced High

Write the word homeostasis and model the pronunciation. Ask: What is the average temperature of the human body? When it's very hot outside, what happens to your temperature? What happens to it when it's very cold outside? Say: This

is an example of homeostasis. Then ask a volunteer to give a definition of homeostasis based on what they've just learned. If students have trouble, have a volunteer find the definition in the first paragraph of the reading and share it.

Component: McGraw Hill Texas Biology Teacher Edition

ISBN: 9781265765026

Current Page Number(s): 1097

Location: Elaborate continued, bottom

Original Text: [N/A: needs added]

Updated Text: Applying Practices: Hierarchical Organization in the Human Body | 60 minutes

Students will develop a model that can be used to show how the different systems of the body interact during and after exercise, and during nutrient absorption, reproduction, and defense from injury or illness.

Component: McGraw Hill Texas Biology Teacher Edition

ISBN: 9781265765026

Current Page Number(s): 1118

Location: VIDEOS & INTERACTIVES, Chapter 26 row

Original Text: Video: Science Bob

Updated Text: Video: Science Bob

IF/THEN She Can: Lataisia Jones

Component: McGraw Hill Texas Biology Teacher Edition

ISBN: 9781265765026

Current Page Number(s): 1118

Location: VIDEOS & INTERACTIVES, Lesson 2 row

Original Text: Animation: Gas Exchange

Interactive Visual Literacy: Respiratory

System; Circulatory System

Updated Text: Interactive Visual Literacy: Respiratory

System; Circulatory System

Component: McGraw Hill Texas Biology Teacher Edition

ISBN: 9781265765026

Current Page Number(s): 1118

Location: LABS, Chapter 26 row

Original Text: Launch Lab: What changes take place in the body during exercise?

BioLab: How can skeletons help you solve a crime?

Updated Text: Launch Lab: How does the enzyme pepsin aid digestion?

BioLab: How can skeletons help you solve a crime?

Component: McGraw Hill Texas Biology Teacher Edition

ISBN: 9781265765026

Current Page Number(s): 1118

Location: LABS, Lesson 3 row

Original Text: Quick Lab: Investigate Digestion of Lipids; Role of Pepsin in Digestion

BioLab: Compare Rates of Starch Digestion

Virtual Lab: Chemical Composition of Cells: Digestion of Starch

Updated Text: Quick Lab: Investigate Digestion of Lipids

BioLab: Compare Rates of Starch Digestion

Virtual Lab: Chemical Composition of Cells—Digestion of Starch

Component: McGraw Hill Texas Biology Teacher Edition

ISBN: 9781265765026

Current Page Number(s): 1118

Location: ASSIGNMENTS, Chapter 26 row

Original Text: STEM Project: Design a Medical Device

Updated Text: STEM Project: Design a Medical Device

Biology & Technology: Matters of the Heart

Component: McGraw Hill Texas Biology Teacher Edition

ISBN: 9781265765026

Current Page Number(s): 1118

Location: ASSIGNMENTS, Lesson 1 row

Original Text: CER: Integumentary, Skeletal, and Muscular Systems

Updated Text: CER: Integumentary, Skeletal, and Muscular Systems

STEM Biographies: Building a Better Body

Component: McGraw Hill Texas Biology Teacher Edition

ISBN: 9781265765026

Current Page Number(s): 1119

Location: CHAPTER LAUNCH

Original Text: Launch Lab: What changes take place in the body during exercise? | Labs | 15 minutes
Students will investigate how body system responses to exercise might be related to each other.

Updated Text: Launch Lab: How does the enzyme pepsin aid digestion? | Labs | 25 minutes
Students will investigate the role of pepsin, an enzyme, in the digestion of protein.

Component: McGraw Hill Texas Biology Teacher Edition

ISBN: 9781265765026

Current Page Number(s): 1127

Location: Explore continued, bottom of page

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 2782 of 3538

Original Text: N/A

Updated Text: STEM Biographies: Building a Better Body | Assignments | 5 minutes

Have students read about the life the career of Dr. Hugh Herr, an amputee. This introduces students to biophysics and mechanical engineering and to types of research that people in this field might do.

Component: McGraw Hill Texas Biology Teacher Edition

ISBN: 9781265765026

Current Page Number(s): 1140

Location: Content Vocabulary, middle column

Original Text: • lung

• artery

Updated Text: • lung

• alveolus

• artery

Component: McGraw Hill Texas Biology Teacher Edition

ISBN: 9781265765026

Current Page Number(s): 1148

Location: Explain continued, bottom of page

Original Text: Animation: Gas Exchange | Videos & Interactives | 2 minutes

Students will watch the video to learn about gas exchange in the respiratory system. [tile icon]

Updated Text: N/A

Component: McGraw Hill Texas Biology Teacher Edition

ISBN: 9781265765026

Current Page Number(s): 1173

Location: Lesson 1, Essential Question

Original Text: Essential Question: What is the function of the human nervous system?

Updated Text: Essential Question: What are the structures and functions of the nervous system?

Component: McGraw Hill Texas Biology Teacher Edition

ISBN: 9781265765026

Current Page Number(s): 1174

Location: VIDEOS & INTERACTIVES, Chapter 27 row

Original Text: Video: Human Body Systems

Updated Text: Video: Human Body Systems Part II

IF/THEN She Can: Danielle Twum

Component: McGraw Hill Texas Biology Teacher Edition

ISBN: 9781265765026

Current Page Number(s): 1174

Location: LABS, Lesson 4 row

Original Text: Quick Lab: Evaluate the Spread of Infectious Disease

Simulation: Virtual Pathology

BioLab: How do you find Patient Zero?

Updated Text: Quick Lab: Evaluate the Spread of Infectious Disease; How do you track a cold?

BioLab: How do you find Patient Zero?

Simulation: Virtual Pathology

Component: McGraw Hill Texas Biology Teacher Edition

ISBN: 9781265765026

Current Page Number(s): 1174

Location: ASSIGNMENTS, Chapter 27 row

Original Text: STEM Project: Evaluate Effects of Space Travel on the Immune System

Updated Text: STEM Project: Evaluate Effects of Space Travel on the Immune System
Scientific Breakthroughs: Predicting Prematurity

Component: McGraw Hill Texas Biology Teacher Edition

ISBN: 9781265765026

Current Page Number(s): 1174

Location: ASSIGNMENTS, Lesson 4 row

Original Text: CER: Immune System

STEM Connection: A Passion for Science

Updated Text: CER: Immune System

STEM Biographies: A Passion for Science

Component: McGraw Hill Texas Biology Teacher Edition

ISBN: 9781265765026

Current Page Number(s): 1178

Location: Essential Question

Original Text: Essential Question: What is the function of the human nervous system?

Updated Text: Essential Question: What are the structures and functions of the nervous system?

Component: McGraw Hill Texas Biology Teacher Edition

ISBN: 9781265765026

Current Page Number(s): 1217

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 2784 of 3538

Location: Elaborate continued

Original Text: [red lab box]

BioLab

How do you find Patient Zero? | Labs | 45 minutes

Students will determine who in class is Patient Zero and is “spreading” an illness.

Updated Text: [red lab box]

Quick Lab: Descriptive

How do you track a cold? | Labs | 25 minutes

Students will trace the possible path of a cold.

Component: McGraw Hill Texas Biology Teacher Edition

ISBN: 9781265765026

Current Page Number(s): 1261

Location: Glossary

Original Text: sexual reproduction: type of natural selection in which the change in frequency of a trait is based on the ability to attract a mate.

reproducción sexual: tipo de selección natural en la que el cambio en la frecuencia de un rasgo se basa en la capacidad de atraer pareja.

Updated Text: sexual reproduction:

requires two parents to produce offspring. Each parent contributes a sex cell, and these join to produce an offspring.

reproducción sexual: se necesitan dos progenitores para producir el descendiente. Cada progenitor aporta una célula sexual y estas se juntan para producir un descendiente.

Publisher: Myriad Sensors, Inc.

Biology

Program: Conceptual Academy Biology (Texas Edition): TEKS

Component: Conceptual Academy Biology (Texas Edition)

ISBN: 9781961087002

Link to Current Content:

[View Current Content](#)

Location: n/a

Link to Updated Content:

[View Updated Content](#)

Original Text: n/a

Updated Text: Changed title of article

Component: Conceptual Academy Biology (Texas Edition)

ISBN: 9781961087002

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 2785 of 3538

Link to Current Content:

[View Current Content](#)

Location: n/a

Link to Updated Content:

[View Updated Content](#)

Original Text: n/a

Updated Text: Updates including TEKS alignment added to the Lesson Activity Pacing Guide

Publisher: Savvas Learning

Biology

Program: *Texas Miller & Levine Experience Biology (Print with digital): TEKS*

Component: *Biology Teacher Guide*

ISBN: 9781418358938

Link to Current Content:

[View Current Content](#)

Current Page Number(s): T32-T35

Location: Within the table for the Course Planner & Pacing Guide, pp. T32-T35

Link to Updated Content:

[View Updated Content](#)

Original Text: N/A (Original does not include TEKS and SEPs that are covered in each lesson.)

Updated Text: For all 52 Experiences (lessons), the TEKS and SEPs taught in that lesson have been added to the table, after each lesson title. No content was removed from the original.

Example for Investigation 1 Experience 1: TEKS 5A; SEP 2A, 2B

Also added new head "TEKS-Aligned Scope & Sequence"

Component: *Biology Student Digital Access*

ISBN: 9781428553941

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 8

Location: Introduction to Science and Engineering, Experience 4, Major Costs and Benefits of Dams graphic

Link to Updated Content:

[View Updated Content](#)

Original Text: (Original text did not mention drinking water as a benefit.)

Without floods, farmland may deteriorate.

Updated Text: Dams have both costs and benefits for communities.

Reservoirs provide reliable sources of drinking water.

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 2786 of 3538

Without floods, soil quality may deteriorate.

Component: *Biology Student Handbook*

ISBN: 9781418358921

Link to Current Content:

[View Current Content](#)

Current Page Number(s): XII

Location: Insert new first entry on page (above Texas Phenomena)

Link to Updated Content:

[View Updated Content](#)

Original Text: N/A

Component: *Biology Student Handbook*

ISBN: 9781418358921

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 56

Location: last paragraph on page

Link to Updated Content:

[View Updated Content](#)

Original Text: line 1, "ATP is such a useful source of energy that you might think cells would..."

lines 5-6, "storing large amounts of energy over the long term. A single..."

line 10, "as needed by using the energy in foods like sugar. As you will see, that's..."

Updated Text: line 1, "ATP is so useful that you might think cells would ..."

lines 5-6, "storing large amounts of energy. A single.."

line 10, "as needed by using the energy in stored compounds like oils and carbohydrates. As you will see, that's..."

Component: *Biology Student Handbook*

ISBN: 9781418358921

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 78

Location: Question 30

Link to Updated Content:

[View Updated Content](#)

Original Text: "How many molecules are needed ..."

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 2787 of 3538

Updated Text: "How many molecules of ATP are needed ..."

Component: *Biology Student Handbook*

ISBN: 9781418358921

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 81

Location: Experience Review, Revisit Anchoring Phenomenon

Link to Updated Content:

[View Updated Content](#)

Original Text: line 3, "experience"

Question 37, "How might scientists make use of the fact that algae perform photosynthesis? Is this a benefit for using algae as biofuel?"

Updated Text: line 3, "Experience"

Question 37, "The cells in algae can rapidly convert the sugars produced in photosynthesis to other compounds, including oils. How might this be a benefit for using algae as biofuel?"

Component: *Biology Student Handbook*

ISBN: 9781418358921

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 95

Location: Eukaryotic Chromosome art

Link to Updated Content:

[View Updated Content](#)

Original Text: The Eukaryotic Chromosome art is illustrated from the chromosome on the left to the DNA helix on the right with text captions from left to right as 1, 2, 3, 4. On the art, the numbers are identified as 4, 3, 2, 1. This is confusing as is because the numbers do not align.

Updated Text: The Eukaryotic Chromosome art is updated so that the DNA helix is on the left and the chromosome is on the right. This allows the text blocks and numbers within art to line up from left to right 1, 2, 3, 4.

Component: *Biology Student Handbook*

ISBN: 9781418358921

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 113

Location: Paragraph 1, line 4

Link to Updated Content:

[View Updated Content](#)

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 2788 of 3538

Original Text: "...tion process, certain embryonic cells produce a protein called MyoD. Once"

Updated Text: "...tion process, embryonic muscle cells known as myoblasts produce a protein called MyoD. Once"

Component: *Biology Student Handbook*

ISBN: 9781418358921

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 137

Location: Polygenic Traits and Multiple Alleles

Link to Updated Content:

[View Updated Content](#)

Original Text: Currently there is no sentence between the heading and the Polygenic Traits heading

line 3, "two and as many as a dozen genes are responsible..."

Updated Text: add new sentence between Polygenic Traits and Multiple Alleles heading and Polygenic Traits

"Two other patterns of inheritance that don't follow traditional Mendelian patterns are polygenic traits and multiple alleles."

line 3, "two, and as many as a dozen, genes are responsible..."

Component: *Biology Student Handbook*

ISBN: 9781418358921

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 138

Location: Multiple Alleles caption

Link to Updated Content:

[View Updated Content](#)

Original Text: Last sentence "What sort of cross would be required to produce an albino rabbit?"

Updated Text: Delete last sentence (question exists elsewhere).

Component: *Biology Student Handbook*

ISBN: 9781418358921

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 140-141

Location: side column, Reading feature

Link to Updated Content:

[View Updated Content](#)

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 2789 of 3538

Original Text: Side column, Reading feature, lines 2-3, Meiosis I and Meiosis II

Side column, Reading feature

Meiosis II, end of first line, adjust tracking to keep "meiosis" and "II" on the same line.

Updated Text: Side column, Reading feature, lines 2-3, Meiosis I and Meiosis II

Side column, Reading feature (move from p. 140 to top of p. 141)

Meiosis II, first line, adjust tracking to keep "meiosis" and "II" on the same line.

Component: *Biology Student Handbook*

ISBN: 9781418358921

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 209

Location: Codominant and Multiple Alleles

Link to Updated Content:

[View Updated Content](#)

Original Text: line 10, "a patient"

line 11: change the negative sign in "Rh-" to be superscript;

lines 13, 14, change the + to be superscript

A Dihybrid Cross with Multiple Alleles caption, lines 5 and 6, change the + to be superscript

Updated Text: line 10, "an individual"

line 11: change the negative sign in "Rh-" to be superscript;

lines 13, 14, change the + to be superscript

A Dihybrid Cross with Multiple Alleles caption, lines 5 and 6, change the + to be superscript

Component: *Biology Student Handbook*

ISBN: 9781418358921

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 211

Location: Paragraphs 1 and 2

Link to Updated Content:

[View Updated Content](#)

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 2790 of 3538

Original Text: First paragraph, line 3, "X-linked Alleles figure"

Second paragraph, line 1, change "Dihybrid X-linked cross figure"

Updated Text: First paragraph, line 3, "A Dihybrid Cross With X-linked Alleles figure"

Second paragraph, line 1, "A Dihybrid Cross With X-linked Alleles"

Component: *Biology Student Handbook*

ISBN: 9781418358921

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 212

Location: paragraph 1, line 1

Link to Updated Content:

[View Updated Content](#)

Original Text: "The same process of X inactivation"

Updated Text: "The same process of X-chromosome inactivation"

Component: *Biology Student Handbook*

ISBN: 9781418358921

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 216

Location: Sickle Cells caption

Link to Updated Content:

[View Updated Content](#)

Original Text: Line 2, "sickle cell anemia"

Updated Text: Line 2, "sickle cell disease"

Component: *Biology Student Handbook*

ISBN: 9781418358921

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 243

Location: 2nd paragraph4th paragraphPlasmid DNA Transformation art

Link to Updated Content:

[View Updated Content](#)

Original Text: 2nd paragraph, line 4, "...transform bacteria result in the replication..."

4th paragraph, line 1, "The image shows how..."

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 2791 of 3538

Plasmid DNA Transformation art, last label, "Bacterial cell containing human growth hormone"

Updated Text: 2nd paragraph, line 4, "...transform bacteria results in the replication..."

4th paragraph, line 1, "The diagram shows how..."

Plasmid DNA Transformation art, last label, "Bacterial cell containing human gene"

Component: *Biology Student Handbook*

ISBN: 9781418358921

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 252

Location: Curing Genetic Disorders Last paragraph on page

Link to Updated Content:

[View Updated Content](#)

Original Text: Line 1, "Sickle cell anemia"

Last paragraph on page, line 6, "RT, patients"

Updated Text: Line 1, "Sickle cell disease"

Last paragraph on page, line 6, "RT patients"

Component: *Biology Student Handbook*

ISBN: 9781418358921

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 254

Location: DNA Fingerprinting caption

Link to Updated Content:

[View Updated Content](#)

Original Text: N/A

Updated Text: Add to end of caption "The fragments in the evidence sample match the fragments from suspect S2."

Component: *Biology Student Handbook*

ISBN: 9781418358921

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 301

Location: Question 3

Link to Updated Content:

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 2792 of 3538

[View Updated Content](#)

Original Text: "What kind of evidence can you learn from fossils?"

Updated Text: "What kind of evidence of ancient organisms can be found in fossils?"

Component: *Biology Student Handbook*

ISBN: 9781418358921

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 304

Location: Fourth Paragraph, line 1Question 6

Link to Updated Content:

[View Updated Content](#)

Original Text: Fourth paragraph, line 1, "These studies provide evidence for the ages of index fossils..."

Question 6, lines 1, 2, adjust tracking to keep "52" and "million" on same line

Updated Text: Fourth paragraph, line 1, "Radiometric dating provides evidence for the ages of index fossils"

Question 6, lines 1, 2, adjust tracking to keep "52" and "million" on same line

Component: *Biology Student Handbook*

ISBN: 9781418358921

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 310

Location: Molecular Homology head

Link to Updated Content:

[View Updated Content](#)

Original Text: Line 8, ""almost all living cells, from cells in baker's yeast to cells in humans."

Updated Text: Line 8, "almost all living cells, from a baker's yeast cell to cells in humans."

Component: *Biology Student Handbook*

ISBN: 9781418358921

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 311

Location: Second paragraph

Link to Updated Content:

[View Updated Content](#)

Original Text: line 4, "legs. Today's crustaceans, including..."

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 2793 of 3538

Updated Text: line 4, "legs. Many of today's crustaceans"

Component: *Biology Student Handbook*

ISBN: 9781418358921

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 321

Location: Lucy caption

Link to Updated Content:

[View Updated Content](#)

Original Text: Line 4, "found in Ethiopia."

Updated Text: Line 4, "found in Ethiopia, a country in northeast Africa."

Component: *Biology Student Handbook*

ISBN: 9781418358921

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 333

Location: Question 58Question 59

Link to Updated Content:

[View Updated Content](#)

Original Text: Question 58, line 3, "evidence, to support your argument."

Question 59, "What kinds of questions would scientists who are studying the evolution of Hox genes most likely be asking?"

Updated Text: Question 58, line 3, "evidence, to support your argument."

Question 59: "What kinds of questions might scientists who are studying the evolution of Hox genes ask?"

Component: *Biology Student Handbook*

ISBN: 9781418358921

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 385

Location: Question 3

Link to Updated Content:

[View Updated Content](#)

Original Text: "Describe What is the relationship among cells, tissues, organs, and organ systems within the body?"

Updated Text: "Evaluate a Model How well does the diagram Levels of Organization represent the levels of organization of multicellular organisms? How could the model be improved?"

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 2794 of 3538

Component: *Biology Student Handbook*

ISBN: 9781418358921

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 391

Location: Nutritional Symbionts first line

Link to Updated Content:

[View Updated Content](#)

Original Text: "Nutritional Symbionts Symbiosis is a close relationship..."

Updated Text: "Nutritional Symbionts Mutualistic nutritional relationships benefit both participants, and are often important in maintaining the health of organisms. Symbiosis is a close relationship..."

Component: *Biology Student Handbook*

ISBN: 9781418358921

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 401

Location: Blood caption, line 2

Link to Updated Content:

[View Updated Content](#)

Original Text: "cells and a few white blood cells inside a ruptured venule."

Updated Text: "cells and a few white blood cells inside a ruptured vein."

Component: *Biology Student Handbook*

ISBN: 9781418358921

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 407

Location: Where Embryos Develop, caption under Thomson's gazelle photo

Link to Updated Content:

[View Updated Content](#)

Original Text: "Mammals like Thomson's gazelle obtain nutrients from the mother's body during development."

Updated Text: "Mammals like the Thomson's gazelle develop internally and depend on nutrients from the mother's body during development."

Component: *Biology Student Handbook*

ISBN: 9781418358921

Link to Current Content:

[View Current Content](#)

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 2795 of 3538

Current Page Number(s): 421

Location: Types of Skeletons chart

Link to Updated Content:

[View Updated Content](#)

Original Text: Exoskeleton row, lines 1-3, "Many arthropods have exoskeletons, or external skeletons, as do most mollusks, such as snails and clams."

Endoskeleton row, line 1, "Echinoderms and vertebrates have"

Updated Text: Exoskeleton row, lines 1-3, "Many arthropods (including this cicada) and most mollusks have exoskeletons, or external skeletons."

Endoskeleton row, line 1, "Echinoderms (including this crinoid) and vertebrates have"

Component: *Biology Student Handbook*

ISBN: 9781418358921

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 452

Location: Building a Vaccine diagram, step 1

Link to Updated Content:

[View Updated Content](#)

Original Text: Line 1, "Lipids in alcohol..."

Updated Text: Line 1, "Lipids in ethanol..."

Component: *Biology Student Handbook*

ISBN: 9781418358921

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 494

Location: Invaders captionSide column, Reading Tip, last line

Link to Updated Content:

[View Updated Content](#)

Original Text: Invaders caption, line 2, "of the European gypsy..."

Side column, Reading tip, line 7, "experience"

Updated Text: Invaders caption, line 2, "of the European spongy..."

Side column, Reading tip, line 7, "Experience"

Component: *Biology Student Handbook*

ISBN: 9781418358921

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 2796 of 3538

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 512

Location: Moose-Wolf Populations on Isle Royale caption

Link to Updated Content:

[View Updated Content](#)

Original Text: line 1, "Moose-Wolf Populations on Isle Royale"

Updated Text: line 1, "Wolf and Moose Populations on Isle Royale"

Component: *Biology Student Handbook*

ISBN: 9781418358921

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 550

Location: Question 28Question 45

Link to Updated Content:

[View Updated Content](#)

Original Text: Question 28, line 1, "Introducing an exotic species to an"

Question 45, line 1, "THEME System"

Updated Text: Question 28, line 1, "Introducing an invasive species to an"

Question 45, line 1, "THEME Systems"

Component: *Biology Teacher Guide*

ISBN: 9781418358921

Link to Current Content:

[View Current Content](#)

Current Page Number(s): T6

Location: Teacher Guide Planning Resources, last entryImmediately above Investigation 1 on TOC

Original Text: N/A

The Table of Contents serves as a TEKS aligned scope and sequence, outlining the order in which knowledge and skills are taught and built in the course materials.

Updated Text: Add entry for The Science of Biology... on Savvas Realize

INTRODUCTION TO SCIENCE AND ENGINEERING

Available on Savvas Realize

Experience Science and Society SEP 1H, 4B, 4C

Experience 2 Scientific Inquiry and Measurement. SEP 1A, 1B, 1D, 1E, 2B, 2D, 3A

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 2797 of 3538

Experience 3 Data: Analysis and Calculations SEP 1F, 2B, 2C
Experience 4 Models and Communication SEP 1G, 2A, 3A, 3B, 3C, 4A, 4B

Component: *Biology Teacher Guide*

ISBN: 9781418358921

Link to Current Content:
[View Current Content](#)

Current Page Number(s): T6-T15

Location: Table of Contents

Original Text: N/A

Updated Text: For all entries in Table of Contents, change order of standards listing so TEKS are listed first, SEPs are listed second, and ELPS are listed third.

Component: *Biology Teacher Guide*

ISBN: 9781418358921

Link to Current Content:
[View Current Content](#)

Current Page Number(s): T32-T35

Location: Top of Page before the table Within the table

Original Text: Texas Miller & Levine Experience Biology

The guide on these pages suggests time allocations for the core activities in each Experience and Investigation (including labs) and the "Got More Time" activities or projects you may choose to add.

N/A

Updated Text: TEKS-Aligned Scope & Sequence

The guide on these pages suggests time allocations and the TEKS-aligned scope and sequence for the core activities in each Experience and Investigation (including labs), as well as time allocations for the "Got More Time" activities or projects you may choose to add.

Within the table for each Experience, add the TEKS and SEPs that are covered in that Experience

Component: *Biology Teacher Guide*

ISBN: 9781418358921

Link to Current Content:
[View Current Content](#)

Current Page Number(s): T36, T38, T40, T42, T44, T46, T48

Location: Texas Essential Knowledge and Skills Biology Correlation

Original Text: N/A

Updated Text: Add new sentence immediately under the heading: The Introduction to Science and Engineering can be found on Savvas Realize.

Component: *Biology Teacher Guide*

ISBN: 9781418358921

Link to Current Content:

[View Current Content](#)

Current Page Number(s): T40-T45

Location: Texas Essential Knowledge and Skills Biology Correlation

Original Text: N/A

Updated Text: For each row in the TEKS Correlation, add SEP connections (note that this addition will make all the content reflow)

Component: *Biology Teacher Guide*

ISBN: 9781418358921

Current Page Number(s): global

Location: In every experience, in the side column, under the eText icon/asset label

Original Text: N/A

Updated Text: add Presentation icon and asset label under the eText icon/asset label

Component: *Biology Teacher Guide*

ISBN: 9781418358921

Current Page Number(s): global

Location: On every Investigation Opener, bottom left, heading: SCIENCE AND ENGINEERING PRACTICES TEKS Above Other TEKS covered in the Investigation

Original Text: SCIENCE AND ENGINEERING PRACTICES TEKS

Original text does not include these

Updated Text: SCIENTIFIC AND ENGINEERING PRACTICES TEKS

These Scientific and Engineering Practices are introduced in the Introduction to Science and Engineering found on Savvas Realize and are integrated throughout this Investigation.

Component: *Biology Teacher Guide*

ISBN: 9781418358938

Current Page Number(s): global

Location: Investigation Planners, Investigation Openers, Experience Openers, Experience pages

Original Text: Initial list of TEKS

Updated Text: Added appropriate standards to many places to include a more comprehensive list

Component: *Biology Teacher Guide*

ISBN: 9781418358938

Link to Current Content:

[View Current Content](#)

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 2799 of 3538

Current Page Number(s): 7, 91, 165, 171, 189, 208, 329, 353, 365, 372, 378

Location: side column

Original Text: side column features listed

Updated Text: side column features reordered to better reflect the order of listing in main column

Component: *Biology Teacher Guide*

ISBN: 9781418358921

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 37, 49, 213, 269, 315, 341, 347, 372

Location: side column, Quick Lab image

Original Text: Quick Lab image is not the most up-to-date

Updated Text: Updated image for the Quick Labs is placed

Component: *Biology Teacher Guide*

ISBN: 9781418358921

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 31

Location: Main column, first line first main paragraph, line 1

Original Text: Bioremediation: Using Cells to Clean Up Pollution

Build Science: SEP Skills Design Solutions Environmental bioremediation

Updated Text: Using Cells to Clean Up Pollution

Build Science Skills: Design Solutions Environmental bioremediation

Component: *Biology Teacher Guide*

ISBN: 9781418358938

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 75

Location: Main column, How Tumors Grow

Original Text: current label next to How Tumors Grow is a green check

Updated Text: change label to be a blue plus sign

Component: *Biology Teacher Guide*

ISBN: 9781418358938

Link to Current Content:

[View Current Content](#)

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 2800 of 3538

Current Page Number(s): 85

Location: Main column, heading Paclitaxel

Original Text: current title is: Paclitaxel

Updated Text: change label to: Paclitaxel: A Drug, a Poison, or Both?

Component: *Biology Teacher Guide*

ISBN: 9781418358938

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 86

Location: Experience 1, Engage row Experience 1, Explore rows

Original Text: Everyday Phenomenon Modeling Pure and Hybrid Crosses

currently there is a blank row under the Beyond Labz entry

Updated Text: Everyday Phenomenon Flipping Coins

Move Beyond Labz Mice Inheritance reference (currently in Experience 2) to Experience 1

Component: *Biology Teacher Guide*

ISBN: 9781418358938

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 91

Location: Main column, bottom of page

Original Text: currently there is no reference to Mice Inheritance Beyond Labz

Component: *Biology Teacher Guide*

ISBN: 9781418358938

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 96

Location: Main column, immediately following the Evaluate head

Original Text: current heading for Quiz is red run in head: Mendelian Patterns of Inheritance

Updated Text: new heading for quiz is Black bold and larger font

Component: *Biology Teacher Guide*

ISBN: 9781418358938

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 99

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 2801 of 3538

Location: Main column, immediately before Explain/Elaborate heading

Original Text: current content includes reference to Mice Inheritance Beyond Labz

Updated Text: delete this reference (as it has moved to page 91)

Component: *Biology Teacher Guide*

ISBN: 9781418358938

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 117, 118

Location: side column second image

Original Text: Image referencing Interactivity are incorrect

Updated Text: Image on page 117 belongs on page 123 and image on page 123 belongs on page 117

Component: *Biology Teacher Guide*

ISBN: 9781418358938

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 124, 125

Location: side column

Original Text: image referencing explain video and visual summary video are incorrect

Updated Text: Image on page 124 belongs on page 125 and image on page 125 belongs on page 124

Component: *Biology Teacher Guide*

ISBN: 9781418358938

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 156

Location: Preview the Investigation, last line of paragraph

Original Text: Lastly, students explore the basic elements and applications of genomic imprinting.

Updated Text: Lastly, students explore the basic elements and applications of genetic imprinting.

Component: *Biology Teacher Guide*

ISBN: 9781418358938

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 176

Location: Main column, under Revisit Anchoring Phenomenon

Original Text: Why doesn't everyone have extra toes?

Updated Text: Why do some people have extra fingers and toes?

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 2802 of 3538

Component: *Biology Teacher Guide*

ISBN: 9781418358938

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 181, 339

Location: side column, Anchoring Phenomenon video images

Original Text: title bar in image

Updated Text: title bar in image has been updated to reflect the final title of video

Component: *Biology Teacher Guide*

ISBN: 9781418358938

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 222

Location: main column, Beak Size Among Darwin's Finches heading

Original Text: Beak Size Among Darwin's Finches

Updated Text: Evolution in Action: Beak Size Among Darwin's Finches

Component: *Biology Teacher Guide*

ISBN: 9781418358938

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 236, 242

Location: side column

Original Text: image referencing explain videos are incorrect

Updated Text: image on page 236 belongs on page 242 and image on page 242 belongs on page 236

Component: *Biology Teacher Guide*

ISBN: 9781418358938

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 308

Location: side column

Original Text: image referencing Performance-Based Assessment is not the most up-to-date

Updated Text: image has been updated to indicate most up-to-date image

Component: *Biology Teacher Guide*

ISBN: 9781418358938

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 2803 of 3538

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 329

Location: side column image, interactivity

Original Text: incorrect image was placed

Updated Text: updated image for interactivity is placed

Component: *Biology Teacher Guide*

ISBN: 9781418358938

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 330

Location: side column, Take it Localmain column last paragraph

Original Text: Like other states, Texas requires that students be vaccinated in order to attend school (Texas Administrative Code [TAC], Title 25 Health Services, §§97.61-97.72). Required vaccinations for K–12 include those for diphtheria, tetanus, pertussis, polio, measles, mumps, rubella, hepatitis B, varicella, chicken pox, and hepatitis A. Serologic evidence of infection or serologic confirmation of immunity to measles, mumps, rubella, hepatitis B, hepatitis A, or varicella is acceptable in place of vaccine.

Make sure that students are aware of infectious diseases in current events, particularly in the United States and in their local area. In 2022, there was a worldwide outbreak of mpox, formerly known as human monkeypox, and avian flu decimated wild birds and poultry flocks in Europe and the United States. Ask In the middle of the 20th century, even scientists believed that infectious diseases would soon be a thing of the past. Why, as Anthony Fauci wrote in December 2022, do we now know that “when it comes to emerging infectious diseases, it’s never over”? (Pathogens like flu and COVID-19 change; bacteria become antibiotic-resistant; people do not always act in ways that promote public health or cooperate with government health policies; humans encroach on wildlife habitats, increasing the chances of zoonotic diseases; climate change increases the range of certain pathogens and vectors.)

Updated Text: Like other states, Texas requires that students be vaccinated in order to attend school. Required vaccinations for K–12 include those for diphtheria, tetanus, pertussis, polio, measles, mumps, rubella, hepatitis B, varicella, chicken pox, and hepatitis A.

Make sure that students are aware of infectious diseases in current events, particularly in the United States and in their local area. In 2022, there was a worldwide outbreak of mpox, formerly known as human monkeypox, and avian flu decimated wild birds and poultry flocks in Europe and the United States. Ask In the middle of the 20th century, even scientists believed that infectious diseases would soon be a thing of the past. Why do you think that when it comes to emerging infectious diseases, it’s never over? (Pathogens like flu and COVID-19 change; bacteria become antibiotic-resistant; people do not always act in ways that promote public health or cooperate with government health policies; humans encroach on wildlife habitats, increasing the chances of zoonotic diseases; climate change increases the range of certain pathogens and vectors.)

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 2804 of 3538

Component: *Biology Teacher Guide*

ISBN: 9781418358938

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 342, 343

Location: Side column

Original Text: Take it Local feature appears on page 342

Updated Text: Take it Local feature has been moved to 343

Component: *Biology Teacher Guide*

ISBN: 9781418358938

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 366, 369

Location: side column

Original Text: image referencing explain videos are incorrect

Updated Text: explain video image on page 366 belongs on page 379 and explain video image on page 379 belongs on page 366

Component: *Biology Teacher Guide*

ISBN: 9781418358938

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 390

Location: side column, Related Phenomena

Original Text: No suggested answers are provided following the blue questions in both items.

Updated Text: Suggested answers are provided following the blue questions in both items.

bullet one: (The water expands as it warms, modeling sea-level rise.)

bullet two: (Acidic rain can cause paint and stone to deteriorate and metals to corrode.)

Component: *Biology Student Digital Access*

ISBN: 9781428553941

Location: Investigation and Experience Editable Planners

Original Text: Initial list of TEKS

Updated Text: Added appropriate standards to many places to include a more comprehensive list

Component: *Biology Student Digital Access*

ISBN: 9781428553941

Location: The Science of Biology

Original Text: Content did not exist

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 2805 of 3538

Updated Text: Online lesson added to address scientific methodology and the process of science

Component: *Biology Student Digital Access*

ISBN: 9781428553941

Location: The Science of Biology Teacher support

Original Text: Content did not exist

Updated Text: Online teacher support document added to provide strategies and suggested answers to questions in student facing lesson.

Component: *Biology Student Digital Access*

ISBN: 9781428553941

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 2

Location: (1) final paragraph of text(2) caption(3) header of left column of table

Original Text: (1) Thousands of years of global observations and experimentation have contributed to what is now called Western science, or simply science.

(2) Note that these two ways have some common traits, which are shown in the center of the diagram.

(3) Western Science

Updated Text: (1) Thousands of years of global observations and experimentation have contributed to what we call science.

(2) Note that these two ways have some common traits, which are shown in the bottom section.

(3) Science

Component: *Biology Student Digital Access*

ISBN: 9781428553941

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 3

Location: (1) flow chart(2) image caption

Original Text: (1) [Flow chart with 5 boxes containing text. The first box says "Observations" and has an arrow pointing to the second box, which says "Hypothesis: A Hypothesis may be revised based on experimental data." An arrow points to the next box, which says "Experiments: An experiment can lead to observations that support or disprove a hypothesis." One arrow points from this box back to the box labeled Hypothesis, one arrow points down vertically to a box that says "Scientific Law: A scientific law summarizes the results of many observations and experiments" and one arrow points to the right to a box that says "Scientific theory: A theory is tested by more experiments and modified if necessary." Another arrows points back to the box labeled Experiments.]

(2) The flowchart shows the relationships between a scientific hypothesis, theory, and law. As shown by the arrows, the steps can occur in a variety of orders.

Updated Text: (1) [Venn diagram that compares theories and laws]

Scientific Theory

Explains why or how a broad class of related phenomena occur

Example: Some diseases are caused by the invasion of the body by microorganisms. (Germ Theory)

Scientific Law

Describes what happens under certain conditions, often using math

Example: An object in motion stays in motion unless acted upon by an outside force. (Newton's first law of motion)

[middle shared section]

- Can start as hypotheses that explain or describe
- Backed by evidence
- Can be used to make predictions
- Can be revised

(2) The diagram shows how you can distinguish among scientific hypotheses, theories, and laws. Theories and laws have different purposes, and we often need both of them to understand the whole picture.

Component: *Biology Student Digital Access*

ISBN: 9781428553941

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 4

Location: (1) visual's subtitle(2) callout connected to year 500 BCE(3) callout connected to year 600 CE

Original Text: (1) How have civilizations and early scientists contributed to the advancement of science?

(2) Atomism, the idea that our universe is made up of solid physical material, is developed by Leucippus and his pupil Democritus.

(3) Arabic alchemists develop analytical laboratory techniques to explore substances, mixtures, and compounds.

Updated Text: (1) What are some of the ways that different civilizations have helped to advance science?

(2) Atomism, the idea all matter is made up of indivisible particles, is developed by Leucippus and his pupil Democritus.

(3) Scientists develop analytical laboratory techniques to explore substances, mixtures, and compounds.

Component: *Biology Student Digital Access*

ISBN: 9781428553941

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 8

Location: visual

Original Text: [Venn diagram listing STEM careers: with 3 circles labeled Engineering, Science, and Math. The non overlapping part of Engineering reads: Electrical engineer, Mechanical engineer, Chemical engineer, Structural engineer, Civil engineer, and Aerospace engineer. The non overlapping part of Science reads: Biofuels manager, Chemist, Physicist, Environmental scientist, Biologist, Food scientist, Oceanographer, Microbiologist, and Science teacher. The non

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 2807 of 3538

overlapping part of Math reads: Claims adjuster, Data analyst, Real estate appraiser, Statistician, Investment banking analyst, Accountant, Mathematician, Fraud investigator, and Math teacher. The overlap of Engineering and Science reads: Quality control analyst, Biomedical engineer, Environmental engineer, and Materials scientist. The overlap of Engineering and Math reads: Software and systems engineer, Network administrator, Business analyst, and Architect. The overlap of Science and Math reads: Computer programmer, Data scientist, Seismologist, and Astronomer. The overlap of all 3 circles is labeled Technology and reads: Film editor, Broadcast technician, Software developer, and Security analyst.]

Updated Text: [Updated quadrant organization of STEM careers, with additional careers added]

[title] Science

Biologist - Chemist - Clinical research scientist - Computer and information research scientist - Environmental scientist - Epidemiologist - Food scientist - Forensic scientist - Geologist - Journalist - Medical scientist - Meteorologist - Microbiologist - Nurse practitioner - Psychologist - Wetland ecologist - Zooarchaeologist

[title] Technology

Biomedical technician - Broadcast technician - Computer programmer - Computer science teacher - Computer support specialist - Database architect - Information security analyst - Network systems administrator - Software developer - Technology transfer technician - Web developer and designer

[title] Engineering

Aerospace engineer - Big data engineer - Biomedical engineer - Chemical engineer - Computer hardware engineer - Electrical engineer - Environmental engineer - Mechanical engineer - Nuclear engineer - Petroleum engineer - R&D engineer - Robotics engineer - Structural engineer - Systems engineer - Telecommunication engineering specialist - Wastewater engineer

[title] Math

Accountant Actuary - Auditor Budget analyst - Claims adjuster - Cost estimator - Data scientist - Data analyst - Economist - Financial planner - Fraud investigator - Investment analyst - Math teacher - Real estate appraiser - Statistician

[Center] Most STEM careers use two or more STEM disciplines.

Component: *Biology Student Digital Access*

ISBN: 9781428553941

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 3

Location: (1) top left text of visual(2) center text of visual(3) bottom left text of visual(4) images within visual

Original Text: (1) Do LED or compact fluorescent bulbs make plants grow taller?

(2) The independent variable is the factor you measure the effect of: the type of bulb.

(3) The control variables are factors you keep the same for all groups: the time under the light, temperature, amount of water, soil, and type of plant.

(4) [images of LED and compact fluorescent bulbs]

Updated Text: (1) Do red or blue LED bulbs make plants grow taller?

(2) The independent variable is the factor you measure the effect of: the light color

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 2808 of 3538

(3) The control variables are factors you keep the same for all groups: the distance from the light, light intensity, hours of light, amount of water, and temperature.

(4) [images of red and blue LED bulbs]

Component: *Biology Student Digital Access*

ISBN: 9781428553941

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 11-12

Location: p. 11, first paragraph. 12, below Sample Problem title

Original Text: [p. 11] Suppose you use a thermometer to measure the boiling point of pure water at standard pressure. Each time, the reading on the thermometer is 99.3°C, which indicates high precision. However, the accepted value of pure water's boiling point at standard pressure is 100.0°C.

[p. 12] The boiling point of pure water is measured to be 99.1°C.

Updated Text: [p. 11] Suppose you use a thermometer to measure the boiling point of pure water at sea level. Each time, the reading on the thermometer is 99.3°C, which indicates high precision. However, the accepted value of pure water's boiling point at sea level is 100.0°C.

[p. 12] At sea level, the boiling point of pure water is measured to be 99.1°C.

Component: *Biology Student Digital Access*

ISBN: 9781428553941

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 2

Location: (1) caption for graphs(2) positions/order of graphs

Original Text: (1) In an experiment to see how quickly a mug of hot coffee cools off, the data can be recorded in several ways that provide different information.

(2) [bar graph (left) line graph (right)]

Updated Text: (1) In an experiment to see how quickly a mug of coffee cools, experimental data can be displayed in different ways to provide different information. Think about which graph is most appropriate for this data.

(2) [line graph (left) bar graph (right)]

Component: *Biology Student Digital Access*

ISBN: 9781428553941

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 8

Location: (1) graph caption(2) graph title

Original Text: (1) The graph shows how the home field advantage for scoring touchdowns for a high school football team was affected by COVID. On average, the home team scored about 1.5 more touchdowns per game when their fans were there, cheering them on.

(2) Example of Home Advantage for Football Teams

Updated Text: (1) The graph shows how scoring for a high school football team was affected by COVID. On average, the team scored about 1.5 more touchdowns per game when their fans were there, cheering them on.

(2) Example of the Effect of Fans

Component: *Biology Student Digital Access*

ISBN: 9781428553941

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 2-3

Location: p. 2, caption for atomic model p. 3, callout on right side of image

Original Text: [p.2] This is a conceptual model of an atom. It shows a dense nucleus composed of protons and neutrons, with electrons moving around it. Atoms are too small to observe directly, so this model shows the parts of an atom and is based on scientific observations of experiments on atoms.

[p. 3] The shapes of the orbits are not represented accurately. In reality, they are shaped like ovals, not circles.

Updated Text: [p. 2] This is an early conceptual model of an atom. It shows a nucleus composed of protons and neutrons, with electrons moving around it. Although not completely accurate, this model is based on early observations in experiments on atoms.

[p. 3] The shapes of the orbits are not represented accurately. In reality, they are elliptical, not circular.

Component: *Biology Student Digital Access*

ISBN: 9781428553941

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 4

Location: Question 3 Sample Answer

Original Text: Sample answer: A hypothesis is a tentative and testable statement that is capable of being supported or not supported by observational evidence. Hypotheses are usually narrow in scope. A theory is a well established and highly reliable explanation of a natural or physical phenomenon. A law is a statement that summarizes (but does not explain) a set of observations and experiments.

Updated Text: Sample answer: A hypothesis is a tentative and testable statement that is capable of being supported or not supported by observational evidence. Hypotheses are usually narrow in scope and can lead to theories or laws. A theory is a well established and highly reliable explanation of a natural or physical phenomenon. A law is a statement that summarizes (but does not explain) a set of observations and experiments. Laws often use math to describe what happens under certain conditions.

Publisher: Summit K12 Holdings

Biology

Program: *Dynamic Biology: TEKS*

Component: *Dynamic Biology*

ISBN: 9781433406959

Location: Lesson Guide - Evaluate section

Original Text: Formative Assessment 1

Updated Text: Assessment 1 (changed name as a result of TRR guidance in every Lesson Guide)

Component: *Dynamic Biology*

ISBN: 9781433406959

Location: Lesson Guide - Evaluate section

Original Text: Formative Assessment 2

Updated Text: Assessment 2 (changed name as a result of TRR guidance in every Lesson Guide)

Publisher: TPS Publishing

Biology

Program: *STEAM into Biology - High School Edition: TEKS*

Component: *Student Textbook - Biology*

ISBN: 9781788059572

Link to Current Content:

[View Current Content](#)

Current Page Number(s): Page 304

Location: Last bullet at bottom of page

Original Text: c – Recessive to all other alleles

Updated Text: c – White, recessive to all other alleles

Component: *Student Textbook - Biology*

ISBN: 9781788059572

Link to Current Content:

[View Current Content](#)

Current Page Number(s): Page 305

Location: Change question 3

Original Text: What are the possible offspring of parents of a homozygous dominant dark gray rabbit and a white rabbit?

Updated Text: Complete the Punnett square to show the possible offspring of parents of a heterozygous dark gray rabbit – C cch and a white rabbit – c c.

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 2811 of 3538

Component: *Teacher Textbook - Biology*

ISBN: 9781788059565

Link to Current Content:

[View Current Content](#)

Current Page Number(s): Page 423

Location: Misconceptions:

Original Text: Students may have the preconceived misconception that mutation can cause superpowers or make people become violent/mad and mutations are always visible. Mutations are only caused by external factors, nuclear disasters, chemical waste, solar flares, gamma rays, etc. There will be numerous misconceptions based on film and comic book characters and stories. Mutations are reversible.

Updated Text: Students may have the preconceived misconception that mutation can cause superpowers or make people become violent/mad and mutations are always visible. Students may believe that mutations are only caused by external factors, nuclear disasters, chemical waste, solar flares, gamma rays, etc. There will be numerous misconceptions based on film and comic book characters and stories. Mutations are not reversible although many students may believe that they are.

Publisher: Accelerate Learning Inc.

Chemistry

Program: *STEMscopes Science TX - Chemistry: ELPS*

Component: *STEMscopes Science TX - Chemistry (Online)*

ISBN: 9798888266724

Link to Current Content:

[View Current Content](#)

Current Page Number(s): Page 6

Location: Question 8

Link to Updated Content:

[View Updated Content](#)

Original Text: Image change

Updated Text: Image change

Publisher: Kiddom

Chemistry

Program: *OpenStax Chemistry powered by Kiddom - Online and Print: TEKS*

Component: *OpenStax Chemistry powered by Kiddom - Online and Print*

ISBN: 9781960634580

Link to Current Content:

[View Current Content](#)

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 2812 of 3538

Location: Omissions: The application of science and engineering practices is covered in lesson 4.3 Reaction Stoichiometry is the Chemistry in Everyday Life feature on Airbags at the end of the lesson

Please remember to go directly to this link, you must open the demo site first, then open the link above. Reminder of the directions are

here: <https://docs.google.com/document/d/1Mnoeon2e8Qry0vHFt5JTjWjRH6OWxPoTcR1bXKoyOMs/edit?usp=sharing>

Link to Updated Content:

[View Updated Content](#)

Original Text: Omissions: The application of science and engineering practices is covered in lesson 4.3 Reaction Stoichiometry is the Chemistry in Everyday Life feature on Airbags at the end of the lesson

Please remember to go directly to this link, you must open the demo site first, then open the link above. Reminder of the directions are

here: <https://docs.google.com/document/d/1Mnoeon2e8Qry0vHFt5JTjWjRH6OWxPoTcR1bXKoyOMs/edit?usp=sharing>

Updated Text: Omissions: The application of science and engineering practices is covered in lesson 4.3 Reaction Stoichiometry is the Chemistry in Everyday Life feature on Airbags at the end of the lesson

Please remember to go directly to this link, you must open the demo site first, then open the link above. Reminder of the directions are

here: <https://docs.google.com/document/d/1Mnoeon2e8Qry0vHFt5JTjWjRH6OWxPoTcR1bXKoyOMs/edit?usp=sharing>

Component: *OpenStax Chemistry powered by Kiddom - Online and Print*

ISBN: 9781960634580

Link to Current Content:

[View Current Content](#)

Location: Omissions: Appendix B Essential Mathematics reviews the algebraic and mathematical concepts students need to know to be successful in this course

Please remember to go directly to this link, you must open the demo site first, then open the link above. Reminder of the directions are

here: <https://docs.google.com/document/d/1Mnoeon2e8Qry0vHFt5JTjWjRH6OWxPoTcR1bXKoyOMs/edit?usp=sharing>

Link to Updated Content:

[View Updated Content](#)

Original Text: Omissions: Appendix B Essential Mathematics reviews the algebraic and mathematical concepts students need to know to be successful in this course

Updated Text: Omissions: Appendix B Essential Mathematics reviews the algebraic and mathematical concepts students need to know to be successful in this course

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 2813 of 3538

Please remember to go directly to this link, you must open the demo site first, then open the link above. Reminder of the directions are

here: <https://docs.google.com/document/d/1Mnoeon2e8Qry0vHFt5JTjWjRH6OWxPoTcR1bXKoyOMs/edit?usp=sharing>

Component: *OpenStax Chemistry powered by Kiddom - Online and Print*

ISBN: 9781960634580

Link to Current Content:

[View Current Content](#)

Location: Omission: Section 7.1, "Dipole Attractions", explains that ionic compounds do not form molecules and that "...the formula does not represent the physical arrangement of its ions." But this common student misconception is not included in the teacher materials. Since the misconception is covered in the student text, then this is complete.

Please remember to go directly to this link, you must open the demo site first, then open the link above. Reminder of the directions are

here: <https://docs.google.com/document/d/1Mnoeon2e8Qry0vHFt5JTjWjRH6OWxPoTcR1bXKoyOMs/edit?usp=sharing>

Link to Updated Content:

[View Updated Content](#)

Original Text: Omission: Section 7.1, "Dipole Attractions", explains that ionic compounds do not form molecules and that "...the formula does not represent the physical arrangement of its ions." But this common student misconception is not included in the teacher materials. Since the misconception is covered in the student text, then this is complete.

Please remember to go directly to this link, you must open the demo site first, then open the link above. Reminder of the directions are

here: <https://docs.google.com/document/d/1Mnoeon2e8Qry0vHFt5JTjWjRH6OWxPoTcR1bXKoyOMs/edit?usp=sharing>

Updated Text: Omission: Section 7.1, "Dipole Attractions", explains that ionic compounds do not form molecules and that "...the formula does not represent the physical arrangement of its ions." But this common student misconception is not included in the teacher materials. Since the misconception is covered in the student text, then this is complete.

Please remember to go directly to this link, you must open the demo site first, then open the link above. Reminder of the directions are

here: <https://docs.google.com/document/d/1Mnoeon2e8Qry0vHFt5JTjWjRH6OWxPoTcR1bXKoyOMs/edit?usp=sharing>

Component: *OpenStax Chemistry powered by Kiddom - Online and Print*

ISBN: 9781960634580

Link to Current Content:

[View Current Content](#)

Location: Omission: Students are told to do this in the student text, section 4.1, heading Balancing Equations

Please remember to go directly to this link, you must open the demo site first, then open the link above. Reminder of the directions are

here: <https://docs.google.com/document/d/1Mnoeon2e8Qry0vHFt5JTjWjRH6OWxPoTcR1bXKoyOMs/edit?usp=sharing>

Link to Updated Content:

[View Updated Content](#)

Original Text: Omission: Students are told to do this in the student text, section 4.1, heading Balancing Equations

Please remember to go directly to this link, you must open the demo site first, then open the link above. Reminder of the directions are

here: <https://docs.google.com/document/d/1Mnoeon2e8Qry0vHFt5JTjWjRH6OWxPoTcR1bXKoyOMs/edit?usp=sharing>

Updated Text: Omission: Students are told to do this in the student text, section 4.1, heading Balancing Equations

Please remember to go directly to this link, you must open the demo site first, then open the link above. Reminder of the directions are

here: <https://docs.google.com/document/d/1Mnoeon2e8Qry0vHFt5JTjWjRH6OWxPoTcR1bXKoyOMs/edit?usp=sharing>

Component: *OpenStax Chemistry powered by Kiddom - Online and Print*

ISBN: 9781960634580

Link to Current Content:

[View Current Content](#)

Location: Rereview: Added sentences to address misconceptions and questioning to deepen knowledge for EB students to the beginning paragraph in section 2.3

Link to Updated Content:

[View Updated Content](#)

Original Text: new content

Updated Text: Rereview: Added sentences to address misconceptions and questioning to deepen knowledge for EB students to the beginning paragraph in section 2.3

Component: *OpenStax Chemistry powered by Kiddom - Online and Print*

ISBN: 9781960634580

Link to Current Content:

[View Current Content](#)

Location: Rereview: Text added to this section 5.2 Link to Learning to add collaboration

<https://docs.google.com/document/d/1rNIExWfEQ4j090BevvAanq7B2U-f8HaZ8aPf6by6LKE/edit#bookmark=id.7j0sfwurugt>

Link to Updated Content:

[View Updated Content](#)

Original Text: new content

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 2815 of 3538

Updated Text: Rereview: Text added to this section 5.2 Link to Learning to add collaboration

<https://docs.google.com/document/d/1rNIExWfEQ4j090BevvAanq7B2U-f8HaZ8aPf6by6LKE/edit#bookmark=id.7j0sfwurugt>

Publisher: McGraw Hill

Chemistry

Program: *McGraw Hill Texas Chemistry : TEKS*

Component: *McGraw Hill Texas Chemistry Student Edition*

ISBN: 9780077006808

Current Page Number(s): vi

Location: Front Matter TOC: Chapter 0, Lesson 2

Original Text: Lesson 2

Updated Text: Lesson 2 TEKS 4.A

Component: *McGraw Hill Texas Chemistry Student Edition*

ISBN: 9780077006808

Current Page Number(s): Sci-10

Location: Bottom of page below last paragraph

Original Text: N/A

Updated Text: TEKS 4.A

Component: *McGraw Hill Texas Chemistry Student Edition*

ISBN: 9780077006808

Current Page Number(s): Sci-11

Location: Figure 8

Original Text: [Image needs x- and y-axis titles]

Updated Text: [Updated image with axis titles]

Component: *McGraw Hill Texas Chemistry Student Edition*

ISBN: 9780077006808

Current Page Number(s): Sci-11

Location: Information Processing header, 2nd paragraph, line 5

Original Text: Not being able to recognize the difference between a fact or claim supported by evidence and an unsupported opinion can lead to misconceptions.

Updated Text: Not being able to recognize the difference between a fact, or claim supported by evidence, and an unsupported opinion can lead to misconceptions.

Component: McGraw Hill Texas Chemistry Student Edition

ISBN: 9780077006808

Current Page Number(s): Sci-15

Location: Table 2, last row

Original Text: Charles Drew (1904-1950) was an African American doctor who formed the first blood bank. He discovered that plasma could be stored or “banked” for long periods of time.

Updated Text: Charles Drew (1904-1950) was an African American doctor who formed the first blood bank, finding that plasma could be stored or “banked” for long periods of time.

Component: McGraw Hill Texas Chemistry Student Edition

ISBN: 9780077006808

Current Page Number(s): Sci-15

Location: Current contributions header, paragraphs 1 and 2

Original Text: Today, more doors are open, and women and people of color increasingly push the boundaries of scientific knowledge. For example, Dr. Kizzmekia Corbett, shown in **Figure 11**, led a team at the National Institutes of Health (NIH) that helped develop the SARS-CoV-2 vaccine. In addition to her laboratory work, Dr. Corbett leads community outreach, working to explain the safety and efficacy of vaccines. Other women leading cutting-edge research include Dr. Ting Xu at the University of California at Berkley and Dr. Rona Chandrawati at the University of South Wales, both of whom research nanotechnology. Dr. Xu’s work with energy storage systems and printable solar cells has the potential to revolutionize renewable energy. Dr. Chandrawati’s work focuses on smart labels that detect when food becomes contaminated, a technology that would greatly increase the safety of the world’s food supply.

Updated Text: Today, more doors are open, and women and people of color increasingly push the boundaries of scientific knowledge. For example, Dr. Kizzmekia Corbett, shown in **Figure 11**, led a team at the National Institutes of Health (NIH) that helped develop the SARS-CoV-2 vaccine. Other women leading cutting-edge research include Dr. Ting Xu at the University of California at Berkley and Dr. Rona Chandrawati at the University of South Wales, both of whom research nanotechnology. Dr. Xu’s work with energy storage systems and printable solar cells has the potential to revolutionize renewable energy. Dr. Chandrawati’s work focuses on smart labels that detect when food becomes contaminated, a technology that would greatly increase the safety of the world’s food supply.

Component: McGraw Hill Texas Chemistry Student Edition

ISBN: 9780077006808

Current Page Number(s): Sci-15

Location: Bottom of page, after last paragraph

Original Text: N/A

Updated Text: Ask Yourself Describe the contribution of one scientist.

Component: McGraw Hill Texas Chemistry Student Edition

ISBN: 9780077006808

Current Page Number(s): Sci-16

Location: Below last paragraph, above Lesson Wrap Up

Original Text: N/A

Updated Text: Ask Yourself Identify What are science-related challenges faced by marginalized populations?

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 2817 of 3538

Component: McGraw Hill Texas Chemistry Student Edition

ISBN: 9780077006808

Current Page Number(s): 6

Location: Figure 2 caption text

Original Text: This rapid test, which quickly checks for the presence of antigens found on specific viruses, and this tiny lens, about 0.4 mm wide, are examples of technologies that are made possible by studying matter.

Updated Text: These technologies, and countless others were developed through the study of matter.

2A A rapid test that quickly checks for specific antigens

2B A tiny lens, about 0.4 mm wide

Component: McGraw Hill Texas Chemistry Student Edition

ISBN: 9780077006808

Current Page Number(s): 35

Location: page 35, Driving Question

Original Text: How do astronauts on the ISS get drinking water?

Updated Text: How do astronauts on the International Space Station get drinking water?

Component: McGraw Hill Texas Chemistry Student Edition

ISBN: 9780077006808

Current Page Number(s): 59

Location: page 59, Figure 19

Original Text: [N/A; adding labels to Figure 19]

Updated Text: Salad dressing; Apple juice

Component: McGraw Hill Texas Chemistry Student Edition

ISBN: 9780077006808

Current Page Number(s): 82

Location: page 82, bottom of page

Original Text: N/A

Updated Text: [TEKS 6.B icon] Describe the structure of atoms and ions, including the masses, electrical charges, and locations of protons and neutrons in the nucleus and electrons in the electron cloud.

Component: McGraw Hill Texas Chemistry Student Edition

ISBN: 9780077006808

Current Page Number(s): 161

Location: Page 161 lesson summary

Original Text: N/A

Updated Text: Essential Question: How are elements organized in the periodic table?

Component: McGraw Hill Texas Chemistry Student Edition

ISBN: 9780077006808

Current Page Number(s): 162

Location: Page 162 lesson summary

Original Text: N/A

Updated Text: Essential Question: Why do elements in the same group have similar properties?

Component: McGraw Hill Texas Chemistry Student Edition

ISBN: 9780077006808

Current Page Number(s): 162

Location: Page 162 lesson summary

Original Text: Elements in each of the last two groups of the p-block are similar enough to each other that these groups are named.

Updated Text: The p-block elements are found in groups 13 through 18.

Component: McGraw Hill Texas Chemistry Student Edition

ISBN: 9780077006808

Current Page Number(s): 163

Location: Page 163 lesson summary

Original Text: N/A

Updated Text: Essential Question: What trends in properties of the elements are shown by the periodic table?

Component: McGraw Hill Texas Chemistry Student Edition

ISBN: 9780077006808

Current Page Number(s): 199

Location: Page 199, Figure 5

Original Text: A, B, C; labels above images

Updated Text: 5A, 5B, 5C; labels moving below images

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 2819 of 3538

Component: McGraw Hill Texas Chemistry Student Edition

ISBN: 9780077006808

Current Page Number(s): 203

Location: page 203, Table 1 title

Original Text: Covalent Bond Type, Bond Length, and Dissociation Energy

Updated Text: Bond Type, Bond Length, and Bond-Dissociation Energy

Component: McGraw Hill Texas Chemistry Student Edition

ISBN: 9780077006808

Current Page Number(s): 210

Location: page 210, first paragraph

Original Text: You have already studied the structure of ionic compounds—substances formed from ionic bonds. Covalent molecules described in this module have structures that are different from those of ionic compounds. When studying the molecular structures of covalent compounds, various models are used as representations of the molecules.

Updated Text: You have already studied the structure of ionic compounds—substances consisting of ions and ionic bonds. Covalent substances have structures that are different from those of ionic compounds. Various models can be used to represent the structure of the molecules that make up covalent substances.

Component: McGraw Hill Texas Chemistry Student Edition

ISBN: 9780077006808

Current Page Number(s): 210

Location: page 210, Ask Yourself

Original Text: Identify What the different models used to represent the molecular structures of covalent compounds?

Updated Text: Identify What are the different types of models that can represent the structures of molecules?

Component: McGraw Hill Texas Chemistry Student Edition

ISBN: 9780077006808

Current Page Number(s): 236

Location: page 236, Driving Question paragraphs

Original Text: Chemical reactions are essential to our daily lives; however, the products or by-products of some reactions can have negative effects. We know that Earth's climate is changing and as a result sea levels are rising, and storms and wildfires are becoming more frequent. The main cause of climate change is an increase in greenhouse gases in the atmosphere.

Greenhouse gases, which include carbon dioxide, methane, nitrous oxide, and even water vapor, allow energy from sunlight into Earth's atmosphere, but prevent energy from leaving Earth's atmosphere back into space.

Gas stoves, like the one in Figure 1, burn carbon-based fuels, such as natural gas. Combustion releases heat, which is useful for cooking, but also produces carbon dioxide and water vapor. Other activities that produce greenhouse gases include driving, generating electricity, heating homes, and raising livestock.

Updated Text: Chemical reactions are essential to our daily lives; however, the products or by-products of some reactions can have negative effects. Gas stoves, like the one in Figure 1, burn carbon-based fuels, such as natural gas. Combustion

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 2820 of 3538

releases heat, which is useful for cooking, but also produces carbon dioxide and water vapor. Other activities that produce greenhouse gases include driving, generating electricity, heating homes, and raising livestock.

We know that Earth's climate is changing and as a result sea levels are rising, and storms and wildfires are becoming more frequent. The main cause of climate change is an increase in greenhouse gases in the atmosphere. Greenhouse gases, which include carbon dioxide, methane, nitrous oxide, and even water vapor, allow energy from sunlight into Earth's atmosphere, but prevent energy from leaving Earth's atmosphere back into space. Greenhouse gases have many natural sources, but human activities are greatly increasing their concentrations in the atmosphere.

Component: McGraw Hill Texas Chemistry Student Edition

ISBN: 9780077006808

Current Page Number(s): 242

Location: page 242, Driving Question paragraphs

Original Text: The flowchart shown in Figure 6, on the next page, can help you to visualize the steps for balancing chemical equations. Let's try using these steps to balance an equation for a reaction that produces greenhouse gases. As mentioned at the beginning of the lesson, some gas stoves burn natural gas. The principal component of natural gas is methane, CH₄.

Updated Text: As mentioned at the beginning of the lesson, some gas stoves burn natural gas. The principal component of natural gas is methane, CH₄. Like carbon dioxide, methane is a greenhouse gas. Compared to carbon dioxide, methane is roughly twenty-eight times more effective at trapping infrared radiation and causing warming over a 100-year time span.

Component: McGraw Hill Texas Chemistry Student Edition

ISBN: 9780077006808

Current Page Number(s): 268

Location: page 268, bottom

Original Text: N/A

Updated Text: [TEKS 8.B pill] Calculate the number of atoms or molecules in a sample of material using Avogadro's number.

Component: McGraw Hill Texas Chemistry Student Edition

ISBN: 9780077006808

Current Page Number(s): 278

Location: page 278, Example Problem 4

Original Text: The given mass of the gold coin is about one-sixth the molar mass of gold (196.97 g/mol), so the number of gold atoms should be approximately one-sixth Avogadro's number.

Updated Text: N/A

Component: McGraw Hill Texas Chemistry Student Edition

ISBN: 9780077006808

Current Page Number(s): 278

Location: page 278, Example Problem 4

Original Text: [Known/Unknown below 2. Solve for the Unknown]

Updated Text: [Known/Unknown moved above 2. Solve for the Unknown]

Component: McGraw Hill Texas Chemistry Student Edition

ISBN: 9780077006808

Current Page Number(s): 278

Location: page 278, Example Problem 4

Original Text: The answer is approximately one-sixth Avogadro's number, as predicted, and the correct unit, atoms, is obtained.

Updated Text: The given mass of gold is roughly one-sixth of gold's molar mass, and the answer is also roughly one-sixth Avogadro's number. The correct unit, atom, is obtained.

Component: McGraw Hill Texas Chemistry Student Edition

ISBN: 9780077006808

Current Page Number(s): 285

Location: page 285

Original Text: [First paragraph of text above Example Problem 8.]

Updated Text: [First paragraph of text moved below Example Problem 8.]

Component: McGraw Hill Texas Chemistry Student Edition

ISBN: 9780077006808

Current Page Number(s): 355

Location: Page 355 narrative

Original Text: Unfortunately, there is no single set of conditions universally agreed on for STP. However, two definitions stand out as the most common that you will encounter as you study chemistry:

- The International Union of Pure and Applied Chemistry (IUPAC) defines standard temperature and pressure as a temperature of 0.00°C and a pressure of 100 kPa. Using these values of temperature and pressure, the molar volume of a gas is 22.7 L/mol.
- The National Institute of Standards and Technology (NIST) defines standard temperature and pressure as a temperature of 0.00°C and a pressure of 1 atm. Using these values of temperature and pressure, the molar volume of a gas is 22.4 L/mol.

Notice that both definitions use the same temperature. However, the pressures are slightly different. One atmosphere of pressure equals 101.325 kPa, slightly higher than the 100 kPa of pressure used in the IUPAC definition. This is what accounts for the slightly smaller molar volume in the NIST definition:

Updated Text: Before 1982, IUPAC defined STP as 0.00°C and 1 atm (101.3 kPa). Since 1982, IUPAC has defined STP as a temperature of 0.00°C and a pressure of 100 kPa.

What do these different definitions of STP mean for the molar volume? Using the pre-1982 values (0.00°C and 1 atm), the molar volume of a gas is 22.4 L/mol. Using the current IUPAC definition (0.00°C and 100 kPa), the molar volume of a gas is 22.7 L/mol. It's important to understand that neither of these values for the molar volume of a gas is right or wrong. It simply depends on which conditions are specified for STP.

Notice that the current and former definitions of STP use the same temperature. However, the pressures are slightly different. The slightly higher pressure in the older definition accounts for the slightly smaller molar volume:

Component: McGraw Hill Texas Chemistry Student Edition

ISBN: 9780077006808

Current Page Number(s): 367

Location: page 367, LearnSmart blurb

Original Text: N/A

Updated Text: [check mark icon] TEKS 9.C assignment

Component: McGraw Hill Texas Chemistry Student Edition

ISBN: 9780077006808

Current Page Number(s): 409

Location: page 409, Example Problem 2

Original Text: ?M

Updated Text: ?M C6H12O6

Component: McGraw Hill Texas Chemistry Student Edition

ISBN: 9780077006808

Current Page Number(s): 418

Location: Page 418, Figure 15

Original Text: N/A

Updated Text: 15A Sucrose dissolves in water.

15B Interactions between water molecules and sucrose molecules pull the sucrose into solution.

Component: McGraw Hill Texas Chemistry Student Edition

ISBN: 9780077006808

Current Page Number(s): 418

Location: Page 418 Ask Yourself

Original Text: Ask Yourself Explain why oil will not form a solution with water.

Updated Text: [ask yourself removed to clear room for subcations]

Component: McGraw Hill Texas Chemistry Student Edition

ISBN: 9780077006808

Current Page Number(s): 422

Location: page 422, Figure 19

Original Text: N/A

Updated Text: 19A Seed crystal being added

19B Beginning of crystalization

19C Crystals continue to form.

Component: McGraw Hill Texas Chemistry Student Edition

ISBN: 9780077006808

Current Page Number(s): 422

Location: page 422, Figure 19

Original Text: When a seed crystal is added to a supersaturated solution, the excess solute crystallizes out of the solution.

Updated Text: When a seed crystal is added to a supersaturated solution, the crystal provides a surface that allows the excess solute to begin crystallizing out of the solution.

Component: McGraw Hill Texas Chemistry Student Edition

ISBN: 9780077006808

Current Page Number(s): 422

Location: page 422 Ask Yourself

Original Text: Ask Yourself Recall Why do some substances become more soluble with increasing temperature?

Updated Text: N/A

Component: McGraw Hill Texas Chemistry Student Edition

ISBN: 9780077006808

Current Page Number(s): 426

Location: page 426, Figure 23

Original Text: N/A

Updated Text: 23A An electrolytic solution conducts electricity.
23B A nonelectrolytic solution doesn't conduct electricity.

Component: McGraw Hill Texas Chemistry Student Edition

ISBN: 9780077006808

Current Page Number(s): 427

Location: page 427, Figure 24

Original Text: N/A

Updated Text: 24A Pure solvent (water)
24B Nonvolatile solution (sucrose in water)

Component: McGraw Hill Texas Chemistry Student Edition

ISBN: 9780077006808

Current Page Number(s): 433

Location: Page 433, simulations blurb

Original Text: Explore the Concentration and Salts and Solubility simulations to further understand chapter concepts.

Updated Text: Explore the Colligative Properties and the Salts and Solubility simulations to further understand chapter content.

Component: McGraw Hill Texas Chemistry Student Edition

ISBN: 9780077006808

Current Page Number(s): 433

Location: Page 433, LearnSmart blurb

Original Text: N/A

Updated Text: [check mark icon]TEKS 11.A assignment

Component: McGraw Hill Texas Chemistry Student Edition

ISBN: 9780077006808

Current Page Number(s): 447

Location: Page 447, Figure 7

Original Text: a, b, c

Updated Text: 7A, 7B, 7C

Component: McGraw Hill Texas Chemistry Student Edition

ISBN: 9780077006808

Current Page Number(s): 447

Location: Page 447, Figure 7

Original Text: a, b, c

Updated Text: A, B, C

Component: McGraw Hill Texas Chemistry Student Edition

ISBN: 9780077006808

Current Page Number(s): 452

Location: Page 452, Ask Yourself

Original Text: Ask Yourself Explain How can you tell from the thermochemical equation above that the reaction is exothermic?

Updated Text: Ask Yourself Explain How can you tell from the thermochemical equation for the combustion of glucose that the reaction is exothermic?

Component: McGraw Hill Texas Chemistry Student Edition

ISBN: 9780077006808

Current Page Number(s): 465

Location: Page 465, Figure 19

Original Text: N/A

Updated Text: 19A An oxygen molecule and a helium atom are each confined to a single bulb. One arrangement is possible.

19B When the stopcock is opened, the gas particles move freely within the double volume now available. Four arrangements are now possible.

Component: McGraw Hill Texas Chemistry Student Edition

ISBN: 9780077006808

Current Page Number(s): 465

Location: Page 465, Figure 19 caption

Original Text: In A, an oxygen molecule and a helium atom are each confined to a single bulb. When the stopcock is opened in B, the gas particles move freely into the double volume available. Four arrangements of the particles are now possible. This represents an increase in entropy.

Updated Text: When the number of possible arrangements increases, the entropy of the system increases.

Component: McGraw Hill Texas Chemistry Student Edition

ISBN: 9780077006808

Current Page Number(s): 467

Location: Page 467, last paragraph

Original Text: The random motion of the particles of a substance increases as its temperature increases. Increased kinetic energy means faster movement and more possible arrangements of particles. Therefore, the entropy of any substance increases as its temperature increases. ΔS_{system} is positive.

Updated Text: The entropy of any substance increases as its temperature increases. The random motion of the particles of a substance increases as its temperature increases. Increased kinetic energy means faster movement and more possible arrangements of particles. Therefore, ΔS_{system} is positive.

Component: McGraw Hill Texas Chemistry Student Edition

ISBN: 9780077006808

Current Page Number(s): 470

Location: Page 470 Ask Yourself

Original Text: Ask Yourself Explain why the entropy of the reaction that forms ammonia decreases.

Updated Text: Ask Yourself Explain why the entropy change of the reaction that forms ammonia has a negative sign.

Component: McGraw Hill Texas Chemistry Student Edition

ISBN: 9780077006808

Current Page Number(s): 510

Location: Page 510, lesson 2 summary

Original Text: Factors Affecting Chemical Equilibrium

Updated Text: Factors Affecting Equilibrium

Component: McGraw Hill Texas Chemistry Student Edition

ISBN: 9780077006808

Current Page Number(s): 514

Location: Page 514, second paragraph

Original Text: Figure 1 shows how the acidic or basic properties of soil determine which plants can grow there. One of the plants grows best in acidic soil, sometimes called "sour" soil. The other thrives in basic, or alkaline, soil. They would

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 2826 of 3538

not likely be found together in nature, because neither plant will grow as well in the soil that works for the other. Gardeners can sometimes grow them in the same garden, but they must adjust the soil around each plant.

Updated Text: The acidic or basic properties of soil determine which plants can grow there. Rhododendrons, shown in Figure 1A, grow best in acidic soil, sometimes called “sour” soil. Sempervivum, shown in Figure 1B, thrives in basic, or alkaline, soil. These two plants would not likely be found together in nature because neither plant will grow as well in the soil that works for the other.

Component: McGraw Hill Texas Chemistry Student Edition

ISBN: 9780077006808

Current Page Number(s): 514

Location: Page 514, Figure 1

Original Text: N/A

Updated Text: 1A Rhododendrons

1B Sempervivum

Component: McGraw Hill Texas Chemistry Student Edition

ISBN: 9780077006808

Current Page Number(s): 514

Location: Page 514, bottom of page

Original Text: N/A

Updated Text: [TEKS 12.A logo] Name and write the chemical formulas for acids and bases using IUPAC nomenclature rules.

Component: McGraw Hill Texas Chemistry Student Edition

ISBN: 9780077006808

Current Page Number(s): 515

Location: Page 515, Figure 2

Original Text: Acids turn blue litmus red

Bases turn red litmus blue

Updated Text: 2A Acids turn blue litmus paper red.

2B Bases turn red litmus paper blue.

Component: McGraw Hill Texas Chemistry Student Edition

ISBN: 9780077006808

Current Page Number(s): 515

Location: Page 515, third paragraph

Original Text: Litmus is one of the dyes commonly used to distinguish solutions of acids and bases, as shown in Figure 2. Acidic solutions cause blue litmus paper to turn red. Basic solutions cause red litmus paper to turn blue.

Updated Text: Litmus is one of the dyes commonly used to distinguish solutions of acids and bases. Acidic solutions cause blue litmus paper to turn red, as shown in Figure 2A. Basic solutions cause red litmus paper to turn blue, as shown in Figure 2B.

Component: McGraw Hill Texas Chemistry Student Edition

ISBN: 9780077006808

Current Page Number(s): 529

Location: Page 529, Table 5

Original Text: N/A

Updated Text: [Add headers over rows 1 and 2:]

Base; Dissociation Equation

Component: McGraw Hill Texas Chemistry Student Edition

ISBN: 9780077006808

Current Page Number(s): 529

Location: Page 529, Table 5

Original Text: N/A

Updated Text: [Add the following base names:]

Sodium hydroxide

Potassium hydroxide

Rubidium hydroxide

Cesium hydroxide

Calcium hydroxide

Barium hydroxide

Component: McGraw Hill Texas Chemistry Student Edition

ISBN: 9780077006808

Current Page Number(s): 531

Location: Page 531, equation box

Original Text: The Ion Product of Water

Updated Text: Ion Product Constant for Water

Component: McGraw Hill Texas Chemistry Student Edition

ISBN: 9780077006808

Current Page Number(s): 541

Location: Page 541, Figure 18 caption

Original Text: ...pH of the acid solution in the beaker...

Updated Text: ...pH of the acidic solution in the beaker...

Component: McGraw Hill Texas Chemistry Student Edition

ISBN: 9780077006808

Current Page Number(s): 544

Location: Page 544, Figure 22

Original Text: [photos poorly cropped]

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 2828 of 3538

Updated Text: [re-crop photos to show more of images]

Component: McGraw Hill Texas Chemistry Student Edition

ISBN: 9780077006808

Current Page Number(s): 544

Location: Page 544, first paragraph

Original Text: Many indicators used for titration are weak acids. Each has its own particular pH or pH ranges over which it changes color.

Updated Text: Notice that each indicator has a particular pH range over which it changes color.

Component: McGraw Hill Texas Chemistry Student Edition

ISBN: 9780077006808

Current Page Number(s): 544

Location: Page 544, first paragraph

Original Text: Remember that the role of the indicator is to indicate to you, by means of a color change, that just enough of the titrating solution has been added to neutralize the unknown solution. Figure 22 shows the titration of an unknown solution of methanoic acid (HCOOH) with 0.1000M NaOH.

Updated Text: The role of the indicator is to indicate by means of a color change that just enough of the titrating solution has been added to neutralize the unknown solution. Figure 22 shows the titration of a solution of methanoic acid (HCOOH) with 0.1000M NaOH.

Component: McGraw Hill Texas Chemistry Student Edition

ISBN: 9780077006808

Current Page Number(s): 550

Location: Page 550, Virtual Labs blurb

Original Text: Explore the Titration of Vinegar and Buffers and Buffer Capacity virtual labs to further understand chapter concepts.

Updated Text: Explore the pH Scale simulation and the Titration of Vinegar virtual lab to further understand chapter concepts.

Component: McGraw Hill Texas Chemistry Student Edition

ISBN: 9780077006808

Current Page Number(s): 550

Location: Page 550, LearnSmart blurb

Original Text: N/A

Updated Text: [check mark icon] TEKS 12.A assignment

Component: McGraw Hill Texas Chemistry Student Edition

ISBN: 9780077006808

Current Page Number(s): 554

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 2829 of 3538

Location: Page 554 Digital Spotlight

Original Text: Interactive Case Exploration: Reaction Rates

Updated Text: Interactive Case Exploration: The Chemistry of Food

Component: McGraw Hill Texas Chemistry Student Edition

ISBN: 9780077006808

Current Page Number(s): 566

Location: Page 566, Figure 11

Original Text: N/A

Updated Text: 11A Lit candle in air

11B Lit candle in oxygen

Component: McGraw Hill Texas Chemistry Student Edition

ISBN: 9780077006808

Current Page Number(s): 566

Location: Page 566, paragraph 2

Original Text: In the first photo...

Updated Text: In Figure 11A...

Component: McGraw Hill Texas Chemistry Student Edition

ISBN: 9780077006808

Current Page Number(s): 566

Location: Page 566, paragraph 2

Original Text: In the second photo...

Updated Text: In Figure 11B...

Component: McGraw Hill Texas Chemistry Student Edition

ISBN: 9780077006808

Current Page Number(s): 567

Location: Page 567, Figure 11

Original Text: N/A

Updated Text: 12A A steel nail in oxygen

12B Steel wool in oxygen

Component: McGraw Hill Texas Chemistry Student Edition

ISBN: 9780077006808

Current Page Number(s): 573

Location: Page 573 equation box

Original Text: One-Step Reaction Rate Law

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 2830 of 3538

Updated Text: The General Rate Law

Component: McGraw Hill Texas Chemistry Student Edition

ISBN: 9780077006808

Current Page Number(s): 595

Location: Page 595, lesson title

Original Text: Balancing Redox Reactions

Updated Text: Balancing Redox Equations

Component: McGraw Hill Texas Chemistry Student Edition

ISBN: 9780077006808

Current Page Number(s): 595

Location: Page 595, B-head

Original Text: The Oxidation-Number Method

Updated Text: The Oxidation Number Method

Component: McGraw Hill Texas Chemistry Student Edition

ISBN: 9780077006808

Current Page Number(s): 595

Location: Page 595, footer

Original Text: Balancing Redox Reactions

Updated Text: Balancing Redox Equations

Component: McGraw Hill Texas Chemistry Student Edition

ISBN: 9780077006808

Current Page Number(s): 597

Location: Page 597, footer

Original Text: Balancing Redox Reactions

Updated Text: Balancing Redox Equations

Component: McGraw Hill Texas Chemistry Student Edition

ISBN: 9780077006808

Current Page Number(s): 599

Location: Page 599, footer

Original Text: Balancing Redox Reactions

Updated Text: Balancing Redox Equations

Component: McGraw Hill Texas Chemistry Student Edition

ISBN: 9780077006808

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 2831 of 3538

Current Page Number(s): 601

Location: Page 601, footer

Original Text: Balancing Redox Reactions

Updated Text: Balancing Redox Equations

Component: McGraw Hill Texas Chemistry Student Edition

ISBN: 9780077006808

Current Page Number(s): 605

Location: Page 605, Lesson 2 summary

Original Text: Balancing Redox Reactions

Updated Text: Balancing Redox Equations

Component: McGraw Hill Texas Chemistry Student Edition

ISBN: 9780077006808

Current Page Number(s): 613

Location: Page 613, Table 1

Original Text: -3.0401

Updated Text: -3.04

Component: McGraw Hill Texas Chemistry Student Edition

ISBN: 9780077006808

Current Page Number(s): 613

Location: Page 613, Table 1

Original Text: -0.7618

Updated Text: -0.762

Component: McGraw Hill Texas Chemistry Student Edition

ISBN: 9780077006808

Current Page Number(s): 613

Location: Page 613, Table 1

Original Text: 0.3419

Updated Text: 0.342

Component: McGraw Hill Texas Chemistry Student Edition

ISBN: 9780077006808

Current Page Number(s): 613

Location: Page 613, Table 1

Original Text: 0.5355

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 2832 of 3538

Updated Text: 0.536

Component: McGraw Hill Texas Chemistry Student Edition

ISBN: 9780077006808

Current Page Number(s): 653

Location: Page 653, Figure 12 (graph title)

Original Text: Decay of Strontium

Updated Text: Decay of Strontium-90

Component: McGraw Hill Texas Chemistry Student Edition

ISBN: 9780077006808

Current Page Number(s): 653

Location: Page 653, Ask Yourself

Original Text: 10 g

Updated Text: 10.0 g

Component: McGraw Hill Texas Chemistry Student Edition

ISBN: 9780077006808

Current Page Number(s): 654

Location: Page 654, Example Problem 2

Original Text: [layout change]

Updated Text: [layout change; figure 13 reoriented and reduced in size]

Component: McGraw Hill Texas Chemistry Student Edition

ISBN: 9780077006808

Current Page Number(s): 654

Location: Page 654, Example Problem 2

Original Text: Amount remaining =

Updated Text: $N =$

Component: McGraw Hill Texas Chemistry Student Edition

ISBN: 9780077006808

Current Page Number(s): 654

Location: Page 654, Example Problem 2

Original Text: (initial amount)

Updated Text: (N0)

Component: McGraw Hill Texas Chemistry Student Edition

ISBN: 9780077006808

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 2833 of 3538

Current Page Number(s): 656

Location: Page 656, Figure 15

Original Text: N/A

Updated Text: 15A Meteor Crater
15B Recovered meteorite

Component: McGraw Hill Texas Chemistry Student Edition

ISBN: 9780077006808

Current Page Number(s): 662

Location: Page 662, last paragraph

Original Text: Nuclear fission can generate a lot of heat in a short time. The cooling towers release the steam produced, after it has driven the electric turbines.

Updated Text: These towers are symbolic of nuclear power for many people, but conventional power plants use cooling towers, as well.

Component: McGraw Hill Texas Chemistry Student Edition

ISBN: 9780077006808

Current Page Number(s): 670

Location: Page 670, Figure 31

Original Text: N/A

Updated Text: 31A Patient receiving a PET scan
31B PET scan image

Component: McGraw Hill Texas Chemistry Student Edition

ISBN: 9780077006808

Current Page Number(s): 670

Location: Page 670, Figure 31

Original Text: In PET, gamma rays emitted by the radiotracers and absorbed by the patients are measured with a detector such as the one shown on the left. The PET scan on the right shows different areas of the brain emitting gamma rays.

Updated Text: In PET, gamma rays caused by the radiotracers are measured with a detector. The resulting image shows different areas of the brain emitting gamma rays.

Component: McGraw Hill Texas Chemistry Student Edition

ISBN: 9780077006808

Current Page Number(s): 673

Location: Page 673, Simulations blurb

Original Text: Explore the Half-Life and Radio Active Dating Game simulations to further your understanding of chapter concepts.

Updated Text: Explore the Half-Life simulation to further your understanding of chapter concepts.

Component: McGraw Hill Texas Chemistry Student Edition

ISBN: 9780077006808

Current Page Number(s): 714

Location: Page 714 Digital Spotlight

Original Text: Check out a video of coal being transformed to colorful dyes.

Updated Text: Check out a video of research into greener plastics.

Component: McGraw Hill Texas Chemistry Student Edition

ISBN: 9780077006808

Current Page Number(s): 716

Location: Page 716 Essential Question

Original Text: How does a hydrocarbon's properties change if you replace one of the hydrogen atoms with an atom of chlorine or fluorine?

Updated Text: How do the properties of a hydrocarbon change if you replace one of the hydrogen atoms with an atom of chlorine or fluorine?

Component: McGraw Hill Texas Chemistry Student Edition

ISBN: 9780077006808

Current Page Number(s): 725

Location: Page 725, Table 4

Original Text: [layout change: header not shaded, table at top of page]

Updated Text: [layout change: add shading to header, move table to bottom of page]

Component: McGraw Hill Texas Chemistry Student Edition

ISBN: 9780077006808

Current Page Number(s): 741

Location: Page 741, Ask Yourself

Original Text: Identify Use Table 13 to identify two possible products that are produced when the aldehyde is further oxidized.

Updated Text: Identify Use Table 13 to list substances that can form as methane undergoes oxidation reactions.

Component: McGraw Hill Texas Chemistry Student Edition

ISBN: 9780077006808

Current Page Number(s): 742

Location: Page 742, Ask Yourself

Original Text: Name the type of reaction in which hydrocarbons are oxidized.

Updated Text: Identify two applications of organic redox reactions.

Component: McGraw Hill Texas Chemistry Student Edition

ISBN: 9780077006808

Current Page Number(s): 749

Location: Page 749, Your Study Tools

Original Text: Watch additional videos for lesson concepts: Polymers.

Updated Text: Answer additional Practice Problems online.

Component: McGraw Hill Texas Chemistry Student Edition

ISBN: 9780077006808

Current Page Number(s): 751

Location: Page 751, Lesson 1 Essential Question

Original Text: How does a hydrocarbon's properties change if you replace one of the hydrogen atoms with an atom of chlorine or fluorine?

Updated Text: How do the properties of a hydrocarbon change if you replace one of the hydrogen atoms with an atom of chlorine or fluorine?

Component: McGraw Hill Texas Chemistry Student Edition

ISBN: 9780077006808

Current Page Number(s): 773

Location: Page 773, Figure 23 caption

Original Text: The two structures on the left are found in DNA. The two structures on the right are found in RNA.

Updated Text: Deoxyribose and thymine are found in DNA. Ribose and uracil are found in RNA.

Component: McGraw Hill Texas Chemistry Student Edition

ISBN: 9780077006808

Current Page Number(s): 775

Location: Page 775, third paragraph

Original Text: During anabolism, the reverse reaction occurs. ATP is broken down to form ADP and inorganic phosphate in an exothermic reaction. Approximately 30.5 kJ of energy is released from each mole of ATP.

Updated Text: The energy stored in ATP is released in an exothermic reaction that produces ADP and a phosphate group. This energy is used to fuel anabolic processes like building proteins.

Component: McGraw Hill Texas Chemistry Student Edition

ISBN: 9780077006808

Current Page Number(s): 791

Location: Page 791, Figure 8

Original Text: [label contrast in art not strong enough]

Updated Text: [updating art style to enhance label contrast]

Component: McGraw Hill Texas Chemistry Student Edition

ISBN: 9780077006808

Current Page Number(s): 798

Location: Page 798, Figure 15

Original Text: [space-filling molecule art style]

Updated Text: [updating space-filling molecule art style to better show molecules]

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Current Page Number(s): Sci-5

Location: Chapter Launch

Original Text: Science Probe | Assessments | 30 minutes

This formative assessment worksheet explores the question: “How do scientists do their work?” Uncover student preconceptions about the process of science. Common preconceptions include that scientific investigations follow a strict procedure, scientific knowledge is complete, all scientists work in labs, and scientists usually work alone.

Updated Text: [assignment icon] STEM Biographies: The First Scientist | Assignments | 15 minutes

This digital assignment introduces students to the first scientist, Thales of Miletus

[assignment icon] STEM Biographies: The National Society of Black Engineers | Assignments | 15 minutes

This digital assignment introduces students to the National Society of Black Engineers and the history of their founding.

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Current Page Number(s): Sci-5

Location: Chapter Close

Original Text: Chapter Review | Assessments | 15 minutes

This digital review provides end of chapter practice prior to testing.

Differentiation If students need support prior to testing assign LearnSmart or Science Literacy Essentials for differentiated learning.

Updated Text: N/A

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Current Page Number(s): Sci-12

Location: top of page

Original Text: Topic: Scientific Methods (continued)

Updated Text: N/A

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Current Page Number(s): Sci-17

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 2837 of 3538

Location: Differentiation Resources

Original Text: N/A

Updated Text: [Science Literacy Essentials icon]

A leveled reading support that provides reading strategies and scaffolding for scientific text

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Current Page Number(s): Sci-28

Location: Differentiation Resources

Original Text: N/A

Updated Text: [Science Literacy Essentials icon]

A leveled reading support that provides reading strategies and scaffolding for scientific text

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Current Page Number(s): Sci-29

Location: Answer Key

Original Text: N/A

Updated Text: Page Sci-10 Ask Yourself List three global impacts of science. improved crop yields, improved vehicle safety, using models to analyze and predict the impact of climate change

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Current Page Number(s): Sci-37

Location: First paragraph (anno)

Original Text: The goal is that the young students will pursue medical careers or careers in science and in turn inspire other young people in their communities.

Updated Text: One major benefit is that the young students will gain interest in and one day pursue medical careers or careers in science and in turn inspire other young people in their communities.

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Current Page Number(s): Sci-37

Location: Lesson Wrap Up (anno)

Original Text: Scientists can mentor woman and people of color and sponsor programs that encourage them to pursue careers in science.

Updated Text: Scientists can mentor women and people of color and sponsor programs that encourage these groups to pursue careers in science.

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 2838 of 3538

Current Page Number(s): Sci-37

Location: Differentiation Resources

Original Text: N/A

Updated Text: [Science Literacy Essentials icon]

A leveled reading support that provides reading strategies and scaffolding for scientific text

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Current Page Number(s): Sci-38

Location: Answer Key

Original Text: N/A

Updated Text: Page Sci-16 Ask Yourself What are science-related challenges faced by marginalized populations?

Marginalized populations are more likely to be affected by disparities in environmental factors, healthcare access, and educational resources.

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Current Page Number(s): Sci-48

Location: Differentiation Resources

Original Text: N/A

Updated Text: [Science Literacy Essentials icon]

A leveled reading support that provides reading strategies and scaffolding for scientific text

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Current Page Number(s): 4

Location: Videos & Interactives, Chapter 1

Original Text: The Origins of Chemistry

Updated Text: The Sea's Scent Seeds Clouds by the Seashore

IF/THEN She Can: Chanté Summers

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Current Page Number(s): 4

Location: Labs, Chapter 1

Original Text: Use Density to Date a Coin

Updated Text: Determine Density

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 2839 of 3538

Current Page Number(s): 4

Location: Labs, Lesson 2

Original Text: Quick Investigation: Determine Density

Virtual Lab: Density

Probeware Lab: Quantitative and Qualitative Observations

Updated Text: ChemLAB: Effective Use of a Bunsen Burner

Virtual Lab: Density of a Plastic Cube, Lab Skills

ChemLAB: Organizing Quantitative and Qualitative Data

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Current Page Number(s): 4

Location: Assignments, Chapter 1

Original Text: STEM Project: Create a Chemistry in Engineering Promotion

Updated Text: STEM Project: Create a Chemistry in Engineering Promotion

Chemistry & Society: Chemical Energy for the Future

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Current Page Number(s): 5

Location: Chapter Launch

Original Text: Prepare: Chem Lab: Use Density to Date a Coin | Labs | 45 minutes

The chapter lab requires pennies of different ages. Collect pre-1982 and post-1982 pennies in advance of running this lab.

Updated Text: N/A

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Current Page Number(s): 5

Location: Chapter Close

Original Text: ChemLAB Use Density to Date a Coin | Labs | 45 minutes

Students will determine and compare the density of pennies.

Updated Text: ChemLAB: Determine Density | Labs | 50 minutes

Measure the mass and volume of an object, then calculate the density of the object.

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Current Page Number(s): 14

Location: Topic: Types of Scientific Investigations

Original Text: 30 minutes

Students will practice proper laboratory etiquette.

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 2840 of 3538

Updated Text: 50 minutes

Students will measure mass and volume of substances and separate components of a mixture through filtration.

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Current Page Number(s): 14

Location: Topic: Types of Scientific Investigations

Original Text: N/A

Updated Text: [lab icon] Virtual Lab: Chemistry Virtual Labs Tutorial | Labs | 30 minutes

Students will complete a tutorial of the Virtual Labs platform.

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Current Page Number(s): 22

Location: Explain, Derived Units

Original Text: Quick Investigation: Determine Density 15 min

Updated Text: Effective Use of a Bunsen Burner 50 min

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Current Page Number(s): 22

Location: Elaborate

Original Text: Virtual Lab: Density 15 min

Probeware Lab: Quantitative and Qualitative observations

Updated Text: Virtual Lab: Density of a Plastic Cube 30 min

[lab icon]Virtual Lab: Lab Skills 30 min

ChemLAB: Organizing Quantitative and Qualitative Data 50 min

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Current Page Number(s): 26

Location: Topic: Base Units and SI Prefixes

Original Text: The numbers indicating the temperatures go up and down with a bigger spread on the Fahrenheit scale. The Fahrenheit numbers are greater for the same temperature.

Updated Text: N/A

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Current Page Number(s): 26

Location: Topic: Derived Units

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 2841 of 3538

Original Text: Quick Investigation: Determine Density | Labs | 15 minutes
Students will use data to determine the density of objects.

Updated Text: ChemLAB: Descriptive | Labs | 50 minutes
Effective Use of a Bunsen Burner
Heat a beaker of water using a Bunsen burner, measure distance using a ruler, and measure temperature using a thermometer.

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Current Page Number(s): 49

Location: Explore

Original Text: Making a Graph | Labs | 15 minutes
Students will use data collection techniques to practice making a graph.

Updated Text: Making a Graph | Labs | 50 minutes
Students will measure the temperature changes that occur when a mixture of ice and water is heated to its boiling point, graph the experimental data, and interpolate data between measured quantities.

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Current Page Number(s): 56

Location: Videos & Interactives, Lesson 2

Original Text: N/A

Updated Text: Video: Changes in Matter
Interactive Example Problem: Conservation of Mass

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Current Page Number(s): 56

Location: Videos & Interactives, Lesson 4

Original Text: N/A

Updated Text: Video: Paper Chromatography

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Current Page Number(s): 56

Location: Labs, Lesson 1

Original Text: Lab: The Density of Wood
Forensics Lab A1: What Metal Can It Be?
PhET Simulation: States of Matter

Updated Text: ChemLAB: The Density of Wood
ChemLAB Forensics: What Metal Can It Be?

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 2842 of 3538

ChemLAB: Solve It: Mystery of the Lost Labels
PhET Simulation: States of Matter

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Current Page Number(s): 56

Location: Labs, Lesson 4

Original Text: Quick Investigation:

Updated Text: Quick Lab:

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Current Page Number(s): 56

Location: Labs, Lesson 4

Original Text: Forensics Lab A2: Separation of a Mixture

Updated Text: N/A

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Current Page Number(s): 56

Location: Assignments, Chapter 2

Original Text: N/A

Updated Text: STEM Biographies: Taking Science to the People

STEM Biographies: Reaching into the Unreachable

Focus on Texas: In Rare Form

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Current Page Number(s): 56

Location: Assignments, Lesson 3

Original Text: Practice Problems: Law of Definite Proportions

Updated Text: N/A

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Current Page Number(s): 57

Location: Chapter Launch

Original Text: Launch Lab: How can you observe chemical change? | Labs | 20 minutes

Students will observe the reaction of a metal with acid and test the properties of the gas produced.

Updated Text: Launch Lab: How can you observe chemical change? | Labs | 25 minutes
Students will observe a chemical change when zinc metal reacts with HCl.

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Current Page Number(s): 84

Location: Compounds

Original Text: ChemLAB: Identify the Products of a Chemical Reaction 45 min

Updated Text: ChemLAB: Identify the Products of a Chemical Reaction 50 min

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Current Page Number(s): 84

Location: Law of Definite Proportions

Original Text: SEP: Using Mathematics and Computational Thinking 60 min

Example Problem Video: Law of Definite Proportions 5 min

Updated Text: SEP: Using Mathematics and Computational Thinking 15 min

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Current Page Number(s): 84

Location: Law of Multiple Proportions

Original Text: Example Problem Video: Law of Multiple Proportions 5 min

Updated Text: N/A

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Current Page Number(s): 88

Location: Topic: Law of Multiple Proportions

Original Text: Example Problem Video: Law of Multiple Proportions | Videos and Interactives | 5 minutes

Students work through problems that illustrate the law of multiple proportions.

Updated Text: N/A

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Current Page Number(s): 97

Location: Elaborate

Original Text: Chemistry Project 30 min

Updated Text: Small-Scale Lab: Separation of Aspirin 50 min

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 2844 of 3538

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Current Page Number(s): 98

Location: Explore

Original Text: N/A

Updated Text: Quick Lab: Comparative

Observe Dye Separation | Labs | 25 minutes

Observe different components of ink separating based on their varying attractions to the filter paper as water moves them through the paper.

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Current Page Number(s): 101

Location: Elaborate

Original Text: Chemistry Project | Assignments | 30 minutes EXTEND

Low-fat milk may look like a solution but is a type of mixture—a colloid. Have students conduct research on types of colloids and their uses. They should write a detailed description of each type and include information about the sources they consulted.

Updated Text: N/A

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Current Page Number(s): 106

Location: Videos & Interactives, Chapter 3

Original Text: Interactive Case Exploration: The Development of Atomic Theory

Updated Text: Interactive Case Exploration: A Once in a Lifetime Comet

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Current Page Number(s): 106

Location: Lesson 3

Original Text: Example Problem Video: Using Atomic and Mass Number

Example Problem Video: Calculate Average Atomic Mass

Interactive Visual Literacy: Atomic Number

Updated Text: Interactive Visual Literacy: Atomic Number

Interactive Example Problems: Atomic Number; Use Atomic Number and Mass Number; Calculate Atomic Mass

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Current Page Number(s): 106

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 2845 of 3538

Location: Labs/Assignments, Lesson 2

Original Text: PhET: Rutherford's Experiment [in assignments]

Updated Text: PhET: Rutherford Scattering [title updated and asset listing moved to Labs]

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Current Page Number(s): 106

Location: Labs/Assignments, Lesson 3

Original Text: PhET: Build an Atom [in assignments]

Updated Text: PhET: Build an Atom [asset listing moved to labs]

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Current Page Number(s): 106

Location: Chapter 3 Assignments

Original Text: N/A

Updated Text: Scientific Breakthroughs: Mapping the Mysteries of Materials

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Current Page Number(s): 106

Location: Lesson 3 Assignments

Original Text: N/A

Updated Text: Applying Practices: Chemistry Teacher

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Current Page Number(s): 107

Location: Chapter Launch

Original Text: Interactive Case Exploration: The Development of Atomic Theory | Videos & Interactives | 10 minutes
Students will explore important milestones in the development of atomic theory.

Updated Text: Interactive Case Exploration: A Once in a Lifetime Comet | Videos & Interactives | 10 minutes
Students will explore the appearance of a rare comet in order to examine important milestones in the development of atomic theory.

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Current Page Number(s): 107

Location: Chapter Close

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 2846 of 3538

Original Text: Go Further: Data Analysis Lab | Labs | 45 minutes

Students will use spectrometer data to estimate the atomic mass of a mystery element and then identify the element.

Updated Text: ChemLAB: Simulation of Rutherford's Gold Foil Experiment | Labs | 50 minutes

Students will calculate the trajectory of an alpha particle as it passes near the nucleus of a gold atom and estimate the size of a gold atom's nucleus.

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Current Page Number(s): 121

Location: Explore

Original Text: Differentiated Instruction: Attraction and Repulsion 10 min

PhET Simulation: Rutherford's Experiment 20 min

Updated Text: Differentiated Instruction 10 min

PhET Simulation: Rutherford Scattering 20 min

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Current Page Number(s): 121

Location: The Electron

Original Text: Extension: Oil Drop Experiment 20 min

Updated Text: Extend 20 min

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Current Page Number(s): 121

Location: Explain

Original Text: Activity: Gold Foil Experiment 10 min

Updated Text: Activity 10 min

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Current Page Number(s): 121

Location: Explain

Original Text: Discussion: Accelerating Developments 5 min

Updated Text: Discussion 5 min

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Current Page Number(s): 121

Location: Elaborate

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 2847 of 3538

Original Text: Extension: Scanning Tunneling Microscope 10 min

Updated Text: Extend 10 min

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Current Page Number(s): 121

Location: Elaborate

Original Text: Apply Your knowledge: Compare 10 min

Updated Text: Apply Your Knowledge 10 min

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Current Page Number(s): 124

Location: (bottom of page)

Original Text: N/A

Updated Text: ChemLAB: Descriptive

Simulation of Rutherford's Gold Foil Experiment | Labs | 50 minutes

Students will calculate the trajectory of an alpha particle as it passes near the nucleus of a gold atom and estimate the size of a gold atom's nucleus.

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Current Page Number(s): 134

Location: Engage

Original Text: Activate Prior Knowledge: Early Periodic Table 5 min

Activity: Isotopes 5 min

Activity: Atomic Number and Mass Number 5 min

Updated Text: Activate Prior Knowledge 5 min

Activity 5 min

Activity 5 min

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Current Page Number(s): 134

Location: Explore

Original Text: Theme: Patterns- Atomic Number and Atomic Mass 10 min

Differentiated Instruction: Build an Atom 10 min

PhET Simulation: Atomic Mass 20 min

Updated Text: Theme: Patterns 10 min

Differentiated Instruction 10 min

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 2848 of 3538

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Current Page Number(s): 134

Location: Explain (continued)

Original Text: IN-CLASS Example: Calculating Isotopes 5 min

Example Problem Video 5 min

Updated Text: IN-CLASS Example 5 min

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Current Page Number(s): 134

Location: Mass of Atoms

Original Text: Math in Chemistry: Atomic Mass 10 min

Reinforcement: Isotope Mass 10 min

IN-CLASS Example: Atomic Mass 5 min

Example Problem Video 5 min

Updated Text: Math in Chemistry 10 min

Reinforce 10 min

IN-CLASS Example: Atomic Mass 5 min

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Current Page Number(s): 136

Location: (middle of page)

Original Text: PhET Simulation: Atomic Mass | Labs | 20 minutes

Students use the PhET simulation Atomic Mass to explore the mass of atoms.

Updated Text: N/A

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Current Page Number(s): 148

Location: Videos & Interactives Lesson 1

Original Text: Example Problem Video: Wavelength of a
EM wave

Example Problem Video: Energy of a Photon

Interactive Visual Literacy: Electromagnetic Wave Relationship

Updated Text: Example Problem Video: Calculating the Wavelength of a
EM wave

Interactive Visual Literacy: EM Wave Relationship

Interactive Example Problems: Calculating the Wavelength of an Electromagnetic Wave, Calculate the Energy of a Photon

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Current Page Number(s): 148

Location: Videos & Interactives Lesson 3

Original Text: Example Problem Video: Writing Electron Dot Structures

Interactive Visual Literacy: Creating Orbital Diagrams

Updated Text: Example Problem Video: Electron Dot Structures

Interactive Visual Literacy: Creating Orbital Diagrams

Interactive Example Problems: Electron-Dot Structures

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Current Page Number(s): 148

Location: Labs, Lesson 2

Original Text: Lab: Design Atomic Models

Updated Text: ChemLAB: Design Atomic Models

ChemLAB: Construct an Atomic Theory Timeline

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Current Page Number(s): 148

Location: Labs, Lesson 3

Original Text: Virtual Investigation: Electron Configuration

Updated Text: Simulations: Build an Electron Configuration

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Current Page Number(s): 148

Location: Assignments, Chapter 4

Original Text: N/A

Updated Text: STEM Biographies: It's all Relative: Einstein and Education

Focus on Texas: eBeam Technology

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Current Page Number(s): 148

Location: Assignments, Lesson 1

Original Text: Applying Practices: Wave Characteristics; Is light a wave or a particle?

Updated Text: Applying Practices: Canceling Noise; A Light Look at Spectroscopy; Wave Characteristics; Is light a wave or a particle?

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Current Page Number(s): 148

Location: Assignments, Lesson 2

Original Text: Go Further DATA ANALYSIS LAB: What electron transitions account for the Balmer series?
Inquiry Into Chemistry: Design Atomic Models

Updated Text: N/A

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Current Page Number(s): 148

Location: Assignments, Lesson 3

Original Text: Practice Problems: Filling Atomic Orbitals; Electron-Dot Structures

Updated Text: Practice Problems: Electron-Dot Structures

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Current Page Number(s): 154

Location: The Wave Nature of Light

Original Text: Interactive Visual Literacy 5 min

Math Connection 2 min

Use Analogies 2 min

Differentiated Instruction 5 min

IN-CLASS Example: Light Frequency 5 min

Example Problem Video Wavelength of a EM wave 5 min

Updated Text: Interactive Visual Literacy: Electromagnetic Wave Relationship 5 min

Math Connection 5 min

Use Analogies 5 min

Differentiated Instruction: Hearing Impaired 5 min

IN-CLASS Example 5 min

Example Problem Video Calculating the Wavelength of a EM wave 5 min

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Current Page Number(s): 154

Location: The Particle Nature of Light

Original Text: Example Problem Video Energy of a Photon 5 min

Updated Text: ChemLAB: The Photoelectric Effect 50 min

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 2851 of 3538

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Current Page Number(s): 154

Location: Atomic Spectra

Original Text: Atomic Spectra

Updated Text: Atomic Emission Spectra

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Current Page Number(s): 159

Location: (bottom of page)

Original Text: Example Problem Video: Energy of a Photon | Videos & Interactives | 5 min
Students can access a video solving for the energy of a photon.

Updated Text: ChemLAB: Comparative

The Photoelectric Effect | Labs | 50 min

Students will observe the photoelectric effect and determine the value of Planck's constant.

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Current Page Number(s): 173

Location: (middle of page)

Original Text: Chemistry Journal | 15 minutes

Have students research the types of gases used to emit infrared and ultraviolet electromagnetic radiation. Have them summarize their findings in their chemistry journals.

Updated Text: N/A

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Current Page Number(s): 175

Location: (middle of page)

Original Text: N/A

Updated Text: ChemLAB: Descriptive

Design Atomic Models | Labs | 50 minutes

Students will design and construct models of five d orbitals.

ChemLAB: Descriptive

Construct an Atomic Theory Timeline | Labs | 50 minutes

Students will construct models using Dalton's postulates, Thomson's discovery of electron properties, Rutherford's nuclear atom, Bohr's nuclear atom, and Heisenberg's uncertainty principle to show the development of atomic theory over time.

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 2852 of 3538

Current Page Number(s): 182

Location: Explain

Original Text: N/A

Updated Text: [lab icon] Simulations: Build an Electron Configuration 30 min

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Current Page Number(s): 184

Location: (bottom of page)

Original Text: N/A

Updated Text: [lab icon] Simulations: Build an Electron Configuration | Labs | 30 minutes
Students will use the simulation to build the electron configuration of various elements.

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Current Page Number(s): 192

Location: Videos & Interactives, Chapter 5

Original Text: N/A

Updated Text: Interactive Case Explorations: Realities of Rare Earth Elements

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Current Page Number(s): 192

Location: Videos & Interactives, Lesson 2

Original Text: Interactive Visual Literacy: Electron Configuration and the Periodic Table

Updated Text: Interactive Visual Literacy: Organizing Elements by Electron Configuration

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Current Page Number(s): 192

Location: Videos & Interactives, Lesson 3

Original Text: Video: Periodic Trends

Example Problem Video: Trends in Atomic Radii

Interactive Visual Literacy: Compare Trends in Atomic and Ionic Radii

Updated Text: Video: Sodium in Water, Potassium in Water

Example Problem Video: Atomic Radius and the Periodic Table

Interactive Visual Literacy: Compare Trends in Atomic and Ionic Radii

Interactive Example Problem: Atomic Radius and the Periodic Table

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 2853 of 3538

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Current Page Number(s): 192

Location: Labs, Lesson 1

Original Text: Chem Lab: Investigate Descriptive Chemistry

Updated Text: [moving location to sit underneath Launch Lab in Chapter 5]

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Current Page Number(s): 192

Location: Labs, Lesson 3

Original Text: Labs: Periodic Trends in the Periodic Table

Simulations: Periodic Properties of the Elements

Updated Text: ChemLAB: Periodic Trends in the Periodic Table, Properties of the Periodic Table

Simulations: Periodic Properties of the Elements

Small-Scale: Periodicity and the Properties of the Elements

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Current Page Number(s): 192

Location: Assignments, Chapter 5

Original Text: Interactive Case Exploration: Development of the Periodic Table

Updated Text: STEM at Work: The Evolving Periodic Table

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Current Page Number(s): 192

Location: Assignments, Lesson 3

Original Text: Practice Problems: Interpret Trends in Atomic Radii

CER: Periodic Trends

Updated Text: Practice Problems: Atomic Radius and the Periodic Table

CER: Periodic Trends

Applying Practices: Electron Patterns of Atoms

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Current Page Number(s): 193

Location: Chapter Close

Original Text: Chem Lab: Investigate Descriptive Chemistry | Labs | 45 minutes

Students explore element properties. Students should perform this lab after Lesson 2.

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 2854 of 3538

Updated Text: ChemLAB: Investigate Descriptive Chemistry | Labs | 50 minutes

Observe properties of various elements and use properties to classify elements as metals, nonmetals, or metalloids.

Students should perform this lab after Lesson 2.

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Current Page Number(s): 210

Location: (top of page)

Original Text: Lesson 2 Blueprint

Updated Text: Lesson 2 Blueprint TEKS 5.B

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Current Page Number(s): 210

Location: Explain

Original Text: Explain

Updated Text: Explain Student pages 139-148

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Current Page Number(s): 210

Location: The s-, p-, d-, and f-Block Elements

Original Text: N/A

Updated Text: Small-Scale Lab: Properties of Transition Metals 50 min

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Current Page Number(s): 217

Location: (middle of page)

Original Text: Ask Yourself Predict which element will react more strongly with water based on valence electron patterns, potassium or calcium.

Updated Text: Ask Yourself Predict which element--potassium or calcium--will react more strongly with water based on valence electron patterns.

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Current Page Number(s): 218

Location: (top of page)

Original Text: Lesson 3

Updated Text: Lesson 3 TEKS 5.C

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 2855 of 3538

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Current Page Number(s): 220

Location: (top of page)

Original Text: Lesson 3 Blueprint

Updated Text: Lesson 3 Blueprint TEKS 5.C

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Current Page Number(s): 220

Location: Engage

Original Text: Video: Periodic Trends

Updated Text: Video: Sodium in Water, Potassium in Water

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Current Page Number(s): 220

Location: Elaborate

Original Text: Remediation 10 min

Updated Text: ChemLAB: Periodic Trends in the Periodic Table 50 min

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Current Page Number(s): 220

Location: (bottom of page)

Original Text: Looking for more differentiation options? Find the REINFORCE , EXTEND , and EB/EL activities and strategies within the lesson support for differentiation support.

Updated Text: N/A

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Current Page Number(s): 223

Location: (bottom of page)

Original Text: N/A

Updated Text: ChemLAB: Descriptive

Properties of the Periodic Table | Labs | 50 minutes

Students will construct a simplified version of the periodic table to identify trends and relationships among elements in the same group and among elements in the same period.

Small-Scale Lab: Comparative

Periodicity and the Properties of the Elements | Labs | 50 minutes

Students will prepare serial dilutions of solutions containing ions of alkaline earth metals, observe precipitates that form when other substances are added to these solutions, and recognize patterns of solubility for alkaline earth metal compounds.

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Current Page Number(s): 227

Location: Elaborate

Original Text: Remediation | 10 minutes REINFORCE

Have students label the trends on an outline of a periodic table, using arrows pointing in the direction that the trend increases.

Updated Text: ChemLAB: Comparative

Periodic Trends in the Periodic Table | labs | 50 minutes

Students will identify trends among elements in the same group, use mathematical calculations to assess quantitative relationships among chemical properties, and draw conclusions about the accuracy of predicting chemical properties using group trends.

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Current Page Number(s): 231

Location: Lesson 3 Essential Question

Original Text: Essential Question: How do we write formulas and names for ionic compounds?

Updated Text: Essential Question: How are formulas and names assigned to ionic compounds?

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Current Page Number(s): 232

Location: Videos & Interactives, Lesson 2

Original Text: Video: How are magnets like ionic bonds?

Updated Text: Video: Electromagnetic Force and Ionic Bonds

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Current Page Number(s): 232

Location: Videos & Interactives, Lesson 3

Original Text: Example Problem Video: Electron Configuration and the Periodic Table

Updated Text: Example Problem Video: Formula for Polyatomic Ionic Compound

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 2857 of 3538

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Current Page Number(s): 232

Location: Labs, Chapter 6

Original Text: N/A

Updated Text: ChemLAB: Synthesize an Ionic Compound

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Current Page Number(s): 232

Location: Labs, Lesson 1

Original Text: Virtual Lab: Kinetic Theory

Updated Text: N/A

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Current Page Number(s): 232

Location: Labs, Lesson 2

Original Text: ChemLAB: Synthesize an Ionic Compound

Probeware: Conductivity

Simulation: Formation of an Ionic Compound

Updated Text: Simulation: Formation of Ionic Compounds

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Current Page Number(s): 232

Location: Assignments, Chapter 6

Original Text: N/A

Updated Text: Chemistry & Technology: From Salty to Fresh

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Current Page Number(s): 232

Location: Assignments, Lesson 3

Original Text: Practice Problems: Formula for an Ionic

Compound; Formula for a Polyatomic Ionic

Compound; Naming Ionic Compounds

Personal Tutor: Naming Ionic Compounds

Updated Text: Practice Problems: Formula for a Binary Ionic Compound A; Formula for a Binary Ionic Compound B;
Formula for a Polyatomic Ionic Compound
Applying Practices: Food Scientist

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Current Page Number(s): 233

Location: Chapter Close

Original Text: ChemLAB: Synthesize an Ionic Compound | Labs | 45 minutes

Students burn magnesium metal in air to make magnesium oxide and magnesium nitride. Students should perform the lab after Lesson 2.

Updated Text: ChemLAB: Synthesize an Ionic Compound | Labs | 50 minutes

Students will observe evidence of a chemical reaction and analyze data to classify the products as ionic or not ionic. Students should perform the lab after Lesson 2.

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Current Page Number(s): 247

Location: Engage

Original Text: Video: How are magnets like ionic bonds? 5 min

Updated Text: Video: Electromagnetic Force and Ionic Bonds 5 min

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Current Page Number(s): 248

Location: Engage

Original Text: Video: How are magnets like ionic bonds? | Videos & Interactives | 5 min

Updated Text: Video: Electromagnetic Force and Ionic Bonds | Videos & Interactives | 5 min

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Current Page Number(s): 252

Location: (bottom of page)

Original Text: N/A

Updated Text: Simulations: Formation of Ionic Compounds | Labs | 30 minutes

Students will complete the simulation in order to model the formation of ionic compounds and the movement of electrons.

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Current Page Number(s): 258

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 2859 of 3538

Location: Formulas for Ionic Compounds

Original Text: Example Problem Video: Electron Configuration and the Periodic Table 5 min

Updated Text: Example Problem Video: Formula for Polyatomic Ionic Compound 5 min

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Current Page Number(s): 261

Location: (top of page)

Original Text: Example Problem Video: Electron Configuration and the Periodic Table | Videos & Interactives | 5 minutes

Updated Text: Example Problem Video: Formula for Polyatomic Ionic Compound | Videos & Interactives | 5 minutes

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Current Page Number(s): 269

Location: (bottom of page)

Original Text: N/A

Updated Text: Quick Lab: Descriptive

Observe Properties | Labs | 25 minutes

Students will observe how the properties of steel change when it is subjected to different types of heat treatment.

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Current Page Number(s): 278

Location: Videos & Interactives, Chapter 7

Original Text: Interactive Case Exploration: Covalent Bonds

Updated Text: Interactive Case Exploration: Why are Diamond Drills used for Drilling?

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Current Page Number(s): 278

Location: Videos & Interactives, Lesson 2

Original Text: Interactive Visual Literacy: Naming Molecules, Naming Acids

Example Problem Video: Naming Molecular
Compounds

Updated Text: Interactive Visual Literacy: Naming Molecules

Example Problem Video: Naming Binary Molecular
Compounds

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 2860 of 3538

Current Page Number(s): 278

Location: Videos & Interactives, Lesson 4

Original Text: Example Problem Video: Shapes of Molecules

Updated Text: Example Problem Video: Find the Shape of a Molecule

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Current Page Number(s): 278

Location: Labs, Chapter 7

Original Text: Launch Lab: What type of compound is used to make a superball?

ChemLab: Model Molecular Shapes

Updated Text: Launch Lab: What type of compound is used to make a super ball?

ChemLAB: Model Molecular Shapes

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Current Page Number(s): 278

Location: Labs, Lesson 1

Original Text: Quick Investigation: Compare Melting Points

Updated Text: Quick Lab: Compare Melting Points

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Current Page Number(s): 278

Location: Labs, Lesson 4

Original Text: Small-scale Lab: Modeling Molecular Shapes

Lab: Covalent Bonding in Medicines

Updated Text: ChemLAB: Modeling Molecular Shapes

ChemLAB: Covalent Bonding in Medicines

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Current Page Number(s): 278

Location: Labs, Lesson 5

Original Text: N/A

Updated Text: PhET Simulation: Molecular Polarity

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Current Page Number(s): 278

Location: Assignments, Chapter 7

Original Text: N/A

Updated Text: Chemistry & Society: Plastics: The Good, the Bad, and the Ugly

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Current Page Number(s): 278

Location: Assignments, Lesson 4

Original Text: N/A

Updated Text: Applying Practices: Modeling Electrostatic Forces: Covalent Bonding

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Current Page Number(s): 279

Location: Chapter Launch

Original Text: Launch Lab: What type of compound is used to make a super ball? | Labs | 15 minutes
Students will form an organosilicon compound and test its properties.

Updated Text: Launch Lab: What type of compound is used to make a super ball? | Labs | 15 minutes
Students will make a super ball from organosilicon oxide (Si(OCH₂CH₃)₂O).

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Current Page Number(s): 279

Location: Chapter Close

Original Text: ChemLab: Model Molecular Shapes | Labs | 45 minutes
Students will construct models of molecules with linear, bent, trigonal planar, and tetrahedral molecular geometries as explained by Valence Shell Electron Pair Repulsion (VSEPR) theory.

Updated Text: ChemLab: Model Molecular Shapes | Labs | 50 minutes
Students will use Lewis (electron-dot) structures to predict the shapes of different molecules and construct molecular models.

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Current Page Number(s): 289

Location: (bottom of page)

Original Text: Apply Your Knowledge: Draw Lewis Structures | 15 minutes
Ask students to draw the Lewis structure for the molecule H₂S.

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 2862 of 3538

[molecule art]

REINFORCE Draw the structural formulas for C₂H₆, C₂H₄, and C₂H₂. Ask students to identify all sigma and pi bonds. Using a table of bond energies and bond lengths, have students compare the bond lengths and bond energies of C—C, C=C, and C≡C. As the number of bonds between two atoms increases, the bond length shortens and becomes stronger.

Updated Text: [moving location to bottom of next page, page 290]

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Current Page Number(s): 290

Location: (bottom of page)

Original Text: Apply Your Knowledge: Bond Strength | 5 minutes

Ask: If Mg forms an ionic bond, and S forms a covalent bond, which bond type is the stronger bond? Why? The ionic bond is stronger because more energy is released during its formation

Updated Text: N/A

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Current Page Number(s): 296

Location: Explore

Original Text: Theme: Models

Updated Text: Theme: Systems and System Models

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Current Page Number(s): 296

Location: Naming Acids

Original Text: Apply Your Knowledge 10 min

Updated Text: Apply Your Knowledge 40 min [in addition to time change, entry moving from Elaborate to Naming Acids]

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Current Page Number(s): 299

Location: Naming Acids

Original Text: Interactive Visual Literacy: Naming Acids | Videos & Interactives | 5 minutes

Students will learn the steps for naming acids.

Updated Text: N/A

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Current Page Number(s): 300

Location: (middle of page)

Original Text: Apply Your Knowledge: Common Pollutants | 10 minutes

Many common air pollutants form acids in water. Have students create tables that have the following column heads: Formula of Pollutant, Name of Molecule, Formula of Acid, and Name of Acid. For each of the following pollutants, provide information for one column and have students complete the table: SO₂ (sulfur dioxide, H₂SO₃, sulfurous acid), CO₂ (carbon dioxide, H₂CO₃, carbonic acid), SO₃ (sulfur trioxide, H₂SO₄, sulfuric acid), NO₂ (nitrogen dioxide, HNO₃, nitric acid).

Updated Text: [changes to head; entry moved from page 300 to page 299]

Apply Your Knowledge | 40 minutes

Many common air pollutants form acids in water. Have students create tables that have the following column heads: Formula of Pollutant, Name of Molecule, Formula of Acid, and Name of Acid. For each of the following pollutants, provide information for one column and have students complete the table: SO₂ (sulfur dioxide, H₂SO₃, sulfurous acid), CO₂ (carbon dioxide, H₂CO₃, carbonic acid), SO₃ (sulfur trioxide, H₂SO₄, sulfuric acid), NO₂ (nitrogen dioxide, HNO₃, nitric acid).

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Current Page Number(s): 302

Location: Revisit the Essential Question

Original Text: Binary compound names include the elements present with prefixes that include the number of atoms each. The names of oxyacids tell you how many oxygen atoms are present in the compound.

Updated Text: Names for binary covalent substances use different naming conventions than binary ionic substances. If the compound is named using the names of ions, it is ionic. If the compound is named using prefixes to identify the number of atoms of each element in a molecule, it is covalent.

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Current Page Number(s): 304

Location: Science Background

Original Text: These relative locations are modeled by Lewis structures and differ based on the bond type and possibility of resonance.

Updated Text: These relative locations can be modeled using Lewis structures, which can also be used to show bond type and resonance.

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Current Page Number(s): 316

Location: (top of page)

Original Text: Molecular Structures

Updated Text: Molecular Shapes

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 2864 of 3538

Current Page Number(s): 318

Location: Hybridization

Original Text: Apply Your Knowledge 10 min

Updated Text: Apply Your Knowledge 15 min

ChemLAB: Modeling Molecular Shapes 50 min

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Current Page Number(s): 321

Location: (bottom of page)

Original Text: N/A

Updated Text: ChemLAB: Comparative

Modeling Molecular Shapes | Labs | 50 minutes

Students will construct models of molecules by using inflated balloons and observe how the number of covalent bonds and lone pairs of electrons on a central atom or atoms affects molecular shape.

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Current Page Number(s): 323

Location: (middle of page)

Original Text: Covalent Bonding in Medicines

Students will conduct an experiment to determine covalent bonding in medicines.

Updated Text: Covalent Bonding in Medicines | Labs | 50 minutes

Students will construct models to show the single and double bonds in some covalent compounds, draw Lewis (electron-dot) structures to represent the molecules, and draw the structural formulas of medicine molecules based on models.

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Current Page Number(s): 333

Location: (middle of page)

Original Text: N/A

Updated Text: ChemLAB: Comparative

Covalent Compounds | Labs | 50 minutes

Students will construct models to show the shapes of molecules, draw electron dot structures to represent their structures, and predict bonding between atoms based on their electronegativity.

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Current Page Number(s): 338

Location: Videos & Interactives, Chapter 8

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 2865 of 3538

Original Text: N/A

Updated Text: If Then/She Can: Paula Garcia Todd

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Current Page Number(s): 338

Location: Videos & Interactives, Lesson 1

Original Text: Video: Reactions and Equations

Updated Text: Video: Cupcakes and Chemical Reactions

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Current Page Number(s): 338

Location: Videos & Interactives, Lesson 2

Original Text: Video: Classifying Chemical Reactions

Updated Text: Video: Synthesis Reactions, Single-Replacement Reactions

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Current Page Number(s): 338

Location: Videos & Interactives, Lesson 3

Original Text: Video: Reactions in Aqueous Solutions

Interactive Visual Literacy: Reactions in Aqueous Solutions

Example Problem Video : Reactions Forming Precipitates

Updated Text: Interactive Visual Literacy: Reactions in Aqueous Solutions

Example Problem Video: Reactions That Form a Precipitate

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Current Page Number(s): 338

Location: Labs, Chapter 8

Original Text: ChemLAB: Develop an Activity Series

Updated Text: Small-Scale Lab: Develop an Activity Series

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Current Page Number(s): 338

Location: Labs, Lesson 2

Original Text: Virtual Lab: Synthesis of Calcium Carbonate

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 2866 of 3538

Updated Text: ChemLAB: Single-Replacement Reactions
ChemLAB: Double-Replacement Reactions

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Current Page Number(s): 338

Location: Labs, Lesson 3

Original Text: Virtual Lab: Reactions in Solution

Small-Scale Lab: Solutions and

Precipitates

Design-Your-Own Lab: How thick is the coating on a galvanized nail?

Updated Text: Virtual Lab: Reactions in Solution, Solubility: Qualitative Analysis

Small-Scale Lab: Solutions and

Precipitates

Design-Your-Own Lab: How thick is the coating on a galvanized nail?

Quick Lab: Observing a Precipitate-Forming Reaction

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Current Page Number(s): 338

Location: Assignments, Chapter 8

Original Text: N/A

Updated Text: STEM Biographies: Saving the Ozone

Chemistry & Society: How One Woman Led the FDA to Save Lives

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Current Page Number(s): 338

Location: Assignments, Lesson 1

Original Text: Challenge Problems: Balancing Chemical Equations

Updated Text: Applying Practices: Tastes Great!

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Current Page Number(s): 338

Location: Assignments, Lesson 2

Original Text: Applying Practices: The Weather Report

Data Analysis Lab: How can you explain the reactivities of halogens?

Updated Text: N/A

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 2867 of 3538

Current Page Number(s): 338

Location: Assignments, Lesson 3

Original Text: Applying Practices: Corn Syrup and Other Sweeteners

Updated Text: N/A

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Current Page Number(s): 344

Location: Engage

Original Text: Video: Reactions and Equations

Updated Text: Video: Cupcakes and Chemical Reactions

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Current Page Number(s): 357

Location: Engage

Original Text: Video: Classifying Chemical Reactions 5 min

Updated Text: N/A

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Current Page Number(s): 357

Location: Elaborate

Original Text: Virtual Lab: Synthesis of Calcium Carbonate 15 min

Updated Text: ChemLAB: Double-Replacement Reactions 50 min

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Current Page Number(s): 358

Location: (middle of page)

Original Text: Video: Classifying Chemical Reactions | Videos & Interactives | 5 minutes

This video illustrates different kinds of chemical reactions and their key characteristics.

Updated Text: N/A

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Current Page Number(s): 359

Location: (bottom of page)

Original Text: N/A

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 2868 of 3538

Updated Text: Video: Synthesis Reactions: Sodium and Chlorine | Videos & Interactives | 5 minutes
Students will see the synthesis of sodium metal and chlorine gas.

Video: Single-Replacement Reactions: Copper and Nitric Acid | Videos & Interactives | 5 minutes
Students will see the reaction of copper and nitric acid and the replacement that takes place in the products.

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Current Page Number(s): 361

Location: (top of page)

Original Text: N/A

Updated Text: ChemLAB: Experimental Single-Replacement Reactions | Labs | 50 minutes
Students will classify and balance chemical equations for single-replacement reactions, and develop an activity series of selected metals.

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Current Page Number(s): 370

Location: Engage

Original Text: Video: Reactions in Aqueous Solutions 5 min

Updated Text: N/A

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Current Page Number(s): 370

Location: Explore

Original Text: N/A

Updated Text: Quick Lab: Observe a Precipitate Forming Reaction 25 min

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Current Page Number(s): 370

Location: Types of Reaction in Aqueous Solution

Original Text: Apply Chemistry 5 min

Updated Text: Small-Scale Lab: Solutions and Precipitates 50 min
Design-Your-Own Lab: How thick is the coating on a galvanized nail? 50 min

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Current Page Number(s): 370

Location: Elaborate

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 2869 of 3538

Original Text: N/A

Updated Text: Virtual Lab: Solubility: Qualitative Analysis 15 min

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Current Page Number(s): 371

Location: (top of page)

Original Text: Video: Reactions in Aqueous Solutions | Videos & Interactives | 5 minutes

This video illustrates the reactions possible when occurring in aqueous solution.

Updated Text: N/A

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Current Page Number(s): 371

Location: (bottom of page)

Original Text: N/A

Updated Text: Quick Lab: Experimental Observe a Precipitate-Forming Reaction | Labs | 25 minutes

Students will observe the formation of a precipitate and write the balanced chemical equation and net ionic equation for the reaction.

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Current Page Number(s): 373

Location: (bottom of page)

Original Text: N/A

Updated Text: Small-Scale Lab: Experimental Solutions and Precipitates | Labs | 50 minutes

Students will write ionic equations for mixtures of aqueous solutions, predict which mixtures will form precipitates, and observe mixtures for precipitate formation.

Design-Your-Own Lab: Experimental

How thick is the coating on a galvanized nail? | Labs | 50 minutes

Students will determine the thickness of the protective coating on a piece of galvanized iron, in both picometers (pm) and approximate number of atoms.

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Current Page Number(s): 382

Location: Videos & Interactives, Chapter 9

Original Text: Interactive Case Exploration: Chemical Quantities

Updated Text: Interactive Case Exploration: Measuring What's in Medicine and Drug Dosages

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 2870 of 3538

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Current Page Number(s): 382

Location: Videos & Interactives, Lesson 1

Original Text: Example Problem Video Atom-Mole Conversions

Updated Text: Example Problem Video: Particle-Mole Conversions

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Current Page Number(s): 382

Location: Videos & Interactives, Lesson 3

Original Text: Example Problem Video: Determining Molar Mass

Updated Text: N/A

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Current Page Number(s): 382

Location: Videos & Interactives, Lesson 4

Original Text: Example Problem Video: Percent Composition

Updated Text: Example Problem Video: Determining a Molecular Formula, Calculating Percent Composition

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Current Page Number(s): 382

Location: Videos & Interactives, Lesson 5

Original Text: Interactive Visual Literacy: Molecular Formulas

Example Problem Video Formula of a Hydrate

Updated Text: Interactive Visual Literacy: Formulas of Hydrates

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Current Page Number(s): 382

Location: Labs, chapter 9

Original Text: N/A

Updated Text: ChemLAB:Solve It: Mystery of the Missing Mass

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 2871 of 3538

Current Page Number(s): 382

Location: Labs, Lesson 1

Original Text: Virtual Lab: Kinetic Theory

Updated Text: N/A

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Current Page Number(s): 382

Location: Labs, Lesson 2

Original Text: Virtual Investigation: Mass, Moles, and Molecules

Updated Text: Virtual Lab: Mass, Moles, and Molecules

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Current Page Number(s): 382

Location: Labs, Lesson 4

Original Text: Quick Investigation: Analyze Chewing Gum

Updated Text: Quick Lab: Analyze Chewing Gum

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Current Page Number(s): 382

Location: Assignments, Chapter 9

Original Text: N/A

Updated Text: Chemistry & Society: Making Cents

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Current Page Number(s): 382

Location: Assignments, Lesson 1

Original Text: N/A

Updated Text: Applying Practices: On the Backs of Envelopes

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Current Page Number(s): 383

Location: Chapter Launch

Original Text: Launch Lab: How Much is a Mole? | Labs | 15 minutes

Students will the dimensions of common objects to investigate the scale of a mole.

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 2872 of 3538

Updated Text: Launch Lab: How Much is a Mole? | Labs | 25 minutes
Students will investigate the size of a mole.

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Current Page Number(s): 391

Location: (bottom of page)

Original Text: N/A

Updated Text: ChemLAB: Comparative

Determining Avogadro's Number | Labs | 50 minutes

Students will measure the diameter of stearic acid solution in a monolayer, calculate a value for Avogadro's number, and infer which volume estimate better approximates the volume of a stearic acid molecule.

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Current Page Number(s): 403

Location: (bottom of page)

Original Text: N/A

Updated Text: Simulations: Moles, Mass, and Molecules | Labs | 25 minutes

Students will elaborate on moles, mass, and molecules through this simulation.

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Current Page Number(s): 411

Location: (bottom of page)

Original Text: N/A

Updated Text: ChemLAB: Comparative

Estimating the Size of a Mole | Labs | 50 minutes

Students will measure the average mass of a split pea and calculate its volume, calculate the mass and volume of a mole of split peas, and compare the mass and volume of a mole of split peas to the masses and volumes of atoms and compounds.

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Current Page Number(s): 420

Location: Elaborate

Original Text: N/A

Updated Text: Quick Lab: Analyze Chewing Gum 25 min

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Current Page Number(s): 425

Location: (bottom of page)

Original Text: N/A

Updated Text: Quick Lab: Comparative

Analyze Chewing Gum | Labs | 25 minutes

Students will determine if sweetening and flavoring are added as a coating or mixed throughout chewing gum.

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Current Page Number(s): 435

Location: (bottom of page)

Original Text: Example Problem Video: Determining the Formula of a Hydrate | Videos & Interactives | 5 minutes

Students will complete the calculations needed to determining the formula of a hydrate.

Updated Text: ChemLAB: Experimental

Determining the Formula of a Hydrate | Labs | 50 minutes

Students will heat a known mass of hydrated compound until the water is removed and calculate the formula for a hydrate using the mass of the hydrated compound and the mass of the anhydrous compound.

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Current Page Number(s): 442

Location: Videos & Interactives, Chapter 10

Original Text: N/A

Updated Text: If Then/She Can: Janis Louie

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Current Page Number(s): 442

Location: Videos & Interactives, Lesson 1

Original Text: Video: Defining Stoichiometry

Updated Text: Video: Iron Dust Through Flame, Potassium Reacts with Bromine

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Current Page Number(s): 442

Location: Videos & Interactives, Lesson 2

Original Text: Video: Stoichiometric Calculations

Example Problem Video: Stoichiometry

Updated Text: Video: Stoichiometric Calculations, Potassium in Water

Example Problem Video: Mole-to-Mole Stoichiometry

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 2874 of 3538

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Current Page Number(s): 442

Location: Videos & Interactives, Lesson 3

Original Text: Video: Limiting Reactants

Updated Text: Video: Time-Lapse of a Burning Candle

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Current Page Number(s): 442

Location: Videos & Interactives, Lesson 4

Original Text: N/A

Updated Text: Interactive Visual Literacy: Theoretical v. Actual Yield

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Current Page Number(s): 442

Location: Labs, Chapter 10

Original Text: N/A

Updated Text: ChemLAB: Solve It: Mystery of the Moonlight Ride

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Current Page Number(s): 442

Location: Labs, Lesson 2

Original Text: Quick Investigation: Apply Stoichiometry

Updated Text: Quick Lab: Apply Stoichiometry

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Current Page Number(s): 442

Location: Labs, Lesson 3

Original Text: Lab: Observing a Limiting Reactant

Lab: Determining Reaction Ratios

Virtual Investigation: Limiting Reactants

Updated Text: ChemLAB: Observing a Limiting Reactant

ChemLAB: Determining Reaction Ratios

Simulations: Stoichiometry, Limiting Reactants

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Current Page Number(s): 442

Location: Labs, Lesson 4

Original Text: N/A

Updated Text: DYO: How much is Really Aspirin?

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Current Page Number(s): 442

Location: Assignments, Chapter 10

Original Text: N/A

Updated Text: Focus on Texas: The Stoichiometry That Just Might Save Your Life

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Current Page Number(s): 442

Location: Assignments, Lesson 3

Original Text: N/A

Updated Text: Applying Practices: Conservation of Mass; Pharmacist

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Current Page Number(s): 443

Location: Chapter Launch

Original Text: Launch Lab: What evidence can you observe that a reaction is taking place? | Labs | 15 minutes
Students will observe evidence of a chemical reaction.

Updated Text: Launch Lab: What evidence can you observe that a reaction is taking place? | Labs | 20 minutes
Students will identify evidence that a chemical reaction is taking place.

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Current Page Number(s): 443

Location: Chapter Close

Original Text: ChemLAB: Determine the Mole Ratio | Labs | 45 minutes
Students analyze the results of a chemical reaction to determine mole ratio, limiting reactant, and percent yield. Students should perform the lab after Lesson 2.

Updated Text: Solve It: Mystery of the Moonlight Ride | Labs | 50 minutes

Students will produce hydrogen and oxygen gases using an electrolysis apparatus, identify the gases using a splint test, and compare the potential effectiveness of the gases as fuel. Students should perform the lab after Lesson 4.

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Current Page Number(s): 448

Location: Explain

Original Text: N/A

Updated Text: Video: Potassium in Water 5 min

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Current Page Number(s): 456

Location: (top of page)

Original Text: Lesson 2

Updated Text: Lesson 2 TEKS 9.C

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Current Page Number(s): 458

Location: Elaborate

Original Text: Cultural Diversity: Stoichiometry in Soap Making

Updated Text: N/A

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Current Page Number(s): 472

Location: (bottom of page)

Original Text: Observing a Limiting Reactant | Labs | 30 minutes

Students will use experimentation to determine proper ratios in reactions.

Updated Text: Observing a Limiting Reactant | Labs | 50 minutes

Students will predict which substance in the reaction of magnesium and hydrochloric acid will be the limiting reactant based on stoichiometric calculations, and determine percent yield.

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Current Page Number(s): 477

Location: (bottom of page)

Original Text: Laboratory

Determining Reaction Ratios | Labs | 40 minutes

Students will use experimentation to determine reaction ratios of chemical reactions.

Updated Text: ChemLAB: Descriptive

Determining Reaction Ratios | Labs | 50 minutes

Students will classify substances as acids or bases, determine the types and numbers of ions that are released upon dissociation of the acid and the bases, and calculate the mole ratios of the acid and bases used in this activity.

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Current Page Number(s): 487

Location: (middle of page)

Original Text: N/A

Updated Text: Design-Your-Own Lab

How Much is Really Aspirin? | Labs | 50 minutes

Students will determine the number of milligrams of acetylsalicylic acid per tablet in a brand of commercial aspirin and the mass percent acetylsalicylic acid in the tablet.

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Current Page Number(s): 492

Location: Videos & Interactives, Chapter 11

Original Text: Interactive Case Exploration: Gas Laws

Updated Text: Interactive Case Exploration: Why do Astronauts Need Spacesuits?

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Current Page Number(s): 492

Location: Videos & Interactives, Lesson 1

Original Text: Partial Pressure

Updated Text: N/A

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Current Page Number(s): 492

Location: Videos & Interactives, Lesson 2

Original Text: Video: Temperature and Volume

Updated Text: N/A

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 2878 of 3538

Current Page Number(s): 492

Location: Videos & Interactives, Lesson 3

Original Text: Video: Temperature and Volume

Updated Text: Video: Gas Laws and Tire Pressure

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Current Page Number(s): 492

Location: Videos & Interactives, Lesson 4

Original Text: Video: Space Shuttle Launch

**IVL: Gas Stoichiometry Example Problem

Video: Volume-Mass Stoichiometry

Updated Text: Video: Liftoff Stoichiometry

**IVL: Gas Stoichiometry Example Problem

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Current Page Number(s): 492

Location: Labs, Lesson 1

Original Text: Virtual lab: Kinetic Theory

Updated Text: Virtual lab: Diffusion and Graham's Law

PhET: Gases Intro

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Current Page Number(s): 492

Location: Labs, Lesson 2

Original Text: Virtual lab: Gas Laws

Labs: Boyle's Law; Charles's Law

Probeware labs: Boyle's law; Gay-Lussac's Law

Small-scale lab: Gas Pressure and Gas Volume

Updated Text: Simulation: Gas Laws

ChemLABs: Boyle's Law; Charles's Law

Probeware Labs: Boyle's Law; Gay-Lussac's Law

Small-scale Lab: Gas Pressure and Gas Volume

PhET: Gas Properties

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Current Page Number(s): 492

Location: Labs, Lesson 3

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 2879 of 3538

Original Text: Quick Investigation: Model a Fire Extinguisher

Updated Text: Quick Lab: Model a Fire Extinguisher

Virtual Lab: Ideal Gas Law Constant

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Current Page Number(s): 492

Location: Assignments, Chapter 11

Original Text: N/A

Updated Text: Chemistry & Society: What Goes Up Doesn't Always Come Down

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Current Page Number(s): 492

Location: Assignments, Lesson 2

Original Text: PhET: Behavior of Gases

Updated Text: N/A

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Current Page Number(s): 492

Location: Assignments, Lesson 3

Original Text: PhET: Behavior of Gases

Updated Text: N/A

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Current Page Number(s): 496

Location: (top of page)

Original Text: Lesson 1

Updated Text: Lesson 1 TEKS 10.A TEKS 10.C

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Current Page Number(s): 502

Location: (bottom of page)

Original Text: Example Problem Video: Partial Pressure |Videos and Interactives | 5 min
Students can access a video solving a partial pressure problem.

Updated Text: N/A

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 2880 of 3538

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Current Page Number(s): 521

Location: Engage

Original Text: Video: The Ideal Gas Law 1 min

Updated Text: Video: Gas Laws and Tire Pressure 5 min

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Current Page Number(s): 521

Location: The Ideal Gas Law

Original Text: IN-CLASS Example: The Ideal Gas Law 5 min

Example Problem Video: The Ideal Gas Law 5 min

Updated Text: IN-CLASS Example

Example Problem Video: Molar Volume 5 min

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Current Page Number(s): 523

Location: (bottom of page)

Original Text: N/A

Updated Text: [add gloves, fumes, flammable safety icons]

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Current Page Number(s): 523

Location: (bottom of page)

Original Text: Tie off the balloon and ask students to explain what they observe in terms of the variables involved.

Updated Text: Tie off the balloon and ask students to explain what they observe in terms of the variables involved.

Caution: The acetylene gas produced in this demo is flammable. Avoid open flames, sparks or sources of heat. Conduct this demo in a well-ventilated area.

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Current Page Number(s): 538

Location: (top of page)

Original Text: Example Problem Video: Volume-Mass Stoichiometry | Videos and Interactives | 5 minutes
Students can access a video solving a volume-mass problem.

Updated Text: N/A

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 2881 of 3538

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Current Page Number(s): 538

Location: (bottom of page)

Original Text: Apply Your Knowledge: Solving Gas Stoichiometry Problems | 15 minutes

Place a 10.0-g ball of aluminum foil in 38.0 mL of concentrated hydrochloric acid in a well-ventilated area.

Updated Text: Demonstration: Solving Gas Stoichiometry Problems | 15 minutes

Teacher Demonstration: Drop a small pellet of calcium metal into a 250-mL beaker half-filled with water. Caution: The solution produced is corrosive. [add gloves/fumes safety icons]

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Current Page Number(s): 538

Location: (bottom of page)

Original Text: $6\text{HCl (aq)} \rightarrow 3\text{H}_2\text{(g)} + 2\text{AlCl}_3\text{(aq)}$; 12.6 L

For disposal, filter the product. Pour the liquid down a drain with plenty of water. Discard the solid waste in the trash can.

Updated Text: $\text{Ca(s)} + 2\text{H}_2\text{O(l)} \rightarrow \text{H}_2\text{(g)} + \text{Ca(OH)}_2\text{(aq)}$; 5.7 L

For disposal, filter the product. Pour the liquid down a drain with plenty of water.

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Current Page Number(s): 544

Location: Labs, Chapter 12

Original Text: Launch Lab: How do different liquids affect the speed of a sinking ball?

Updated Text: Launch Lab: What compounds conduct electricity in solution?

ChemLAB: Properties of Ionic Compounds

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Current Page Number(s): 544

Location: Labs, Lesson 2

Original Text: N/A

Updated Text: Probeware Lab: Conductivity

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Current Page Number(s): 544

Location: Labs, Lesson 3

Original Text: Quick Investigation: Model Crystal Unit Cells

Updated Text: Quick Lab: Observe Properties

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Current Page Number(s): 544

Location: Labs, Lesson 4

Original Text: ChemLAB: Compare Rates of Evaporation

Updated Text: Quick Lab: Compare Melting Points

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Current Page Number(s): 544

Location: Assignments, Chapter 12

Original Text: N/A

Updated Text: Scientific Breakthroughs: New Matter

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Current Page Number(s): 544

Location: Assignments, Lesson 1

Original Text: N/A

Updated Text: Applying Practices: Investigate Interparticle Forces

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Current Page Number(s): 544

Location: Assignments, Lesson 2

Original Text: Applying Practices: Touching the Future

Updated Text: N/A

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Current Page Number(s): 544

Location: Assignments, Lesson 3

Original Text: N/A

Updated Text: Applying Practices: Touching The Future, Foiled Again

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 2883 of 3538

Current Page Number(s): 545

Location: Chapter Launch

Original Text: Launch Lab: How do different liquids affect the speed of a sinking ball? | Labs | 15 minutes

Updated Text: Launch Lab: What compounds conduct electricity in solution? | Labs | 25 minutes

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Current Page Number(s): 545

Location: Chapter Close

Original Text: ChemLAB: Compare Rates of Evaporation | Labs | 45 minutes

Updated Text: ChemLAB: Properties of Ionic Compounds | Labs | 50 minutes

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Current Page Number(s): 554

Location: (bottom of page)

Original Text: REINFORCE Ask students to rank the intermolecular forces in order of increasing strength. dispersion forces → dipole-dipole forces → hydrogen bonds

Updated Text: N/A

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Current Page Number(s): 572

Location: (bottom of page)

Original Text: Quick Investigation

Model Crystal Unit Cells | Labs | 15 minutes

Students use soda straws and wire to model crystal unit cells.

Updated Text: Quick Lab

Observe Properties | Labs | 25 minutes

Students will observe how the properties of steel change when it is subjected to different kinds of heat treatment.

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Current Page Number(s): 579

Location: Explore

Original Text: ChemLAB: Compare Rates of Evaporation 45 min

Updated Text: Quick Lab: Compare Melting Points 25 min

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 2884 of 3538

Current Page Number(s): 579

Location: Explain

Original Text: Phases that Require Energy

Updated Text: Phases Changes that Require Energy

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Current Page Number(s): 590

Location: Videos & Interactives, Chapter 13

Original Text: Interactive Case Exploration: Mixtures and Solutions

Updated Text: Interactive Case Exploration: Fish Feed the Forest

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Current Page Number(s): 590

Location: Videos & Interactives, Lesson 3

Original Text: Video: Aqueous Solutions

Updated Text: Video: Sugar Dissolving, Supersaturated Solutions

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Current Page Number(s): 590

Location: Labs, Chapter 13

Original Text: ChemLAB: Factors Affecting Solubility

Updated Text: ChemLAB: Effect of Temperature on Solubility of a Gas

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Current Page Number(s): 590

Location: Labs, Lesson 1

Original Text: N/A

Updated Text: Design-Your-Own Lab: What's in a Mixture

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Current Page Number(s): 590

Location: Labs, Lesson 2

Original Text: PhET Simulation: Beer's Law

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 2885 of 3538

Updated Text: PhET Simulation: Beer's Law, Concentration
Virtual Lab: Stoichiometry, Spectrophotometry

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Current Page Number(s): 590

Location: Labs, Lesson 3

Original Text: PhET Simulation: Molarity

Updated Text: PhET Simulation: Molarity, Salts & Solubility

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Current Page Number(s): 590

Location: Labs, Lesson 4

Original Text: Quick Investigation: Examine Freezing
Point Depression

Virtual Lab: Colligative Properties

Updated Text: Quick Lab: Examine Freezing
Point Depression

Simulation: Colligative Properties

Probeware Lab: Determining Molar Mass Using Freezing Point Depression

Virtual Lab: Colligative Properties, Osmosis

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Current Page Number(s): 590

Location: Assignments, Chapter 13

Original Text: N/A

Updated Text: Scientific Breakthroughs: Blood Falls: A Salty Secret Under the Ice

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Current Page Number(s): 590

Location: Assignments, Lesson 2

Original Text: Practice Problems: Solubility: Mass, Molarity, Molality, Mole Fraction; Diluting Stock Solutions
Applying Practices: The Weather Report

Updated Text: Practice Problems: Calculating Percent by Mass; Calculating Molarity; Diluting Stock Solutions; Calculating
Molality; Calculating Mole Fraction

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 2886 of 3538

Current Page Number(s): 590

Location: Assignments, Lesson 3

Original Text: N/A

Updated Text: Applying Practices: Investigate General Solubility Rules

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Current Page Number(s): 590

Location: Assignments, Lesson 4

Original Text: N/A

Updated Text: Applying Practices: Vapor Pressure Lowering

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Current Page Number(s): 591

Location: Chapter Close

Original Text: ChemLAB: Factors Affecting Solubility | Labs | 45 minutes

Students analyze how solubility is affected by the addition of a solute to a fixed volume of solvent, calculate the solubility product constant of various ionic compounds using the solubility product expression, and examine the effects of increasing temperature on solubility. Students should begin this project after Lesson 2.

Updated Text: ChemLAB: Effect of Temperature on Solubility of a Gas | Labs | 50 minutes

Students will collect ammonia gas from a concentrated ammonia solution, measure the time required for ammonia gas to dissolve in water at four different temperatures, and relate the time it takes the ammonia to dissolve to solubility. Students should perform this lab after Lesson 3.

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Current Page Number(s): 596

Location: Explain

Original Text: English Language Proficiency Standards 10 min

Updated Text: Design-Your-Own Lab: What's in a Mixture? 50 min

English Language Proficiency Standards 10 min

Interactive Visual Literacy: Heterogeneous Mixtures

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Current Page Number(s): 598

Location: (bottom of page)

Original Text: N/A

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 2887 of 3538

Updated Text: Design-Your-Own Lab: Experimental

What's in a Mixture? | Labs | 50 minutes

Students will collect ammonia gas from a concentrated ammonia solution, measure the time required for ammonia gas to dissolve in water at four different temperatures, and relate the time it takes the ammonia to dissolve to solubility.

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Current Page Number(s): 618

Location: Engage

Original Text: Video: Solvation 1 min

Updated Text: Video: Sugar Dissolving 5 min

Video: Supersaturated Solutions 5 min

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Current Page Number(s): 618

Location: Rates of Dissolution

Original Text: Virtual Lab 45 min

Updated Text: Simulations: Salts & Solubility 45 min

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Current Page Number(s): 618

Location: Solubility

Original Text: Quick Demo 5 min

Demonstration 20 min

Quick Demo 15 min

Updated Text: Quick Demo: Supersaturated Solution 5 min

Demonstration: Temperature and Solubility 20 min

Quick Demo: Sugar Crystals 15 min

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Current Page Number(s): 618

Location: Explain (continued)

Original Text: Example Problem Video 5 min

Driving Question Connection 10 min

Interactive Visual Literacy 5 min

Updated Text: Example Problem Video: Henry's Law 5 min

Driving Question Connection 10 min

Interactive Visual Literacy: Factors Affecting Solvation 5 min

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 2888 of 3538

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Current Page Number(s): 618

Location: Elaborate

Original Text: N/A

Updated Text: ChemLAB: Investigate Factors Affecting Rate of Dissolution 50 min

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Current Page Number(s): 619

Location: Engage

Original Text: N/A

Updated Text: Video: Supersaturated Solutions | Videos & Interactives | 5 minutes

This video illustrates supersaturated solutions.

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Current Page Number(s): 620

Location: (top of page)

Original Text: N/A

Updated Text: PhET Simulation: Salts & Solubility | Labs | 20 minutes

Students use the PhET Simulation Salts & Solubility to explore the solubility of various solutions.

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Current Page Number(s): 626

Location: (bottom of page)

Original Text: Lab

Making a Solubility Curve | Labs | 60 minutes

Students will collect and analyze data to determine the solubility curve of a solution.

Updated Text: Lab

Making a Solubility Curve | Labs | 50 minutes

Students will investigate how solid solubilities are influenced by temperature by making a solubility curve.

ChemLAB: Comparative

Investigate Factors Affecting Rates of Dissolution | Labs | 50 minutes

Students will investigate how stirring (agitation), temperature, and surface area affect the rate of dissolution of copper(II) sulfate pentahydrate.

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Current Page Number(s): 629

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 2889 of 3538

Location: (middle of page)

Original Text: Ask Yourself Why do some substances become more soluble with increasing temperature?
Increasing the temperature of a solvent increases the kinetic energy of its particles, resulting in more-frequent collisions and collisions with greater energy than those that occur at lower temperatures. The result is more solvation occurring with increasing temperature.

Updated Text: Ask Yourself What is a supersaturated solution? A supersaturated solution is a solution that, at a certain temperature, contains more dissolved solute than a saturated solution at that same temperature.

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Current Page Number(s): 632

Location: Elaborate

Original Text: CER: Colligative Properties of Solutions 10 min
Quick Investigation 20 min

Updated Text: CER: Colligative Properties of Solutions 10 min
Quick Lab: Examine Freezing Point Depression 20 min

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Current Page Number(s): 632

Location: (bottom of page)

Original Text: Looking for more differentiation options? Find the REINFORCE , EXTEND , and EB/EL activities and strategies within the lesson support for differentiation support.

Updated Text: N/A

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Current Page Number(s): 633

Location: (bottom of page)

Original Text: N/A

Updated Text: Probeware Lab
Determining Molar Mass Using Freezing Point Depression | Labs | 50 minutes
Students will describe the process of melting and freezing, collect data to determine the K_f for butylated hydroxytoluene (BHT), compare melting point graphs to determine the molecular mass of the unknown substance, analyze the results, and complete an error analysis.

Virtual Lab: Colligative Properties | Labs | 20 minutes
Students will complete the virtual lab demonstrating freezing point depression.

Virtual Lab: Osmosis | Labs | 20 minutes
Students will complete the virtual lab demonstrating movement of water across a selectively permeable membrane.

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Current Page Number(s): 644

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 2890 of 3538

Location: Videos & Interactives, Lesson 2

Original Text: Video: Heat

Updated Text: Video: Gummy Bear in Potassium Chlorate, Endothermic Reactions

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Current Page Number(s): 644

Location: Videos & Interactives, Lesson 5

Original Text: Example Problem Video: Reaction Spontaneity

Updated Text: Example Problem Video: Determine Reaction Spontaneity

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Current Page Number(s): 644

Location: Labs, Chapter 14

Original Text: N/A

Updated Text: Design-Your-Own Lab: Heat Changes in Chemical Reactions

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Current Page Number(s): 644

Location: Labs, Lesson 2

Original Text: Virtual Lab: Calorimetry

Updated Text: Virtual Lab: Heat Capacity of a Calorimeter

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Current Page Number(s): 644

Location: Labs, Lesson 3

Original Text: N/A

Updated Text: ChemLAB: Heat of Combustion of Candle Wax

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Current Page Number(s): 644

Location: Labs, Lesson 4

Original Text: N/A

Updated Text: Virtual Lab: Enthalpy of Neutralization

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 2891 of 3538

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Current Page Number(s): 644

Location: Labs, Lesson 5

Original Text: N/A

Updated Text: Small-Scale Lab: Energy Changes in Chemical Physical Processes

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Current Page Number(s): 644

Location: Assignments, Lesson 1

Original Text: N/A

Updated Text: Applying Practices: Modeling Energy in Chemical Reactions

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Current Page Number(s): 644

Location: Assignments, Lesson 2

Original Text: N/A

Updated Text: Applying Practices: Coffee Cup Calorimetry, Modeling Changes in Energy, Keeping the Temperature Right

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Current Page Number(s): 659

Location: Science Background

Original Text: The study of heat transferred from one substance to another is referred to as calorimetry.

Updated Text: Calorimetry is the science of studying the enthalpy changes caused by chemical processes by determining the heat released or absorbed by those processes.

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Current Page Number(s): 661

Location: Calorimetry

Original Text: N/A

Updated Text: Video: Gummy Bear in Potassium Chlorate 5 min

Video: Endothermic Reactions 5 min

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 2892 of 3538

Current Page Number(s): 661

Location: Calorimetry

Original Text: N/A

Updated Text: Quick Lab: Determine Specific Heat

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Current Page Number(s): 661

Location: Elaborate

Original Text: N/A

Updated Text: ChemLAB: Specific Heat of Metals

Probeware Lab: Calorimetry

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Current Page Number(s): 661

Location: Elaborate

Original Text: N/A

Updated Text: ChemLAB: Heats of Solution and Reaction

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Current Page Number(s): 662

Location: (middle of page)

Original Text: Video: Heat | Videos & Interactives | 1 minute
Watch what happens as this chemical reaction takes place.

Updated Text: N/A

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Current Page Number(s): 664

Location: (bottom of page)

Original Text: N/A

Updated Text: Video: Gummy Bear in Potassium Chlorate | Videos & Interactives | 5 minutes
Watch what happens as this chemical reaction takes place.

Video: Endothermic Reactions: Barium Hydroxide and Ammonium Chloride | Videos & Interactives | 5 minutes
This video illustrates an endothermic reaction.

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 2893 of 3538

Current Page Number(s): 665

Location: (bottom of page)

Original Text: N/A

Updated Text: Quick Lab: Experimental
Determine Specific Heat | Labs | 25 minutes
Students will determine the specific heat of a metal.

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Current Page Number(s): 668

Location: (bottom of page)

Original Text: N/A

Updated Text: ChemLAB: Experimental
Specific Heat of Metals | Labs | 50 minutes
Students will use a calorimeter to experimentally determine the specific heat of a group of metals.
Probeware Lab: Comparative
Calorimetry | Labs | 50 minutes
Students will calculate the amount of energy transferred between two systems.

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Current Page Number(s): 669

Location: (middle of page)

Original Text: N/A

Updated Text: ChemLAB: Comparative
Heats of Solution and Reaction
Students will differentiate between exothermic and endothermic processes.

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Current Page Number(s): 674

Location: Explore

Original Text: N/A

Updated Text: ChemLAB: Heat of Combustion of Candle Wax 50 min

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Current Page Number(s): 675

Location: (bottom of page)

Original Text: N/A

Updated Text: Explore
ChemLAB: Comparative
Heat of Combustion of Candle Wax | Labs | 50 minutes
Students will differentiate between exothermic and endothermic processes.

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Current Page Number(s): 681

Location: Answer Key

Original Text: It has a negative sign.

Updated Text: The enthalpy change has a negative sign.

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Current Page Number(s): 681

Location: Answer Key

Original Text: It absorbs energy.

Updated Text: The physical change involves the absorption of energy.

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Current Page Number(s): 694

Location: Spontaneous Processes

Original Text: N/A

Updated Text: Small-Scale Lab: Energy Changes in Chemical and Physical Processes

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Current Page Number(s): 698

Location: (bottom of page)

Original Text: N/A

Updated Text: Small-Scale Lab: Experimental

Energy Changes in Chemical and Physical Processes | Labs | 50 minutes

Students will determine whether certain chemical and physical processes are spontaneous by observing temperature changes.

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Current Page Number(s): 703

Location: Answer Key

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 2895 of 3538

Original Text: the release of heat by an exothermic reaction and increasing the entropy of the system overall

Updated Text: Entropy can be increased through the release of heat by an exothermic reaction, and by increasing the entropy of the system overall.

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Current Page Number(s): 703

Location: Answer Key

Original Text: Ask Yourself Explain why the entropy of the reaction that forms ammonia decreases. The entropy decreases because only two molecules are produced for every four that react.

Updated Text: Ask Yourself Explain why the entropy change of the reaction that forms ammonia has a negative sign. The entropy of the products is less than the entropy of the reactants because only two molecules are produced for every four that react.

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Current Page Number(s): 706

Location: Videos & Interactives, Lesson 3

Original Text: Video: Using Equilibrium Constants

Updated Text: Video: Precipitation of Lead Iodide

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Current Page Number(s): 706

Location: Videos & Interactives, Lesson 3

Original Text: Example Problem Video: Equilibrium Concentrations

Updated Text: Example Problem Video: Calculating Equilibrium Concentrations

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Current Page Number(s): 706

Location: Labs, Lesson 3

Original Text: N/A

Updated Text: Virtual Lab: Spectrophotometry--Equilibrium Constant

Simulations: Salts and Solubility

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Current Page Number(s): 706

Location: Assignments, Chapter 15

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 2896 of 3538

Original Text: N/A

Updated Text: Chemistry & Society: Equilibrium in the Blood

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Current Page Number(s): 706

Location: Assignments, Lesson 2

Original Text: CER: Factors Affecting Chemical Equilibrium

Updated Text: CER: Factors Affecting Equilibrium

Applying Practices: Food for Thought

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Current Page Number(s): 707

Location: Chapter Launch

Original Text: Video: Chemical Equilibrium | Videos & Interactives | 5 minutes

The video shows a reaction that reaches chemical equilibrium. Use the video to help answer the driving question, to further interest in equilibrium, and to stimulate thinking about equilibrium in reactions.

Launch Lab: What is equal about equilibrium?

| Labs | 15 minutes

Students will study equilibrium and how it works.

Updated Text: Launch Lab: What is equal about equilibrium?

| Labs | 25 minutes

Students will simulate a system at equilibrium.

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Current Page Number(s): 707

Location: Chapter Close

Original Text: ChemLAB: Compare Two Product Solubility Constants | Labs | 45 minutes

Students will compare the solubility constants of two products. Students should perform this lab after Lesson 3.

Updated Text: ChemLAB: Compare Two Product Solubility Constants | Labs | 50 minutes

Students will relate the K_{sp} values of two different ionic compounds to what is observed experimentally, explain observations using Le Châtelier's principle, and calculate the two compounds' molar solubilities from their K_{sp} values. Students should perform this lab after Lesson 3.

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Current Page Number(s): 712

Location: What is chemical equilibrium?

Original Text: Interactive Visual Literacy 5 min

Updated Text: Interactive Visual Literacy: The Dynamic Nature of Equilibrium 5 min

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 2897 of 3538

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Current Page Number(s): 724

Location: (bottom of page)

Original Text: Ask Yourself Identify what A, B, C, D, a, b, c, and d represent in an equilibrium constant expression.

Updated Text: Ask Yourself Identify what A, B, C, D, a, b, c, and d represent in the general equation for a reaction at equilibrium.

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Current Page Number(s): 727

Location: Engage

Original Text: CER: Factors Affecting Chemical Equilibrium 10 min

Video: Shifting Equilibrium 5 min

Updated Text: CER: Factors Affecting Equilibrium 10 min

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Current Page Number(s): 727

Location: Explain

Original Text: Laboratory: Reversible Reactions 60 min

Updated Text: Video: Shifting Chemical Equilibrium

Laboratory: Reversible Reactions 60 min

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Current Page Number(s): 727

Location: Explain

Original Text: Interactive Visual Literacy 5 min

Reinforcement 5 min

Updated Text: Interactive Visual Literacy: Equilibrium Shifts 5 min

Reinforce 5 min

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Current Page Number(s): 727

Location: Elaborate

Original Text: CER: Factors Affecting Chemical Equilibrium 10 min

Updated Text: CER: Factors Affecting Equilibrium 10 min

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 2898 of 3538

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Current Page Number(s): 728

Location: (middle of page)

Original Text: Video: Shifting Equilibrium | Videos & Interactives | 5 minute

This video illustrates the factors affecting chemical equilibrium.

Updated Text: [entry moving from page 728 to page 730]

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Current Page Number(s): 730

Location: (bottom of page)

Original Text: Laboratory

Reversible Reactions | Labs | 60 minutes

Students will test how changing ion concentrations affect chemical equilibria.

Updated Text: [video from page 728]

ChemLAB

Reversible Reactions | Labs | 50 minutes

Students will determine shifts of equilibrium brought about by changes in concentration.

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Current Page Number(s): 734

Location: (middle of page)

Original Text: How is the K_{eq} of an exothermic reaction affected by an increase in temperature?

Updated Text: Describe how an increase in temperature affects the K_{eq} of an exothermic reaction.

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Current Page Number(s): 738

Location: Engage

Original Text: Video: Using Equilibrium Constants 5 min

Updated Text: N/A

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Current Page Number(s): 738

Location: Calculating Equilibrium Concentrations

Original Text: Interactive Visual Literacy 5 min

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 2899 of 3538

Updated Text: Interactive Visual Literacy: Predicting Precipitates 5 min

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Current Page Number(s): 739

Location: (middle of page)

Original Text: Video: Using Equilibrium Constants | Videos & Interactives | 5 minutes

This video illustrates chemical reactions forming precipitates.

Updated Text: Video: Precipitation of Lead Iodide | Videos & Interactives | 5 minutes

This video illustrates chemical reactions forming precipitates.

[in addition to title update, entry moving from page 739 to page 743]

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Current Page Number(s): 752

Location: Videos & Interactives, Chapter 16

Original Text: Interactive Case Exploration: Acids/
Bases

Updated Text: Interactive Case Exploration: How Do Antacids Work?

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Current Page Number(s): 752

Location: Videos & Interactives, Lesson 1

Original Text: Video: Acids and Bases

Updated Text: Video: Acids and Bases, Magnesium in Hydrochloric Acid

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Current Page Number(s): 752

Location: Videos & Interactives, Lesson 4

Original Text: Video: Titration

Updated Text: Video: End Point of a Titration

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Current Page Number(s): 752

Location: Labs, Lesson 2

Original Text: N/A

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 2900 of 3538

Updated Text: Quick Lab: Ionization of Acetic Acid
Small-Scale Lab: Comparing the Strengths of Acids

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Current Page Number(s): 752

Location: Labs, Lesson 3

Original Text: Small-Scale Lab: Comparing the Strength
of Acids

Updated Text: N/A

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Current Page Number(s): 752

Location: Labs, Lesson 4

Original Text: Virtual Lab: Titration

Updated Text: Virtual Lab: Titration, pH Balance
ChemLAB: Acids, Bases, and Neutralizations
ChemLAB: Determining the Percent of Acetic Acid in Vinegar

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Current Page Number(s): 752

Location: Assignments, Chapter 16

Original Text: N/A

Updated Text: Chemistry & Society: The Litmus Test for Healthy Horticulture

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Current Page Number(s): 752

Location: Assignments, Lesson 3

Original Text: N/A

Updated Text: Applying Practices: Analyze Geoscience Data- Ocean Acidification

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Current Page Number(s): 752

Location: Assignments, Lesson 4

Original Text: N/A

Updated Text: Applying Practices: Investigate Acids and Bases

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 2901 of 3538

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Current Page Number(s): 753

Location: Chapter Launch

Original Text: Interactive Case Exploration | Videos & Interactives | 15 minutes

Students will explore the relationship between acids and bases

Launch Lab: What's in your cupboards? | Labs |

15 minutes

Students will test the properties of household products to separate them into two groups.

Updated Text: Interactive Case Exploration: Acids/Bases | Videos & Interactives | 15 minutes

Students will explore the relationship between acids and bases.

Launch Lab: What's in your cupboards? | Labs |

25 minutes

Students will classify household products into two groups using strips of litmus paper and phenolphthalein.

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Current Page Number(s): 754

Location: Target Vocabulary

Original Text: Lesson 1

Updated Text: Lesson 1 TEKS 12.A TEKS 12.B

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Current Page Number(s): 754

Location: Target Vocabulary

Original Text: Lesson 2

Updated Text: Lesson 2 TEKS 12.C

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Current Page Number(s): 754

Location: Target Vocabulary

Original Text: Lesson 3

Updated Text: Lesson 3 TEKS 12.E

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Current Page Number(s): 754

Location: Target Vocabulary

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 2902 of 3538

Original Text: Lesson 4

Updated Text: Lesson 4 TEKS 12.D

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Current Page Number(s): 758

Location: Explore

Original Text: SEP: Developing and Using Models 10 min

Updated Text: N/A

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Current Page Number(s): 758

Location: Elaborate

Original Text: N/A

Updated Text: Extension 10 min

Differentiated Instruction 10 min

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Current Page Number(s): 762

Location: (top of page)

Original Text: Topic: The Brønsted-Lowry Model (continued)

Updated Text: [text deleted]

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Current Page Number(s): 764

Location: (bottom of page)

Original Text: Brønsted-Lowry interactions involve conjugate acid-base pairs.

Updated Text: A conjugate acid-base pair consists of two substances related to each other by the donating and accepting of a single hydrogen ion.

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Current Page Number(s): 776

Location: (top of page)

Original Text: Explain how the differences in concentration between the solutions in Figure 9 and Figure 10 affect the brightness of the bulbs.

Updated Text: Explain how the relative brightness of the bulbs in Figure 9 and Figure 10 relates to the concentration of ions in solution.

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Current Page Number(s): 779

Location: pH and pOH

Original Text: PhET Simulation 30 min

Updated Text: PhET Simulation: pH Scale 30 min

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Current Page Number(s): 779

Location: Explain (continued)

Original Text: Interactive Visual Literacy 5 min

Updated Text: Interactive Visual Literacy: pH and pOH 5 min

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Current Page Number(s): 779

Location: Explain (continued)

Original Text: Example Problem Video 5 min

Updated Text: Example Problem Video: Calculate $[H^+]$ and $[OH^-]$ using K_w 5 min

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Current Page Number(s): 779

Location: Elaborate

Original Text: Small Scale Lab: Comparing the Strengths of Acid 45 min

Updated Text: N/A

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Current Page Number(s): 779

Location: Differentiation Resources

Original Text: LearnSmart

Updated Text: LearnSmart TEKS 12.E

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 2904 of 3538

Current Page Number(s): 789

Location: Science Background

Original Text: When an acid and a base react in a neutralization reaction, the products are a salt and water.

Updated Text: When an acid and a base react in a neutralization reaction, the products are a salt and water. A titration is a neutralization reaction that can be used to determine the molarity of an acidic or basic solution of unknown concentration. An indicator that changes colors according to pH can be used to monitor the status of the titration. The figure at right shows how the indicator bromothymol blue changes from bright yellow in an acidic solution to greenish in a neutral solution to dark blue in a basic solution.

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Current Page Number(s): 802

Location: Videos & Interactives, Chapter 17

Original Text: Interactive Case Exploration: Energy Changes in Chemical Reactions

Updated Text: Interactive Case Exploration: The Chemistry of Food

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Current Page Number(s): 802

Location: Videos & Interactives, Lesson 1

Original Text: Video: Modeling Reaction Rates

Example Problem Video: Calculate Average Reaction Rate

Updated Text: Video: Hydrogen Bubbles

Example Problem Video: Calculating Average Reaction Rates

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Current Page Number(s): 802

Location: Videos & Interactives, Lesson 2

Original Text: Video: Factors Affecting Reaction Rates

Interactive Visual Literacy: Catalyzed Reactions

Updated Text: Video: Time-Lapse of Metals in Silver Nitrate, Concentration and Reaction Rate

Interactive Visual Literacy: Catalysts

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Current Page Number(s): 802

Location: Videos & Interactives, Lesson 4

Original Text: Example Problem Video: Calculate Instantaneous Reaction Rates

Updated Text: Example Problem Video: Calculating Instantaneous Reaction Rates

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 2905 of 3538

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Current Page Number(s): 802

Location: Labs, Lesson 1

Original Text: Virtual Investigation: Reaction Rates

Lab: The Rate of Reaction

Updated Text: ChemLAB: The Rate of Reaction

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Current Page Number(s): 802

Location: Labs, Lesson 2

Original Text: Quick Investigation: Examine Reaction Rate and Temperature

Lab: Surface Area and Reaction Rate

Updated Text: Quick Lab: Examine Reaction Rate and Temperature

ChemLAB: Surface Area and Reaction Rate

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Current Page Number(s): 802

Location: Assignments, Chapter 17

Original Text: N/A

Updated Text: Scientific Breakthroughs: Predicting Combustion

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Current Page Number(s): 803

Location: Chapter Launch

Original Text: Interactive Case Exploration: Energy Changes in Chemical Reactions | Videos & Interactives | 15 minutes

Updated Text: Interactive Case Exploration: The Chemistry of Food | Videos & Interactives | 15 minutes

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Current Page Number(s): 808

Location: Explain

Original Text: Video: Modeling Reaction Rates 1 min

Updated Text: Video: Hydrogen Bubbles 5 min

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 2906 of 3538

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Current Page Number(s): 808

Location: Expressing Reaction Rates

Original Text: IN-CLASS Example: Average Rate of Reaction 5 min

Updated Text: IN-CLASS Example 5 min

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Current Page Number(s): 808

Location: Expressing Reaction Rates

Original Text: Virtual Investigation: Reaction Rates 25 min

Updated Text: N/A

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Current Page Number(s): 809

Location: (top of page)

Original Text: Video: Modeling Reaction Rates | Videos & Interactives | 1 minute

Updated Text: Video: Hydrogen Bubbles | Videos & Interactives | 5 minutes

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Current Page Number(s): 811

Location: (middle of page)

Original Text: Virtual Investigation: Reaction Rates | Labs | 25 minutes

Students will determine the average reaction rate of a reaction.

Updated Text: N/A

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Current Page Number(s): 819

Location: Engage

Original Text: Video: Factors Affecting Reaction Rates 1 min

Updated Text: Video: Time-Lapse of Metals in Silver Nitrate, Concentration and Reaction Rate 5 min

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Current Page Number(s): 819

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 2907 of 3538

Location: Catalysts and Inhibitors

Original Text: Interactive Visual Literacy: Catalyzed Reactions 5 min

Updated Text: Interactive Visual Literacy: Catalysts 5 min

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Current Page Number(s): 819

Location: Elaborate

Original Text: Quick Investigation: Examine Reaction Rate and Temperature 25 min

Lab: Surface Area and Reaction Rate 50 min

Updated Text: Quick Lab: Examine Reaction Rate and Temperature 25 min

ChemLAB: Surface Area and Reaction Rate 50 min

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Current Page Number(s): 820

Location: (middle of page)

Original Text: Video: Factors Affecting Reaction Rates | Videos & Interactives | 1 minute

This video illustrates the factors affecting reaction rates.

Updated Text: Video: Time-Lapse of Metals in Silver Nitrate, Concentration and Reaction Rate | Videos & Interactives | 5 minutes

These videos illustrate the factors affecting reaction rates.

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Current Page Number(s): 826

Location: (middle of page)

Original Text: Describe what an inhibitor does and general ways it can act.

Updated Text: Describe what an inhibitor does and how it generally acts.

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Current Page Number(s): 850

Location: Videos & Interactives, Lesson 2

Original Text: Example Problem Video: Balancing Redox Reactions

Updated Text: N/A

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Current Page Number(s): 850

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 2908 of 3538

Location: Labs, Lesson 1

Original Text: Quick Investigation: Observe a Redox Reaction

Updated Text: Quick Lab: Observe a Redox Reaction

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Current Page Number(s): 850

Location: Labs, Lesson 1

Original Text: Laboratory: Electron-Losing Tendencies of Metals

Updated Text: ChemLAB: Electron-Losing Tendencies of Metals

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Current Page Number(s): 850

Location: Labs, Lesson 2

Original Text: Lab: Determining Oxidation Numbers

Updated Text: ChemLAB: Determining Oxidation Numbers

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Current Page Number(s): 850

Location: Assignments, Chapter 18

Original Text: N/A

Updated Text: STEM at Work: Better Eating Through Chemistry

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Current Page Number(s): 850

Location: Assignments, Lesson 1

Original Text: N/A

Updated Text: Applying Practices: Differentiate Among Acid-Base Reactions, Precipitation Reactions, and Oxidation-Reduction Reactions; Redox Reactions; Ceramics Old and New

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Current Page Number(s): 859

Location: (bottom of page)

Original Text: Quick Investigation
Observe a Redox Reaction | Labs | 25 minutes
Students will observe a redox reaction.

Updated Text: Quick Lab
Observe a Redox Reaction | Labs | 25 minutes
Students will observe a chemical reaction that can remove tarnish from silver.

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Current Page Number(s): 862

Location: (middle of page)

Original Text: Small-Scale Lab
Reduction of Manganese | Labs | 50 minutes
Students will observe the reduction of manganese to determine the oxidizing agent.
Laboratory
Electron-Losing Tendencies of Metals | Labs | 50 minutes
Students will determine the tendency of metals to lose electrons in redox reactions.

Updated Text: Small-Scale Lab
Reduction of Manganese | Labs | 50 minutes
Students will calculate a value for the molarity of a KMnO_4 solution using stoichiometry and volume data; write and balance oxidation-reduction equations.
Laboratory
Electron-Losing Tendencies of Metals | Labs | 50 minutes
Students will predict the relative strengths of metals as reducing agents, and conduct an experiment to test the prediction.

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Current Page Number(s): 868

Location: Balancing Redox Equations Using Half-Reactions

Original Text: Example Problem Video 5 min

Updated Text: N/A

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Current Page Number(s): 868

Location: Explain

Original Text: Extension

Updated Text: Extend

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Current Page Number(s): 868

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 2910 of 3538

Location: Elaborate

Original Text: CER: Balancing Redox Reactions 10 min

Updated Text: CER: Balancing Redox Equations 10 min

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Current Page Number(s): 868

Location: Elaborate

Original Text: Apply Your Knowledge

Updated Text: Apply Your Knowledge 5 min

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Current Page Number(s): 871

Location: (middle of page)

Original Text: Example Problem Video: Balancing Redox Equations | Videos & Interactives | 5 minutes
Students will use various methods to balance redox equations.

Updated Text: N/A

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Current Page Number(s): 873

Location: (top of page)

Original Text: Lab

Determining Oxidation Numbers | Labs | 50 minutes

Students will determine the oxidation numbers of various redox reactions.

Updated Text: ChemLAB

Determining Oxidation Numbers | Labs | 50 minutes

Students will investigate and quantify the tendency of elements to gain electrons.

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Current Page Number(s): 878

Location: Videos & Interactives, Lesson 1

Original Text: Example Problem Video: Calculate a cell potential

Interactive Visual Literacy: Voltaic Cells

Updated Text: Interactive Visual Literacy: Voltaic Cells

Video: The Voltaic Pile

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Current Page Number(s): 878

Location: Videos & Interactives, Lesson 2

Original Text: N/A

Updated Text: Video: Batteries

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Current Page Number(s): 878

Location: Assignments, Chapter 19

Original Text: N/A

Updated Text: STEM at Work: The Wide World of an Electrochemist

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Current Page Number(s): 878

Location: Assignments, Lesson 1

Original Text: Practice Problems: Determining electrochemical cell potentials; Using standard reduction potentials

Updated Text: Practice Problems: Calculate a Cell Potential

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Current Page Number(s): 882

Location: Science Background

Original Text: A natural voltaic cell can be set up naturally by air, water, and iron, causing corrosion. Corrosion can be prevented in various ways, such as by adding a protective coating.

Updated Text: The chemical processes involved in the rusting of iron are similar to the processes occurring in a functioning voltaic cell. Corrosion can be prevented in various ways, such as by adding a protective coating.

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Current Page Number(s): 888

Location: (top of page)

Original Text: Example Problem Video: Calculate a Cell Potential | Videos & Interactives | 5 minutes
Students will calculate the standard potential of a voltaic cell.

Updated Text: N/A

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Current Page Number(s): 888

Location: (middle of page)

Original Text: Students might identify a copper wire connecting the two electrodes and a salt bridge immersed in the two different solutions.

Updated Text: Students might identify a copper wire connecting the two electrodes and a salt bridge containing a solution of dissolved ions.

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Current Page Number(s): 888

Location: (bottom of page)

Original Text: Virtual Lab: Electrochemical Cells | Labs | 45 minutes
Students will complete a virtual lab determining the anode and cathode of an electrochemical cell.

Updated Text: N/A

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Current Page Number(s): 894

Location: (bottom of page)

Original Text: [LearnSmart icon]
An adaptive tool that provides differentiated support

Updated Text: N/A

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Current Page Number(s): 895

Location: (top of page)

Original Text: Zn(s) is oxidized and Cu²⁺ (aq) is reduced.

Updated Text: Zn(s) is the reducing agent, and Cu²⁺ (aq) is the oxidizing agent.

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Current Page Number(s): 895

Location: (middle of page)

Original Text: N/A

Updated Text: Page 618 Ask Yourself Explain why iron rusts faster in the presence of salty water. Iron rusts faster in salty water because the water contains strong electrolytes that release ions which improve the electrical conductivity of the water.

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Current Page Number(s): 895

Location: (middle of page)

Original Text: Fe²⁺ and Fe

Updated Text: Iron and iron(II) ions

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Current Page Number(s): 914

Location: (bottom of page)

Original Text: [LearnSmart icon]

An adaptive tool that provides differentiated support

Updated Text: N/A

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Current Page Number(s): 918

Location: Videos & Interactives, Chapter 20

Original Text: Interactive Case Exploration: Nuclear Chemistry

Updated Text: Interactive Case Exploration: What Happened at Chernobyl?

Video: Science Bob

If Then/She Can: J'Tia Hart

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Current Page Number(s): 918

Location: Videos & Interactives, Lesson 4

Original Text: Video: Applications of Nuclear Reactions

Updated Text: Video: Radiation Therapy

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Current Page Number(s): 918

Location: Labs, Lesson 2

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 2914 of 3538

Original Text: Quick Lab: Model Radioactive Decay
Labs: Modeling Isotopes, Radioisotope Dating
Virtual Lab: Half-Life

Updated Text: Quick Lab: Modeling Isotopes
ChemLAB: Radioisotope Dating
Simulations: Half-Life
PhET Simulations: Alpha Decay, Radioactive Dating Game

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Current Page Number(s): 918

Location: Labs, Lesson 4

Original Text: Inquiry into Chemistry: Radiation Safety

Updated Text: ChemLAB: Radiation Safety, Engage in Scientific Argument: Nuclear Energy

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Current Page Number(s): 918

Location: Assignments, Chapter 20

Original Text: N/A

Updated Text: STEM Biographies: The Seventh Generation
STEM at Work: Disease Detectives

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Current Page Number(s): 918

Location: Assignments, Lesson 3

Original Text: N/A

Updated Text: Applying Practices: Modeling Fission, Fusion, and Radioactive Decay; Nuclear Chemist

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Current Page Number(s): 918

Location: Assignments, Lesson 4

Original Text: N/A

Updated Text: Applying Practices: Human Health and Radiation Frequency; Radiation Therapist

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Current Page Number(s): 924

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 2915 of 3538

Location: Engage

Original Text: Video: Nuclear Chemistry 5 min

Updated Text: N/A

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Current Page Number(s): 925

Location: (middle of page)

Original Text: Video: Nuclear Chemistry | Videos & Interactives | 5 minutes

Students will be introduced to the phenomenon of nuclear fission.

Updated Text: N/A

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Current Page Number(s): 935

Location: Explain

Original Text: Quick Lab: Modeling 30 min

Radioactive Decay

Updated Text: PhET Simulations 30 min

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Current Page Number(s): 935

Location: Explain

Original Text: Quick Lab: Radioisotope Dating 30 min

Updated Text: ChemLAB: Radioisotope Dating 50 min

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Current Page Number(s): 940

Location: (bottom of page)

Original Text: Quick Lab

Modeling Radioactive Decay | Labs | 20 minutes

Students will use pennies to model radioactive decay over time.

Updated Text: PhET Simulations | Labs | 30 minutes

Students will complete the PhET simulations [ital]Alpha Decay and Radioactive Dating Game[/ital]

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Current Page Number(s): 941

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 2916 of 3538

Location: (middle of page)

Original Text: Quick Lab

Radioisotope Dating | Labs | 20 minutes

Students will determine the age of the Zag meteorite.

Updated Text: ChemLAB

Radioisotope Dating | Labs | 50 minutes

Students will determine the age of the Zag meteorite using potassium-argon (K-Ar) radiochemical dating.

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Current Page Number(s): 962

Location: Engage

Original Text: Video: Applications of Nuclear Reactions 1 min

Updated Text: Video: Radiation Therapy 5 min

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Current Page Number(s): 962

Location: Explore

Original Text: N/A

Updated Text: ChemLAB: Engage in Scientific Argumentation 50 min

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Current Page Number(s): 962

Location: Detecting Radioactivity

Original Text: Inquiry into Chemistry: Radiation Safety 45 min

Updated Text: ChemLAB: Radiation Safety 50 min

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Current Page Number(s): 963

Location: (top of page)

Original Text: Video: Applications of Nuclear Reactions | Videos & Interactives | 1 minute

Updated Text: Video: Radiation Therapy | Videos & Interactives | 5 minutes

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Current Page Number(s): 963

Location: (bottom of page)

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 2917 of 3538

Original Text: N/A

Updated Text: ChemLAB: Descriptive

Engage in Scientific Argumentation | Labs | 50 minutes

Students will research and debate the use of nuclear energy.

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Current Page Number(s): 964

Location: (middle of page)

Original Text: Inquiry into Chemistry

Radiation Safety | Labs | 45 minutes

Students will determine appropriate methods that are effective in minimizing exposure to radiation.

Updated Text: ChemLAB: Comparative

Radiation Safety | Labs | 50 minutes

Students will calculate their likely annual absorbed dosage of radiation, and compare the result with the recommended maximum value.

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Current Page Number(s): 964

Location: Videos & Interactives, Lesson 1

Original Text: Example Problem Video: Naming Branched Chain Alkanes

Updated Text: Video: Hydrocarbon Sources

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Current Page Number(s): 964

Location: Videos & Interactives, Lesson 5

Original Text: Example Problem Video: Naming Aromatic Compounds

Updated Text: N/A

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Current Page Number(s): 964

Location: Labs, Lesson 3

Original Text: Quick Investigation: Synthesize and Observe Ethyne Laboratory: The Ripening of Fruit with Ethene

Updated Text: Quick Lab: Synthesize and Observe Ethyne ChemLAB: The Ripening of Fruit with Ethene

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 2918 of 3538

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Current Page Number(s): 964

Location: Labs, Lesson 4

Original Text: Laboratory: Isomerism

Updated Text: ChemLAB: Isomerism

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Current Page Number(s): 964

Location: Assignments, Chapter 21

Original Text: N/A

Updated Text: STEM Biographies: Seeing Science in the Classroom

Focus on Texas: Like Oil and Water

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Current Page Number(s): 964

Location: Assignments, Lesson 1

Original Text: N/A

Updated Text: Applying Practices: Bonding and Reactions of Carbon Compounds; Petroleum Technician

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Current Page Number(s): 978

Location: Organic Compounds

Original Text: Example Problem Video 5 min

Interactive Visual Literacy 5 min

Updated Text: Interactive Visual Literacy: Organic Chemistry 5 min

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Current Page Number(s): 979

Location: (middle of page)

Original Text: N/A

Updated Text: Video: Hydrocarbon Sources | Videos & Interactives | 5 minutes

This video illustrates the sources of hydrocarbons.

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Current Page Number(s): 981

Location: (top of page)

Original Text: Example Problem Video: Naming Branched-Chain Alkanes and Alkenes | Videos & Interactives | 5 minutes

Students will work through naming branched- chain alkanes and alkenes.

Updated Text: N/A

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Current Page Number(s): 1005

Location: Alkenes

Original Text: Interactive Visual Literacy: Nuclear Stability 5 min

Laboratory: Ripening Fruit with Ethene 120 min

Updated Text: Interactive Visual Literacy: Naming Alkenes 5 min

ChemLAB: The Ripening Fruit with Ethene 120 min

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Current Page Number(s): 1038

Location: Videos & Interactives, Chapter 22

Original Text: Video: Synthetic Dyes

Updated Text: Video: Greener Plastics

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Current Page Number(s): 1039

Location: Chapter Launch

Original Text: Video: Synthetic Dyes | Videos & Interactives |5 minutes

The video shows the process behind the creations of synthetic dyes.

Updated Text: Video: Greener Plastics | Videos & Interactives |5 minutes

The video shows the process behind the creations of greener plastics.

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Current Page Number(s): 1039

Location: Chapter Close

Original Text: Driving Question Close | Assignments | 5 minutes

How are organic chemists inspired by nature?

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 2920 of 3538

Sample answer: Chemists can make most organic compounds that are found in nature, as well as many other organic compounds that are not.

Updated Text: Driving Question Close | Assignments | 5 minutes

How are organic chemists inspired by nature?

Sample answer: Organic chemists analyze plants and other natural materials that have desirable properties to isolate the key substances they contain. They can make most organic compounds that are found in nature, as well as many other organic compounds that are not.

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Current Page Number(s): 1044

Location: Elaborate

Original Text: Virtual Lab: Functional Groups 45 min

Updated Text: N/A

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Current Page Number(s): 1049

Location: (bottom of page)

Original Text: Virtual Lab: Functional Groups | Labs | 45 minutes

Students will model hydrocarbons and the addition of functional groups.

Updated Text: N/A

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Current Page Number(s): 1051

Location: (middle of page)

Original Text: As the number of electrons increases in a halogen-substituted alkane, the boiling point increases due to the formation of temporary dipoles between the particles.

Updated Text: The outer electrons in halogens with more electrons are more mobile, so the boiling point of the halocarbon increases due to the formation of temporary dipoles between the molecules.

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Current Page Number(s): 1062

Location: (top of page)

Original Text: All alcohols contain a hydroxyl group, $-OH$, as well as carbon bonded to hydrogen.

Updated Text: All alcohols contain a hydroxyl group, $-OH$.

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 2921 of 3538

Current Page Number(s): 1062

Location: (top of page)

Original Text: Because 3 and 4 are not the lowest possible numbers that represent the location of the functional group

Updated Text: The numbers 3 and 4 are not the lowest possible numbers that represent the location of the functional group.

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Current Page Number(s): 1062

Location: (bottom of page)

Original Text: Petroleum contains alkanes that can be converted into other hydrocarbons, such as alkyl halides, alcohols, and amines, and used to make synthetic organic compounds.

Updated Text: Petroleum contains alkanes, which can be converted into synthetic organic compounds.

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Current Page Number(s): 1073

Location: (middle of page)

Original Text: N/A

Updated Text: Page 731 Ask Yourself Describe the properties of ketones that make them useful as solvents. Ketones are polar, but less reactive than aldehydes, so they are good solvents for moderately polar substances.

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Current Page Number(s): 1083

Location: (bottom of page)

Original Text: Ask Yourself Use Table 13 to identify two possible products that are produced when the aldehyde is further oxidized. Methanoic acid and carbon dioxide

Updated Text: Ask Yourself Use Table 13 to list substances that can form as methane undergoes oxidation reactions. methanol, methanal, methanoic acid, and carbon dioxide

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Current Page Number(s): 1083

Location: (bottom of page)

Original Text: Ask Yourself Name the type of reaction in which hydrocarbons are oxidized. Oxidation-reduction reaction

Updated Text: Ask Yourself Identify two application of organic redox reactions. Sample answer: synthesizing new molecules and energy production

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Current Page Number(s): 1083

Location: (bottom of page)

Original Text: Writing an organic reaction in generic form helps you see what kind of reaction it is, which tells you what the products will be.

Updated Text: Writing an organic reaction in generic form helps you see what kind of reaction it is, which lets you predict what the products will be.

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Current Page Number(s): 1095

Location: (top of page)

Original Text: N/A

Updated Text: Page 745 Ask Yourself List two chemically-treated natural polymers. rubber, celluloid

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Current Page Number(s): 1098

Location: Labs, Lesson 3

Original Text: Small-Scale Lab: Saturated and Unsaturated Fats

Updated Text: ChemLAB: Saturated and Unsaturated Fats

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Current Page Number(s): 1098

Location: Assignments, Chapter 23

Original Text: N/A

Updated Text: STEM Biographies: Looking for Carbon Dioxide, A Path from Failure to Role Model
Scientific Breakthroughs: Antibiotics from Amphibians

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Current Page Number(s): 1127

Location: (top of page)

Original Text: Therefore unsaturated fatty acids require less energy to make liquid resulting in a lower melting point.

Updated Text: Therefore, unsaturated fatty acids require less energy to break their intermolecular bonds, resulting in a lower melting point.

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Current Page Number(s): 1127

Location: (top of page)

Original Text: Identify the ester bonds in each of the examples in Figure 14. The ester linkage occurs between the carbon single bonded to oxygen and double bonded to the other oxygen present. There are three present in this triglyceride. This is considered the ester group.

Updated Text: Identify the ester bonds in the triglyceride molecule in the figure. The ester linkage occurs between the carbon single bonded to oxygen and double bonded to the other oxygen present. There are three present in this triglyceride.

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Current Page Number(s): 1133

Location: (top of page)

Original Text: the intermolecular forces among polar the nitrogen-containing bases

Updated Text: The bases attract each other using hydrogen bonds.

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Current Page Number(s): 1139

Location: Anabolism and Catabolism

Original Text: Theme: Energy and Matter 20 min

Updated Text: SEP: Developing and Using Models 20 min

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Current Page Number(s): 1148

Location: Videos & Interactives, Lesson 3

Original Text: Video: Successes and Challenges of Pollution

Updated Text: N/A

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Current Page Number(s): 1148

Location: Labs, Lesson 1

Original Text: N/A

Updated Text: Field Investigation: Observing Weathering and Erosion

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Current Page Number(s): 1148

Location: Labs, Lesson 2

Original Text: Quick Investigation: Model Nutrient Loss

Updated Text: Quick Lab: Model Nutrient Loss

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Current Page Number(s): 1148

Location: Labs, Lesson 3

Original Text: Laboratory: Neutralizing Acid Precipitation

Updated Text: ChemLAB: Neutralizing Acid Precipitation

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Current Page Number(s): 1148

Location: Assignments, Chapter 24

Original Text: N/A

Updated Text: Focus on Texas: Air Pollution in Texas

STEM Biographies: The Art of Modeling Climate Change

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Current Page Number(s): 1148

Location: Assignments, Lesson 2

Original Text: N/A

Updated Text: Applying Practices: Carbon Cycling Through Earth's Spheres: Climate Change, Ocean Acidification

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Current Page Number(s): 1148

Location: Assignments, Lesson 4

Original Text: N/A

Updated Text: Applying Practices: Analyze Geoscience Data - Climate Data

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Current Page Number(s): 1154

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 2925 of 3538

Location: Explore

Original Text: N/A

Updated Text: Field Investigation: Observing Weathering and Erosion 50 min

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Current Page Number(s): 1156

Location: (middle of page)

Original Text: N/A

Updated Text: Field Investigation: Descriptive

Observing Weathering and Erosion | Labs | 50 minutes

Students will observe examples of weathering and erosion in an outdoor setting.

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Current Page Number(s): 1179

Location: Engage

Original Text: Video: Successes and Challenges of Pollution 1 min

Updated Text: N/A

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Current Page Number(s): 1180

Location: (middle of page)

Original Text: Video: Successes and Challenges of Pollution | Videos & Interactives | 1 minute

This video illustrates the successes and challenges of mitigating pollution.

Updated Text: N/A

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265763015

Current Page Number(s): Digital Suite, Assessment

Location: Digital Suite

Original Text: N/A

Updated Text: Compare and contrast the structure of the sodium atom (Na) with that of the sodium ion (Na⁺) in terms of the locations and numbers of protons, neutrons, and electrons. Sodium has an atomic number of 11 and an atomic mass of 23 u.

A sodium atom with an atomic mass of 23 u has 11 protons and 12 neutrons in the nucleus. It has 11 electrons in its electron cloud. When this sodium atom forms an Na⁺ ion, it still has 11 protons and 12 neutrons in the nucleus. The sodium ion has 10 electrons in its electron cloud.

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265763015

Current Page Number(s): Digital Suite, Assessment

Location: Digital Suite

Original Text: N/A

Updated Text: The most common isotope of oxygen is O-16. How many protons and neutrons are in the nucleus of an O-16 atom? How many electrons are in the electron cloud? If an atom of O-16 forms a 2- ion, how many protons and neutrons are in the nucleus of this ion? How many electrons are in the electron cloud of an O²⁻ ion?

An oxygen-16 atom has 8 protons and 8 neutrons in its nucleus. It also has 8 electrons in its electron cloud. When an atom of this isotope forms a 2- ion, it gains two electrons. Therefore, the ion has 10 electrons in its electron cloud. The nucleus of the ion still has 8 protons and 8 neutrons.

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265763015

Current Page Number(s): Digital Suite

Location: Digital Suite

Original Text: N/A

Updated Text: Field Investigation: Rockhounding [new lab; SE pages 1-4; TE pages 1-6]

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Current Page Number(s): 1180

Location: (middle of page)

Original Text: **Video: Successes and Challenges of Pollution** | Videos & Interactives | 1 minute
This video illustrates the successes and challenges of mitigating pollution.

Updated Text: N/A

Component: McGraw Hill Texas Chemistry Teacher Edition

ISBN: 9781265762179

Current Page Number(s): 383

Location: Chapter Launch

Original Text: **Launch Lab: How Much is a Mole?** | Labs | 15 minutes
Students will measure the dimensions of common objects to investigate the scale of a mole.

Updated Text: **Launch Lab: How Much is a Mole?** | Labs | 25 minutes
Students will investigate the size of a mole.

Component: McGraw Hill Texas Chemistry Student Edition

ISBN: 9780077006808

Current Page Number(s): 847–866

Location: Index

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 2927 of 3538

Original Text: [Index entries off by two pages for several chapters]

Updated Text: [Repour index across entire page range with corrected page references.]

Publisher: Myriad Sensors, Inc.

Chemistry

Program: *Conceptual Academy Chemistry (Texas Edition): TEKS*

Component: *Conceptual Academy Chemistry (Texas Edition)*

ISBN: 9781961087019

Link to Current Content:
[View Current Content](#)

Location: n/a

Link to Updated Content:

[View Updated Content](#)

Original Text: n/a

Updated Text: Changed title of article

Publisher: PASCO SCIENTIFIC

Chemistry

Program: *Essential Chemistry : TEKS*

Component: *Essential Chemisty*

ISBN: 9781937492267TE

Link to Current Content:
[View Current Content](#)

Current Page Number(s): 203

Location: Found in sidebar of Teaching Resources.

Student assignment 7.2 Types of Reactions.

Original Text: No new text was added

Updated Text: Note to publisher stated "Question #3 is not considered a combustion reaction."

The reviewer needed to scroll to page #2 for that citation. Note was correct in dashboard. There is no error to correct.

Component: *Essential Chemistry*

ISBN: 9781937492267TE

Link to Current Content:
[View Current Content](#)

Current Page Number(s): 276

Location: Found on sidebar of Teacher Resources.

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 2928 of 3538

Link to Updated Content:

[View Updated Content](#)

Original Text: Which element shown will have the the largest ionization energy?

Updated Text: Which element shown will have the higher ionization energy?

Component: *Essential Chemistry*

ISBN: 9781937492267TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 881 was referenced in the feedback incorrectly. Page # is 419/442

Location: Found in eBook page, 442, Question #50

Original Text: Explain why supersaturated solutions begin crystallizing when a seed crystal is added to the solution.

Updated Text: No corrections were made.

Unclear as to what this feedback pertained to outside of the breakout description itself. Standard is addressed properly.

Component: *Essential Chemistry*

ISBN: 9781937492267TE

Link to Current Content:

[View Current Content](#)

Current Page Number(s): xii

Location: Found under Laboratory Safety Procedures

Link to Updated Content:

[View Updated Content](#)

Original Text: Know the locations of the safety features in the lab such as eye wash stations, deluge station, fire extinguisher, fume hood, safety blanket, broken glass cleanup items, first-aid equipment or emergency phone use.

Updated Text: 13. Know the locations of the safety features in the lab such as eye wash stations, safety shower, fire extinguisher, fume hood, safety blanket, broken glass cleanup items, first-aid equipment or emergency phone use.

Publisher: Savvas Learning

Chemistry

Program: *Texas Experience Chemistry (Print with digital): TEKS*

Component: *Chemistry Student Digital Access*

ISBN: 9781428553958

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 8

Location: Introduction to Science and Engineering, Experience 4, Major Costs and Benefits of Dams graphic

Link to Updated Content:

[View Updated Content](#)

Original Text: (Original text did not mention drinking water as a benefit.) Without floods, farmland may deteriorate.

Updated Text: Dams have both costs and benefits for communities. Reservoirs provide reliable sources of drinking water. Without floods, soil quality may deteriorate.

Component: *Chemistry Student Handbook*

ISBN: 9781418358891

Link to Current Content:

[View Current Content](#)

Current Page Number(s): XI

Location: Table of Contents, Texas Featured Digital Assets section, first entry under the title

Link to Updated Content:

[View Updated Content](#)

Original Text: Original does not include the Introduction to Science and Engineering section.

Updated Text: INTRODUCTION TO SCIENCE AND ENGINEERING

- Experience Science and Society
- Experience 2 Scientific Inquiry and Measurement
- Experience 3 Data: Analysis and Calculations
- Experience 4 Models and Communication

Component: *Chemistry Student Handbook*

ISBN: 9781418358891

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 142

Location: Investigation 4, Experience 4, graphic, bottom right

Link to Updated Content:

[View Updated Content](#)

Original Text: Hydrogen bonds, dipole-dipole, and dispersion forces hold ethanol molecules near each other in liquid ethanol.

Updated Text: Hydrogen bonds, dipole-dipole forces, and dispersion forces hold ethanol molecules near each other in liquid ethanol.

Component: *Chemistry Student Handbook*

ISBN: 9781418358891

Link to Current Content:

[View Current Content](#)

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 2930 of 3538

Current Page Number(s): 512

Location: Investigation 14, Experience 2, question 18

Link to Updated Content:

[View Updated Content](#)

Original Text: SEP Matter and Energy

Updated Text: THEME Energy and Matter

Component: *Chemistry Teacher Guide*

ISBN: 9781418358907

Link to Current Content:

[View Current Content](#)

Current Page Number(s): T6-T14

Location: Within the Table of Contents, pp. T6-T14

Link to Updated Content:

[View Updated Content](#)

Original Text: Throughout, original does not include the "SEP" designations for SEP TEKS in the standards list for each Experience (lesson).

p. T6: Original does not include the Introduction to Science and Engineering section. (Deleted "This Table of Contents serves as a TEKS-aligned scope and sequence, outlining the order in which knowledge and skills are taught and built in the course materials."; TEKS-aligned scope and sequence appears in the previously revised Course Planner and Pacing Guide on pp. T30-T33.)

p. T8: TEKS 5C.5B (in Investigation 3, Experience 3)

p. T10: Predicting Outcomes of Chemical Reactions (in Investigation 7, Experience 2)

p. T14: TEKS 13A, 13C (in Investigation 14, Experience 1)

Updated Text: For all 51 Experiences, the standards lists have been revised to add "SEP" to specify which TEKS are SEP TEKS.

Example for Investigation 1, Experience 1: TEKS 13A; SEP 1A; ELPS 4F

No content was removed from the original.

p. T6: INTRODUCTION TO SCIENCE AND ENGINEERING

Available on Savvas Realize

Experience Science and Society SEP 1H, 4B, 4C

Experience 2 Scientific Inquiry and Measurement SEP 1A, 1B, 1D, 1E, 2B, 2D, 3A

Experience 3 Data: Analysis and Calculations SEP 1F, 2B, 2C

Experience 4 Models and Communication SEP 1G, 2A, 3A, 3B, 3C, 4A, 4B

p. T8: TEKS 5C, 5B

p. T10: Predicting Outcomes of Reactions

p. T14: TEKS 14A, 14C

Component: *Chemistry Teacher Guide*

ISBN: 9781418358907

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 8, 40, 74, 100, 144, 194, 228, 256, 284, 320, 348, 374, 402, 430

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 2931 of 3538

Location: On the first page of each Investigation Overview section, in SCIENTIFIC and ENGINEERING PRACTICES TEKS subsection at bottom left

Link to Updated Content:

[View Updated Content](#)

Original Text: Original does not include a description of how SEP are introduced and integrated in the course.

Updated Text: These Scientific and Engineering Practices are introduced in the Introduction to Science and Engineering found on Savvas Realize and are integrated throughout this Investigation.

Component: *Chemistry Teacher Guide*

ISBN: 9781418358907

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 23

Location: Investigation 1, Experience 3, Explore section, Inquiry Lab support, Materials and Safety sections

Link to Updated Content:

[View Updated Content](#)

Original Text: Materials 5 g dextrose...

Safety Remind students to use appropriate safety practices and allow the test tube to cool before weighing. Students should wash their hands thoroughly with soap and warm water before leaving the laboratory.

Updated Text: Materials 1 g dextrose...

Safety Remind students to use appropriate safety practices. Direct them to slowly heat the test tube with a low to moderate flame with the opening directed away from all persons. Also direct them to slowly move the tube through the flame or the flame along the tube during heating to avoid heating the same spot of the tube. Students should also allow the test tube to cool before weighing.

Component: *Chemistry Teacher Guide*

ISBN: 9781418358907

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 90

Location: Investigation 3, Experience 3, Explore section, Virtual Lab support, second bullet

Link to Updated Content:

[View Updated Content](#)

Original Text: Students will analyze and interpret the data to identify trends in atomic radius size, ionization energy, electron affinity, and reactivity. confirm that atomic radius increases down through the group.

Updated Text: Students will analyze and interpret the data to identify trends in atomic radius, ionization energy, electron affinity, and reactivity. They observe that atomic radius increases down the group.

Component: *Chemistry Teacher Guide*

ISBN: 9781418358907

Link to Current Content:
[View Current Content](#)

Current Page Number(s): 147

Location: Investigation 5, Experience 1, Explore section, Inquiry Lab support, Choose Your Version and Field Investigation sections, also side column under mini version of student worksheet

Link to Updated Content:
[View Updated Content](#)

Original Text: Choose Your Version Open-ended (O), Guided (G), Shortened (S), Advanced (A), Field (F)
Field Investigation Use the field version of the lab, which involves visiting a university research lab. Students will observe real-world examples of material properties, resulting from forces within the material, and discover how these concepts connect to future careers. Prior to the visit, discuss appropriate safety practices and equipment for this field investigation. For example, students should wear pants and close-toed shoes, bring safety goggles and wear them when in any lab, and use the buddy system while onsite. Additionally, have students prepare questions for the researchers. Encourage them to keep the majority of the questions focused on material properties and STEM careers.
O/G/S/A/F Lab Interactive Worksheets

Updated Text: Choose Your Version Open-ended (O), Guided (G), Shortened (S), Advanced (A)
(Removed Field Investigation section)
O/G/S/A Lab Interactive Worksheets

Component: *Chemistry Teacher Guide*

ISBN: 9781418358907

Link to Current Content:
[View Current Content](#)

Current Page Number(s): 169

Location: Investigation 5, Experience 4, Explore section, Inquiry Lab support, Choose Your Version and Lab Summary Video sections, also side column under mini version of student worksheet

Link to Updated Content:
[View Updated Content](#)

Original Text: Choose Your Version Open-ended (O), Guided (G), Shortened (S), Advanced (A)
Lab Summary Video Assign the Lab Summary Video for a summary of important points explored in the lab and support in connecting them to observable phenomena.
O/G/S/A Lab Interactive Worksheets

Updated Text: Choose Your Version Open-ended (O), Guided (G), Shortened (S), Advanced (A), Field (F)
Lab Summary Video Assign the Lab Summary Video to review key points from the lab and for support in connecting them to phenomena.
O/G/S/A/F Lab Interactive Worksheets

Component: *Chemistry Teacher Guide*

ISBN: 9781418358907

Link to Current Content:
[View Current Content](#)

Current Page Number(s): 226, 238, 239, 241, 243, 245

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 2933 of 3538

Location: Investigation 7, Investigation Planner column for Experience 2, and in Experience 2 throughout (titles and footers)

Link to Updated Content:

[View Updated Content](#)

Original Text: Predicting Outcomes of Chemical Reactions

Updated Text: Predicting Outcomes of Reactions

Component: *Chemistry Teacher Guide*

ISBN: 9781418358907

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 378-379

Location: Investigation 12, Experience 1, Explore and Explain sections(PhET Simulations were moved from the Explain section to the end of the Explore section. No content was removed from the original; it was simply moved around.)

Link to Updated Content:

[View Updated Content](#)

Original Text: EXPLAIN

...

pH Scale PhET Simulation

Acid-Base Solutions PhET Simulation

Updated Text: EXPLORE

...

pH Scale PhET Simulation

Acid-Base Solutions PhET Simulation

Component: *Chemistry Student Digital Access*

ISBN: 9781428553958

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 2

Location: (1) final paragraph of text(2) caption(3) header of left column of table

Original Text: (1) Thousands of years of global observations and experimentation have contributed to what is now called Western science, or simply science.

(2) Note that these two ways have some common traits, which are shown in the center of the diagram.

(3) Western Science

Updated Text: (1) Thousands of years of global observations and experimentation have contributed to what we call science.

(2) Note that these two ways have some common traits, which are shown in the bottom section.

(3) Science

Component: *Chemistry Student Digital Access*

ISBN: 9781428553958

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 3

Location: (1) flow chart(2) image caption

Link to Updated Content:

[View Updated Content](#)

Original Text: (1) [Flow chart with 5 boxes containing text. The first box says "Observations" and has an arrow pointing to the second box, which says "Hypothesis: A Hypothesis may be revised based on experimental data." An arrow points to the next box, which says "Experiments: An experiment can lead to observations that support or disprove a hypothesis." One arrow points from this box back to the box labeled Hypothesis, one arrow points down vertically to a box that says "Scientific Law: A scientific law summarizes the results of many observations and experiments" and one arrow points to the right to a box that says "Scientific theory: A theory is tested by more experiments and modified if necessary." Another arrows points back to the box labeled Experiments.]

(2) The flowchart shows the relationships between a scientific hypothesis, theory, and law. As shown by the arrows, the steps can occur in a variety of orders.

Updated Text: (1) [Venn diagram that compares theories and laws]

Scientific Theory

Explains why or how a broad class of related phenomena occur

Example: Some diseases are caused by the invasion of the body by microorganisms. (Germ Theory)

Scientific Law

Describes what happens under certain conditions, often using math

Example: An object in motion stays in motion unless acted upon by an outside force. (Newton's first law of motion)

[middle shared section]

- Can start as hypotheses that explain or describe
- Backed by evidence
- Can be used to make predictions
- Can be revised

(2) The diagram shows how you can distinguish among scientific hypotheses, theories, and laws. Theories and laws have different purposes, and we often need both of them to understand the whole picture.

Component: *Chemistry Student Digital Access*

ISBN: 9781428553958

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 4

Location: (1) visual's subtitle(2) callout connected to year 500 BCE(3) callout connected to year 600 CE

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 2935 of 3538

Original Text: (1) How have civilizations and early scientists contributed to the advancement of science?

(2) Atomism, the idea that our universe is made up of solid physical material, is developed by Leucippus and his pupil Democritus.

(3) Arabic alchemists develop analytical laboratory techniques to explore substances, mixtures, and compounds.

Updated Text: (1) What are some of the ways that different civilizations have helped to advance science?

(2) Atomism, the idea all matter is made up of indivisible particles, is developed by Leucippus and his pupil Democritus.

(3) Scientists develop analytical laboratory techniques to explore substances, mixtures, and compounds.

Component: *Chemistry Student Digital Access*

ISBN: 9781428553958

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 8

Location: visual

Link to Updated Content:

[View Updated Content](#)

Original Text: [Venn diagram listing STEM careers: with 3 circles labeled Engineering, Science, and Math. The nonoverlapping part of Engineering reads: Electrical engineer, Mechanical engineer, Chemical engineer, Structural engineer, Civil engineer, and Aerospace engineer. The nonoverlapping part of Science reads: Biofuels manager, Chemist, Physicist, Environmental scientist, Biologist, Food scientist, Oceanographer, Microbiologist, and Science teacher. The nonoverlapping part of Math reads: Claims adjuster, Data analyst, Real estate appraiser, Statistician, Investment banking analyst, Accountant, Mathematician, Fraud investigator, and Math teacher. The overlap of Engineering and Science reads: Quality control analyst, Biomedical engineer, Environmental engineer, and Materials scientist. The overlap of Engineering and Math reads: Software and systems engineer, Network administrator, Business analyst, and Architect. The overlap of Science and Math reads: Computer programmer, Data scientist, Seismologist, and Astronomer. The overlap of all 3 circles is labeled Technology and reads: Film editor, Broadcast technician, Software developer, and Security analyst.]

Updated Text: [Updated quadrant organization of STEM careers, with additional careers added]

[title] Science

Biologist - Chemist - Clinical research scientist - Computer and information research scientist - Environmental scientist - Epidemiologist - Food scientist - Forensic scientist - Geologist - Journalist - Medical scientist - Meteorologist - Microbiologist - Nurse practitioner - Psychologist - Wetland ecologist - Zooarchaeologist

[title] Technology

Biomedical technician - Broadcast technician - Computer programmer - Computer science teacher - Computer support specialist - Database architect - Information security analyst - Network systems administrator - Software developer - Technology transfer technician - Web developer and designer

[title] Engineering

Aerospace engineer - Big data engineer - Biomedical engineer - Chemical engineer - Computer hardware engineer - Electrical engineer - Environmental engineer - Mechanical engineer - Nuclear engineer - Petroleum engineer - R&D engineer - Robotics engineer - Structural engineer - Systems engineer - Telecommunication engineering specialist - Wastewater engineer

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 2936 of 3538

[title] Math

Accountant Actuary - Auditor Budget analyst - Claims adjuster - Cost estimator - Data scientist - Data analyst - Economist - Financial planner - Fraud investigator - Investment analyst - Math teacher - Real estate appraiser - Statistician

[Center] Most STEM careers use two or more STEM disciplines.

Component: *Chemistry Student Digital Access*

ISBN: 9781428553958

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 3

Location: (1) top left text of visual(2) center text of visual(3) bottom left text of visual(4) images within visual

Original Text: (1) Do LED or compact fluorescent bulbs make plants grow taller?

(2) The independent variable is the factor you measure the effect of: the type of bulb.

(3) The control variables are factors you keep the same for all groups: the time under the light, temperature, amount of water, soil, and type of plant.

(4) [images of LED and compact fluorescent bulbs]

Updated Text: (1) Do red or blue LED bulbs make plants grow taller?

(2) The independent variable is the factor you measure the effect of: the light color

(3) The control variables are factors you keep the same for all groups: the distance from the light, light intensity, hours of light, amount of water, and temperature.

(4) [images of red and blue LED bulbs]

Component: *Chemistry Student Digital Access*

ISBN: 9781428553958

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 11-12

Location: p. 11, first paragraph. 12, below Sample Problem title

Original Text: [p. 11] Suppose you use a thermometer to measure the boiling point of pure water at standard pressure. Each time, the reading on the thermometer is 99.3°C, which indicates high precision. However, the accepted value of pure water's boiling point at standard pressure is 100.0°C.

[p. 12] The boiling point of pure water is measured to be 99.1°C.

Updated Text: [p. 11] Suppose you use a thermometer to measure the boiling point of pure water at sea level. Each time, the reading on the thermometer is 99.3°C, which indicates high precision. However, the accepted value of pure water's boiling point at sea level is 100.0°C.

[p. 12] At sea level, the boiling point of pure water is measured to be 99.1°C.

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 2937 of 3538

Component: *Chemistry Student Digital Access*

ISBN: 9781428553958

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 2

Location: (1) caption for graphs(2) positions/order of graphs

Original Text: (1) In an experiment to see how quickly a mug of hot coffee cools off, the data can be recorded in several ways that provide different information.

(2) [bar graph (left) line graph (right)]

Updated Text: (1) In an experiment to see how quickly a mug of coffee cools, experimental data can be displayed in different ways to provide different information. Think about which graph is most appropriate for this data.

(2) [line graph (left) bar graph (right)]

Component: *Chemistry Student Digital Access*

ISBN: 9781428553958

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 8

Location: (1) graph caption(2) graph title

Original Text: (1) The graph shows how the home field advantage for scoring touchdowns for a high school football team was affected by COVID. On average, the home team scored about 1.5 more touchdowns per game when their fans were there, cheering them on.

(2) Example of Home Advantage for Football Teams

Updated Text: (1) The graph shows how scoring for a high school football team was affected by COVID. On average, the team scored about 1.5 more touchdowns per game when their fans were there, cheering them on.

(2) Example of the Effect of Fans

Component: *Chemistry Student Digital Access*

ISBN: 9781428553958

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 2-3

Location: p. 2, caption for atomic model p. 3, callout on right side of image

Original Text: [p.2] This is a conceptual model of an atom. It shows a dense nucleus composed of protons and neutrons, with electrons moving around it. Atoms are too small to observe directly, so this model shows the parts of an atom and is based on scientific observations of experiments on atoms.

[p. 3] The shapes of the orbits are not represented accurately. In reality, they are shaped like ovals, not circles.

Updated Text: [p. 2] This is an early conceptual model of an atom. It shows a nucleus composed of protons and neutrons, with electrons moving around it. Although not completely accurate, this model is based on early observations in experiments on atoms.

[p. 3] The shapes of the orbits are not represented accurately. In reality, they are elliptical, not circular.

Component: *Chemistry Student Digital Access*

ISBN: 9781428553958

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 4

Location: Question 3 Sample Answer

Original Text: Sample answer: A hypothesis is a tentative and testable statement that is capable of being supported or not supported by observational evidence. Hypotheses are usually narrow in scope. A theory is a well established and highly reliable explanation of a natural or physical phenomenon. A law is a statement that summarizes (but does not explain) a set of observations and experiments.

Updated Text: Sample answer: A hypothesis is a tentative and testable statement that is capable of being supported or not supported by observational evidence. Hypotheses are usually narrow in scope and can lead to theories or laws. A theory is a well established and highly reliable explanation of a natural or physical phenomenon. A law is a statement that summarizes (but does not explain) a set of observations and experiments. Laws often use math to describe what happens under certain conditions.

Component: *Chemistry Student Digital Access*

ISBN: 9781428553958

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 1-2

Location: p. 1, Materials Per Group and Safety sections. p. 2, Procedure steps 1 and 8 [Similar revisions also completed in the other 3 versions of the lab: Open, Short, and Advanced]

Original Text: [p. 1]

Materials Per Group

Dextrose, C₆H₁₂O₆, 5 g

Sucrose, C₁₂H₂₂O₁₁, 5 g

Safety

[new text does not appear in original version]

[p. 2]

1. Add about 5 g of sucrose to a test tube.

8. Repeat steps 1–7, beginning with approximately 5 g of dextrose.

Updated Text: [p. 1]

Materials Per Group

Dextrose, C₆H₁₂O₆, 1 g

Sucrose, C₁₂H₂₂O₁₁, 1 g

Safety

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 2939 of 3538

[mid paragraph] Slowly heat each test tube with a low to moderate flame with the opening directed away from you and all other persons. Slowly move the test tube through the flame or the flame along the test tube during heating to avoid heating the same spot of the test tube.

[p. 2]

1. Add about 1 g of sucrose to a test tube.
8. Repeat steps 1–7, beginning with approximately 1 g of dextrose.

Component: *Chemistry Student Digital Access*

ISBN: 9781428553958

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 2

Location: Sample Data Table, numerical values in table[Same revisions also completed in the other 3 versions of the lab teacher support: Open, Short, and Advanced]

Original Text: 5.02, 5.04, 4.76, 4.73

Updated Text: 1.01, 1.00, 1.02, 1.01

Component: *Chemistry Student Digital Access*

ISBN: 9781428553958

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 1, 3

Location: p. 1, boldface question and paragraph 1p. 3, Analyze and Interpret Data, item 4, boldface skill

Original Text: [p. 1]

Why are certain elements more reactive than others?

The periodic table contains many trends and patterns that enable scientists to predict the result of an experiment. In this comparative lab we will examine the reactivity of the alkaline earth metals.

[p. 3]

4. SEP Identify Patterns

Updated Text: [p. 1]

Why are salts of certain elements more soluble than others?

The periodic table contains many trends and patterns that enable scientists to predict the result of an experiment. In this comparative lab we will examine the solubility of salts of the alkaline earth metals (Group 2).

[p. 3]

4. Predict

Component: *Chemistry Student Digital Access*

ISBN: 9781428553958

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 1

Location: Focus on Scientific Practices, Materials Per Group, and Safety sections[Similar revisions also completed in the other 3 versions of the lab: Open, Short, and Advanced]

Original Text: Focus on Scientific Practices
[new text does not appear in original list]

Materials Per Group

Potassium dihydrogen phosphate (potassium phosphate, monobasic), KH_2PO_4 , 0.4 g

Potassium hydrogen sulfate (potassium bisulfate), KHSO_4 , 0.4 g

Potassium hydrogen phthalate, $\text{KHC}_8\text{H}_4\text{O}_4$, 0.4 g

Potassium hydrogen tartrate (potassium bitartrate), $\text{KHC}_4\text{H}_4\text{O}_6$, 0.4 g

...

Volumetric flask, 100 mL

Safety

[new text does not appear in original paragraph]

Updated Text: Focus on Scientific Practices
[list item 2] TEKS 1D Use Safety Data Sheets (SDS)

Materials Per Group

Potassium dihydrogen phosphate (potassium phosphate, monobasic), KH_2PO_4 , 0.8 g

Potassium hydrogen sulfate (potassium bisulfate), KHSO_4 , 0.8 g

Potassium hydrogen phthalate, $\text{KHC}_8\text{H}_4\text{O}_4$, 1.2 g

Potassium hydrogen tartrate (potassium bitartrate), $\text{KHC}_4\text{H}_4\text{O}_6$, 1.2 g

...

Volumetric flask, 50 mL

Safety

Consult the Safety Data Sheets for the substances used in this lab.

Component: *Chemistry Student Digital Access*

ISBN: 9781428553958

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 2

Location: Procedure: Teaching Tips section, final paragraph[Same revisions also completed in the other 3 versions of the lab teacher support: Open, Short, and Advanced]

Original Text: Procedure: Teaching Tips
[new text does not appear on original page]

Updated Text: Procedure: Teaching Tips

To conserve consumable materials, you may wish to have two neighboring groups combine their supplies of weak acid salts and have each group prepare two of the four solutions. They can record pH values for the other solutions from the other lab group.

Publisher: Summit K12 Holdings

Chemistry

Program: *Dynamic Chemistry: TEKS*

Component: *Dynamic Chemistry*

ISBN: 9781433406973

Location: Lesson Guide - Evaluate section

Original Text: Formative Assessment 1

Updated Text: Assessment 1 (changed name as a result of TRR guidance in every Lesson Guide)

Component: *Dynamic Chemistry*

ISBN: 9781433406973

Location: Lesson Guide - Evaluate section

Original Text: Formative Assessment 2

Updated Text: Assessment 2 (changed name as a result of TRR guidance in every Lesson Guide)

Publisher: TPS Publishing

Chemistry

Program: *STEAM into Chemistry - High School Edition: TEKS*

Component: *Teacher Program Guide - HS*

ISBN: 9781788059923

Link to Current Content:

[View Current Content](#)

Current Page Number(s): Page 107

Location: add under bullets

Original Text: N/A

Updated Text: Throughout the year teachers may wish to ask various caregivers to come into the classroom to discuss how their job roles utilize various STEAM approaches. This will not only help students to see how STEAM can be applied within a career area, but will also enable caregivers to communicate with the students and feel valued within their child's education.

Component: *Teacher Program Guide - HS*

ISBN: 9781788059923

Link to Current Content:

[View Current Content](#)

Current Page Number(s): Page 107

Location: add under bullets

Original Text: N/A

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 2942 of 3538

Updated Text: Teachers are encouraged to include caregivers in as much of the education process as possible. Hold regular meetings and encourage individuals to partake; ensure they know their opinions and voices are valued. For caregivers that may not be able to attend meetings, use another form of communication so their voices are also included. Acknowledge and show gratitude for the time caregivers give to help the students. When schools, and teachers, communicate well with caregivers, everyone involved benefits!

Publisher: Cengage Learning Inc.

Earth Systems Science

Program: *Earth Systems, Texas Edition: TEKS*

Component: *Earth Systems, Texas Edition | TE Print*

ISBN: 9798214068725

Current Page Number(s): 12

Location: bottom of lefthand column

Original Text: checkpoint Causation is when one variable has a direct effect on another. Correlation is when there is a consistent change in two variables, which may or may not be caused by one variable acting on the other.

Updated Text: [text deleted]

Component: *Earth Systems, Texas Edition | TE Print*

ISBN: 9798214068725

Current Page Number(s): 13

Location: bottom of righthand column

Original Text: checkpoint Possible answer: Asking questions helps a scientist focus on the specific part of the phenomenon that is not understood and may suggest ways to investigate these specific parts to try and understand them better.

Updated Text: [text moved to top of column on p. 14]

Component: *Earth Systems, Texas Edition | TE Print*

ISBN: 9798214068725

Current Page Number(s): 14

Location: top of lefthand column

Original Text: n/a

Updated Text: checkpoint Possible answer: Asking questions helps a scientist focus on the specific part of the phenomenon that is not understood and may suggest ways to investigate these specific parts to try and understand them better.

Component: *Earth Systems, Texas Edition | TE Print*

ISBN: 9798214068725

Current Page Number(s): 14

Location: bottom of lefthand column

Original Text: Scientific Theories and Laws

ADDRESS MISCONCEPTIONS

Some students may have misconceptions that inhibit their comprehension of the difference between a theory and a hypothesis. For example, some students may think that a theory is merely a guess, or at best an educated guess based on

Updated Text: [text moved to top of column on p. 15]

Component: *Earth Systems, Texas Edition | TE Print*

ISBN: 9798214068725

Current Page Number(s): 15

Location: top of righthand column

Original Text: n/a

Updated Text: Scientific Theories and Laws

ADDRESS MISCONCEPTIONS

Some students may have misconceptions that inhibit their comprehension of the difference between a theory and a hypothesis. For example, some students may think that a theory is merely a guess, or at best an educated guess based on

Component: *Earth Systems, Texas Edition | TE Print*

ISBN: 9798214068725

Current Page Number(s): 63

Location: orange box header

Original Text: ENGLISH LANGUAGE LEARNERS

Updated Text: ENGLISH LANGUAGE LEARNERS | Research

Component: *Earth Systems, Texas Edition | TE Print*

ISBN: 9798214068725

Current Page Number(s): 101

Location: top of righthand column

Original Text: n/a

Updated Text: TEKS 2.A

Component: *Earth Systems, Texas Edition | TE Print*

ISBN: 9798214068725

Current Page Number(s): 117

Location: top of righthand column

Original Text: n/a

Updated Text: TEKS 1.F, 1.G

Component: *Earth Systems, Texas Edition | TE Print*

ISBN: 9798214068725

Current Page Number(s): 141

Location: bottom of righthand column

Original Text: Assessments

CHAPTER 5 PRE-TEST

What is the fossil record? (The fossilized remains of past life forms preserved in sedimentary rock.)

SECTION 5.2 ASSESSMENT

How do depositional environments make fossilization more likely to occur?(Depositional environments are areas where sediment is deposited. They allow for quick burial in a low oxygen environment, which minimizes decay and destruction of the remains by scavengers or weathering.)

CHAPTER 5 CHAPTER TEST

21. How do sedimentation, fossilization, and speciation affect the degree of completeness of the fossil record? (Environments where sedimentation occurs provide the rapid burial and low oxygen conditions that must exist for fossilization to occur. The level of fossilization differs between species. The existence of hard body parts and living in or near a suitable depositional environment favors fossilization. The change in some species is well represented in the fossil record while the evidence of others is incomplete or nonexistent.)

CHAPTER 5 POST TEST

A paleontologist is interested in the evolution of an ancient butterfly. What are the chances the paleontologist will be able

Updated Text: [dext deleted]

Component: *Earth Systems, Texas Edition | TE Print*

ISBN: 9798214068725

Current Page Number(s): 142

Location: top of lefthand column

Original Text: to construct a complete fossil record of the changes such an organism has gone through over time? Why? (It is unlikely that a paleontologist would be able to construct a complete fossil record of the evolution of a butterfly. Most butterflies do not live in depositional environment where they would be buried quickly. In addition, their bodies are soft and more likely to decay before fossilization could take place. Even if a few butterflies were fossilized, it is unlikely that every speciation event would be preserved in the fossil record. At best, the paleontologist could expect to find an incomplete fossil record with many gaps if, indeed, a fossil record exists at all.)

Updated Text: checkpoint Fossilization requires very specific conditions and generally only occurs in depositional environments, which excludes many organisms. Also, most organisms are soft-bodied, and soft-bodied organisms are rarely fossilized.

Component: *Earth Systems, Texas Edition | TE Print*

ISBN: 9798214068725

Current Page Number(s): 186

Location: bottom of lefthand column

Original Text: checkpoint Two examples are to replace fluorescent bulbs and to reduce the amount of plastics discarded as waste.

Updated Text: [text moved to top of p. 187]

Component: *Earth Systems, Texas Edition | TE Print*

ISBN: 9798214068725

Current Page Number(s): 187

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 2945 of 3538

Location: top of righthand column

Original Text: n/a

Updated Text: checkpoint Two examples are to replace fluorescent bulbs and to reduce the amount of plastics discarded as waste.

Component: *Earth Systems, Texas Edition | TE Print*

ISBN: 9798214068725

Current Page Number(s): 187

Location: bottom of righthand column

Original Text: checkpoint Many countries with growing economies show an increase in energy demand. For example, countries in Asia are expected to have an increased need for energy resources.

Updated Text: [text moved to top of p. 188]

Component: *Earth Systems, Texas Edition | TE Print*

ISBN: 9798214068725

Current Page Number(s): 188

Location: top of lefthand column

Original Text: n/a

Updated Text: checkpoint Many countries with growing economies show an increase in energy demand. For example, countries in Asia are expected to have an increased need for energy resources.

Component: *Earth Systems, Texas Edition | TE Print*

ISBN: 9798214068725

Current Page Number(s): 188

Location: bottom of lefthand column

Original Text: Careers for the 21st Century
WORKING WITH NATURAL RESOURCES

There are many career options that involve the exploration, extraction, production, use, disposal, regulation, and protection of natural resources. Encourage students to further explore careers in Texas that involve Earth's resources on their own. Ask:

Updated Text: checkpoint Nonrenewable energy resources release greenhouse gases and other pollutants that are harmful to the environment and can cause global climate change.

Component: *Earth Systems, Texas Edition | TE Print*

ISBN: 9798214068725

Current Page Number(s): 189

Location: top of righthand column

Original Text: • Why would an exploration geologist need to know how fossil fuels form?
(Fossil fuels form under specialized conditions and only in locations that provided those conditions. By using their knowledge of fossil fuel formation, an exploration geologist could narrow down where to look for undiscovered deposits. Only looking in areas where it was possible for fossil fuels to form would prevent wasted time, money, and potential environmental harm.)

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 2946 of 3538

- How could an environmental engineer help conserve mineral resources?
(An environmental engineer might be able to develop a way to recover and recycle mineral resources from existing products. By using recovered minerals, fewer mineral resources would need to be extracted.)
- What is the role of a regulatory inspector in the energy industry? (A regulatory inspector makes sure mines, drilling operations, solar power stations, windfarms, and other energy producers follow all federal, state, and local laws, rules, and regulations to protect environmental and human health.)

Updated Text: Careers for the 21st Century

WORKING WITH NATURAL RESOURCES

There are many career options that involve the exploration, extraction, production, use, disposal, regulation, and protection of natural resources. Encourage students to further explore careers in Texas that involve Earth's resources on their own. Ask:

Why would an exploration geologist need to know how fossil fuels form?

(By using their knowledge of fossil fuel formation, an exploration geologist could narrow down where to look for undiscovered deposits. Only looking in areas where it was possible for fossil fuels to form would prevent wasted time, money, and potential environmental harm.)

- How could an environmental engineer help conserve mineral resources?

(They might be able to develop a way to recover and recycle mineral resources from existing products. By using recovered minerals, fewer mineral resources would need to be extracted.)

- What is the role of a regulatory inspector in the energy industry?

(They make sure mines, drilling operations, and energy producers follow all federal, state, and local laws, rules, and regulations to protect environmental and human health.)

Component: *Earth Systems, Texas Edition | TE Print*

ISBN: 9798214068725

Current Page Number(s): 190

Location: top of lefthand column

Original Text: ON ASSIGNMENT

The On Assignment photograph was published in April 2020 in an Earth Day 50th Anniversary Special National Geographic Issue. The article titled "The road to 2070" by Craig Welch, photographs by David Guttenfelder. Texas has a large capacity for windpower. The wind farm pictured was constructed in the Permian Basin where most of the state's oil and gas deposits reside. Despite the access to oil and gas deposits in the area, this structure will provide renewable electricity for much longer than the nonrenewable resources will be available. The winds will still blow when the oil is long gone! Use Figure 6-23 to think about the materials that are needed to create wind turbines. Use these ideas to discuss the benefits and drawbacks of wind power.

Updated Text: ON ASSIGNMENT

The On Assignment photograph by David Guttenfelder was published in April 2020 in an Earth Day 50th anniversary special issue of National Geographic. The article is titled "The road to 2070" by Craig Welch. The wind farm pictured was constructed in the Permian Basin where most of the state's oil and gas deposits reside. Use Figure 6-23 to think about the materials that are needed to build wind turbines. Use these ideas to discuss the benefits and drawbacks of wind power.

Component: *Earth Systems, Texas Edition | TE Print*

ISBN: 9798214068725

Current Page Number(s): 192

Location: top of lefthand column

Original Text: 6.4 ASSESSMENT

1. Conserving energy by using more efficient products such as LED lighting and hybrid or more fuel-efficient vehicles can

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 2947 of 3538

decrease the use of nonrenewable energy resources.

2. They could switch to more fuel-efficient cars, including hybrids, which use less gasoline than standard combustion engine vehicles.
3. Use of natural gas, wind energy, and solar energy is expected to increase while use of coal and hydroelectricity is expected to decrease.
4. Many jobs will be lost if nonrenewable energy sources become a thing of the past. There is a possibility that renewable energy could create new jobs but there is uncertainty as to whether enough new jobs will replace the old jobs because many of the resources do not need to be mined or transported in the ways that nonrenewable sources do.

Updated Text: [text deleted]

Component: *Earth Systems, Texas Edition | TE Print*

ISBN: 9798214068725

Current Page Number(s): 193

Location: top of righthand column

Original Text: n/a

Updated Text: checkpoint They might study aerial photographs and geologic maps, collect rock samples, and use GIS apps to manage and display field data. They might dig wells, and operate and maintain drilling machinery. They might work at refineries and power plants. They might design processes or technologies to reduce environmental impacts. They might inspect plants to assure compliance with regulations. They might work to restore damaged habitats.

6.4 ASSESSMENT

1. Conserving energy by using more efficient products such as LED lighting and hybrid or more fuel-efficient vehicles can decrease the use of nonrenewable energy resources.
2. They could switch to more fuel-efficient cars, including hybrids, which use less gasoline than standard combustion engine vehicles.
3. Use of natural gas, wind energy, and solar energy is expected to increase while use of coal and hydroelectricity is expected to decrease.
4. Many jobs will be lost if nonrenewable energy sources become a thing of the past. There is a possibility that renewable energy could create new jobs but there is uncertainty as to whether enough new jobs will replace the old jobs because many of the resources do not need to be mined or transported in the ways that nonrenewable sources do.

Component: *Earth Systems, Texas Edition | TE Print*

ISBN: 9798214068725

Current Page Number(s): 523

Location: bottom of righthand column

Original Text: checkpoint Water that sinks in the North Atlantic moves south as part of the North Atlantic Deep Water, where it may then continue around the Antarctic Ocean and connect to other ocean basins before eventually returning to the surface.

Updated Text: [text moved to top of column on p. 524]

Component: *Earth Systems, Texas Edition | TE Print*

ISBN: 9798214068725

Current Page Number(s): 524

Location: top of lefthand column

Original Text: n/a

Updated Text: checkpoint Water that sinks in the North Atlantic moves south as part of the North Atlantic Deep Water, where it may then continue around the Antarctic Ocean and connect to other ocean basins before eventually returning to the surface.

Component: *Earth Systems, Texas Edition | TE Print*

ISBN: 9798214068725

Current Page Number(s): 615

Location: orange box header

Original Text: ENGLISH LANGUAGE LEARNERS

Updated Text: ENGLISH LANGUAGE LEARNERS | Research

Component: *Earth Systems, Texas Edition | TE Print*

ISBN: 9798214068725

Current Page Number(s): 662

Location: 1st line in purple box

Original Text: Connect the activity to the SEP of planning and conducting investigations.

Updated Text: Connect the activity to the scientific and engineering practice of planning and conducting investigations.

Component: *Earth Systems, Texas Edition | TE Print*

ISBN: 9798214068725

Current Page Number(s): 707

Location: bottom of page

Original Text: LAND AND SEA

Have the expert group for this topic read and discuss the sections on ecosystem impacts, sea-level rise and warming, and ocean acidification, using the following focus questions as a guide. Ask:

- What are the major ecosystem effects likely to be brought on by climate change? (Changes in soil moisture will lead to wildfires that will transform forests into savannas. Disease organisms and parasites will become more common. Species unable to adapt to warmer temperatures may go extinct, but other species may increase in numbers.)
- What two factors cause a rise in sea levels with increases in average global temperatures? (When water warms, it expands, and this will increase sea levels. Warmer temperatures also lead to melting of polar ice sheets, which will add more water to the oceans.)
- What is the cause of ocean acidification? (As carbon dioxide concentrations increase in the atmosphere, more dissolves in the ocean. The dissolved carbon dioxide produces carbonic acid, which makes the water acidic.)

Updated Text: [content moved to right column on page]

Component: *Earth Systems, Texas Edition | TE Print*

ISBN: 9798214068725

Current Page Number(s): 715

Location: orange box header

Original Text: ENGLISH LANGUAGE LEARNERS

Updated Text: ENGLISH LANGUAGE LEARNERS | Claims

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 2949 of 3538

Component: *Earth Systems, Texas Edition | SE Print*

ISBN: 9798214068589

Current Page Number(s): 142

Location: bottom of lefthand column

Original Text: n/a

Updated Text: checkpoint What leads paleontologists to conclude that only a small percentage of the species that have ever lived have been fossilized?

Component: *Earth Systems, Texas Edition | SE Print*

ISBN: 9798214068589

Current Page Number(s): 142

Location: middle righthand column

Original Text: Use Mathematics

Updated Text: Critical Thinking

Component: *Earth Systems, Texas Edition | TE Print*

ISBN: 9798214068725

Current Page Number(s): 121

Location: SE inset page

Original Text: n/a

Updated Text: replaced Student Edition inset page with updated version

Component: *Earth Systems, Texas Edition | TE Print*

ISBN: 9798214068725

Current Page Number(s): 187

Location: SE inset page

Original Text: n/a

Updated Text: replaced Student Edition inset page with updated version

Component: *Earth Systems, Texas Edition | TE Print*

ISBN: 9798214068725

Current Page Number(s): 205

Location: SE inset page

Original Text: n/a

Updated Text: replaced Student Edition inset page with updated version

Component: *Earth Systems, Texas Edition | TE Print*

ISBN: 9798214068725

Current Page Number(s): 524

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 2950 of 3538

Location: SE inset page

Original Text: n/a

Updated Text: replaced Student Edition inset page with updated version

Component: *Earth Systems, Texas Edition | TE Print*

ISBN: 9798214068725

Current Page Number(s): 627

Location: SE inset page

Original Text: n/a

Updated Text: replaced Student Edition inset page with updated version

Component: *Earth Systems, Texas Edition | TE Print*

ISBN: 9798214068725

Current Page Number(s): 753

Location: SE inset page

Original Text: n/a

Updated Text: replaced Student Edition inset page with updated version

Component: *Earth Systems, Texas Edition | TE Print*

ISBN: 9798214068725

Current Page Number(s): 817

Location: SE inset page

Original Text: n/a

Updated Text: replaced Student Edition inset page with updated version

Component: *Earth Systems, Texas Edition | TE Print*

ISBN: 9798214068725

Current Page Number(s): 849

Location: column 1

Original Text: n/a

Updated Text: added term to glossary: accretion the accumulation of particles into a large mass due to the pull of gravity

Component: *Earth Systems, Texas Edition | TE Print*

ISBN: 9798214068725

Current Page Number(s): 859

Location: column 2

Original Text: n/a

Updated Text: added term to glossary: protoplanet a large object in orbit around a star that will probably form a planet

Component: *Earth Systems, Texas Edition | TE Print*

ISBN: 9798214068725

Current Page Number(s): 865

Location: column 1

Original Text: n/a

Updated Text: added term to Spanish glossary: *acreción* acumulación de partículas que forman una gran masa a causa de la atracción de la gravedad

Component: *Earth Systems, Texas Edition | TE Print*

ISBN: 9798214068725

Current Page Number(s): 878

Location: column 2

Original Text: n/a

Updated Text: added term to Spanish glossary: *protoplaneta* objeto de gran tamaño que está en órbita alrededor de una estrella y que probablemente formará un planeta

Publisher: Cengage Learning Inc.

Environmental Systems

Program: *Environmental Science: Sustaining Your World, Texas Edition: TEKS*

Component: *Environmental Science | Texas Student Edition*

ISBN: 9798214069432

Current Page Number(s): TX3

Location: row C (i) column 3

Original Text: CI 12; CI 13; CI 14

Updated Text: CI 1; CI 2; CI 3; CI 5; CI 6; CI 9; CI 10; CI 12; CI 13; CI 16; CI 17

Component: *Environmental Science | Texas Student Edition*

ISBN: 9798214069432

Current Page Number(s): TX3

Location: row C (ii) column 3

Original Text: CI 9; CI 10; CI 11; CI 16

Updated Text: CI 7; CI 8; CI 13

Component: *Environmental Science | Texas Student Edition*

ISBN: 9798214069432

Current Page Number(s): TX3

Location: row C (iii) column 3

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 2952 of 3538

Original Text: CI 4; CI 5; CI 6; CI 7;
CI 8; CI 12; CI 13; CI 17

Updated Text: CI 11; CI 14

Component: *Environmental Science | Texas Student Edition*

ISBN: 9798214069432

Current Page Number(s): TX4

Location: row C (iv) column 3

Original Text: CI 14

Updated Text: CI 1; CI 2; CI 3; CI 5; CI 6; CI 9; CI 10; CI 12; CI 13; CI 16; CI 17

Component: *Environmental Science | Texas Student Edition*

ISBN: 9798214069432

Current Page Number(s): TX4

Location: row C (v) column 3

Original Text: CI 4; CI 5; CI 6; CI 7;
CI 8; CI 12; CI 13; CI 17

Updated Text: CI 7; CI 8; CI 13

Component: *Environmental Science | Texas Student Edition*

ISBN: 9798214069432

Current Page Number(s): TX4

Location: row C (vi) column 3

Original Text: CI 14

Updated Text: CI 11; CI 14

Component: *Environmental Science | Texas Student Edition*

ISBN: 9798214069432

Current Page Number(s): TX22

Location: row E (i) column 3

Original Text: 1 PTT #15; CI 9; CI 18

Updated Text: 1 PTT #15; CI 8; CI 18

Component: *Environmental Science | Texas Teacher Edition*

ISBN: 9798214069449

Current Page Number(s): TX3

Location: row C (i) column 3

Original Text: CI 12; CI 13; CI 14

Updated Text: CI 1; CI 2; CI 3; CI 5; CI 6; CI 9; CI 10; CI 12; CI 13; CI 16; CI 17

Component: *Environmental Science | Texas Teacher Edition*

ISBN: 9798214069449

Current Page Number(s): TX3

Location: row C (ii) column 3

Original Text: CI 9; CI 10; CI 11; CI 16

Updated Text: CI 7; CI 8; CI 13

Component: *Environmental Science | Texas Teacher Edition*

ISBN: 9798214069449

Current Page Number(s): TX3

Location: row C (iii) column 3

Original Text: CI 4; CI 5; CI 6; CI 7;
CI 8; CI 12; CI 13; CI 17

Updated Text: CI 11; CI 14

Component: *Environmental Science | Texas Teacher Edition*

ISBN: 9798214069449

Current Page Number(s): TX4

Location: row C (iv) column 3

Original Text: CI 14

Updated Text: CI 1; CI 2; CI 3; CI 5; CI 6; CI 9; CI 10; CI 12; CI 13; CI 16; CI 17

Component: *Environmental Science | Texas Teacher Edition*

ISBN: 9798214069449

Current Page Number(s): TX4

Location: row C (v) column 3

Original Text: CI 4; CI 5; CI 6; CI 7;
CI 8; CI 12; CI 13; CI 17

Updated Text: CI 7; CI 8; CI 13

Component: *Environmental Science | Texas Teacher Edition*

ISBN: 9798214069449

Current Page Number(s): TX4

Location: row C (vi) column 3

Original Text: CI 14

Updated Text: CI 11; CI 14

Component: *Environmental Science | Texas Teacher Edition*

ISBN: 9798214069449

Current Page Number(s): TX22

Location: row E (i) column 3

Original Text: 1 PTT #15; CI 9; CI 18

Updated Text: 1 PTT #15; CI 8; CI 18

Component: *Environmental Science | Texas Teacher Edition*

ISBN: 9798214069449

Current Page Number(s): 42

Location: Replaced SE inset page

Original Text: n/a

Updated Text: n/a

Component: *Environmental Science | Texas Teacher Edition*

ISBN: 9798214069449

Current Page Number(s): 58

Location: Replaced SE inset page

Original Text: n/a

Updated Text: n/a

Component: *Environmental Science | Texas Teacher Edition*

ISBN: 9798214069449

Current Page Number(s): 59

Location: Replaced SE inset page

Original Text: n/a

Updated Text: n/a

Component: *Environmental Science | Texas Teacher Edition*

ISBN: 9798214069449

Current Page Number(s): 65

Location: Replaced SE inset page

Original Text: n/a

Updated Text: n/a

Component: *Environmental Science | Texas Teacher Edition*

ISBN: 9798214069449

Current Page Number(s): 71

Location: Replaced SE inset page

Original Text: n/a

Updated Text: n/a

Component: *Environmental Science | Texas Teacher Edition*

ISBN: 9798214069449

Current Page Number(s): 73

Location: Replaced SE inset page

Original Text: n/a

Updated Text: n/a

Component: *Environmental Science | Texas Teacher Edition*

ISBN: 9798214069449

Current Page Number(s): 84

Location: Replaced SE inset page

Original Text: n/a

Updated Text: n/a

Component: *Environmental Science | Texas Teacher Edition*

ISBN: 9798214069449

Current Page Number(s): 85

Location: Replaced SE inset page

Original Text: n/a

Updated Text: n/a

Component: *Environmental Science | Texas Teacher Edition*

ISBN: 9798214069449

Current Page Number(s): 87

Location: Replaced SE inset page

Original Text: n/a

Updated Text: n/a

Component: *Environmental Science | Texas Teacher Edition*

ISBN: 9798214069449

Current Page Number(s): 88

Location: Replaced SE inset page

Original Text: n/a

Updated Text: n/a

Component: *Environmental Science | Texas Teacher Edition*

ISBN: 9798214069449

Current Page Number(s): 89

Location: Replaced SE inset page

Original Text: n/a

Updated Text: n/a

Component: *Environmental Science | Texas Teacher Edition*

ISBN: 9798214069449

Current Page Number(s): 90

Location: Replaced SE inset page

Original Text: n/a

Updated Text: n/a

Component: *Environmental Science | Texas Teacher Edition*

ISBN: 9798214069449

Current Page Number(s): 91

Location: Replaced SE inset page

Original Text: n/a

Updated Text: n/a

Component: *Environmental Science | Texas Teacher Edition*

ISBN: 9798214069449

Current Page Number(s): 97

Location: Replaced SE inset page

Original Text: n/a

Updated Text: n/a

Component: *Environmental Science | Texas Teacher Edition*

ISBN: 9798214069449

Current Page Number(s): 98

Location: Replaced SE inset page

Original Text: n/a

Updated Text: n/a

Component: *Environmental Science | Texas Teacher Edition*

ISBN: 9798214069449

Current Page Number(s): 119

Location: Replaced SE inset page

Original Text: n/a

Updated Text: n/a

Component: *Environmental Science | Texas Teacher Edition*

ISBN: 9798214069449

Current Page Number(s): 186

Location: Replaced SE inset page

Original Text: n/a

Updated Text: n/a

Component: *Environmental Science | Texas Teacher Edition*

ISBN: 9798214069449

Current Page Number(s): 187

Location: Replaced SE inset page

Original Text: n/a

Updated Text: n/a

Component: *Environmental Science | Texas Teacher Edition*

ISBN: 9798214069449

Current Page Number(s): 397

Location: Replaced SE inset page

Original Text: n/a

Updated Text: n/a

Component: *Environmental Science | Texas Teacher Edition*

ISBN: 9798214069449

Current Page Number(s): 407

Location: Replaced SE inset page

Original Text: n/a

Updated Text: n/a

Component: *Environmental Science | Texas Teacher Edition*

ISBN: 9798214069449

Current Page Number(s): 535

Location: Replaced SE inset page

Original Text: n/a

Updated Text: n/a

Component: *Environmental Science | Texas Lab Manual Teacher Edition*

ISBN: 9798214076560

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 2958 of 3538

Current Page Number(s): 3

Location: first paragraph

Original Text: This information on laboratory safety is included as a resource for the teacher. It can form the basis for safe laboratory practices but is not a set of specific rules and regulations. National Geographic Learning makes no claims as to the completeness of this material. Not all of the precautions for the use, storage, and disposal of chemicals or biologicals are included in this brief guide.

Updated Text: This information on laboratory safety is included as a resource for the teacher. It can form the basis for safe laboratory practices but is not a set of specific rules and regulations. National Geographic Learning makes no claims as to the completeness of this material. Not all of the precautions for the use, storage, and disposal of chemicals or biologicals are included in this brief guide. Use appropriate safety equipment and practices during laboratory, classroom, and field investigations as outlined in Texas Education Agency approved safety standards.

Component: *Environmental Science | Texas Lab Manual Teacher Edition*

ISBN: 9798214076560

Current Page Number(s): 4

Location: added to column 2

Original Text: n/a

Updated Text: Field Investigation Safety

1. Be aware of any students with allergies.
2. Ensure students wear protective clothing and safety equipment as instructed.
3. Assign groups of two or more to work together.
4. Remind students to not touch or eat any plant materials or approach any wildlife.
5. Look ahead to the possibility of severe weather when the fieldwork is planned.
6. Prepare resources so students can wash hands thoroughly with soap and water after completing the field investigation.

Component: *Environmental Science | Texas Lab Manual Teacher Edition*

ISBN: 9798214076560

Current Page Number(s): 5

Location: heading at top of page

Original Text: Student Laboratory Safety Handbook

Updated Text: Student Laboratory and Field Safety Handbook

Component: *Environmental Science | Texas Lab Manual Teacher Edition*

ISBN: 9798214076560

Current Page Number(s): 5

Location: added to end of column 2

Original Text: n/a

Updated Text: Field Investigation Safety

1. Alert your teacher of any allergies.
2. Wear protective clothing and safety equipment as instructed by your teacher.
3. Maintain an awareness of your surrounding environment.
4. Do not wander from the group or your partner.
5. Do not touch or eat any plant materials.

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 2959 of 3538

6. Do not approach any wildlife.
7. Follow your teacher's instructions if any severe weather occurs while in the field.
8. Wash your hands thoroughly with soap and water after completing the field investigation.

Component: *Environmental Science | Texas Lab Manual Teacher Edition*

ISBN: 9798214076560

Current Page Number(s): 6

Location: instruction after heading Safety Symbols

Original Text: Many lab activities involve working with equipment, chemicals, and organisms that can pose a safety risk. Study the symbols and the warnings or guidelines they represent in the lab. They are there to indicate a safety risk to you and your fellow students to keep you safe warnings or guidelines they represent in the lab. They are there to indicate a safety risk to you and your fellow students to keep you safe and informed.

Updated Text: Many lab activities involve working with equipment, chemicals, and organisms that can pose a safety risk. Study the symbols and the warnings or guidelines they represent in the lab. They are there to indicate a safety risk to you and your fellow students to keep you safe and informed.

Component: *Environmental Science | Texas Lab Manual Teacher Edition*

ISBN: 9798214076560

Current Page Number(s): 7

Location: first paragraph after page heading Safety Contract

Original Text: After you have read and are sure you understand all the rules, fill out this safety contract. Return your signed contract to your teacher. Signing this contract tells your teacher that you are aware of and understand the laboratory rules. You will not be allowed to work in the lab until you have returned your signed contract.

Updated Text: After you have read or been informed by your teacher on all safety equipment and practices for laboratory, classroom, and field investigations as outlined in Texas Education Agency-approved safety standards and are sure you understand all the rules, fill out this safety contract. Return your signed contract to your teacher. Signing this contract tells your teacher that you are aware of and understand the laboratory rules. You will not be allowed to work in the lab until you have returned your signed contract.

Publisher: Accelerate Learning Inc.

Integrated Physics and Chemistry

Program: *STEMscopes Science TX - IPC: TEKS*

Component: *STEMscopes Science TX - IPC: TEKS*

ISBN: 9798888266755

Link to Current Content:

[View Current Content](#)

Current Page Number(s): Very last paragraph in the "A Brief Explanation of Renewable Energy Sources" section

Location: Teacher Background, very last paragraph.

Link to Updated Content:

[View Updated Content](#)

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 2960 of 3538

Original Text: With the necessity of reducing or eliminating our dependence on fossil fuels, we will need to rely more on these alternative, renewable energy resources. While renewable energy does not add greenhouse gases to the atmosphere, there is no truly “green energy.” Each type of energy will have some degree of environmental and societal impact. Energy consumers need to be aware of the pros and cons of all energy sources in order to make informed decisions about their use.

Updated Text: With the necessity of reducing or eliminating our dependence on fossil fuels, we will need to rely more on these alternative, renewable energy resources. There is no truly “green energy.” Each type of energy will have some degree of environmental and societal impact. Energy consumers need to be aware of the pros and cons of all energy sources in order to make informed decisions about their use.

Component: *STEMscopes Science TX - IPC: TEKS*

ISBN: 9798888266755

Link to Current Content:

[View Current Content](#)

Current Page Number(s): Identifying Misconceptions section

Location: Identifying Misconceptions section

Link to Updated Content:

[View Updated Content](#)

Original Text: Students may think that the greenhouse effect is an abnormal process. Many students have only heard about the greenhouse effect within the context of global warming. They may need instruction related to the appropriate amount of greenhouse effect and how carbon dioxide emissions are related to a runaway greenhouse effect.

Students may think that renewable energy is too expensive to use. Students may need instruction as to newer developments in renewable energy technology.

Students may think that global warming is inevitable. Students may need instruction on ways to slow global warming and current technologies that help accomplish this.

Updated Text: Misconception: the greenhouse effect is an abnormal process. Many students have only heard about the greenhouse effect within the context of global warming. They may need instruction related to the appropriate amount of greenhouse effect and how carbon dioxide emissions are related to a “runaway” greenhouse effect.

Misconception: there are no positives associated with the use of fossil fuels. Students may need instruction as to the benefits of using fossil fuels.

Misconception: renewable energy is too expensive to use. Students may need instruction as to newer developments in renewable energy technology.

Misconception: global warming is inevitable. Students may need instruction as to ways to slow global warming and current technologies to help accomplish this.

Component: *STEMscopes Science TX - IPC: TEKS*

ISBN: 9798888266755

Link to Current Content:

[View Current Content](#)

Current Page Number(s): Last two sections: Chemistry's Impact on Air Quality and Chemistry's Impact on Global Climate Change

Location: Teacher Background - Last two sections: Chemistry's Impact on Air Quality and Chemistry's Impact on Global Climate Change

Link to Updated Content:

[View Updated Content](#)

Original Text: **Chemistry's Impact on Air Quality**

Smog is a famous example of chemical reactions impacting air quality. Produced by cars and trucks, it is the by-product of internal combustion engines. Smog consists of fine particulates, called soot, and numerous chemicals. These include nitrogen oxides, volatile hydrocarbons, ozone, and carbon monoxide. During rush hour, a high concentration of nitrogen oxides and hydrocarbons are emitted by cars and trucks. These chemicals react with oxygen and water in the air to form more complex chemical compounds that turn the air a distinct shade of brown. This type of air pollution is known as photochemical smog, because it is catalyzed by light from the Sun, and is more common during the summer months when sunlight is brightest. Smog can be harmful to animals (including humans) if inhaled for prolonged periods of time. Some air pollution creates acid rain that also compounds contamination of soil and water systems.

Chemistry's Impact on Global Climate Change

Another impact of chemical reactions is climate change. The burning of fossil fuels, whether to generate electricity or to power cars and trucks, causes the amount of greenhouse gases in the atmosphere to increase. As the number of power plants and the number of cars increase, the amount of greenhouse gases increases in the atmosphere also. This causes the heat naturally released by the ground after it has been exposed to sunlight to become trapped. This trapping of heat increases the global average temperature. Temperatures have already increased by over a degree Celsius compared to the global average over the last 100 years. Scientists predict that if we continue to burn fossil fuels at the current rate, we may experience temperature increases of more than four degrees Celsius. These increased temperatures can affect growing seasons and locations. Foods that need to be grown in cooler climates will no longer grow well in the same area if it is too warm. This change in food production will impact natural food webs and human agriculture.

Updated Text: See highlighted text on the document for changes made.

Component: *STEMscopes Science TX - IPC: TEKS*

ISBN: 9798888266755

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 1-2

Location: Pages 1-2

Link to Updated Content:

[View Updated Content](#)

Original Text: The mechanical energy that is used in generators can come from flowing rivers, wind, or other sources.

Updated Text: The mechanical energy that is used in generators can come from flowing rivers, wind, steam from heating water with fossil fuels or other sources.

Component: *STEMscopes Science TX - IPC: TEKS*

ISBN: 9798888266755

Link to Current Content:

[View Current Content](#)

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 2962 of 3538

Current Page Number(s): Science Connection - Page 1

Location: Science Connection - Page 1

Link to Updated Content:

[View Updated Content](#)

Original Text: Nothing New Under the Sun Skit

Driving Question

How did the Sun's energy end up in your electricity?

Goals • The skit should be three to five minutes in length. • Include information about the following topics: ◦ The basic energy conversion in a generator: mechanical to electric ◦ One of the following resources for powering a generator: wind, fossil fuel, moving water, or solar power ◦ How the Sun is ultimately the source of the energy behind the resource you have chosen ◦ How the Sun is ultimately the source of the energy you use to operate a do-it-yourself generator

Updated Text: Refer to the highlighted text in the document for changes made.

Publisher: McGraw Hill

Integrated Physics and Chemistry

Program: McGraw Hill Texas Integrated Physics and Chemistry: TEKS

Component: McGraw Hill Texas Integrated Physics and Chemistry Student Edition

ISBN: 9780076981687

Current Page Number(s): xiii

Location: Front Matter TOC: Chapter 8, Lesson 1

Original Text: Lesson 1 7.C, 8.D

Updated Text: Lesson 1 TEKS 7.C, 8.D

Component: McGraw Hill Texas Integrated Physics and Chemistry Student Edition

ISBN: 9780076981687

Current Page Number(s): xxii

Location: Front Matter TOC: Chapter 17, Lesson 1

Original Text: Lesson 1 TEKS 7.A, 7.B, 7.C

Updated Text: Lesson 1 TEKS 7.A, 7.B

Component: McGraw Hill Texas Integrated Physics and Chemistry Student Edition

ISBN: 9780076981687

Current Page Number(s): xxii

Location: Front Matter TOC: Chapter 17, Lesson 2

Original Text: Lesson 2 TEKS 7.A, 7.B, 7.C

Updated Text: Lesson 2 TEKS 7.A, 7.B

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 2963 of 3538

Component: McGraw Hill Texas Integrated Physics and Chemistry Student Edition

ISBN: 9780076981687

Current Page Number(s): Sci-10

Location: Bottom of page below last paragraph

Original Text: N/A

Updated Text: [blue pill]TEKS 4.A

Component: McGraw Hill Texas Integrated Physics and Chemistry Student Edition

ISBN: 9780076981687

Current Page Number(s): Sci-11

Location: Figure 8

Original Text: Image needs x- and y-axis titles

Updated Text: x-axis title will be "News Sources" and y-axis title will be "Percent"

Component: McGraw Hill Texas Integrated Physics and Chemistry Student Edition

ISBN: 9780076981687

Current Page Number(s): Sci-11

Location: Information Processing header, 2nd paragraph, line 5

Original Text: Not being able to recognize the difference between a fact or claim supported by evidence and an unsupported opinion can lead to misconceptions.

Updated Text: Not being able to recognize the difference between a fact, or claim supported by evidence, and an unsupported opinion can lead to misconceptions.

Component: McGraw Hill Texas Integrated Physics and Chemistry Student Edition

ISBN: 9780076981687

Current Page Number(s): Sci-15

Location: Table 2, last row

Original Text: Charles Drew (1904-1950) was an African American doctor who formed the first blood bank. He discovered that plasma could be stored or "banked" for long periods of time.

Updated Text: Charles Drew (1904-1950) was an African American doctor who formed the first blood bank, finding that plasma could be stored or "banked" for long periods of time.

Component: McGraw Hill Texas Integrated Physics and Chemistry Student Edition

ISBN: 9780076981687

Current Page Number(s): Sci-15

Location: Current contributions header, paragraphs 1 and 2

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 2964 of 3538

Original Text: Today, more doors are open, and women and people of color increasingly push the boundaries of scientific knowledge. For example, Dr. Kizzmekia Corbett, shown in Figure 11, led a team at the National Institutes of Health (NIH) that helped develop the SARS-CoV-2 vaccine. In addition to her laboratory work, Dr. Corbett leads community outreach, working to explain the safety and efficacy of vaccines.

Other women leading cutting-edge research include Dr. Ting Xu at the University of California at Berkeley and Dr. Rona Chandrawati at the University of South Wales, both of whom research nanotechnology.

Dr. Xu's work with energy storage systems and printable solar cells has the potential to revolutionize renewable energy. Dr. Chandrawati's work focuses on smart labels that detect when food becomes contaminated, a technology that would greatly increase the safety of the world's food supply.

Updated Text: Today, more doors are open, and women and people of color increasingly push the boundaries of scientific knowledge. For example, Dr. Kizzmekia Corbett, shown in Figure 11, led a team at the National Institutes of Health (NIH) that helped develop the SARS-CoV-2 vaccine. Other women leading cutting-edge research include Dr. Ting Xu at the University of California at Berkeley and Dr. Rona Chandrawati at the University of South Wales, both of whom research nanotechnology.

Dr. Xu's work with energy storage systems and printable solar cells has the potential to revolutionize renewable energy. Dr. Chandrawati's work focuses on smart labels that detect when food becomes contaminated, a technology that would greatly increase the safety of the world's food supply.

Component: McGraw Hill Texas Integrated Physics and Chemistry Student Edition

ISBN: 9780076981687

Current Page Number(s): Sci-15

Location: Bottom of page, after last paragraph

Original Text: N/A

Updated Text: Ask Yourself[en space]Describe the contribution of one scientist.

Component: McGraw Hill Texas Integrated Physics and Chemistry Student Edition

ISBN: 9780076981687

Current Page Number(s): Sci-16

Location: Below last paragraph, above Lesson Wrap Up

Original Text: N/A

Updated Text: Ask Yourself[en space]Identify[en space]What are science-related challenges faced by marginalized populations?

Component: McGraw Hill Texas Integrated Physics and Chemistry Student Edition

ISBN: 9780076981687

Current Page Number(s): 9

Location: First 2 sentences in second paragraph

Original Text: Clean drinking water, as shown in Figure 9, is necessary for life whether traveling to Mars or to your school right here on Earth. Technology developed for recycling water on the space station is also used to improve water purification systems on Earth.

Updated Text: Clean drinking water, as shown in Figure 9, is necessary for life whether you are traveling to Mars or to your school right here on Earth. Technology developed for recycling water on the International Space Station (ISS) is also used to improve water purification systems on Earth.

Component: McGraw Hill Texas Integrated Physics and Chemistry Student Edition

ISBN: 9780076981687

Current Page Number(s): 9

Location: First line under Your Study Tools

Original Text: ✓ Review with Interactive Visual Literacy: Scientific Method.

Updated Text: ✓ Review with Interactive Visual Literacy: What are the physical sciences?

Component: McGraw Hill Texas Integrated Physics and Chemistry Student Edition

ISBN: 9780076981687

Current Page Number(s): 12

Location: Converting between SI units header

Original Text: Converting between SI units

Updated Text: Converting Between SI Units

Component: McGraw Hill Texas Integrated Physics and Chemistry Student Edition

ISBN: 9780076981687

Current Page Number(s): 23

Location: First line under Your Study Tools

Original Text: ✓ Review with Interactive Visual Literacy: Reading and Interpreting Graphs.

Updated Text: ✓ Review with Interactive Visual Literacy: Constructing Line Graphs.

Component: McGraw Hill Texas Integrated Physics and Chemistry Student Edition

ISBN: 9780076981687

Current Page Number(s): 24

Location: Essential Question

Original Text: How does society affect the technology that we use?

Updated Text: How does society affect the technology we use?

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 2966 of 3538

Component: McGraw Hill Texas Integrated Physics and Chemistry Student Edition

ISBN: 9780076981687

Current Page Number(s): 26

Location: Look Closer under Figure 25

Original Text: Compare and contrast these needs with the needs of your family.

Updated Text: Compare and contrast this family's needs with the needs of your family.

Component: McGraw Hill Texas Integrated Physics and Chemistry Student Edition

ISBN: 9780076981687

Current Page Number(s): 34

Location: Under Digital Spotlight

Original Text: Check out a video of the motion resulting from a trebuchet launch.

Updated Text: Check out a video about projectile motion of a fireball.

Component: McGraw Hill Texas Integrated Physics and Chemistry Student Edition

ISBN: 9780076981687

Current Page Number(s): 36

Location: Caption under Figure 1

Original Text: The motion of the boat can be described by its change in position relative to the bridge and by its speed.

Updated Text: The motion of the boat can be described by its speed and by its change in position relative to the bridge.

Component: McGraw Hill Texas Integrated Physics and Chemistry Student Edition

ISBN: 9780076981687

Current Page Number(s): 36

Location: Look Closer under Figure 2

Original Text: Explain How would you know the mail truck has moved?

Updated Text: Explain how you would know the mail truck has moved.

Component: McGraw Hill Texas Integrated Physics and Chemistry Student Edition

ISBN: 9780076981687

Current Page Number(s): 38

Location: Figure 5 sub-captions

Original Text: N/A

Updated Text: Left image: 5A Same direction

Center image: 5B Opposite Directions

Right image: 5C Perpendicular Directions

Component: McGraw Hill Texas Integrated Physics and Chemistry Student Edition

ISBN: 9780076981687

Current Page Number(s): 38

Location: Second paragraph under header Adding displacements

Original Text: But what if the directions are not the same? Then compare the two directions. If the directions are exactly opposite, the distances can be subtracted. Suppose a student walks 10 m east, turns around, and walks 5 m west, as modeled in the center of Figure 5. The size of the displacement is

Updated Text: But what if the displacements are not in the same direction? Then compare the two directions. If the directions are exactly opposite, the distances can be subtracted. Suppose a student walks 10 m east, turns around, and walks 5 m west, as modeled in Figure 5B. The size of the displacement is

Component: McGraw Hill Texas Integrated Physics and Chemistry Student Edition

ISBN: 9780076981687

Current Page Number(s): 38

Location: Fourth paragraph under header Adding displacements

Original Text: Now suppose the two displacements are neither in the same direction nor in opposite directions, as illustrated on the right in Figure 5. Here, the student walks 4 m east and then 3 m north. The student walks a total distance of 7 m, but the displacement is 5 m in a roughly northeast direction. The displacements of 4 m east and 3 m north cannot be directly added or subtracted, and they should be discussed separately.

Updated Text: Now suppose the two displacements are neither in the same direction nor in opposite directions, as illustrated in Figure 5C. Here, the student walks 4 m east and then 3 m north. The student walks a total distance of 7 m, but the displacement is 5 m in a roughly northeast direction. The displacements of 4 m east and 3 m north cannot be directly added or subtracted, and they should be calculated differently.

Component: McGraw Hill Texas Integrated Physics and Chemistry Student Edition

ISBN: 9780076981687

Current Page Number(s): 38

Location: Title for Table 1

Original Text: Rules for Adding Displacements

Updated Text: Rules for Calculating Total Displacements

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 2968 of 3538

Component: McGraw Hill Texas Integrated Physics and Chemistry Student Edition

ISBN: 9780076981687

Current Page Number(s): 38

Location: First line of Table 1

Original Text: Add displacements in the same direction.

Updated Text: Add displacements that are in the same direction.

Component: McGraw Hill Texas Integrated Physics and Chemistry Student Edition

ISBN: 9780076981687

Current Page Number(s): 38

Location: Second line of Table 1

Original Text: Subtract displacements in opposite directions.

Updated Text: Subtract displacements that are in opposite directions.

Component: McGraw Hill Texas Integrated Physics and Chemistry Student Edition

ISBN: 9780076981687

Current Page Number(s): 38

Location: Third line of Table 1

Original Text: Displacements that are not in the same or in opposite directions cannot be directly added together.

Updated Text: Displacements that are not in the same or in opposite directions cannot be simply added or subtracted.

Component: McGraw Hill Texas Integrated Physics and Chemistry Student Edition

ISBN: 9780076981687

Current Page Number(s): 41

Location: Text under header Graphing Motion

Original Text: The motion of an object over a period of time can be shown on a distance-time graph. For example, the graph in Figure 8 shows the distance traveled by three swimmers during a 30-minute workout. Time is plotted along the horizontal axis of the graph, and the distance traveled is plotted along the vertical axis of the graph. Each axis must have a scale that covers the range of numbers to be plotted. In Figure 8, the distance scale must range from 0 to 2400 m, and the time scale must range from 0 to 30 min. Next, the x-axis is divided into equal time intervals, and the y-axis is divided into equal distance intervals. Once the scales for each axis are in place, the data points can be plotted. In Figure 8, there is a data point plotted for each swimmer every 2.5 minutes. After plotting the data points, a line is drawn to connect the points.

Updated Text: Table 3 shows the position of a runner for each second of their 6-second sprint down a track. Their motion over this time can be shown on a position-time graph. Time is plotted along the horizontal axis of the graph, and the position of the runner is plotted along the vertical axis of the graph.

Each axis must have a scale that covers the range of numbers to be plotted. In Figure 8, the position scale must range

from 0.0 to 30.0 m, and the time scale must range from 0.0 to 6.0 s. Next, the x-axis is divided into equal time intervals, and the y-axis is divided into equal distance intervals. Once the scales for each axis are in place, the data points can be plotted. In Figure 8, there is a data point plotted for the runner every 1.0 s. After plotting the data points, a line is drawn to connect the points.

Component: McGraw Hill Texas Integrated Physics and Chemistry Student Edition

ISBN: 9780076981687

Current Page Number(s): 41

Location: Figure 8

Original Text: A Distance-Time Graph

Updated Text: [Replace the Distance-Time Graph with Table 3 and a Position v. Time Graph]

Table 3 Position v. Time

Time (s)	Position (m)
0.0	0.0
1.0	5.0
2.0	10.0
3.0	15.0
4.0	20.0
5.0	25.0

Component: McGraw Hill Texas Integrated Physics and Chemistry Student Edition

ISBN: 9780076981687

Current Page Number(s): 41

Location: Figure 8 Caption

Original Text: Figure 8 The graph shows how far each girl swam during a 30-minute workout. Time is divided into 2.5-minute intervals on the x-axis. Distance swam is divided into 200-m intervals on the y-axis.

Updated Text: Figure 8 You can describe the same motion and position v. time data with both a table and a graph.

Component: McGraw Hill Texas Integrated Physics and Chemistry Student Edition

ISBN: 9780076981687

Current Page Number(s): 41

Location: Look Closer under Figure 8

Original Text: Examine the graph and determine which girl swam the farthest during the workout.

Updated Text: Analyze the table and determine the position of the runner at 3 seconds.

Component: McGraw Hill Texas Integrated Physics and Chemistry Student Edition

ISBN: 9780076981687

Current Page Number(s): 43

Location: First paragraph under header Velocity

Original Text: Suppose a hurricane is traveling at a speed of 20 km/h, is located 500 km east of your location.

Should you worry? Unfortunately, you do not have enough information to answer that question.

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 2970 of 3538

Knowing only the speed of the storm is not much help. Speed describes only how fast something is moving. To decide whether you need to move to a safer area, you also need to know the direction that the storm is moving. In other words, you need to know the velocity of the storm. Velocity includes the speed of an object and the direction of its motion. Velocity has the same units as speed, m/s.

Updated Text: A hurricane traveling at a speed of 20 km/h is 500 km east of you. Should you worry? Unfortunately, you do not have enough information. Speed only describes how fast something is moving. To decide whether you need to move to a safer area, you also need to know the direction the storm is moving. In other words, you need to know the storm's velocity. Velocity includes the speed of an object and its direction of motion. Velocity has the same units as speed, m/s, and can be calculated in similar way:

Component: McGraw Hill Texas Integrated Physics and Chemistry Student Edition

ISBN: 9780076981687

Current Page Number(s): 43

Location: First paragraph under header Velocity

Original Text: N/A

Updated Text: [Velocity Equation Box which equates velocity to displacement over time.]

Component: McGraw Hill Texas Integrated Physics and Chemistry Student Edition

ISBN: 9780076981687

Current Page Number(s): 43

Location: Figure 11

Original Text: [image of race cars with caption:]Figure 11 These cars travel at constant speed, but not with constant velocity.

The cars' velocities change because their direction of motion changes.

Updated Text: N/A

Component: McGraw Hill Texas Integrated Physics and Chemistry Student Edition

ISBN: 9780076981687

Current Page Number(s): 43

Location: Second sentence in the paragraph after header Velocity and speed.

Original Text: For example, the race cars in Figure 11 have constant speeds through a turn.

Updated Text: For example, race cars have constant speeds through a turn.

Component: McGraw Hill Texas Integrated Physics and Chemistry Student Edition

ISBN: 9780076981687

Current Page Number(s): 47

Location: Second line under Your Study Tools

Original Text: ✓ Watch additional videos for lesson concepts: Velocity.

Updated Text: ✓ Watch additional videos for lesson concepts: Satellite View of a Hurricane.

Component: McGraw Hill Texas Integrated Physics and Chemistry Student Edition

ISBN: 9780076981687

Current Page Number(s): 49

Location: Figure 19

Original Text: Graph of Speed of Tamara's Car

Updated Text: 2 graphs: Velocity-Time Graph for an Electric Car, Acceleration-Time Graph for an Electric Car

Component: McGraw Hill Texas Integrated Physics and Chemistry Student Edition

ISBN: 9780076981687

Current Page Number(s): 49

Location: Caption under figure 9

Original Text: Figure 19 For objects that are speeding up and slowing down, the slope of the line on a speed-time graph is the acceleration.

Updated Text: Figure 19 For objects that are speeding up and slowing down, the slope of the line on a velocity-time graph is the acceleration.

Component: McGraw Hill Texas Integrated Physics and Chemistry Student Edition

ISBN: 9780076981687

Current Page Number(s): 49

Location: Header Speed-time graphs and acceleration

Original Text: Speed-time graphs and acceleration

Updated Text: Velocity-time graphs and acceleration

Component: McGraw Hill Texas Integrated Physics and Chemistry Student Edition

ISBN: 9780076981687

Current Page Number(s): 49

Location: The paragraph under header Speed-time graphs and acceleration

Original Text: When an object travels in a straight line and does not change direction, a graph of speed versus time can provide information about the object's acceleration.

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 2972 of 3538

Figure 19 shows the speed-time graph of Tamara's car as she drives to the store. Just as the slope of a line on a distance-time graph is the object's speed, the slope of a line on a speed-time graph is the object's acceleration. For example, when Tamara pulls out of her driveway, the car's acceleration is 0.33 km/min^2 , which is equal to the slope of the line from $t = 0$ to $t = 0.5 \text{ min}$.

Updated Text: When an object travels in a straight line and does not change direction, a graph of velocity versus time can provide information about the object's acceleration. Figure 19 shows the velocity-time graph of Tamara's electric car as she drives from one intersection to another. Just as the slope of a line on a displacement-time graph is the object's velocity, the slope of a line on a velocity-time graph is the object's acceleration. For example, when Tamara approaches a stop sign, the car's acceleration is -1.0 m/s^2 , which is equal to the slope of the line from $t = 10.0$ to $t = 18.0 \text{ s}$. We can see that the slope of the velocity-time graph matches the acceleration in the acceleration-time graph.

Component: McGraw Hill Texas Integrated Physics and Chemistry Student Edition

ISBN: 9780076981687

Current Page Number(s): 52

Location: Ask yourself after header Throwing and dropping

Original Text: Compare Which will hit the ground faster, a dropped ball or one thrown from the same height?

Updated Text: Compare which will hit the ground faster: a dropped ball or one thrown from the same height.

Component: McGraw Hill Texas Integrated Physics and Chemistry Student Edition

ISBN: 9780076981687

Current Page Number(s): 59

Location: Sub-captions in Figure 2

Original Text: Left Image: [A]

Center image: [B]

Right image: [C]

Updated Text: Left Image: 2A

Center image: 2B

Right image: 2C

Component: McGraw Hill Texas Integrated Physics and Chemistry Student Edition

ISBN: 9780076981687

Current Page Number(s): 61

Location: Sub-captions in Figure 5

Original Text: Left Image: [A]

Right image: [B]

Updated Text: Left Image: 5A

Right image: 5B

Component: McGraw Hill Texas Integrated Physics and Chemistry Student Edition

ISBN: 9780076981687

Current Page Number(s): 65

Location: Second line under Your Study Tools

Original Text: ✓ Watch additional videos for lesson concepts: Kicking a Soccer Ball.

Updated Text: ✓ Watch additional videos for lesson concepts: Kicking Around a Soccer Ball.

Component: McGraw Hill Texas Integrated Physics and Chemistry Student Edition

ISBN: 9780076981687

Current Page Number(s): 70

Location: Sub-captions in Figure 14

Original Text: Left Image: [A]

Right image: [B]

Updated Text: Left Image: 14A

Right image: 14B

Component: McGraw Hill Texas Integrated Physics and Chemistry Student Edition

ISBN: 9780076981687

Current Page Number(s): 72

Location: Sub-captions in Figure 17

Original Text: N/A

Updated Text: Top Image: 17A Unrestrained

Right image: 17B Restrained

Component: McGraw Hill Texas Integrated Physics and Chemistry Student Edition

ISBN: 9780076981687

Current Page Number(s): 72

Location: Last sentence in first paragraph after header What happens in a crash?

Original Text: Within 0.02 s after the car stops, any unbelted passengers will slam into the windshield, steering wheel, or the backs of the front seats, like the crash dummies shown in the top photo in Figure 17.

Updated Text: Within 0.02 s after the car stops, any unbelted passengers will slam into the windshield, steering wheel, or the backs of the front seats, like the crash dummies shown in Figure 17A.

Component: McGraw Hill Texas Integrated Physics and Chemistry Student Edition

ISBN: 9780076981687

Current Page Number(s): 72

Location: First sentence in second paragraph after header What happens in a crash?

Original Text: The crash dummy in the bottom photo in Figure 17, however, was restrained with a safety belt and cushioned with an airbag.

Updated Text: The crash dummy in Figure 17, however, was restrained with a safety belt and cushioned with an airbag.

Component: McGraw Hill Texas Integrated Physics and Chemistry Student Edition

ISBN: 9780076981687

Current Page Number(s): 74

Location: Ask yourself after header Size and shape

Original Text: Infer Which would fall faster, a flat piece of paper or one that's been crumpled into a ball?

Updated Text: Infer which would fall faster, a flat piece of paper or one that's been crumpled into a ball.

Component: McGraw Hill Texas Integrated Physics and Chemistry Student Edition

ISBN: 9780076981687

Current Page Number(s): 75

Location: Sub-captions in Figure 21

Original Text: Left Image: [A]

Right image: [B]

Updated Text: Left Image: 21A

Right image: 21B

Component: McGraw Hill Texas Integrated Physics and Chemistry Student Edition

ISBN: 9780076981687

Current Page Number(s): 77

Location: The third paragraph after header Impulse

Original Text: How is impulse calculated? Picture kicking a soccer ball that is moving toward you. As your foot strikes the ball, the force of your foot changes the ball's velocity. This force changes over time, first slowing the ball's motion, then stopping it briefly, finally sending the ball in another direction. The impulse is the average force applied by your foot multiplied by the length of time your foot was in contact with the ball. For example, if the kick took approximately 0.5 s, and the average force you applied was 20 N, the impulse would be 10 N·s.

Updated Text: Safety devices use the concept of impulse to reduce the forces on a person during a collision. For example, when a baseball strikes a batter, all its momentum is imparted into the batter. If the batter is not wearing a helmet, the impulse from the ball happens very quickly and results in a large force. If the batter is wearing a helmet, the helmet increases the amount of time it takes the ball to transfer its momentum into the batter. This greatly decreases the

amount of force applied to the batter and reduces the risk of injury by over 75%. Manufacturers continuously evaluate and refine their helmet designs and materials to make playing sports safer.

Component: McGraw Hill Texas Integrated Physics and Chemistry Student Edition

ISBN: 9780076981687

Current Page Number(s): 77

Location: Figure 24 at the top of the page

Original Text: [2 photos]

Updated Text: Crop both photos to remove extra blue space.

Component: McGraw Hill Texas Integrated Physics and Chemistry Student Edition

ISBN: 9780076981687

Current Page Number(s): 78

Location: First two lines under Your Study Tools

Original Text: ✓ Review with Interactive Visual Literacy: Air Resistance.

✓ Watch additional videos for lesson concepts: Newton's Second Law and Gravitational Acceleration and An Astronaut Tests Gravity on the Moon.

Updated Text: ✓ Review with Interactive Visual Literacy: Air Resistance.

✓ Watch additional videos for lesson concepts: Galileo's Discovery.

Component: McGraw Hill Texas Integrated Physics and Chemistry Student Edition

ISBN: 9780076981687

Current Page Number(s): 89

Location: Figure 6

Original Text: Left Image: Increase speed

Center image: Change direction of force

Right image: Increase force

Updated Text: Left Image: 6A Increase speed

Center image: 6B Change direction of force

Right image: 6C Increase force

Component: McGraw Hill Texas Integrated Physics and Chemistry Student Edition

ISBN: 9780076981687

Current Page Number(s): 89

Location: Fourth sentence under header Increase speed

Original Text: Look at the cyclist in the top panel of Figure 6.

Updated Text: Look at the cyclist in Figure 6B.

Component: McGraw Hill Texas Integrated Physics and Chemistry Student Edition

ISBN: 9780076981687

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 2976 of 3538

Current Page Number(s): 89

Location: Second sentence under header Change direction of force

Original Text: The wedge-shaped blade of the ax in Figure 6 is one example.

Updated Text: The wedge-shaped blade of the ax in Figure 6B is one example.

Component: McGraw Hill Texas Integrated Physics and Chemistry Student Edition

ISBN: 9780076981687

Current Page Number(s): 89

Location: First sentence under header Increase force

Original Text: car jack, such as the one in the bottom panel of Figure 6,

Updated Text: car jack, such as the one in Figure 6C,

Component: McGraw Hill Texas Integrated Physics and Chemistry Student Edition

ISBN: 9780076981687

Current Page Number(s): 89

Location: Third sentence under the third paragraph under header Increase speed

Original Text: In the car jack example in Figure 6, the man applies an input force to the car jack, and the car jack applies an output force to the car.

Updated Text: In the car jack example in Figure 6C, the man applies an input force to the car jack, and the car jack applies an output force to the car.

Component: McGraw Hill Texas Integrated Physics and Chemistry Student Edition

ISBN: 9780076981687

Current Page Number(s): 99

Location: Look Closer under Figure 16

Original Text: Predict How large will the mechanical energy of the ball-Earth system be after the ball has reached the ground and rolled to a stop? Use the ground as the reference level.

Updated Text: Predict how large the mechanical energy of the ball-Earth system will be after the ball has reached the ground and rolled to a stop. Use the ground as the reference level.

Component: McGraw Hill Texas Integrated Physics and Chemistry Student Edition

ISBN: 9780076981687

Current Page Number(s): 108

Location: Under Digital Spotlight

Original Text: Check out a video of thermal conductivity.

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 2977 of 3538

Updated Text: Check out a video about metals heating differently.

Component: McGraw Hill Texas Integrated Physics and Chemistry Student Edition

ISBN: 9780076981687

Current Page Number(s): 123

Location: Look Closer under Figure 17

Original Text: Infer Which type of thermal energy transfer is shown?

Updated Text: Infer which type of thermal energy transfer is shown.

Component: McGraw Hill Texas Integrated Physics and Chemistry Student Edition

ISBN: 9780076981687

Current Page Number(s): 142

Location: First sentence in the seconds paragraph under header Grounding

Original Text: Providing a path for charge to reach Earth prevents any charge from building up.

Updated Text: Providing a path for charge to reach Earth prevents any charge from building up.

Component: McGraw Hill Texas Integrated Physics and Chemistry Student Edition

ISBN: 9780076981687

Current Page Number(s): 143

Location: Look Closer in Figure 12

Original Text: Predict
Imagine bringing a
negatively charged rod
close to a positively
charged electroscope. In
what way will the leaves of
the electroscope move?

Updated Text: Predict how the leaves of an electroscope will move if a negatively charged rod is brought close to a positively charged electroscope.

Component: McGraw Hill Texas Integrated Physics and Chemistry Student Edition

ISBN: 9780076981687

Current Page Number(s): 143

Location: First four lines under Your Study Tools

Original Text: ✓ Review with Interactive Visual Literacy: Lightning.

✓ Watch additional videos for lesson concepts: Touching a Plasma Sphere.

✓ Review vocabulary using Word Lab.

✓ Review the Ask Yourself questions.

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 2978 of 3538

Updated Text: ✓ Review with Interactive Visual Literacy: Lightning.
✓ Watch additional videos for lesson concepts: Electric Charge.
✓ Review vocabulary using Word Lab.
✓ Review the Ask Yourself and Look Closer questions.

Component: McGraw Hill Texas Integrated Physics and Chemistry Student Edition

ISBN: 9780076981687

Current Page Number(s): 148

Location: Ask Yourself at the bottom of the page

Original Text: Identify What type of current do mobile phones use?

Updated Text: Identify the type of current used in mobile phones.

Component: McGraw Hill Texas Integrated Physics and Chemistry Student Edition

ISBN: 9780076981687

Current Page Number(s): 150

Location: Left image of Figure 21

Original Text: [art of a circle divided into 3 sections: V, I, and R]

Updated Text: [Art of a circuit diagram of a series circuit with a battery and 2 light bulbs]

Component: McGraw Hill Texas Integrated Physics and Chemistry Student Edition

ISBN: 9780076981687

Current Page Number(s): 150

Location: Look Closer in Figure 21

Original Text: Infer What happens to the brightness of each bulb as more bulbs are added?

Updated Text: Infer what happens to the brightness of each bulb as more bulbs are added.

Component: McGraw Hill Texas Integrated Physics and Chemistry Student Edition

ISBN: 9780076981687

Current Page Number(s): 152

Location: Sub-captions in Figure 25

Original Text: Top Image: Fuse
Bottom image: Circuit breaker

Updated Text: Top Image: 25A Fuse
Bottom image: 25B Circuit breaker

Component: McGraw Hill Texas Integrated Physics and Chemistry Student Edition

ISBN: 9780076981687

Current Page Number(s): 153

Location: First two paragraphs at the top of the page, under headers Fuses and Circuit breakers

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 2979 of 3538

Original Text: Fuses An electrical fuse is shown on top in Figure 25. An electrical fuse contains a small piece of metal that melts if the current becomes too high. When this piece of metal melts, it causes a break in the circuit, stopping the current. To enable charge to flow again in the circuit, the fuse must be replaced. Circuit breakers A circuit breaker is shown on the bottom in Figure 25. A circuit breaker is another device that prevents a circuit from overheating and causing a fire. In a circuit breaker, a switch is automatically flipped when the current becomes too great. Flipping the switch opens the circuit and stops the current. Circuit breakers usually can be reset by pushing the switch back to its “on” position. Many residences in the United States contain a box of circuit breakers similar to the one shown in Figure 25.

Updated Text: Fuses An electrical fuse is shown in Figure 25A. An electrical fuse contains a small piece of metal that melts if the current becomes too high. When this piece of metal melts, it causes a break in the circuit, stopping the current. To enable charge to flow again in the circuit, the fuse must be replaced. Circuit breakers A circuit breaker is shown in Figure 25B. A circuit breaker is another device that prevents a circuit from overheating and causing a fire. In a circuit breaker, a switch is automatically flipped when the current becomes too great. Flipping the switch opens the circuit and stops the current. Circuit breakers usually can be reset by pushing the switch back to its “on” position. Many residences in the United States contain a box of circuit breakers similar to the one shown in Figure 25B.

Component: McGraw Hill Texas Integrated Physics and Chemistry Student Edition

ISBN: 9780076981687

Current Page Number(s): 156

Location: First four lines under Your Study Tools

Original Text: ✓ Review with Interactive Visual Literacy: Series and Parallel Circuits.

✓ Review vocabulary using Word Lab.

✓ Review the Ask Yourself questions.

Updated Text: ✓ Review with Interactive Visual Literacy: Series and Parallel Circuits.

✓ Review vocabulary using Word Lab.

✓ Review the Ask Yourself and Look Closer questions.

Component: McGraw Hill Texas Integrated Physics and Chemistry Student Edition

ISBN: 9780076981687

Current Page Number(s): 157

Location: Top right corner of Driving Question image

Original Text: N/A

Updated Text: [Texas Banner]Humble, TX

Component: McGraw Hill Texas Integrated Physics and Chemistry Student Edition

ISBN: 9780076981687

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 2980 of 3538

Current Page Number(s): 157

Location: Driving Question Wrap up header and paragraph

Original Text: Driving Question Wrap up

Throughout this chapter you studied electricity, how it is generated, and how we are able to use it in our homes.

Updated Text: Driving Question Wrap Up

Throughout this chapter, you studied electricity, how it is generated, and how we are able to use it in our homes.

Component: McGraw Hill Texas Integrated Physics and Chemistry Student Edition

ISBN: 9780076981687

Current Page Number(s): 157

Location: TEKS list under LearnSmart

Original Text: ✓ TEKS 5.D assignment

✓ TEKS 6.A assignment

Updated Text: ✓ TEKS 5.D assignment

✓ TEKS 5.E assignment

✓ TEKS 6.A assignment

Component: McGraw Hill Texas Integrated Physics and Chemistry Student Edition

ISBN: 9780076981687

Current Page Number(s): 158

Location: header and text line at the top of the page

Original Text: Chapter Review and Chapter Test

Complete the chapter review before taking the chapter test when assigned by your teacher.

Updated Text: Chapter Study Guide

Component: McGraw Hill Texas Integrated Physics and Chemistry Student Edition

ISBN: 9780076981687

Current Page Number(s): 160

Location: Main Title

Original Text: Magnetism
and its Uses

Updated Text: Magnetism
and Its Uses

Component: McGraw Hill Texas Integrated Physics and Chemistry Student Edition

ISBN: 9780076981687

Current Page Number(s): 163

Location: Last sentence in the last paragraph, under magnetic field lines

Original Text: Figure 4 shows the magnetic fields around a horseshoe magnet and a disk magnet.

Updated Text: Figure 4 shows the magnetic field lines around a horseshoe magnet and a disk magnet.

Component: McGraw Hill Texas Integrated Physics and Chemistry Student Edition

ISBN: 9780076981687

Current Page Number(s): 171

Location: The right image in Figure 14

Original Text: [image of the components of a speaker.]

Updated Text: [image of the components of a speaker, but now fills up the allotted space.]

Component: McGraw Hill Texas Integrated Physics and Chemistry Student Edition

ISBN: 9780076981687

Current Page Number(s): 172

Location: The right image in Figure 15

Original Text: [image of the components of a galvanometer]

Updated Text: [Image moved slightly to fill the space better.]

Component: McGraw Hill Texas Integrated Physics and Chemistry Student Edition

ISBN: 9780076981687

Current Page Number(s): 174

Location: Sub-caption 18B

Original Text: 18B Brushless Motor

Updated Text: 18B A brushless Motor

Component: McGraw Hill Texas Integrated Physics and Chemistry Student Edition

ISBN: 9780076981687

Current Page Number(s): 181

Location: Transformer Current Equation

Original Text: [equation]

Updated Text: [centering text above and below the lines. making the lines as long as the longest text either above or below the line.]

Component: McGraw Hill Texas Integrated Physics and Chemistry Student Edition

ISBN: 9780076981687

Current Page Number(s): 182

Location: First two lines under Your Study Tools

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 2982 of 3538

Original Text: ✓ Review with Interactive Visual Literacy: Transformers.

✓ Watch additional videos for lesson concepts: Lamp Generator.

Updated Text: ✓ Review with Interactive Visual Literacy: Transformers.

✓ Watch additional videos for lesson concepts: Producing Electric Current, Electromagnetic Induction

Component: McGraw Hill Texas Integrated Physics and Chemistry Student Edition

ISBN: 9780076981687

Current Page Number(s): 186

Location: Text under Digital Spotlight

Original Text: Check out a video of Nuclear Power.

Updated Text: Check out a video about the link between energy sources and the environment.

Component: McGraw Hill Texas Integrated Physics and Chemistry Student Edition

ISBN: 9780076981687

Current Page Number(s): 188

Location: Essential Question

Original Text: How do the physical and chemical properties of fossil fuels make them useful?

Updated Text: What are some advantages and disadvantages of using the different types of fossil fuels?

Component: McGraw Hill Texas Integrated Physics and Chemistry Student Edition

ISBN: 9780076981687

Current Page Number(s): 189

Location: Sub-captions for figure 2

Original Text: N/A

Updated Text: Top Image: 2A Energy use by different sectors

Bottom image: 2B Energy obtained from different sources

Component: McGraw Hill Texas Integrated Physics and Chemistry Student Edition

ISBN: 9780076981687

Current Page Number(s): 189

Location: Caption of Figure 2

Original Text: Figure 2 These circle graphs break down energy consumption in the United States in 2021. The top graph shows the percentage of energy used by different sectors. The bottom graph shows the percentage of energy obtained from different sources.

Updated Text: Figure 2 These circle graphs break down energy consumption in the United States in 2021.

Component: McGraw Hill Texas Integrated Physics and Chemistry Student Edition

ISBN: 9780076981687

Current Page Number(s): 189

Location: The two paragraphs after header Energy use in the United States

Original Text: In 2021, the U.S. was responsible for 15.6 percent of the world's energy consumption. The top chart in Figure 2 shows that about 16 percent of the energy was used in homes for heating, cooling, lighting, and other household needs. About 37 percent was used for transportation. Another 12 percent was used by businesses, and about 35 percent was used by industry and agriculture for manufacturing and food production.

The bottom chart in Figure 2 shows that about 79 percent of U.S. energy use in 2021 was from fossil fuels. Nuclear power plants provided about 8 percent, and alternative sources 12 percent.

Updated Text: In 2021, the U.S. was responsible for 15.6 percent of the world's energy consumption. Figure 2 shows that about 16 percent of the energy was used in homes for heating, cooling, lighting, and other household needs. About 37 percent was used for transportation. Another 12 percent was used by businesses, and about 35 percent was used by industry and agriculture for manufacturing and food production. Figure 2 shows that about 79 percent of U.S. energy use in 2021 was from fossil fuels. Nuclear power plants provided about 8 percent, and alternative sources 12 percent.

Component: McGraw Hill Texas Integrated Physics and Chemistry Student Edition

ISBN: 9780076981687

Current Page Number(s): 193

Location: The Driving Question connection paragraph

Original Text: Fossil fuels are useful, but particulates emitted by burning them can cause breathing problems. Fossil fuels also release carbon dioxide (CO₂) when they are burned. Figure 8 shows how atmospheric CO₂ concentration increased from 1960 to 2021, which was a chief contributor to global climate change.

Updated Text: Fossil fuels are useful, but particulates emitted by burning them can cause breathing problems. Fossil fuels also release carbon dioxide (CO₂) when they are burned. Figure 8 shows how atmospheric CO₂ concentration increased from 1960 to 2021, which was a chief contributor to global climate change. Over the last 150 years, humans have increased the amount of carbon dioxide in the atmosphere increased from 280 ppm to over 400 ppm.

Component: McGraw Hill Texas Integrated Physics and Chemistry Student Edition

ISBN: 9780076981687

Current Page Number(s): 194

Location: First two lines under Your Study Tools

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 2984 of 3538

Original Text: ✓ Review with Interactive Visual Literacy: Fossil Fuel Formation.

✓ Watch additional videos for lesson concepts: Natural Gas.

Updated Text: ✓ Review with Interactive Visual Literacy: Fossil Fuels.

✓ Watch additional videos for lesson concepts: Natural Gas.

Component: McGraw Hill Texas Integrated Physics and Chemistry Student Edition

ISBN: 9780076981687

Current Page Number(s): 194

Location: Under Digital Spotlight

Original Text: Take the online lesson quiz when assigned by your reacher.

Updated Text: Take the online lesson quiz when assigned by your teacher.

Component: McGraw Hill Texas Integrated Physics and Chemistry Student Edition

ISBN: 9780076981687

Current Page Number(s): 201

Location: Your Tools

Original Text: ✓ Review with Interactive Visual Literacy: Nuclear Power Plants.

- ✓ Watch additional videos for lesson concepts: Fusion.
- ✓ Review vocabulary using Word Lab.
- ✓ Review the Ask Yourself and Look Closer questions.
- ✓ Use Science Literacy Essentials for additional support.

Updated Text: ✓ Review with Interactive Visual Literacy: Nuclear Power Plants.

- ✓ Watch additional videos for lesson concepts: Nuclear Fusion in the Sun.
- ✓ Review vocabulary using Word Lab.
- ✓ Use Science Literacy Essentials for additional support.

Component: McGraw Hill Texas Integrated Physics and Chemistry Student Edition

ISBN: 9780076981687

Current Page Number(s): 201

Location: Under Digital Spotlight

Original Text: Take the online lesson quiz when assigned by your reacher.

Updated Text: Take the online lesson quiz when assigned by your teacher.

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 2985 of 3538

Component: McGraw Hill Texas Integrated Physics and Chemistry Student Edition

ISBN: 9780076981687

Current Page Number(s): 207

Location: Your Tools

Original Text: ✓ Review with Interactive Visual Literacy: Alternative Energy Sources.

Updated Text: ✓ Review with Interactive Visual Literacy: Hydrogen Fuel Cells.

Component: McGraw Hill Texas Integrated Physics and Chemistry Student Edition

ISBN: 9780076981687

Current Page Number(s): 207

Location: Under Digital Spotlight

Original Text: Take the online lesson quiz when assigned by your teacher.

Updated Text: Take the online lesson quiz when assigned by your teacher.

Component: McGraw Hill Texas Integrated Physics and Chemistry Student Edition

ISBN: 9780076981687

Current Page Number(s): 210

Location: Caption under Figure 31

Original Text: Figure 31 Some land in urban areas, such as Klyde Warren Park in Dallas, is preserved for recreation.

Updated Text: Figure 31 Some land in urban areas, such as Klyde Warren Park in Dallas, is preserved for recreation.

Component: McGraw Hill Texas Integrated Physics and Chemistry Student Edition

ISBN: 9780076981687

Current Page Number(s): 211

Location: Paragraph under Driving Question Connection

Original Text: Mining can release metals into water. Metals such as mercury, lead, nickel, and cadmium are poisonous. However, environmental laws limit the amount of these harmful chemicals that can be released into the environment, and they protect natural resources and the people who depend upon them.

Updated Text: Mining can release metals into water. Metals such as mercury, lead, and cadmium are poisonous. Environmental laws limit the amount of these toxins that can be released into the environment, protecting natural

resources and people. However, there are areas that are unlivable due to the contamination released before the laws were enacted.

Component: McGraw Hill Texas Integrated Physics and Chemistry Student Edition

ISBN: 9780076981687

Current Page Number(s): 213

Location: Biology Connection header

Original Text: Health Effects of Air Pollution

Updated Text: Health effects of air pollution

Component: McGraw Hill Texas Integrated Physics and Chemistry Student Edition

ISBN: 9780076981687

Current Page Number(s): 214

Location: Under Digital Spotlight

Original Text: Take the online lesson quiz when assigned by your teacher.

Updated Text: Take the online lesson quiz when assigned by your teacher.

Component: McGraw Hill Texas Integrated Physics and Chemistry Student Edition

ISBN: 9780076981687

Current Page Number(s): 215

Location: Driving Question Wrap up header and text

Original Text: Driving Question Wrap up
Throughout this chapter you studied energy sources and how using the energy impacts the environment.

Think About It Review these questions to understand how we get the energy we need with the least impact on the environment.

- How do you use fossil fuels, and what is its impact on the environment?
- How could you change your lifestyle to decrease the negative impact on the environment when you use energy?

Updated Text: Driving Question Wrap Up
Throughout this chapter, you studied energy sources and how using the energy impacts the environment.

Think About It Review these questions to understand how we get the energy we need with the least impact on the environment.

- How do you use fossil fuels, and how does it impact the environment?
- How could you change your lifestyle to decrease the negative impact it has on the environment when you use energy?

Component: McGraw Hill Texas Integrated Physics and Chemistry Student Edition

ISBN: 9780076981687

Current Page Number(s): 215

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 2987 of 3538

Location: TEKS list under LearnSmart

Original Text: ✓ TEKS 5.D assignment

✓ TEKS 6.G assignment

✓ TEKS 7.C assignment

✓ TEKS 8.D assignment

Updated Text: ✓ TEKS 5.D assignment

✓ TEKS 6.G assignment

✓ TEKS 8.C assignment

✓ TEKS 8.D assignment

Component: McGraw Hill Texas Integrated Physics and Chemistry Student Edition

ISBN: 9780076981687

Current Page Number(s): 216

Location: Chapter Review header and text line

Original Text: Chapter Review and Chapter Test

Complete the chapter review before taking the chapter test when assigned by your teacher.

Updated Text: Chapter Study Guide

Component: McGraw Hill Texas Integrated Physics and Chemistry Student Edition

ISBN: 9780076981687

Current Page Number(s): 216

Location: Fourth bullet under Fossil Fuels

Original Text: • Power plants burn fossil fuels to extract chemical potential energy that spins turbines and powers electric generators.

Updated Text: • Power plants burn fossil fuels to extract chemical potential energy that is used to create steam. The steam spins turbines and powers electric generators.

Component: McGraw Hill Texas Integrated Physics and Chemistry Student Edition

ISBN: 9780076981687

Current Page Number(s): 219

Location: Chapter Title

Original Text: Introduction

To Waves

Updated Text: Introduction

to Waves

Component: McGraw Hill Texas Integrated Physics and Chemistry Student Edition

ISBN: 9780076981687

Current Page Number(s): 219

Location: Under Digital Spotlight

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 2988 of 3538

Original Text: Check out a video of earthquakes.

Updated Text: Check out a video about earthquakes.

Component: McGraw Hill Texas Integrated Physics and Chemistry Student Edition

ISBN: 9780076981687

Current Page Number(s): 222

Location: Sub-captions in Figure 5

Original Text: Left Image: [A] The low point of a water wave is formed when water is pushed aside and up to the high point of the wave.

Right image: [B] The water that is pushed aside returns to its initial position.

Updated Text: Left Image: 5A The low point of a water wave is formed when water is pushed aside and up to the high point of the wave.

Right image: 5B The water that is pushed aside returns to its initial position.

Component: McGraw Hill Texas Integrated Physics and Chemistry Student Edition

ISBN: 9780076981687

Current Page Number(s): 224

Location: Your Study Tools

Original Text: ✓ Review with Interactive Visual Literacy: Mechanical Waves.

✓ Watch additional videos for lesson concepts: Pond Ripples.

Updated Text: ✓ Review with Interactive Visual Literacy: Mechanical Waves.

✓ Watch additional videos for lesson concepts: Waves Defined

Component: McGraw Hill Texas Integrated Physics and Chemistry Student Edition

ISBN: 9780076981687

Current Page Number(s): 225

Location: Sub-captions in Figure 9

Original Text: Left Image: [A] Transverse wave

Right image: [B] Longitudinal wave

Updated Text: Left Image: 9A Transverse wave

Right image: 9B Longitudinal wave

Component: McGraw Hill Texas Integrated Physics and Chemistry Student Edition

ISBN: 9780076981687

Current Page Number(s): 226

Location: Sub-captions in Figure 10

Original Text: Left Image: [A] For transverse waves, a wavelength can be measured from crest to crest or trough to trough.

Right image: [B] The wavelength of a longitudinal wave can be measured from compression to compression or from rarefaction to rarefaction.

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 2989 of 3538

Updated Text: Left Image: 10A For transverse waves, a wavelength can be measured from crest to crest or trough to trough.

Right image: 10B The wavelength of a longitudinal wave can be measured from compression to compression or from rarefaction to rarefaction.

Component: McGraw Hill Texas Integrated Physics and Chemistry Student Edition

ISBN: 9780076981687

Current Page Number(s): 227

Location: Sub-captions in Figure 11

Original Text: Left Image: [A] The rope is moved down, up, and down again in 1 s. It has a frequency of 1 Hz.

Right image: [B] The rope is shaken down, up, and down again twice in 1 s. It has a frequency of 2 Hz.

Updated Text: Left Image: 11A The rope is moved down, up, and down again in 1 s. It has a frequency of 1 Hz.

Right image: 11B The rope is shaken down, up, and down again twice in 1 s. It has a frequency of 2 Hz.

Component: McGraw Hill Texas Integrated Physics and Chemistry Student Edition

ISBN: 9780076981687

Current Page Number(s): 228

Location: Ask Yourself

Original Text: Identify Based on the equation, how would the wavelength of a wave be affected if the speed of the wave doubles but the frequency of the wave stays the same?

Updated Text: Identify how, based on the equation, the wavelength of a wave would be affected if the speed of the wave doubles but the frequency of the wave stays the same.

Component: McGraw Hill Texas Integrated Physics and Chemistry Student Edition

ISBN: 9780076981687

Current Page Number(s): 229

Location: Sub-captions in Figure 12

Original Text: Top Image: [A] Higher-amplitude wave.

Bottom image: [B] Lower-amplitude wave.

Updated Text: Top Image: 12A Higher-amplitude wave

Bottom image: 12B Lower-amplitude wave

Component: McGraw Hill Texas Integrated Physics and Chemistry Student Edition

ISBN: 9780076981687

Current Page Number(s): 230

Location: Your Tools

Original Text: ✓ Review with Interactive Visual Literacy: Frequency and Period.

✓ Watch additional videos for lesson concepts: Waves and Wakes.

Updated Text: ✓ Review with Interactive Visual Literacy: Frequency and Period.

✓ Watch additional videos for lesson concepts: Boat Waves and Pond Wakes

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 2990 of 3538

Component: McGraw Hill Texas Integrated Physics and Chemistry Student Edition

ISBN: 9780076981687

Current Page Number(s): 232

Location: Look Closer under Figure 16

Original Text: Identify If the angle of incidence is 40° , what is the angle of reflection?

Updated Text: Identify the angle of reflection if the angle of incidence is 40° .

Component: McGraw Hill Texas Integrated Physics and Chemistry Student Edition

ISBN: 9780076981687

Current Page Number(s): 233

Location: Figure 18

Original Text: [2 images]

Updated Text: [removing the red dashed line from both images]

Component: McGraw Hill Texas Integrated Physics and Chemistry Student Edition

ISBN: 9780076981687

Current Page Number(s): 233

Location: Sub-captions in Figure 18

Original Text: Top Image: [A] When light waves travel from air to water, they slow down and bend toward the normal.

Bottom image: [B] When light waves travel from water to air, they speed up and bend away from the normal.

Updated Text: Top Image: 18A When light waves travel from air to water, they slow down and bend toward the normal.

Bottom image: 18B When light waves travel from water to air, they speed up and bend away from the normal.

Component: McGraw Hill Texas Integrated Physics and Chemistry Student Edition

ISBN: 9780076981687

Current Page Number(s): 235

Location: Third Ask Yourself

Original Text: Describe What are two situations in which a wave will diffract?

Updated Text: Describe two situations in which a wave will diffract.

Component: McGraw Hill Texas Integrated Physics and Chemistry Student Edition

ISBN: 9780076981687

Current Page Number(s): 236

Location: Sub-captions in Figure 23

Original Text: Left Image: [A] Less diffraction occurs if the wavelength is smaller than the obstacle.

Right image: [B] More diffraction occurs if the wavelength is the same size as the obstacle.

Updated Text: Left Image: 23A Less diffraction occurs if the wavelength is smaller than the obstacle.

Right image: 23B More diffraction occurs if the wavelength is the same size as the obstacle.

Component: McGraw Hill Texas Integrated Physics and Chemistry Student Edition

ISBN: 9780076981687

Current Page Number(s): 237

Location: Sub-captions in Figure 24

Original Text: Top Image: [A] Two waves travel toward each other on a rope.

Center Image: [B] As the waves overlap, they interfere to form a new wave. While the two waves overlap, they continue to pass through each other.

Bottom image: [C] Afterward, the waves continue unchanged, as if those waves had never met.

Updated Text: Top Image: 24A Two waves travel toward each other on a rope.

Center Image: 24B As the waves overlap, they interfere to form a new wave. While the two waves overlap, they continue to pass through each other.

Bottom image: 24C Afterward, the waves continue unchanged, as if those waves had never met.

Component: McGraw Hill Texas Integrated Physics and Chemistry Student Edition

ISBN: 9780076981687

Current Page Number(s): 237

Location: Look Closer under Figure 24

Original Text: Look Closer Describe the amplitude of the combined wave.

Updated Text: Look Closer Describe the amplitude of the combined wave.

Component: McGraw Hill Texas Integrated Physics and Chemistry Student Edition

ISBN: 9780076981687

Current Page Number(s): 241

Location: Driving Question

Original Text: How do waves carry surfers to shore?

Updated Text: How do ocean waves carry surfers to shore?

Component: McGraw Hill Texas Integrated Physics and Chemistry Student Edition

ISBN: 9780076981687

Current Page Number(s): 241

Location: Driving Question Wrap up header and text

Original Text: Driving Question Wrap up

Throughout the chapter you studies the nature of waves, how they can be compared and measured, and how they behave and interact.

Updated Text: Driving Question Wrap up

Throughout the chapter, you studied the nature of waves, how they can be compared and measured, and how they behave and interact.

Component: McGraw Hill Texas Integrated Physics and Chemistry Student Edition

ISBN: 9780076981687

Current Page Number(s): 242

Location: Lesson 1 Vocabulary box

Original Text: • mechanical waves

Updated Text: • mechanical wave

Component: McGraw Hill Texas Integrated Physics and Chemistry Student Edition

ISBN: 9780076981687

Current Page Number(s): 242

Location: Lesson 2 Vocabulary box

Original Text: • crests

• troughs

Updated Text: • crest

• trough

Component: McGraw Hill Texas Integrated Physics and Chemistry Student Edition

ISBN: 9780076981687

Current Page Number(s): 243

Location: Lesson 3 Vocabulary box

Original Text: • nodes

Updated Text: • node

Component: McGraw Hill Texas Integrated Physics and Chemistry Student Edition

ISBN: 9780076981687

Current Page Number(s): 245

Location: Under Digital Spotlight

Original Text: Check out a video of the

Doppler Effect.

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 2993 of 3538

Updated Text: Check out a video about the Doppler effect.

Component: McGraw Hill Texas Integrated Physics and Chemistry Student Edition

ISBN: 9780076981687

Current Page Number(s): 255

Location: Sub-captions in Figure 12

Original Text: Top Image: [A] The race car sends out a sound wave, producing compression A, which continues to move outward as the car moves forward.

Bottom image: [B] The car is closer to the flagger when it creates compression B. Compressions A and B are closer together in front of the car, so the flagger hears a higher-pitched sound.

Updated Text: Top Image: 12A The race car sends out a sound wave, producing compression A, which continues to move outward as the car moves forward.

Bottom image: 12B The car is closer to the flagger when it creates compression B. Compressions A and B are closer together in front of the car, so the flagger hears a higher-pitched sound.

Component: McGraw Hill Texas Integrated Physics and Chemistry Student Edition

ISBN: 9780076981687

Current Page Number(s): 255

Location: Sub-captions in Figure 12

Original Text: Top Image: [A] The race car sends out a sound wave, producing compression A, which continues to move outward as the car moves forward.

Bottom image: [B] The car is closer to the flagger when it creates compression B. Compressions A and B are closer together in front of the car, so the flagger hears a higher-pitched sound.

Updated Text: Top Image: 12A The race car sends out a sound wave, producing compression A, which continues to move outward as the car moves forward.

Bottom image: 12B The car is closer to the flagger when it creates compression B. Compressions A and B are closer together in front of the car, so the flagger hears a higher-pitched sound.

Component: McGraw Hill Texas Integrated Physics and Chemistry Student Edition

ISBN: 9780076981687

Current Page Number(s): 260

Location: First paragraph under header Wind and brass instruments

Original Text: The vibrations of air inside wind and brass instruments determine the frequencies that those instruments produce. These instruments have been around for much longer than string instruments. Humans created the first wind instruments at least 30,000 years ago. Some scientists think that the first wind instruments may have been created more than 45,000 years ago.

Updated Text: The vibrations of air inside wind and brass instruments determine the frequencies that those instruments produce. These instruments have been around for much longer than string instruments. Some scientists think that the first wind instruments may have been created more than 45,000 years ago.

Component: McGraw Hill Texas Integrated Physics and Chemistry Student Edition

ISBN: 9780076981687

Current Page Number(s): 267

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 2994 of 3538

Location: Driving Question Wrap up header and text

Original Text: N/A

Updated Text: Driving Question Wrap Up

Throughout this chapter, you studied how sound waves interact and how that affects the sounds you hear.

Component: McGraw Hill Texas Integrated Physics and Chemistry Student Edition

ISBN: 9780076981687

Current Page Number(s): 267

Location: Under Digital Spotlight

Original Text: STEM Project Complete

the Design a Device to

Amplify Sounds STEM

Project to apply your

understanding of chapter

concepts.

Updated Text: STEM Project Complete

the Design a Device to Best

Amplify Sounds STEM

Project to apply your

understanding of chapter

concepts.

Component: McGraw Hill Texas Integrated Physics and Chemistry Student Edition

ISBN: 9780076981687

Current Page Number(s): 270

Location: Under Digital Spotlight

Original Text: Check out a video on

electromagnetic waves from

stars.

Updated Text: Check out a video about

electromagnetic waves from

stars.

Component: McGraw Hill Texas Integrated Physics and Chemistry Student Edition

ISBN: 9780076981687

Current Page Number(s): 272

Location: Ask Yourself

Original Text: Identify What produces waves,

and what do waves carry?

Updated Text: Identify what produces waves and what waves carry.

Component: McGraw Hill Texas Integrated Physics and Chemistry Student Edition

ISBN: 9780076981687

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 2995 of 3538

Current Page Number(s): 276

Location: Ask Yourself

Original Text: Identify What determines whether sparks are ejected from a metal when light shines on it?

Updated Text: Identify what determines whether sparks are ejected from a metal when light shines on it.

Component: McGraw Hill Texas Integrated Physics and Chemistry Student Edition

ISBN: 9780076981687

Current Page Number(s): 277

Location: Sub-captions in Figure 7

Original Text: Left Image: A Paint particles sprayed through two slits coat only the area behind the slits.

Center Image: B Water waves produce an interference pattern after passing through two slits.

Right Image: C Electrons fired at two slits form a wavelike interference pattern.

Updated Text: Left Image: 7A Paint particles sprayed through two slits coat only the area behind the slits.

Center Image: 7B Water waves produce an interference pattern after passing through two slits.

Right Image: 7C Electrons fired at two slits form a wavelike interference pattern.

Component: McGraw Hill Texas Integrated Physics and Chemistry Student Edition

ISBN: 9780076981687

Current Page Number(s): 277

Location: Ask Yourself

Original Text: [Ask Yourself box]

Updated Text: [Fixing spacing between the box and the text and objects around it.]

Component: McGraw Hill Texas Integrated Physics and Chemistry Student Edition

ISBN: 9780076981687

Current Page Number(s): 294

Location: Under Digital Spotlight

Original Text: Check out a video of Fiber Optic Cable Technology.

Updated Text: Check out a video about fiber optic cable technology.

Component: McGraw Hill Texas Integrated Physics and Chemistry Student Edition

ISBN: 9780076981687

Current Page Number(s): 296

Location: Sub-captions in Figure 2

Original Text: Left Image: Transparent

Center Image: Translucent

Right Image: Opaque

Updated Text: Left Image: 2A Transparent

Center Image: 2B Translucent

Right Image: 2C Opaque

Component: McGraw Hill Texas Integrated Physics and Chemistry Student Edition

ISBN: 9780076981687

Current Page Number(s): 297

Location: Three paragraphs under header Opaque, translucent, and transparent

Original Text: An object's material determines the amount of light it absorbs, reflects, scatters, and transmits. The candleholder material on the right in Figure 2 is opaque (oh PAYK). Opaque materials only absorb and reflect light; no light passes through them. As a result, you cannot see the candle inside.

Some materials, such as the candleholder in the middle in Figure 2, are translucent (trans LEW sunt). Translucent materials transmit light but also scatter it.

You cannot see clearly through translucent materials, and objects appear blurry.

The candleholder on the left in Figure 2 is transparent. Transparent materials transmit light without scattering it, so you can see objects clearly through them.

Updated Text: An object's material determines the amount of light it absorbs, reflects, scatters, and transmits. The candleholder material in Figure 2A is opaque (oh PAYK). Opaque materials only absorb and reflect light; no light passes through them. As a result, you cannot see the candle inside.

Some materials, such as the candleholder in Figure 2B, are translucent (trans LEW sunt). Translucent materials transmit light but also scatter it. You cannot see clearly through translucent materials, and objects appear blurry.

The candleholder in Figure 2C is transparent. Transparent materials transmit light without scattering it, so you can see objects clearly through them.

Component: McGraw Hill Texas Integrated Physics and Chemistry Student Edition

ISBN: 9780076981687

Current Page Number(s): 299

Location: Ask Yourself

Original Text: Predict which color of light you would expect to bend the most.

Updated Text: Predict which color of light will bend the most.

Component: McGraw Hill Texas Integrated Physics and Chemistry Student Edition

ISBN: 9780076981687

Current Page Number(s): 299

Location: Look Closer under Figure 7

Original Text: Identify Which color of light is refracted the most as it leaves the water droplet? Which color is refracted the least?

Updated Text: Identify which color of light is refracted the most as it leaves the

water droplet. Which color is refracted the least?

Component: McGraw Hill Texas Integrated Physics and Chemistry Student Edition

ISBN: 9780076981687

Current Page Number(s): 304

Location: Sub-captions in Figure 13

Original Text: Left Image: The bowl appears to be blue in white light.

Center Image: The bowl appears to be blue when viewed through a blue filter.

Right Image: The bowl appears to be black when viewed through a red filter.

Updated Text: Left Image: 13A The bowl appears to be blue in white light.

Center Image: 13B The bowl appears to be blue when viewed through a blue filter.

Right Image: 13C The bowl appears to be black when viewed through a red filter.

Component: McGraw Hill Texas Integrated Physics and Chemistry Student Edition

ISBN: 9780076981687

Current Page Number(s): 304

Location: Paragraph at the top of the page, above Figure 13

Original Text: Figure 13 shows what happens when you look at a colored object through various colored filters. On the left in Figure 13, a blue bowl looks blue because it primarily reflects blue light and absorbs more of the other colors of light. If you look at the bowl through a blue filter, as in the center of Figure 13, the bowl still looks blue because the filter transmits the reflected blue light. The right image in Figure 13 shows how the bowl looks when you examine it through a red filter.

Updated Text: Figure 13 shows what happens when you look at a colored object through various colored filters. In Figure 13A, a blue bowl looks blue because it primarily reflects blue light and absorbs more of the other colors of light. If you look at the bowl through a blue filter, as in Figure 13B, the bowl still looks blue because the filter transmits the reflected blue light. Figure 13B shows how the bowl looks when you examine it through a red filter.

Component: McGraw Hill Texas Integrated Physics and Chemistry Student Edition

ISBN: 9780076981687

Current Page Number(s): 306

Location: Figure 17

Original Text: [The components of a fluorescent bulb]

Updated Text: [Fix the lead line from Phosphorescent coating to point to the white inner layer of the bulb]

Component: McGraw Hill Texas Integrated Physics and Chemistry Student Edition

ISBN: 9780076981687

Current Page Number(s): 310

Location: Sub-captions in Figure 21

Original Text: Top Image: These waves are coherent because they have the same wavelength and they travel in one direction with a constant distance between their corresponding crests. They combine to form a single wave with constant wavelength and frequency.

Bottom image: Incoherent waves can have more than one wavelength and do not travel in one direction with their crests at constant distances.

Updated Text: Top Image: 21A These waves are coherent because they have the same wavelength and they travel in one direction with a constant distance between their corresponding crests. They combine to form a single wave with constant wavelength and frequency.

Bottom image: 21B Incoherent waves can have more than one wavelength and do not travel in one direction with their crests at constant distances.

Component: McGraw Hill Texas Integrated Physics and Chemistry Student Edition

ISBN: 9780076981687

Current Page Number(s): 310

Location: The two paragraphs under header Coherent and incoherent light

Original Text: The beams from a laser light do not spread out because laser light is coherent.

Coherent light is light of only one wavelength that travels in one direction with a constant distance between the corresponding crests of the waves. This is illustrated in Figure 21. Coherent waves combine to form a single wave.

The light from an ordinary lightbulb is incoherent. Incoherent light can have more than one wavelength, can travel in more than one direction, and does not travel with a constant distance between the corresponding crests of the waves.

This is also illustrated in Figure 21. Since the beam spreads out, the energy carried by these light waves is spread over a large area.

Updated Text: The beams from a laser light do not spread out because laser light is coherent. Coherent light is light of only one wavelength that travels in one direction with a constant distance between the corresponding crests of the waves. This is illustrated in Figure 21A. Coherent waves combine to form a single wave.

The light from an ordinary lightbulb is incoherent. Incoherent light can have more than one wavelength, can travel in more than one direction, and does not travel with a constant distance between the corresponding crests of the waves.

This is also illustrated in Figure 21B. Since the beam spreads out, the energy carried by these light waves is spread over a large area.

Component: McGraw Hill Texas Integrated Physics and Chemistry Student Edition

ISBN: 9780076981687

Current Page Number(s): 311

Location: Your Study Tools

Original Text: ✓ Review with Interactive Visual Literacy: Different Types of Lights.

✓ Watch additional videos for lesson concepts: Laser Light Show.

Updated Text: ✓ Review with Interactive Visual Literacy: Different Types of Lights.

✓ Watch additional videos for lesson concepts: Producing Light.

Component: McGraw Hill Texas Integrated Physics and Chemistry Student Edition

ISBN: 9780076981687

Current Page Number(s): 318

Location: Text under header Chapter Study Guide

Original Text: Chapter Study Guide

Complete the chapter review before taking the chapter test when assigned by your teacher.

Updated Text: Chapter Study Guide

Component: McGraw Hill Texas Integrated Physics and Chemistry Student Edition

ISBN: 9780076981687

Current Page Number(s): 319

Location: Lesson 4 Essential Question

Original Text: Essential Question: What are some ways that we use light?

Updated Text: Essential Question: What are some ways that people use light?

Component: McGraw Hill Texas Integrated Physics and Chemistry Student Edition

ISBN: 9780076981687

Current Page Number(s): 321

Location: Under Digital Spotlight

Original Text: Check out a video of Edwin Hubble using the Mount Wilson Observatory telescope to photograph the M-31 Andromeda galaxy in 1923.

Updated Text: Check out a video about Edwin Hubble using the Mount Wilson Observatory telescope.

Component: McGraw Hill Texas Integrated Physics and Chemistry Student Edition

ISBN: 9780076981687

Current Page Number(s): 324

Location: Ask Yourself

Original Text: Explain Why does your reflected image in a plane mirror appear to be behind the mirror?

Updated Text: Explain why your reflected image in a plane mirror appears to be behind the mirror.

Component: McGraw Hill Texas Integrated Physics and Chemistry Student Edition

ISBN: 9780076981687

Current Page Number(s): 342

Location: Text under header Chapter Study Guide

Original Text: Chapter Study Guide

Complete the chapter review before taking the chapter test when assigned by your teacher.

Updated Text: Chapter Study Guide

Component: McGraw Hill Texas Integrated Physics and Chemistry Student Edition

ISBN: 9780076981687

Current Page Number(s): 353

Location: Second sentence in the second paragraph after header Liquid crystals

Original Text: Liquid crystals are placed in classes, depending upon the type of order they maintain when they liquify.

Updated Text: Liquid crystals are classified by the type of order they maintain when they liquify.

Component: McGraw Hill Texas Integrated Physics and Chemistry Student Edition

ISBN: 9780076981687

Current Page Number(s): 353

Location: Your Study Tools

Original Text: ✓ Review with Interactive Visual Literacy: Heating Curve of Water.
✓ Watch additional videos for lesson concepts: Temperature vs. Time Graph and Dry Ice Sublimating.

Updated Text: ✓ Review with Interactive Visual Literacy: Heating Curve of Water.
✓ Watch additional videos for lesson concepts: Changes of State and Dry Ice Sublimating.

Component: McGraw Hill Texas Integrated Physics and Chemistry Student Edition

ISBN: 9780076981687

Current Page Number(s): 360

Location: Caption under Figure 20

Original Text: Figure 20 It is easier to reduce the volume of an under-inflated tire.

Updated Text: Figure 20 It is easier to compress an under-inflated tire, because the air in the tire is lower pressure.

Component: McGraw Hill Texas Integrated Physics and Chemistry Student Edition

ISBN: 9780076981687

Current Page Number(s): 364

Location: Your Study Tools

Original Text: ✓ Review with Interactive Visual Literacy: Boyle's Law and Charles's Law.

✓ Watch additional videos for lesson concepts: A Balloon in Liquid Nitrogen.

Updated Text: ✓ Review with Interactive Visual Literacy: Pascal's Principle and Pressure.
✓ Watch additional videos for lesson concepts: Behavior of Gases.

Component: McGraw Hill Texas Integrated Physics and Chemistry Student Edition

ISBN: 9780076981687

Current Page Number(s): 372

Location: Ask Yourself

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 3001 of 3538

Original Text: Compare How are elements and compounds related?

Updated Text: Compare elements and compounds.

Component: McGraw Hill Texas Integrated Physics and Chemistry Student Edition

ISBN: 9780076981687

Current Page Number(s): 374

Location: Look Closer under Figure 8

Original Text: Explain How
can you tell that river water
is a suspension?

Updated Text: Explain how you can tell that river water is a suspension.

Component: McGraw Hill Texas Integrated Physics and Chemistry Student Edition

ISBN: 9780076981687

Current Page Number(s): 375

Location: Look Closer under Figure 10

Original Text: Examine
Where on this chart would
you classify pizza?

Updated Text: Examine this chart, and determine where you would classify pizza.

Component: McGraw Hill Texas Integrated Physics and Chemistry Student Edition

ISBN: 9780076981687

Current Page Number(s): 377

Location: Sub-captions in Figure 13

Original Text: Left Image: Size is the property used to separate sesame seeds from sunflower seeds.
Right Image: Magnetism easily separates iron from sand.

Updated Text: Left Image: 13A Size is the property used to separate sesame seeds from sunflower seeds.
Right Image: 13B Magnetism easily separates iron from sand.

Component: McGraw Hill Texas Integrated Physics and Chemistry Student Edition

ISBN: 9780076981687

Current Page Number(s): 377

Location: Figure references in paragraphs 1 and 3 under header Using physical properties to separate mixtures

Original Text: Figure 13
Figure 13

Updated Text: Figure 13A
Figure 13B

Component: McGraw Hill Texas Integrated Physics and Chemistry Student Edition

ISBN: 9780076981687

Current Page Number(s): 380

Location: First Ask Yourself, center of page

Original Text: Define What is a chemical change?

Updated Text: Define chemical change

Component: McGraw Hill Texas Integrated Physics and Chemistry Student Edition

ISBN: 9780076981687

Current Page Number(s): 381

Location: Paragraphs under headers Physical weathering and Chemical weathering

Original Text: Physical weathering

Fast moving water can cause physical weathering of rocks by moving the rocks around, causing small pieces to break off. As the water passes over rocks continuously, it smooths and sculpts the rocks, as shown in Figure 18. When water in the cracks of rocks repeatedly freezes and thaws, pieces of rock can break off and large rocks can even split in half. Recall that water expands when it freezes, forming a wedge that puts pressure on the rock on either side of a crack. Another example of physical weathering occurs when plant roots break apart rocks, such as when plant roots have caused cracks in a sidewalk.

Chemical weathering

In other cases, the change is chemical. For example, solid calcium carbonate, a compound found in limestone, reacts with slightly acidic water. The calcium carbonate reacts to form calcium bicarbonate. This change in limestone is a chemical change because the identity of the substances changes. This type of chemical weathering shaped the White Cliffs of Dover, shown in Figure 18.

Updated Text: Physical weathering

Fast moving water can cause physical weathering of rocks by moving the rocks around, causing small pieces to break off. As the water passes over rocks continuously, it smooths and sculpts the rocks, as shown in Figure 18A. When water in the cracks of rocks repeatedly freezes and thaws, pieces of rock can break off and large rocks can even split in half. Recall that water expands when it freezes, forming a wedge that puts pressure on the rock on both sides of a crack. Another example of physical weathering occurs when plants' roots break apart rocks, such as when roots have caused cracks in a sidewalk.

Chemical weathering

In other cases, the change is chemical. For example, solid calcium carbonate, a compound found in limestone, reacts with slightly acidic water. The calcium carbonate reacts to form calcium bicarbonate. This change in limestone is a chemical change because the identity of the substances changes. This type of chemical weathering shaped the White Cliffs of Dover, shown in Figure 18B.

Component: McGraw Hill Texas Integrated Physics and Chemistry Student Edition

ISBN: 9780076981687

Current Page Number(s): 381

Location: Sub-captions in Figure 18

Original Text: Left Image: Flowing water shaped and smoothed these rocks in a physical process.

Right Image: Both chemical and physical changes shaped the famous White Cliffs of Dover, which line the English Channel.

Updated Text: Left Image: 18A Flowing water shaped and smoothed these rocks in a physical process.

Right Image: 18B Both chemical and physical changes shaped the famous White Cliffs of Dover, which line the English Channel.

Component: McGraw Hill Texas Integrated Physics and Chemistry Student Edition

ISBN: 9780076981687

Current Page Number(s): 382

Location: Look Closer under Figure 19

Original Text: Describe How can you tell that matter was not created or destroyed in this reaction?

Updated Text: Describe how you can tell that matter was not created or destroyed in this reaction.

Component: McGraw Hill Texas Integrated Physics and Chemistry Student Edition

ISBN: 9780076981687

Current Page Number(s): 394

Location: Last sentence in second paragraph under header Electron energy transitions

Original Text: They can jump between them, but they cannot be located between them at any given time.

Updated Text: Electrons can jump between energy levels, but they cannot be located between energy levels at any given time.

Component: McGraw Hill Texas Integrated Physics and Chemistry Student Edition

ISBN: 9780076981687

Current Page Number(s): 404

Location: Look Closer under Figure 13

Original Text: Identify What is the atomic mass of oxygen?

Updated Text: Identify the atomic mass of oxygen.

Component: McGraw Hill Texas Integrated Physics and Chemistry Student Edition

ISBN: 9780076981687

Current Page Number(s): 411

Location: Lesson 3, bullet 2

Original Text: • Moseley built upon Mendeleev's periodic table by further organizing elements by increasing atomic number.

Updated Text: • Moseley built upon Mendeleev's periodic table by further organizing elements by increasing atomic number.

Component: McGraw Hill Texas Integrated Physics and Chemistry Student Edition

ISBN: 9780076981687

Current Page Number(s): 413

Location: Chapter Title

Original Text: Elements and their Properties

Updated Text: Elements and Their Properties

Component: McGraw Hill Texas Integrated Physics and Chemistry Student Edition

ISBN: 9780076981687

Current Page Number(s): 413

Location: Under Digital Spotlight

Original Text: Check out a video of Kawah Ijen Volcano

Updated Text: Check out a video about Elements and Their Properties.

Component: McGraw Hill Texas Integrated Physics and Chemistry Student Edition

ISBN: 9780076981687

Current Page Number(s): 414

Location: Figure 2 sub-caption

Original Text: Metals are malleable: they can be hammered into thin sheets.

Updated Text: Metals are malleable, they can be hammered into thin sheets.

Component: McGraw Hill Texas Integrated Physics and Chemistry Student Edition

ISBN: 9780076981687

Current Page Number(s): 421

Location: Your Study Tools

Original Text: ✓ Review with Interactive Visual Literacy: Lanthanides and Actinides.

✓ Watch additional videos for lesson concepts: Formation of Ionic Crystals.

Updated Text: ✓ Review with Interactive Visual Literacy: Transition Metals.

✓ Watch additional videos for lesson concepts: Ionic Compounds and Metals.

Component: McGraw Hill Texas Integrated Physics and Chemistry Student Edition

ISBN: 9780076981687

Current Page Number(s): 421

Location: Under Digital Spotlight

Original Text: Online Lesson Quiz
Quiz Take the online lesson quiz when assigned by your teacher.

Updated Text: Online Lesson Quiz
Take the online lesson quiz when

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 3005 of 3538

assigned by your
teacher.

Component: McGraw Hill Texas Integrated Physics and Chemistry Student Edition

ISBN: 9780076981687

Current Page Number(s): 423

Location: Sub-captions in Figure 13

Original Text: Left Image: Calcium and fluorine bond ionically
to form calcium fluoride (CaF₂).

Right Image: Carbon and oxygen bond covalently
to form carbon dioxide (CO₂)

Updated Text: Left Image: 13A Calcium and fluorine bond ionically
to form calcium fluoride (CaF₂).

Right Image: 13B Carbon and oxygen bond covalently
to form carbon dioxide (CO₂)

Component: McGraw Hill Texas Integrated Physics and Chemistry Student Edition

ISBN: 9780076981687

Current Page Number(s): 423

Location: Two paragraphs after header Bonding in nonmetals

Original Text: Nonmetals become negative ions when they gain electrons from metals.
Calcium fluoride (CaF₂), which is shown in Figure 13, is an ionic compound. It
forms from the nonmetal fluorine and the metal calcium.

When bonded with other nonmetals, atoms of nonmetals usually share
electrons to form covalent bonds. Compounds made of atoms that are
covalently bonded are called covalent compounds. The covalent compound
carbon dioxide (CO₂) is shown in Figure 13. The solid carbon dioxide shown in
this image is sometimes called dry ice. At room temperature, carbon dioxide is
normally a gas that you exhale and that plants need to survive.

Updated Text: Nonmetals become negative ions when they gain electrons from metals.
Calcium fluoride (CaF₂), which is shown in Figure 13A, is an ionic compound. It
forms from the nonmetal fluorine and the metal calcium.

When bonded with other nonmetals, atoms of nonmetals usually share
electrons to form covalent bonds. Compounds made of atoms that are
covalently bonded are called covalent compounds. The covalent compound
carbon dioxide (CO₂) is shown in Figure 13B. The solid carbon dioxide shown in
this image is sometimes called dry ice. At room temperature, carbon dioxide is
normally a gas that you exhale and that plants need to survive.

Component: McGraw Hill Texas Integrated Physics and Chemistry Student Edition

ISBN: 9780076981687

Current Page Number(s): 425

Location: Sub-captions in Figure 15

Original Text: Left Image: Chlorine compounds are used to disinfect water in swimming pools.

Center Image: Scientists use a bromine compound to stain DNA samples.

Right Image: Iodine sublimates at room temperature.

Updated Text: Left Image: 15A Chlorine compounds are used to disinfect water in swimming pools.

Center Image: 15B Scientists use a bromine compound to stain DNA samples.

Right Image: 15C Iodine sublimates at room temperature.

Component: McGraw Hill Texas Integrated Physics and Chemistry Student Edition

ISBN: 9780076981687

Current Page Number(s): 425

Location: Three figure references in paragraphs 1, 3, and 4 respectively.

Original Text: Figure 15,

Figure 15.

Figure 15.

Updated Text: Figure 15A,

Figure 15B.

Figure 15C.

Component: McGraw Hill Texas Integrated Physics and Chemistry Student Edition

ISBN: 9780076981687

Current Page Number(s): 428

Location: Look Closer under Figure 18

Original Text: Identify the geometric shapes that make up each allotrope.

Updated Text: Identify the geometric shapes that make up each carbon allotrope.

Component: McGraw Hill Texas Integrated Physics and Chemistry Student Edition

ISBN: 9780076981687

Current Page Number(s): 429

Location: Sub-captions in Figure 19

Original Text: Left Image: This soccer-ball-shaped allotrope of carbon is informally called a buckyball.

Right Image: Each nanotube is about one-billionth of a meter in diameter.

Updated Text: Left Image: 19A This soccer-ball-shaped allotrope of carbon is informally called a buckyball.

Right Image: 19B Each nanotube is about one-billionth of a meter in diameter.

Component: McGraw Hill Texas Integrated Physics and Chemistry Student Edition

ISBN: 9780076981687

Current Page Number(s): 429

Location: Two paragraphs after header Buckyballs.

Original Text: Buckyballs In the mid-1980s, a new allotrope of carbon was discovered called buckminsterfullerene. This soccer-ball-shaped molecule is shown in Figure 19 and is informally called a buckyball. It was named after R. Buckminster Fuller, an architect-engineer who designed buildings with similar shapes.

In 1991, scientists were able to use buckyballs to make, graphite-like tubes, like those in Figure 19. These tubes, called nanotubes, are about one-billionth of a meter in diameter. You could stack thousands of nanotubes to get the thickness of one piece of paper. Nanotubes might be used someday to make stronger building materials and to make computers that are smaller and faster.

Updated Text: Buckyballs In the mid-1980s, a new allotrope of carbon was discovered called buckminsterfullerene. This soccer-ball-shaped molecule is shown in Figure 19A and is informally called a buckyball. It was named after R. Buckminster Fuller, an architect-engineer who designed buildings with similar shapes.

In 1991, scientists were able to use buckyballs to make, graphite-like tubes, like those in Figure 19B. These tubes, called nanotubes, are about one-billionth of a meter in diameter. You could stack thousands of nanotubes to get the thickness of one piece of paper. Nanotubes might be used someday to make stronger building materials and to make computers that are smaller and faster.

Component: McGraw Hill Texas Integrated Physics and Chemistry Student Edition

ISBN: 9780076981687

Current Page Number(s): 431

Location: First sentence in the second paragraph after header other group 16 elements

Original Text: The nonmetal selenium and the metalloids tellurium and polonium are the other group 16 elements.

Updated Text: The nonmetal selenium, the metalloid tellurium, and the metal polonium are the other group 16 elements.

Component: McGraw Hill Texas Integrated Physics and Chemistry Student Edition

ISBN: 9780076981687

Current Page Number(s): 435

Location: Driving Question Wrap up and text

Original Text: Driving Question Wrap up

Throughout this chapter you studied the properties of the groups of elements on the periodic table.

Think About It Review these questions to understand how the properties of these elements relate to how these elements are used.

Updated Text: Driving Question Wrap Up

Throughout this chapter, you studied the properties of the groups of elements on the periodic table.

Think About It Review these questions to understand how the properties of elements relate to how the elements are used.

Component: McGraw Hill Texas Integrated Physics and Chemistry Student Edition

ISBN: 9780076981687

Current Page Number(s): 437

Location: Lesson 3 box

Original Text: Mixed Groups

- Metalloids are elements that can have metallic and nonmetallic properties.
- The metalloids are located along the staircase line on the periodic table.

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 3008 of 3538

- The elements in group 14 have four electrons in their outer energy levels that they tend to share to form covalent bonds with other nonmetallic elements. Tin and lead are metals and form ionic bonds.
- The elements in group 15 have five electrons in their outer energy levels and tend to form covalent bonds with other nonmetallic elements.
- The elements in group 16 have six electrons in their outer energy levels and can form both covalent and ionic bonds.
- By synthesizing elements, scientists might better understand how the forces inside the atomic nucleus work.

Updated Text: Mixed Groups

Essential Question: What are the differences between metals, nonmetals, and metalloids?

- Metalloids are elements that can have metallic and nonmetallic properties and are located along the staircase line on the periodic table.
- The elements in group 14 have four electrons in their outer energy levels that they tend to share to form covalent bonds with other nonmetallic elements. Tin and lead are metals and form ionic bonds.
- The elements in group 15 have five electrons in their outer energy levels and tend to form covalent bonds with other nonmetallic elements.
- The elements in group 16 have six electrons in their outer energy levels and can form both covalent and ionic bonds.

Component: McGraw Hill Texas Integrated Physics and Chemistry Student Edition

ISBN: 9780076981687

Current Page Number(s): 439

Location: Under Digital Spotlight

Original Text: Check out a video of how nuclear fission was discovered.

Updated Text: Check out a video of the discovery of nuclear fission.

Component: McGraw Hill Texas Integrated Physics and Chemistry Student Edition

ISBN: 9780076981687

Current Page Number(s): 439

Location: Lesson 3 Title

Original Text: Nuclear Technologies and Applications

Updated Text: Radiation Technologies and Applications

Component: McGraw Hill Texas Integrated Physics and Chemistry Student Edition

ISBN: 9780076981687

Current Page Number(s): 447

Location: Sixth sentence of second paragraph after header Transmutation

Original Text: The top half of Figure 9 shows a transmutation caused by alpha decay.

Updated Text: Figure 9 shows a transmutation caused by alpha decay.

Component: McGraw Hill Texas Integrated Physics and Chemistry Student Edition

ISBN: 9780076981687

Current Page Number(s): 447

Location: Last sentence of third paragraph after header Transmutation

Original Text: The bottom half of Figure 9 shows a transmutation caused by beta decay.

Updated Text: The bottom half of Figure 9 shows a transmutation caused by beta decay.

Component: McGraw Hill Texas Integrated Physics and Chemistry Student Edition

ISBN: 9780076981687

Current Page Number(s): 447

Location: Sub-captions of Figure 9

Original Text: N/A

Updated Text: Top Image: 9A Alpha decay

Bottom Image: 9B Beta decay

Component: McGraw Hill Texas Integrated Physics and Chemistry Student Edition

ISBN: 9780076981687

Current Page Number(s): 454

Location: First paragraph under header Cancer treatments

Original Text: When a person has cancer, a group of cells in that person's body grows out of control. Cancer is a harmful, and often, fatal disease. The left panel of Figure 19 shows two cancerous cells. The right panel of Figure 19 shows a cancer patient undergoing radiation therapy. Doctors can use radiation to stop some types of cancerous cells from growing and dividing.

Updated Text: When a person has cancer, a group of cells in that person's body grows out of control. Cancer is a harmful, and often, fatal disease. Figure 19A shows two cancerous cells. Figure 19B shows a cancer patient undergoing radiation therapy. Doctors can use radiation to stop some types of cancerous cells from growing and dividing.

Component: McGraw Hill Texas Integrated Physics and Chemistry Student Edition

ISBN: 9780076981687

Current Page Number(s): 454

Location: Sub-captions of Figure 19

Original Text: N/A

Updated Text: Left Image: 19A Magnified cancerous cells

Right Image: 19B Radiation therapy

Component: McGraw Hill Texas Integrated Physics and Chemistry Student Edition

ISBN: 9780076981687

Current Page Number(s): 458

Location: Your Study Tools

Original Text: ✓ Review with Interactive Visual Literacy: Half-life.

✓ Watch additional videos for lesson concepts: Radiation Technologies.

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 3010 of 3538

Updated Text: ✓ Review with Interactive Visual Literacy: Radioactive Isotopes.
✓ Watch additional videos for lesson concepts: Using Radiation: Treating Cancer

Component: McGraw Hill Texas Integrated Physics and Chemistry Student Edition

ISBN: 9780076981687

Current Page Number(s): 459

Location: Lesson 3 box, first bullet

Original Text: • Alpha and beta particles can be detected by Geiger counters and in wire chambers.

Updated Text: • Alpha and beta particles can be detected by Geiger counters.

Component: McGraw Hill Texas Integrated Physics and Chemistry Student Edition

ISBN: 9780076981687

Current Page Number(s): 461

Location: Under Digital Spotlight

Original Text: Check out a video about the chemical bonds of table salt.

Updated Text: Check out a video about the cubic halite salt crystals of Merkers Mine.

Component: McGraw Hill Texas Integrated Physics and Chemistry Student Edition

ISBN: 9780076981687

Current Page Number(s): 465

Location: Look Closer under Figure 6

Original Text: Analyze After sodium's electron is transferred to chlorine, how many outer electrons does sodium have? How many does chlorine have?

Updated Text: Analyze what happens after sodium's electron is transferred to chlorine. How many outer electrons does sodium have? How many does chlorine have?

Component: McGraw Hill Texas Integrated Physics and Chemistry Student Edition

ISBN: 9780076981687

Current Page Number(s): 469

Location: Ask Yourself

Original Text: Analyze What is the charge of an ionic compound?

Updated Text: Analyze why the charge of an ionic compound is always neutral.

Component: McGraw Hill Texas Integrated Physics and Chemistry Student Edition

ISBN: 9780076981687

Current Page Number(s): 470

Location: Look Closer under Figure 13

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 3011 of 3538

Original Text: Interpret What do the shared electron pairs represent in terms of the structure of the molecules?

Updated Text: Interpret what the shared electron pairs represent in terms of the structure of the molecules.

Component: McGraw Hill Texas Integrated Physics and Chemistry Student Edition

ISBN: 9780076981687

Current Page Number(s): 472

Location: Look Closer under Figure 15

Original Text: Compare and contrast How is a tug-of-war similar to unequal sharing of electrons?

Updated Text: Compare and contrast how is a tug-of-war is similar to unequal sharing of electrons.

Component: McGraw Hill Texas Integrated Physics and Chemistry Student Edition

ISBN: 9780076981687

Current Page Number(s): 473

Location: Your Study Tools

Original Text: ✓ Review with Interactive Visual Literacy: Molecules.

Updated Text: ✓ Review with Interactive Visual Literacy: Molecules.

Component: McGraw Hill Texas Integrated Physics and Chemistry Student Edition

ISBN: 9780076981687

Current Page Number(s): 480

Location: Look Closer under Figure 21

Original Text: Infer How does gypsum's ability to hold water make it a useful building material?

Updated Text: Infer how gypsum's ability to hold water makes it a useful building material.

Component: McGraw Hill Texas Integrated Physics and Chemistry Student Edition

ISBN: 9780076981687

Current Page Number(s): 481

Location: Under Digital Spotlight

Original Text: STEM Project Complete the Rusting—A Chemical Reaction STEM Project to apply your understanding of chapter concepts.

Updated Text: STEM Project Complete the Build a Molecule STEM Project to apply your understanding of chapter concepts.

Component: McGraw Hill Texas Integrated Physics and Chemistry Student Edition

ISBN: 9780076981687

Current Page Number(s): 481

Location: Under Digital Spotlight

Original Text: Simulations Explore the Balancing Chemical Equations PhET simulation to further understand chapter concepts.

Updated Text: Simulations Explore the Categorize Substances from an Expedition to Mars PhET simulation to further understand chapter concepts.

Component: McGraw Hill Texas Integrated Physics and Chemistry Student Edition

ISBN: 9780076981687

Current Page Number(s): 488

Location: First sentence in the last paragraph of the page

Original Text: Chemical reactions like the reaction in Figure 2 rarely involve just one or two units of each chemical.

Updated Text: Chemical reactions like the reaction in Figure 3 rarely involve just one or two units of each chemical.

Component: McGraw Hill Texas Integrated Physics and Chemistry Student Edition

ISBN: 9780076981687

Current Page Number(s): 488

Location: Ask Yourself

Original Text: Summarize Describe the purpose of coefficients in a chemical equation.

Updated Text: Describe the purpose of coefficients in a chemical equation.

Component: McGraw Hill Texas Integrated Physics and Chemistry Student Edition

ISBN: 9780076981687

Current Page Number(s): 489

Location: Sub-captions in Figure 5

Original Text: Mercury(II) oxide
Liquid mercury and oxygen

Updated Text: Mercury(II) oxide
Liquid mercury and oxygen

Component: McGraw Hill Texas Integrated Physics and Chemistry Student Edition

ISBN: 9780076981687

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 3013 of 3538

Current Page Number(s): 490

Location: Ask Yourself

Original Text: Summarize How can you tell whether a chemical equation is balanced or not?

Updated Text: Summarize how you can tell whether a chemical equation is balanced or not.

Component: McGraw Hill Texas Integrated Physics and Chemistry Student Edition

ISBN: 9780076981687

Current Page Number(s): 495

Location: Ask Yourself

Original Text: Summarize Describe what happens in a single-displacement reaction.

Updated Text: Describe what happens in a single-displacement reaction.

Component: McGraw Hill Texas Integrated Physics and Chemistry Student Edition

ISBN: 9780076981687

Current Page Number(s): 497

Location: Your Study Tools

Original Text: ✓ Watch additional videos for lesson concepts: Classifying Chemical Reactions.

Updated Text: ✓ Watch additional videos for lesson concepts: Classifying Chemical Reactions and Baking Soda and Vinegar.

Component: McGraw Hill Texas Integrated Physics and Chemistry Student Edition

ISBN: 9780076981687

Current Page Number(s): 499

Location: Ask Yourself

Original Text: Infer How do you know these are exergonic reactions?

Updated Text: Infer why these are exergonic reactions.

Component: McGraw Hill Texas Integrated Physics and Chemistry Student Edition

ISBN: 9780076981687

Current Page Number(s): 500

Location: Look Closer under Figure 20

Original Text: Compare How did the cookies change when they were baked?

Updated Text: Compare the cookies before they were baked to what they are like after being baked.

Component: McGraw Hill Texas Integrated Physics and Chemistry Student Edition

ISBN: 9780076981687

Current Page Number(s): 501

Location: Your Study Tools

Original Text: ✓ Watch additional videos for lesson concepts: The Exothermic Reaction Between Aluminum and Bromine.

Updated Text: ✓ Watch additional videos for lesson concepts: Energy Exchanges in Chemical Reactions.

Component: McGraw Hill Texas Integrated Physics and Chemistry Student Edition

ISBN: 9780076981687

Current Page Number(s): 503

Location: Sub-captions in Figure 24

Original Text: Mg in dilute HCL
Mg in concentrated HCL

Updated Text: Mg in dilute HCL
Mg in concentrated HCL

Component: McGraw Hill Texas Integrated Physics and Chemistry Student Edition

ISBN: 9780076981687

Current Page Number(s): 507

Location: Ask Yourself

Original Text: Infer Predict the color changes that will occur if both tubes are allowed to return to room temperature. Justify your prediction by referring to the equilibrium involved.

Updated Text: Infer the color changes that will occur if both tubes are allowed to return to room temperature. Justify your inference by referring to the equilibrium involved.

Component: McGraw Hill Texas Integrated Physics and Chemistry Student Edition

ISBN: 9780076981687

Current Page Number(s): 507

Location: Look Closer under Figure 29

Original Text: Infer What observation suggests that the reverse reaction in the tube on the right has not gone to completion? Justify your answer.

Updated Text: Identify what you can see in the photo that suggests the reverse reaction in the tube on the right has not gone to completion. Justify your answer.

Component: McGraw Hill Texas Integrated Physics and Chemistry Student Edition

ISBN: 9780076981687

Current Page Number(s): 508

Location: Your Study Tools

Original Text: ✓ Watch additional videos for lesson concepts: Factors Affecting Reaction Rates.

Updated Text: ✓ Watch additional videos for lesson concepts: Factors Affecting Reaction Rates and Le Chatelier's Principle.

Component: McGraw Hill Texas Integrated Physics and Chemistry Student Edition

ISBN: 9780076981687

Current Page Number(s): 516

Location: The top half of the page

Original Text: [Image, then Figure 4 caption, then paragraph]

Updated Text: [Moving the Figure 4 caption and the first paragraph above the image of a person depositing a coil in a machine. The background of the page should be a light gray.]

Component: McGraw Hill Texas Integrated Physics and Chemistry Student Edition

ISBN: 9780076981687

Current Page Number(s): 519

Location: Header Geology Connection and the following paragraph

Original Text: Geology Connection

When rocks are exposed to harsh weather conditions such as increased precipitation and warmer temperatures this is called weathering. Weathering can breakdown rocks into smaller pieces which increases the surface area of the rock. This increases the rate of weathering as more of the rock is available to be impacted by the weather as seen in Figure 7.

Updated Text: Geology Connection When rocks are exposed to harsh weather conditions, such as increased precipitation and warmer temperatures, it is called weathering. Weathering can break down rocks into smaller pieces, which increases the surface area of the rock. This increases the rate of weathering because more of the rock is available to be impacted by the weather.

Component: McGraw Hill Texas Integrated Physics and Chemistry Student Edition

ISBN: 9780076981687

Current Page Number(s): 520

Location: Figure 8 reference and image label

Original Text: Figure 8

Updated Text: Figure 7

Component: McGraw Hill Texas Integrated Physics and Chemistry Student Edition

ISBN: 9780076981687

Current Page Number(s): 521

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 3016 of 3538

Location: Figure 9

Original Text: [Image of a life guard looking over a natural body of water.]

Updated Text: [Image of a life guard looking over a swimming pool.]

Component: McGraw Hill Texas Integrated Physics and Chemistry Student Edition

ISBN: 9780076981687

Current Page Number(s): 521

Location: Figure 9 image label

Original Text: Figure 9

Updated Text: Figure 8

Component: McGraw Hill Texas Integrated Physics and Chemistry Student Edition

ISBN: 9780076981687

Current Page Number(s): 522

Location: Ask Yourself

Original Text: Explain What is solubility?

Updated Text: Explain what solubility is.

Component: McGraw Hill Texas Integrated Physics and Chemistry Student Edition

ISBN: 9780076981687

Current Page Number(s): 522

Location: Figure 10 reference and image label

Original Text: Figure 10

Updated Text: Figure 9

Component: McGraw Hill Texas Integrated Physics and Chemistry Student Edition

ISBN: 9780076981687

Current Page Number(s): 523

Location: Figure 12 reference

Original Text: Figure 12

Updated Text: Figure 10

Component: McGraw Hill Texas Integrated Physics and Chemistry Student Edition

ISBN: 9780076981687

Current Page Number(s): 523

Location: Figure 11 reference and image label

Original Text: Figure 11

Updated Text: Figure 10

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 3017 of 3538

Component: McGraw Hill Texas Integrated Physics and Chemistry Student Edition

ISBN: 9780076981687

Current Page Number(s): 524

Location: Figure 12 reference and image label

Original Text: Figure 12

Updated Text: Figure 11

Component: McGraw Hill Texas Integrated Physics and Chemistry Student Edition

ISBN: 9780076981687

Current Page Number(s): 525

Location: Figure 13 reference and image label

Original Text: Figure 13

Updated Text: Figure 12

Component: McGraw Hill Texas Integrated Physics and Chemistry Student Edition

ISBN: 9780076981687

Current Page Number(s): 526

Location: Figure 14 image label

Original Text: Figure 14

Updated Text: Figure 13

Component: McGraw Hill Texas Integrated Physics and Chemistry Student Edition

ISBN: 9780076981687

Current Page Number(s): 526

Location: Figure 15 reference and image label

Original Text: Figure 15

Updated Text: Figure 14

Component: McGraw Hill Texas Integrated Physics and Chemistry Student Edition

ISBN: 9780076981687

Current Page Number(s): 527

Location: Figure 16 reference and image label

Original Text: Figure 16

Updated Text: Figure 15

Component: McGraw Hill Texas Integrated Physics and Chemistry Student Edition

ISBN: 9780076981687

Current Page Number(s): 527

Location: Figure 17 reference and image label

Original Text: Figure 17

Updated Text: Figure 16

Component: McGraw Hill Texas Integrated Physics and Chemistry Student Edition

ISBN: 9780076981687

Current Page Number(s): 528

Location: Figure 18 reference and image label

Original Text: Figure 18

Updated Text: Figure 17

Component: McGraw Hill Texas Integrated Physics and Chemistry Student Edition

ISBN: 9780076981687

Current Page Number(s): 529

Location: Figure 19 references and image label

Original Text: Figure 19

Updated Text: Figure 18

Component: McGraw Hill Texas Integrated Physics and Chemistry Student Edition

ISBN: 9780076981687

Current Page Number(s): 529

Location: Ask Yourself

Original Text: Describe How does antifreeze affect the vapor pressure of a pure solvent?

Updated Text: Describe how antifreeze affects the vapor pressure of a pure solvent.

Component: McGraw Hill Texas Integrated Physics and Chemistry Student Edition

ISBN: 9780076981687

Current Page Number(s): 529

Location: Your Study Tools

Original Text: ✓ Watch additional videos for lesson concepts: Properties of Solutions.

Updated Text: ✓ Watch additional videos for lesson concepts: Dissolution of an Ionic and Covalent Compound.

Component: McGraw Hill Texas Integrated Physics and Chemistry Student Edition

ISBN: 9780076981687

Current Page Number(s): 530

Location: Figure 20 references and image label

Original Text: Figure 20

Updated Text: Figure 19

Component: McGraw Hill Texas Integrated Physics and Chemistry Student Edition

ISBN: 9780076981687

Current Page Number(s): 531

Location: Figure 21 reference and image label

Original Text: Figure 21

Updated Text: Figure 20

Component: McGraw Hill Texas Integrated Physics and Chemistry Student Edition

ISBN: 9780076981687

Current Page Number(s): 531

Location: Figure 22 reference and image label

Original Text: Figure 22

Updated Text: Figure 21

Component: McGraw Hill Texas Integrated Physics and Chemistry Student Edition

ISBN: 9780076981687

Current Page Number(s): 532

Location: Figure 22 reference

Original Text: Figure 22

Updated Text: Figure 21

Component: McGraw Hill Texas Integrated Physics and Chemistry Student Edition

ISBN: 9780076981687

Current Page Number(s): 532

Location: Figure 23 reference and image label

Original Text: Figure 23

Updated Text: Figure 22

Component: McGraw Hill Texas Integrated Physics and Chemistry Student Edition

ISBN: 9780076981687

Current Page Number(s): 533

Location: Figure 24 reference and image label

Original Text: Figure 24

Updated Text: Figure 23

Component: McGraw Hill Texas Integrated Physics and Chemistry Student Edition

ISBN: 9780076981687

Current Page Number(s): 533

Location: Figure 25 reference and image label

Original Text: Figure 25

Updated Text: Figure 24

Component: McGraw Hill Texas Integrated Physics and Chemistry Student Edition

ISBN: 9780076981687

Current Page Number(s): 533

Location: Look Closer under Figure 25

Original Text: Explain Compare the number of oxygen atoms in vitamin C with the number in vitamin A (in Figure 24). What effect does oxygen have in these two molecules?

Updated Text: Compare the number of oxygen atoms in vitamin C with the number in vitamin A (in Figure 24). Explain the effect oxygen has in these two molecules.

Component: McGraw Hill Texas Integrated Physics and Chemistry Student Edition

ISBN: 9780076981687

Current Page Number(s): 534

Location: Ask Yourself

Original Text: Restate Why is it necessary to replace water-soluble vitamins more quickly than fat-soluble vitamins?

Updated Text: Restate why it is necessary to replace water-soluble vitamins more quickly than fat-soluble vitamins.

Component: McGraw Hill Texas Integrated Physics and Chemistry Student Edition

ISBN: 9780076981687

Current Page Number(s): 534

Location: Ask Yourself

Original Text: Summarize Why is soap required to clean oily dirt?

Updated Text: Summarize why soap is required to clean oily dirt

Component: McGraw Hill Texas Integrated Physics and Chemistry Student Edition

ISBN: 9780076981687

Current Page Number(s): 535

Location: Under Digital Spotlight

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 3021 of 3538

Original Text: Virtual Lab Explore the Concentration simulation to further understand chapter concepts.

Updated Text: Simulation Explore the Concentration PhET simulation to further understand chapter concepts.

Component: McGraw Hill Texas Integrated Physics and Chemistry Student Edition

ISBN: 9780076981687

Current Page Number(s): 549

Location: Your Study Tools

Original Text: ✓ Watch additional videos for lesson concepts: Acids and Bases.

Updated Text: ✓ Watch additional videos for lesson concepts: Acid Ionization.

Component: McGraw Hill Texas Integrated Physics and Chemistry Student Edition

ISBN: 9780076981687

Current Page Number(s): 553

Location: Ask Yourself

Original Text: Identify If the unknown solution is an acid, what type of standard solution would you use to perform a titration?

Updated Text: Identify the type of standard solution you would use to perform a titration if the unknown solution is an acid.

Component: McGraw Hill Texas Integrated Physics and Chemistry Student Edition

ISBN: 9780076981687

Current Page Number(s): 556

Location: Ask Yourself

Original Text: Explain What is soap scum?

Updated Text: Explain what soap scum is.

Component: McGraw Hill Texas Integrated Physics and Chemistry Student Edition

ISBN: 9780076981687

Current Page Number(s): 566

Location: Figure 7

Original Text: [Image with the skeletal model, space-filling model, and chemical names of 3 chemicals.]

Updated Text: [Remove the extra shadows behind the chemical names.]

Component: McGraw Hill Texas Integrated Physics and Chemistry Student Edition

ISBN: 9780076981687

Current Page Number(s): 567

Location: Ask Yourself

Original Text: Explain What does the circle inside the hexagon of a skeletal formula of benzene represent?

Updated Text: Explain what the circle inside the hexagon of a skeletal formula of benzene represents.

Component: McGraw Hill Texas Integrated Physics and Chemistry Student Edition

ISBN: 9780076981687

Current Page Number(s): 571

Location: Sub-captions in Figure 15

Original Text: Left Image: Aniline is an amine used to make dyes.

Right Image: A mercaptan gives grapefruit its unique smell and taste.

Updated Text: Left Image: 15A Aniline is an amine used to make dyes.

Right Image: 15B A mercaptan gives grapefruit its unique smell and taste.

Component: McGraw Hill Texas Integrated Physics and Chemistry Student Edition

ISBN: 9780076981687

Current Page Number(s): 571

Location: Last sentence in the paragraph under header Amines

Original Text: Aniline, shown in Figure 15, is used to make dyes.

Updated Text: Aniline, shown in Figure 15A, is used to make dyes.

Component: McGraw Hill Texas Integrated Physics and Chemistry Student Edition

ISBN: 9780076981687

Current Page Number(s): 571

Location: Fourth sentence in paragraph under header Mercaptans

Original Text: For example, the odor of grapefruits is due to the mercaptan shown in Figure 15.

Updated Text: For example, the odor of grapefruits is due to the mercaptan shown in Figure 15B.

Component: McGraw Hill Texas Integrated Physics and Chemistry Student Edition

ISBN: 9780076981687

Current Page Number(s): 572

Location: Sub-captions in Figure 17

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 3023 of 3538

Original Text: Left Image: Methyl salicylate gives gum and mints a wintergreen flavor.
Right Image: Acetyl salicylic acid, commonly called aspirin, is a pain reliever.

Updated Text: Left Image: 17A Methyl salicylate gives gum and mints a wintergreen flavor.
Right Image: 17B Acetyl salicylic acid, commonly called aspirin, is a pain reliever.

Component: McGraw Hill Texas Integrated Physics and Chemistry Student Edition

ISBN: 9780076981687

Current Page Number(s): 572

Location: Paragraph under header Smells and tastes of aromatic compounds

Original Text: Aromatic compounds are so named because most of them have a distinctive smell. They contribute to the smell of cloves, cinnamon, and vanilla. For example, methyl salicylate, shown in Figure 17, produces a fresh wintergreen fragrance. Aspirin, also shown in Figure 17, is a sour-tasting aromatic compound. The different flavors are due to the different functional groups.

Updated Text: Aromatic compounds are so named because most of them have a distinctive smell. They contribute to the smell of cloves, cinnamon, and vanilla. For example, methyl salicylate, shown in Figure 17A, produces a fresh wintergreen fragrance. Aspirin, also shown in Figure 17B, is a sour-tasting aromatic compound. The different flavors are due to the different functional groups.

Component: McGraw Hill Texas Integrated Physics and Chemistry Student Edition

ISBN: 9780076981687

Current Page Number(s): 573

Location: Ask Yourself

Original Text: Describe What does crude oil consist of?

Updated Text: Describe what crude oil consists of.

Component: McGraw Hill Texas Integrated Physics and Chemistry Student Edition

ISBN: 9780076981687

Current Page Number(s): 574

Location: Look Closer under Figure 20

Original Text: Infer How might these fractions be further separated?

Updated Text: Infer how these fractions might be further separated.

Component: McGraw Hill Texas Integrated Physics and Chemistry Student Edition

ISBN: 9780076981687

Current Page Number(s): 576

Location: Table 3 bottom row, right column , fourth bullet

Original Text: • computer
• monitor
casings

Updated Text: • computer monitor casings

Component: McGraw Hill Texas Integrated Physics and Chemistry Student Edition

ISBN: 9780076981687

Current Page Number(s): 585

Location: Under Digital Spotlight

Original Text: STEM Project Complete
the Compare Flame
Retardant Materials STEM
Project to apply your
understanding of chapter
concepts.

Updated Text: STEM Project Complete
the Compare Flame
Retardant Materials STEM
Project to apply your
understanding of chapter
concepts.

Component: McGraw Hill Texas Integrated Physics and Chemistry Student Edition

ISBN: 9780076981687

Current Page Number(s): 585

Location: Under Digital Spotlight

Original Text: LearnSmart See how
much you know and
attempt to answer the
questions first before
checking the resources for:
✓ TEKS 7.C assignment

Updated Text: LearnSmart See how
much you know and
attempt to answer the
questions first before
checking the resources for:
✓ TEKS 7.A assignment
✓ TEKS 7.C assignment

Component: McGraw Hill Texas Integrated Physics and Chemistry Student Edition

ISBN: 9780076981687

Current Page Number(s): 592

Location: Look Closer under Figure 4

Original Text: Infer How do the rings
compare in hardness and malleability?

Updated Text: Compare how the rings differ in
compare in hardness and malleability?

Component: McGraw Hill Texas Integrated Physics and Chemistry Student Edition

ISBN: 9780076981687

Current Page Number(s): 594

Location: Driving Question Connection paragraph

Original Text: DRIVING QUESTION CONNECTION You just learned about some of the physical properties of alloys used in plane production. Aluminum and titanium alloys are strong, lightweight and long-lasting, making them great materials for planes. While we may not travel by plane daily, air travel is a convenience to human life. We are able to travel increased distances in shorter periods of time and can also transport goods and supplies. How has air travel impacted your life?

Updated Text: DRIVING QUESTION CONNECTION Aluminum and titanium alloys are strong, lightweight, and long-lasting, making them great materials for planes. While we may not travel by plane daily, air travel is a convenience to human life. We can travel longer distances in shorter periods of time and can also quickly transport goods and supplies.

Component: McGraw Hill Texas Integrated Physics and Chemistry Student Edition

ISBN: 9780076981687

Current Page Number(s): 595

Location: Your Study Tools

Original Text: ✓ Review with Interactive Visual Literacy: Uses of Alloys.
✓ Watch additional videos for lesson concepts: The Making of Steel.

Updated Text: ✓ Review with Interactive Visual Literacy: Uses of Alloys.
✓ Watch additional videos for lesson concepts: Alloys

Component: McGraw Hill Texas Integrated Physics and Chemistry Student Edition

ISBN: 9780076981687

Current Page Number(s): 598

Location: Paragraph under header Ceramics in medicine

Original Text: Ceramics also have medical uses. Replacement hip sockets are made of ceramics because they are safe for use in the human body. Ceramics have physical properties including strength and durability which make them useful to everyday life. Ceramics also have chemical properties that make them useful to biomedical sciences. They can be composed of ions that are found throughout the body as well as ions that have limited toxicity when exposed to living tissue. This makes them a valuable resource in medical advancement. Ceramics are resistant to body fluids, which can damage other materials. They are relatively nonreactive and are resistant to rejection by the body. In the medical field, surgeons use ceramics in conjunction with alloys for the repair and replacement of joints such as hips, knees, shoulders, elbows, fingers, and wrists. Dentists use ceramics for braces as well as tooth replacement and repair.

Updated Text: Ceramics also have medical uses. In addition to their physical properties of durability and strength, ceramics have chemical properties that make them useful in biomedical sciences. Ceramics can be composed of ions that are found throughout the body as well as ions that have limited toxicity when exposed to living tissue. This makes them a valuable resource in medical advancement. Ceramics are also resistant to body fluids that can damage other materials. They are relatively nonreactive and are resistant to rejection by the body. As a result, surgeons use ceramics in conjunction with alloys for the repair and replacement of joints such as hips, knees, shoulders, elbows, fingers, and wrist. For example, replacement hip sockets are made of ceramics because they are safe to use in the human body. Dentists also use ceramics for braces and tooth replacement and repair.

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 3026 of 3538

Component: McGraw Hill Texas Integrated Physics and Chemistry Student Edition

ISBN: 9780076981687

Current Page Number(s): 600

Location: Look Closer under Figure 12

Original Text: Compare How are n-type and p-type semiconductors different?

Updated Text: Compare how n-type and p-type semiconductors are different.

Component: McGraw Hill Texas Integrated Physics and Chemistry Student Edition

ISBN: 9780076981687

Current Page Number(s): 607

Location: Look Closer under Figure 19

Original Text: Infer What parts of a car's body could be made of fiberglass?

Updated Text: Infer what parts of a car's body might be made of fiberglass.

Component: McGraw Hill Texas Integrated Physics and Chemistry Student Edition

ISBN: 9780076981687

Current Page Number(s): 608

Location: Header under Lesson Wrap Up and the following paragraph

Original Text: Return to the Essential Question

Plastics are often a preferred material due to their strength. Plastics can be strong and lightweight simultaneously, making them very useful. Due to their strength, they are not easy to decompose. This also makes plastics a valuable material, but they can be damaging to the environment over time if not disposed of properly.

Updated Text: Revisit the Essential Question

Plastics are often a preferred material due to their strength. Plastics can be both strong and lightweight, making them very useful. Due to their strength, plastics do not decompose easily. This also makes plastics a valuable material, but they can be damaging to the environment over time if they are not disposed of properly.

Component: McGraw Hill Texas Integrated Physics and Chemistry Student Edition

ISBN: 9780076981687

Current Page Number(s): 611

Location: Lesson 3 box

Original Text: Polymers And Composites

Updated Text: Polymers and Composites

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): xliii

Location: Lesson 1 TEKS line

Original Text: LESSON 1 TEKS 7.A, 7.B, 7.C

Updated Text: LESSON 1 TEKS 7.A, 7.B

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): xliii

Location: Lesson 2 TEKS line

Original Text: LESSON 2 TEKS 7.A, 7.B, 7.C

Updated Text: LESSON 2 TEKS 7.A, 7.B

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): li

Location: Knowledge and Skills TEKS 1.B Teacher Materials

Original Text: Teacher Edition: Sci-14, Sci-15, Sci-35, Sci-44,
134, 138, 236, 299, 341, 521, 56, 563, 587, 893,
930

Updated Text: Teacher Edition: Sci-14, Sci-15, Sci-35, Sci-44,
134, 138, 236, 299, 341, 521, 561, 563, 587, 893,
930

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): Sci-5

Location: Chapter Launch

Original Text: Science Probe | Assessments | 30 minutes

This formative assessment worksheet explores the question: “How do scientists do their work?” Uncover student preconceptions about the process of science. Common preconceptions include that scientific investigations follow a strict procedure, scientific knowledge is complete, all scientists work in labs, and scientists usually work alone.

Updated Text: [assignment icon] STEM Biographies: The First Scientist | Assignments | 15 minutes

This digital assignment introduces students to the first scientist, Thales of Miletus

[assignment icon] STEM Biographies: The National Society of Black Engineers | Assignments | 15 minutes

This digital assignment introduces students to the National Society of Black Engineers and the history of their founding.

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): Sci-5

Location: Chapter Close

Original Text: Chapter Review | Assessments | 15 minutes

This digital review provides end of chapter practice prior to testing.

Differentiation If students need support prior to testing assign LearnSmart or Science Literacy Essentials for differentiated learning.

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 3028 of 3538

Updated Text: [text deleted]

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): Sci-12

Location: top of page

Original Text: Topic: Scientific Methods (continued)

Updated Text: [text deleted]

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): Sci-17

Location: Differentiation Resources

Original Text: [N/A; adding resource reference]

Updated Text: [Science Literacy Essentials icon]

A leveled reading support that provides reading strategies and scaffolding for scientific text

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): Sci-28

Location: Differentiation Resources

Original Text: [N/A; adding resource reference]

Updated Text: [Science Literacy Essentials icon]

A leveled reading support that provides reading strategies and scaffolding for scientific text

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): Sci-29

Location: Answer Key

Original Text: [N/A; adding an answer]

Updated Text: Page Sci-10 Ask Yourself List three global impacts of science. improved crop yields, improved vehicle safety, using models to analyze and predict the impact of climate change

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): Sci-37

Location: First paragraph (anno)

Original Text: The goal is that the young students will pursue medical careers or careers in science and in turn inspire other young people in their communities.

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 3029 of 3538

Updated Text: One major benefit is that the young students will gain interest in and one day pursue medical careers or careers in science and in turn inspire other young people in their communities.

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): Sci-37

Location: Lesson Wrap Up (anno)

Original Text: Scientists can mentor woman and people of color and sponsor programs that encourage them to pursue careers in science.

Updated Text: Scientists can mentor women and people of color and sponsor programs that encourage these groups to pursue careers in science.

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): Sci-37

Location: Differentiation Resources

Original Text: [N/A; adding resource reference]

Updated Text: [Science Literacy Essentials icon]

A leveled reading support that provides reading strategies and scaffolding for scientific text

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): Sci-38

Location: Answer Key

Original Text: [N/A; adding an answer]

Updated Text: Page Sci-16 Ask Yourself What are science-related challenges faced by marginalized populations? Marginalized populations are more likely to be affected by disparities in environmental factors, healthcare access, and educational resources.

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): Sci-48

Location: Differentiation Resources

Original Text: [N/A; adding resource reference]

Updated Text: [Science Literacy Essentials icon]

A leveled reading support that provides reading strategies and scaffolding for scientific text

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 2

Location: TEKS at a Glance, TEKS 1.F

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 3030 of 3538

Original Text: TEKS 1.F Organize quantitative and qualitative data using oral or written lab reports, labeled drawings, particle diagrams, charts, tables, graphs, journals, summaries, or technology-based reports.

Updated Text: TEKS 1.F Organize quantitative and qualitative data using labeled drawings and diagrams, graphic organizers, charts, tables, and graphs.

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 3

Location: Lesson 2 title line

Original Text: LESSON 2 TEKS 1.E TEKS 2.B Measurement

Updated Text: LESSON 2 TEKS 1.E, 2.B Measurement

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 3

Location: Lesson 3 Title line

Original Text: LESSON 3 TEKS 1.F TEKS 2.B TEKS 2.C Representing Data

Updated Text: LESSON 3 TEKS 1.F, 2.B, 2.C Representing Data

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 4

Location: Chapter 1, Videos and Interactives

Original Text: Video: Isaac Newton
and Scientific Process

Updated Text: Video: Introduction to Physical Science
If Then/She Can: Raychelle Burks

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 4

Location: Chapter 1, Labs

Original Text: Launch Lab: Technology
in Your Life
Lab: Relationships

Updated Text: Launch Lab: Technology
in Your Life

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 3031 of 3538

Current Page Number(s): 4

Location: Chapter 1, Assignments

Original Text: STEM Project:

Depict Engineering

Design Cycle of an

Improved Product

Updated Text: STEM Project: Depict Engineering Design Cycle of an Improved Product

Stem at Work: Scientific Method

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 4

Location: Lesson 1, Videos and Interactives

Original Text: Interactive Visual

Literacy: Scientific

Method

Updated Text: Interactive Visual

Literacy: What are the physical sciences?

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 4

Location: Lesson 1, Labs

Original Text: Quick Lab: Determine

the Density of a Pencil

Lab: Relationships

Updated Text: Lab: Relationships

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 4

Location: Lesson 2, Labs

Original Text: Quick Lab: Research

the Past

Updated Text: Quick Lab: Research

the Past

Lab: Organizing Quantitative and Qualitative Data

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 4

Location: Lesson 3, Videos and Interactives

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 3032 of 3538

Original Text: Interactive Visual
Literacy: Reading and
Interpreting Graphs

Updated Text: Interactive Visual
Literacy: Constructing Line Graphs

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 4

Location: Lesson 4, Labs

Original Text: Lab: Care Package

Updated Text: Lab: Model and Invent: Care Package

Quick Lab: Research the Past

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 5

Location: In Chapter Launch column

Original Text: Video: Isaac Newton and Scientific Process

Updated Text: Video: Introduction to Physical Science

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 5

Location: In Chapter Launch column, under Launch Lab

Original Text: Students will list items that they use each day that involve technology and identify two of them that they could do without.

Updated Text: Students will conduct this lab to identify ways technology is used in their daily life.

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 6

Location: Lesson 3 Title line

Original Text: Lesson 3 TEKS 1.F, 2.B

Updated Text: Lesson 3 TEKS 1.F, 2.B, 2.C

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 10

Location: Under header EXPLORE

Original Text: Quick Lab: Determine the Density of a Pencil 10 min

Updated Text: N/A

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 10

Location: Under header Scientific Investigations and Approaches

Original Text: Interactive Visual Literacy: Scientific Method

Updated Text: Interactive Visual Literacy: What are the physical sciences?

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 11

Location: Quick Lab red box

Original Text: Quick Lab Determine the Density of a Pencil | Labs | 10 minutes

Students will conduct an activity involving water and a pencil to compare the density of the pencil to the density of water.

Updated Text: N/A

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 13

Location: Under header Topic: Scientific Investigations and Approaches

Original Text: Interactive Visual Literacy: Scientific Methods | Videos & Interactives | 10 minutes

This interactive allows students to explore scientific methods.

Updated Text: Interactive Visual Literacy: What are the physical sciences? | Videos & Interactives | 10 minutes

This interactive allows students to explore the four branches of physical sciences.

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 17

Location: Lesson 2 title line

Original Text: Lesson 2 TEKS 1.E TEKS 2.B Measurement

Updated Text: Lesson 2 TEKS 1.E, 2.B Measurement

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 19

Location: Under header EXPLORE

Original Text: Quick Lab: Research the Past

Updated Text: Quick Lab: Determine the Density of a Pencil

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 19

Location: Under header Converting between SI Units

Original Text: Practice Problems: Convert Units

Updated Text: [video icon]Example Problem Video: Convert Units

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 19

Location: Under header Measuring Length

Original Text: Activity 5 min

Updated Text: N/A

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 20

Location: Quick Lab red box

Original Text: Quick Lab

Research the Past | Labs | 15 minutes

Students will conduct this lab to compare and contrast at least five differences in technology between then and now.

Updated Text: Quick Lab: Comparative

Determine the Density of the Pencil | Labs | 15 minutes

Students will conduct this lab to use the displacement of water to determine the density of a pencil.

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 23

Location: Under header Topic: Converting between SI Units

Original Text: Practice Problems: Convert Units | 10 min

Students will complete practice problems on how to convert between SI units.

Updated Text: [video icon]Example Problem Video: Convert Units | Videos | 10 min
Students will learn how to convert between SI units.

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 30

Location: Lesson 3 Title line

Original Text: Lesson 3 TEKS 1.F TEKS 2.B TEKS 2.C Representing Data

Updated Text: Lesson 3 TEKS 1.F, 2.B, 2.C Representing Data

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 32

Location: Under header Bar Graphs

Original Text: N/A

Updated Text: [green check mark] Driving Question Connection 5 min

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 32

Location: Under header ELABORATE

Original Text: Interactive Visual Literacy: Technological Systems

Updated Text: Interactive Visual Literacy: Technological Systems

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 32

Location: Under header ELABORATE

Original Text: Discussion 5 min

Updated Text: N/A

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 32

Location: Under header ELABORATE, bottom of section

Original Text: N/A

Updated Text: [lab icon] Lab: Organizing Quantitative and Qualitative Data 50 min

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 3036 of 3538

Current Page Number(s): 38

Location: Interactive Visual Literacy, top of page

Original Text: Interactive Visual Literacy: Reading and Interpreting Graphs | Videos & Interactives | 5 minutes

This interactive helps students review how to read and interpret graphs.

Updated Text: Interactive Visual Literacy: Constructing Line Graphs | Videos & Interactives | 5 minutes

This interactive helps students review how to construct and read line graphs.

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 38

Location: Discussion in middle of page

Original Text: Discussion | 5 minutes

In groups, have students talk about a sports activity that is familiar to them. Ask students to discuss what type of sports information could be illustrated by each of the three main types of graph. What title and labels would be needed for the graphs? Share results as a group.

Updated Text: N/A

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 38

Location: Bottom of the page, below Lab red box.

Original Text: N/A

Updated Text: [insert red box with goggles icon]Lab: Descriptive

Organizing Quantitative and Qualitative Data | Labs | 50 minutes

Students will conduct this lab to organize quantitative and qualitative data using graphs, charts, and graphic organizers.

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 44

Location: Under header Economic Forces That Shape Technology

Original Text: Differentiated Instruction

Updated Text: Differentiated Instruction: Challenge

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 44

Location: Under header ELABORATE

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 3037 of 3538

Original Text: History Connection 10 min

Updated Text: [Lab Icon]Lab: Research the Past 20 min

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 49

Location: Under History Connection at the bottom of the page

Original Text: N/A

Updated Text: [insert red box with goggles icon]Quick Lab: Descriptive

Research the Past | Labs | 20 minutes

Students will conduct this lab to investigate changes in technology from the recent past until now.

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 53

Location: Answer Key, page 26

Original Text: Figure 25 Look Closer Compare and contrast these needs with the needs of your family.

Updated Text: Figure 25 Look Closer Compare and contrast this family's needs with the needs of your family.

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 55

Location: Lesson 1 Title

Original Text: LESSON 1 Describing Motion

Updated Text: LESSON 1 TEKS 5.A Describing Motion

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 55

Location: Lesson 2 Title

Original Text: LESSON 2 Velocity and Momentum

Updated Text: LESSON 2 TEKS 5.A, 5.C Velocity and Momentum

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 55

Location: Lesson 3 Title

Original Text: LESSON 3 Acceleration

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 3038 of 3538

Updated Text: LESSON 3 TEKS 5.A Acceleration

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 56

Location: Chapter 2, Videos and Interactives

Original Text: Video: Trebuchet
Launch

Updated Text: Video: Motion

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 56

Location: Chapter 2, Labs

Original Text: Launch Lab: Animal
Race

Updated Text: Launch Lab: Animal Race
Lab: Motion Graphs

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 56

Location: Chapter 2, Assignments

Original Text: STEM Project: Predict
Motion of a System

Updated Text: STEM Project: Predict
Motion of a System
IPC & Technology: Autonomous Vehicles

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 56

Location: Lesson 2, Videos and Interactives

Original Text: Video: Velocity
Interactive Visual
Literacy: Velocity

Updated Text: Video: Satellite View of a Hurricane
Interactive Visual
Literacy: Velocity

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 3039 of 3538

Current Page Number(s): 56

Location: Lesson 3, Labs

Original Text: Lab: Projectile Motion

Lab: Motion of Bouncing
a Ball

Quick Lab: Determine
the Direction of
Acceleration

Simulation: Accelerated
Motion

Updated Text: Lab: Projectile Motion

Lab: Motion of Bouncing
a Ball

Quick Lab: Determine
the Direction of
Acceleration

Quick Lab: Investigate Acceleration
Simulation: Accelerated
Motion

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 58

Location: Lesson 2 TEKS Pill

Original Text: Lesson 2 TEKS 5.A

Updated Text: Lesson 2 TEKS 5.A, 5.C

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 60

Location: Under Essential Question

Original Text: What factors describe the motion of an object?

Updated Text: Which factors describe the motion of an object?

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 62

Location: Lesson Blueprint table, under header Speed.

Original Text: Practice: Calculate Speed 10 min

Updated Text: N/A

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 3040 of 3538

Current Page Number(s): 62

Location: Lesson Blueprint table, under header Elaborate

Original Text: [Activity icon]Practice Problems: Calculate Speed

Updated Text: [video icon]Example Problem Video: Calculate Speed

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 62

Location: DIFFERENTIATION RESOURCES

Original Text: Looking for more differentiation options? Find the REINFORCE , EXTEND , and EB/EL activities and strategies within the lesson support for differentiation support.

Updated Text: N/A

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 65

Location: ELPS Support box

Original Text: ELPS Support | 10 min

Updated Text: ELPS Support | 10 minutes

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 65

Location: ELPS Support box, paragraphs after headers Beginning and Intermediate

Original Text: Beginning

Write the verb on the board: compare. Using gestures and other such visuals to support comprehension, model comparing two things. For example, compare your desk with a student's desk and ask yes/no questions. You might ask: Is my desk smaller than the student desk? Do both desks have drawers? After that, check comprehension, again, using gestures and other such comprehensible input. Give a basic description of something and ask: Am I comparing. Then compare two things and again ask: Am I comparing?

Intermediate

Write the verb on the board: compare. Using gestures and other such visuals to support comprehension, model comparing two things. For example, compare your desk with a student's desk and ask basic questions. You might ask: Which desk is smaller? What do both desks have? What does only my desk have? What does only the student desk have? After that, check comprehension, again, using gestures and other such comprehensible input. Give a basic description of something and ask: Am I comparing. Then compare two things and again ask: Am I comparing?

Updated Text: Beginning

Write the verb on the board: compare. Using gestures and other visuals to support comprehension, model comparing two things. For example, compare your desk with a student's desk and ask yes/no questions. You might ask: Is my desk smaller than the student desk? Do both desks have drawers? After that, check comprehension using gestures and other input. Give a basic description of something and ask: Am I comparing. Then compare two things and again ask: Am I comparing?

Intermediate

Write the verb on the board: compare. Using gestures and other visuals to support comprehension, model comparing two things. For example, compare your desk with a student's desk and ask basic questions. You might ask: Which desk is smaller? What do both desks have? What does only my desk have? What does only the student desk have? After that, check comprehension using gestures and other input. Give a basic description of something and ask: Am I comparing? Then compare two things and again ask: Am I comparing?

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 67

Location: Practice: Calculating Speed

Original Text: [green check mark]Practice: Calculate Speed | 10 minutes REINFORCE
Have students calculate the average speed of a windup or battery-operated toy car using metersticks and a wall clock.

Updated Text: N/A

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 70

Location: Practice Problems

Original Text: Practice Problems: Calculate Speed | 5 minutes
Students will use the example problem on page 39 to complete practices problems on calculating speed.

Updated Text: [video icon]Example Problem Video: Calculate Speed | 5 minutes
Students will learn how to calculate speed.

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 71

Location: Answer to Exit Ticket: Topic: Speed

Original Text: Find the bus's start and finish time from a bus schedule and add the distances between stops to calculate its average speed.

Updated Text: Find the bus's start and finish time from a bus schedule and add the distances between stops. The average speed is the difference in the finish and start time divided by the total distance.

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 73

Location: Answer Key Page 40

Original Text: average speed over the entire motion or instantaneous speed at a given time

Updated Text: You can use the average speed of the object over the entire time, or you can use the instantaneous speed at a given instant.

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 74

Location: Lesson 2 Title

Original Text: Lesson 2 TEKS 5.A Velocity and Momentum

Updated Text: Lesson 2 TEKS 5.A, 5.C Velocity and Momentum

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 76

Location: Lesson 2 Blueprint header

Original Text: Lesson 2 Blueprint TEKS 5.A

Updated Text: Lesson 2 Blueprint TEKS 5.A, 5.C

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 76

Location: Lesson Blueprint table, under header ENGAGE

Original Text: Video: Velocity

Updated Text: Video: Satellite View of a Hurricane

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 76

Location: Lesson Blueprint table, under header Elaborate

Original Text: [Activity icon]Practice Problems: Solve for Momentum

Updated Text: [video icon]Example Problem Video: Solve for Momentum

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 76

Location: DIFFERENTIATION RESOURCES

Original Text: LearnSmart TEKS 5.A

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 3043 of 3538

Updated Text: LearnSmart TEKS 5.A, 5.C

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 77

Location: Under ENGAGE header

Original Text: Video: Velocity

Updated Text: Video: Satellite View of a Hurricane

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 82

Location: Bottom of page

Original Text: [Activity Icon]Practice Problems: Solve for Momentum | 5 minutes
Students will use the example problem on page 46 to complete practices problems on solving for momentum.

Updated Text: [video icon]Example Problem Video Solve for Momentum | 5 minutes
Students will learn to calculate momentum using the momentum equation.

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 89

Location: Lesson Blueprint table, under header Velocity and Acceleration

Original Text: Discussion: Acceleration

Updated Text: [lab icon]Quick Lab: Investigate Acceleration

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 89

Location: Lesson Blueprint table, under header EXPLAIN (continued)

Original Text: Struggling Learners 5 min

Updated Text: N/A

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 89

Location: Lesson Blueprint table, under header ELABORATE

Original Text: History Connection: Aircraft Carriers 5 min

Updated Text: N/A

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 3044 of 3538

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 89

Location: Lesson Blueprint table, under header ELABORATE

Original Text: N/A

Updated Text: [green checkmark][video icon] Example Problem Video: Calculate Acceleration 10 min
[empty checkmark box]Activity 15 min

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 92

Location: Between Discussion: Acceleration and the Interactive Visual Literacy:

Original Text: N/A

Updated Text: [insert red box with goggles icon]Quick Lab: Descriptive

Investigate Acceleration | Labs | 20 minutes

Students will conduct this lab to mathematical relationships to determine acceleration.

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 96

Location: At the top of the page just under the header ELABORATE continued

Original Text: N/A

Updated Text: [green checkmark in box][Video icon]Example Problem Video: Calculate Acceleration | Videos | 10 minutes

Students will learn how to calculate acceleration using the acceleration equation.

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 99

Location: Answer Key Page 49

Original Text: Ask Yourself Identify the information given by the slope of a speed-time graph.

Updated Text: Ask Yourself Identify the information given by the slope of the line of a speed-time graph.

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 99

Location: Answer Key Page 52

Original Text: Ask Yourself Which will hit the ground faster, a dropped ball or one thrown from the same height?

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 3045 of 3538

Updated Text: Ask Yourself Compare which will hit the ground faster: a dropped ball or one thrown from the same height?

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 102

Location: Chapter 3, Videos and Interactives

Original Text: Video: Forces and
Newton's Laws

Updated Text: Video: Forces and
Newton's Laws

If Then/She Can: Sydney Hamilton

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 102

Location: Chapter 3, Assignments

Original Text: STEM Project:
Explain Importance of
Newton's Laws to
Engineering

Updated Text: STEM Project:
Explain Importance of
Newton's Laws to
Engineering

IPC & Technology: Return to the Moon

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 102

Location: Lesson 1, Assignments

Original Text: CER: Forces
Practice Problems:
Weight Equations

Updated Text: CER: Forces
Practice Problems:
Solve for Weight

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 102

Location: Lesson 2, Labs

Original Text: Simulation: Forces
Quick Lab: Observe
Inertia
Lab: Motion from
Different Forces
PhET Simulation:
Forces and Motion:
Basics

Updated Text: Simulation: Forces
Quick Lab: Observe
Inertia
Lab A: Motion from
Different Forces
PhET Simulation:
Forces and Motion:
Basics

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 102

Location: Lesson 2, Assignments

Original Text: CER: Newton's Laws of
Motion
Practice Problems:
Newton's Second Law
of Motion
Applying Practices:
Newton's Second Law

Updated Text: CER: Newton's Laws of
Motion
Practice Problems:
Calculate Acceleration
Applying Practices:
Newton's Second Law

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 102

Location: Lesson 3, Videos and Interactives

Original Text: Video: Astronaut Tests
Gravity on the Moon
Interactive Visual
Literacy: Air Resistance

Updated Text: Video: Galileo's Discovery
Interactive Visual
Literacy: Air Resistance

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 3047 of 3538

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 102

Location: Lesson 3, Labs

Original Text: Simulation: Rocket Sled

Lab: The Effects of Air
Resistance

Updated Text: Simulation: Rocket Sled

Lab: The Effects of Air
Resistance

Lab: Pushing Something Around

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 103

Location: Chapter Close

Original Text: Lab: Motion from Different Forces | Labs |
45 minutes

Students will examine the forces that act on a toy
car in motion.

Updated Text: Lab: Pushing Something Around | Labs |
50 minutes

Students will examine the relationship between force, acceleration, and mass.

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 108

Location: Under header Friction

Original Text: Clarify a Preconception 10 min

Discussion 10 min

Visual Literacy 10 min

Driving Question Connection 10 min

Activity 10 min

Quick Lab: Compare Friction 15 min

Lab: Friction Prediction 40 min

Updated Text: Clarify a Preconception 10 min

Visual Literacy 10 min

Driving Question Connection 10 min

Activity 10 min

Quick Lab: Compare Friction 15 min

Lab: Friction Prediction 40 min

PhET Simulation: Friction 5 min

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 108

Location: Under header Elaborate

Original Text: CER: Forces 10 min

Critical Thinking 5 min

Apply Your Knowledge: Gravity 10 min

Apply Your Knowledge 10 min

PhET Simulation: Friction 5 min

PhET Simulation: Gravity 10 min

Force Lab

Practice Problems: Weight 10 min

Equation

Updated Text: CER: Forces 10 min

Critical Thinking 5 min

Apply Your Knowledge: Gravity 10 min

Apply Your Knowledge 10 min

PhET Simulation: Gravity 10 min

Force Lab

Example Problem Video: Solve for Weight 10 min

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 116

Location: Middle of the page, under the PhET Simulation

Original Text: [assignment icon]Practice Problems: Weight Equation | Assignments | 10 minutes

Students will use the weight equation to calculate gravitational strength on, mass of, or weight of an object.

Updated Text: [video icon]Example Problem Video: Solve for Weight | Videos | 10 minutes

Students will be shown how to use the weight equation to calculate gravitational strength on, mass of, or weight of an object.

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 121

Location: Unpack the TEKS diagram

Original Text: (analyze)(explain) -> data to

Updated Text: (analyze) -> data to -> (explain)

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 122

Location: Headers under EXPLAIN

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 3049 of 3538

Original Text: Newton's First Law
Newton's Second Law
Newton's Third Law

Updated Text: Newton's First Law of Motion
Newton's Second Law of Motion
Newton's Third Law of Motion

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 122

Location: Under header Newton's Second Law

Original Text: Driving Question Connection 10 min
Interactive Visual Literacy: 5 min
Newton's Third Law of Motion
English Language Proficiency 10 min
Standards

Updated Text: Driving Question Connection 10 min
[header]Newton's Third Law of Motion
English Language Proficiency 10 min
Standards

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 122

Location: Under header EXPLAIN(continued)

Original Text: Newton's Third Law
Discussion 10 min
Simulation: Forces 20 min
ELABORATE
CER: Newton's Laws of Motion 10 min
Apply Your Knowledge 10 min
Lab: Motion from Different 40 min
Forces
Applying Practices: Newton's 30 min
Second Law
Extension 10 min
PhET Simulation: Forces and 20 min
Motion: Basics
[assignment icon]Practice Problems: Newton's 10 min
Second Law of Motion

Updated Text: Newton's Third Law
Interactive Visual Literacy: 5 min
Newton's Third Law of Motion
Discussion 10 min
Simulation: Forces 20 min
ELABORATE

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 3050 of 3538

CER: Newton's Laws of Motion 10 min

Lab: Motion from Different 40 min

Forces

Applying Practices: Newton's 30 min

Second Law

Extension 10 min

PhET Simulation: Forces and 20 min

Motion: Basics

Example Problem Video: Calculate Acceleration 10 min

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 127

Location: Under the header ELABORATE

Original Text: Apply Your Knowledge | 10 minutes

Have two students of different sizes stand facing one another and push on each other's hands without either one being pushed over. Ask who is exerting the larger force. They both exert the same force. Have one student stand in stockings feet so that they slide when pushed. Now which one exerts the greater force? They are still the same. Ask students why one person moves and the other does not, if the forces are the same. One has a higher frictional force keeping them stationary.

Updated Text: CER: Newton's Laws of Motion | Assignments | 10 minutes

Have students return to this activity to record their evidence, revise their claims, and explain their reasoning in answer to the essential question, "How do forces affect acceleration?"

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 127

Location: Second paragraph under Extention

Original Text: Have students create a table for the data and add a column for force. Ask how force can be calculated from these data. by multiplying the mass of the car (2 kg) by each acceleration Instruct students to calculate the force necessary to cause the acceleration for each second. Then, have students create a graph of the data with force on the y-axis and acceleration on the x-axis. Student graphs should be a straight line. Point out to students that the slope of the line is equal to the car's mass. You can illustrate this by having students use the same acceleration data for a 3-kg car. The slope of the resulting force v. acceleration graph will be 3.

Updated Text: Have students create a table for the data and add a column for force. Ask how force can be calculated from these data, by multiplying the mass of the car (2 kg) by each acceleration. Instruct students to calculate the force necessary to cause the acceleration for each second. Then, have students create a graph of the data with force on the y-axis and acceleration on the x-axis. Student graphs should be a straight line. Point out to students that the slope of the line is equal to the car's mass. You can illustrate this by having students use the same acceleration data for a 3-kg car. The slope of the resulting force v. acceleration graph will be 3.

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 128

Location: Just below the PhET Simulation

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 3051 of 3538

Original Text: [Assignment Icon]Practice Problems: Newton's Second Law of Motion | Assignments | 10 minutes

Students will use Newton's second law of motion equation to calculate the mass of, acceleration of, or net force on an object given the other two quantities.

Updated Text: [Video Icon]Example Problem Video: Calculate Acceleration | Assignments | 10 minutes

Students will use Newton's second law of motion equation to calculate the mass of, acceleration of, or net force on an object given the other two quantities.

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 133

Location: Under header ELABORATE

Original Text: ELABORATE

CER: Using Newton's Laws 10 min

Apply Your Knowledge: 10 min

Gravitational Acceleration

Quick Research 10 min

Extension 10 min

Activity 20 min

Updated Text: ELABORATE

CER: Using Newton's Laws 10 min

Apply Your Knowledge: 10 min

Gravitational Acceleration

Lab: Pushing Things Around 50 min

Quick Research 10 min

Activity 20 min

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 138

Location: Under header ELABORATE

Original Text: Extension | 10 minutes EXTEND

Have students hang an object from a spring scale to determine its weight. Next, have them compare this with the force recorded on the scale when the object is moved rapidly up and down. Have students explain the results. The downward force exerted by the object on the scale is the force recorded on the scale, and it equals the upward force exerted by the scale on the object. When the object is accelerating upward, the upward force on the object exerted by the scale is greater than its weight. When the object is accelerating downward, the upward force on the object exerted by the scale is less than its weight.

Updated Text: [green checkmark icon] [Assignments icon]CER: Using Newton's Laws | Assignments | 10 minutes

Have students return to this activity to record their evidence, revise their claims, and explain their reasoning in answer to the essential question, "How do Newton's three laws explain the change of motion that occurs in a collision?"

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 3052 of 3538

Current Page Number(s): 139

Location: Under header ELABORATE continued

Original Text: Science Journal | 15 minutes

Contact your local state patrol office to have an officer speak to the class about the advantages of wearing safety belts. Tell the officer ahead of time that you are studying the forces experienced by a person during a crash so that topic can be addressed. Have students write about what they learned from the officer.

Updated Text: [red box]Lab: Experimental

[goggle icon]Pushing Things Around | Labs | 50 min

Students will examine the relationship between force, acceleration, and mass.

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 141

Location: Answer Key, Page 74

Original Text: Ask Yourself Which would fall faster, a flat piece of paper or one that's been crumpled into a ball?

Updated Text: Ask Yourself Infer which would fall faster, a flat piece of paper or one that's been crumpled into a ball:

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 142

Location: Third sentence under

Original Text: Hydroelectric dams like the Mansfield Dam in Travis County, Texas convert the gravitational potential energy of water into electrical energy.

Updated Text: Hydroelectric dams, like the Mansfield Dam in Travis County, Texas, convert the gravitational potential energy of water into electrical energy.

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 143

Location: Lesson 2 Title line

Original Text: LESSON 2 TEKS 5.E Describing Energy

Updated Text: LESSON 2 TEKS 2.C, 5.E, 6.C Describing Energy

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 3053 of 3538

Current Page Number(s): 143

Location: Lesson 3 Title line

Original Text: LESSON 3 TEKS 6.C Conservation of Energy

Updated Text: LESSON 3 TEKS 2.C, 6.C Conservation of Energy

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 144

Location: Chapter 4, Videos and Interactives

Original Text: Video: Batteries and

Alternative Energy

Storage

Updated Text: Video: Work and Energy

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 144

Location: Chapter 4, Labs

Original Text: Launch Lab: Doing

Work with a Simple

Machine

Updated Text: Launch Lab: Increase Your Force

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 144

Location: Chapter 4, Assignments

Original Text: STEM Project: Generate

Ideas on Conserving

Energy

Updated Text: STEM Project: Generate

Ideas on Conserving

Energy

IPC & Technology: Amazing Machines

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 144

Location: Lesson 2, Labs

Original Text: Lab: Interpret Data from

a Slingshot

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 3054 of 3538

Updated Text: Quick Lab: Interpret Data from
a Slingshot

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 144

Location: Lesson 3, Labs

Original Text: Lab: Calculate

Your Power

Lab: Swinging Energy

Lab: Causing Friction

Updated Text: Quick Lab: Calculate

Your Power

Lab: Swinging Energy

Lab: Causing Friction

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 144

Location: Lesson 3, Assignments

Original Text: CER: Conservation
of Energy

Practice Problems:

Power

PhET Simulation:

Energy Skate Park:

Basics

Applying Practices:

Earth Power; Modeling

Changes in Energy

Updated Text: CER: Conservation
of Energy

Practice Problems:

Power

PhET Simulation:

Energy Skate Park:

Basics

Applying Practices:

Earth Power

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 145

Location: Chapter Launch column

Original Text: Launch Lab: Doing Work with a Simple Machine | Labs | 15 minutes

Students construct a compound pulley using rope and two broom handles.

Updated Text: Launch Lab: Increase Your Force | Labs | 10 minutes

Students will conduct this lab to observe how to use a simple machine to change the amount of force it takes to lift an object.

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 146

Location: Lesson 2 Title line

Original Text: Lesson 2 TEKS 5.E

Updated Text: Lesson 2 TEKS 2.C, 5.E, 6.C

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 146

Location: Lesson 3 Title Line

Original Text: Lesson 3 TEKS 6.C

Updated Text: Lesson 3 TEKS 2.C, 6.C

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 149

Location: TEKS Progression, TEKS 6.8.A

Original Text: TEKS 6.8.A Compare and contrast kinetic energy with gravitational, elastic, and chemical potential energies.

Updated Text: TEKS 6.8.A Compare and contrast gravitational, elastic, and chemical potential energies with kinetic energy.

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 150

Location: Under header EXPLAIN (continued)

Original Text: N/A

Updated Text: [green checkmark box]Driving Question Connection 5 min

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 3056 of 3538

Current Page Number(s): 150

Location: Under header ELABORATE

Original Text: [assignment icon]Practice Problems: Work 5 min
[assignment icon]Practice Problems: Efficiency 5 min
[assignment icon]Practice Problems: Mechanical Advantage 5 min

Updated Text: [video icon]Example Problem Video: Solve for Work 5 min
[video icon]Example Problem Video: Solve for Efficiency 5 min
[video icon]Example Problem Video: Solve for Mechanical Advantage 5 min

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 156

Location: Bottom of page, after the Apply Your Knowledge

Original Text: [assignment icon]Practice Problems: Work | 5 minutes
Students use the Example Problem on page 85 to complete problems on work.
[assignment icon]Practice Problems: Efficiency | 5 minutes
Students use the Example Problem on page 88 to complete problems on efficiency.
[assignment icon]Practice Problems: Mechanical Advantage | 5 minutes
Students use the Example Problem on page 90 to complete problems on mechanical advantage.

Updated Text: [video icon]Example Problem Video: Solve for Work | video | 5 minutes
Students will learn how to solve for work using the work equation on page 85.
[video icon]Example Problem Video: Solve for Efficiency | video | 5 minutes
Students will learn how to solve for mechanical efficiency using the efficiency equation on page 88.
[video icon]Example Problem Video: Solve for Mechanical Advantage | video | 5 minutes
Students will learn how to solve for mechanical advantage using the mechanical advantage equation on page 89.

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 157

Location: Exit Tickets

Original Text: Topic: Definition of Work
How much work is done on a box in each of the following cases?
a) A force of 85 N is exerted to lift the box, but the box does not move.
b) The force is then increased to 98 N and the box is lifted 1.5 m.
a) No work is done because there is no motion.
b) $W = Fd = (98 \text{ N})(1.0 \text{ m}) = 98 \text{ J}$

Topic: Machines

A steering wheel is turned through a distance of 0.24 m with a force of 15 N.
a) If the steering wheel has a mechanical advantage of 10, how much force is exerted on the axle?

a) 150 N

b) Suppose the steering wheel is only 75% efficient, due to friction. What is the output work of the steering wheel?

b) $W_{\text{in}} = Fd = (15 \text{ N})(0.24 \text{ m}) = 3.6 \text{ J}$

$W_{\text{out}} = W_{\text{in}} \times e/100 = (3.6 \text{ J})(75/100) = 2.7 \text{ J}$

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 3057 of 3538

Updated Text: Topic: Definition of Work

How much work is done on a box in each of the following cases?

- a) A force of 85 N is exerted to lift the box, but the box does not move. No work is done because there is no motion.
- b) The force is then increased to 98 N and the box is lifted 1.0 m. $W = Fd = (98 \text{ N})(1.0 \text{ m}) = 98 \text{ J}$

Topic: Machines

A steering wheel is turned through a distance of 0.24 m with a force of 15 N.

- a) If the steering wheel has a mechanical advantage of 10, how much force is exerted on the axle? 150 N
- b) Suppose the steering wheel is only 75% efficient, due to friction. What is the output work of the steering wheel?

$$W_{\text{in}} = Fd = (15 \text{ N})(0.24 \text{ m}) = 3.6 \text{ J}$$

$$W_{\text{out}} = W_{\text{in}} \times e/100 = (3.6 \text{ J})(75/100) = 2.7 \text{ J}$$

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 158

Location: Under header Differentiation Resources: Work and Machines

Original Text: [LearnSmart Icon] An adaptive tool that provides differentiated support

Updated Text: N/A

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 160

Location: Lesson 2 Title Line

Original Text: Lesson 2 TEKS 5.E Describing Energy

Updated Text: Lesson 2 TEKS 2.C, 5.E, 6.C Describing Energy

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 162

Location: Left Column of the Blueprint Chart

Original Text: Vocabulary Strategy: Two-Column Chart 10 min

Science Journal: Forms of Energy 10 min

Quick Demo: Gravitational Potential Energy 5 min

PhET Simulation: Energy Forms and Changes 10 min

Lab: Interpret Data from a Slingshot 20 min

EXPLAIN Student Pages 91–96

Vocabulary Word Lab 20 min

Reading Strategy: Graphic Organizer 10 min

Change Requires Energy

History Connection

Interactive Visual Literacy: Change Requires Energy 5 min

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 3058 of 3538

Different Forms of Energy

English Language Proficiency Standards 10 min

Use an Analogy 5 min

Updated Text: Vocabulary Strategy: Two-Column Chart 10 min

Science Journal: Forms of Energy 10 min

Quick Demo: Gravitational Potential Energy 5 min

PhET Simulation: Energy Forms and Changes 10 min

Quick Lab: Interpret Data from a Slingshot 15 min

EXPLAIN Student Pages 91–96

Vocabulary Word Lab 20 min

Reading Strategy: Graphic Organizer 10 min

Change Requires Energy

History Connection: The Unit of Energy 10 min

Interactive Visual Literacy: Change Requires Energy 5 min

Different Forms of Energy

English Language Proficiency Standards 10 min

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 162

Location: Right Column of the Blueprint Chart

Original Text: Vocabulary Strategy: Word Origins 5 min

Language Arts Connection 5 min

Critical Thinking: Riding an Elevator 5 min

ELABORATE

CER: Describing Energy 10 min

Earth Science Connection 20 min

Theme: Matter and Energy 10 min

Post Reading: Cooperative Project 30 min

Apply Your Knowledge 5 min

Apply Your Knowledge 5 min

[assignment icon]Practice Problems: Kinetic Energy 5 min

[assignment icon]Practice Problems: Gravitational Potential Energy 5 min

Updated Text: Use an Analogy 5 min

Vocabulary Strategy: Word Origins 5 min

Language Arts Connection 5 min

Critical Thinking: Riding an Elevator 5 min

Driving Question Connection 5 min

Proclamation 2024: Report of Editorial Changes (11/08/2023)

ELABORATE

CER: Describing Energy 10 min

Earth Science Connection 20 min

Theme: Matter and Energy 10 min

Post Reading: Cooperative Project 30 min

Apply Your Knowledge 5 min

Apply Your Knowledge 5 min

[video icon]Example Problem Video: Solve for Kinetic Energy 5 min

[video icon]Example Problem Video: Solve for Gravitational Potential Energy 5 min

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 162

Location: DIFFERENTIATION RESOURCES

Original Text: Looking for more differentiation options? Find the REINFORCE , EXTEND , and EB/EL activities and strategies within the lesson support for differentiation support.

Updated Text: N/A

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 162

Location: DIFFERENTIATION RESOURCES

Original Text: LearnSmart TEKS 5.E 15 min

Updated Text: LearnSmart TEKS 2.C, 5.E, 6.C 15 min

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 164

Location: Red Lab Box

Original Text: Lab

Interpret Data from a Slingshot | Labs | 20 minutes

Updated Text: Quick Lab: Descriptive

Interpret Data from a Slingshot | Labs | 15 minutes

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 167

Location: Bottom of the page

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 3060 of 3538

Original Text: [Assignment icon]Practice Problems: Kinetic Energy | 5 minutes

Students will use the example problem on page 93 to complete problems on KE.

[Assignment icon]Practice Problems: Gravitational Potential Energy | 5 minutes Students will use the example problem on page 96 to complete problems on GPE.

Updated Text: [video icon]Example Problem Video Kinetic Energy | Video | 5 minutes

Students will learn how to solve for kinetic energy using the kinetic energy equation on page 93.

[video icon]Example Problem Video Gravitational Potential Energy | Video | 5 minutes

Students will learn how to solve for gravitational potential energy using the gravitational potential energy equation on page 95.

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 168

Location: Exit Tickets

Original Text: Exit Tickets | Assessments | 10 minutes

Topic: Change Requires Energy

Describe the relationship between energy and work. Energy can be defined as the ability to do work. When one system does work on a second system, energy is transferred from the first system to the second system. Energy and work are both measured in joules.

Topic: Different Forms of Energy

Calculate the following:

a) the kinetic energy of a 0.145 kg baseball traveling at 22 m/s

b) the gravitational potential energy in a diver-water system if the diver has a mass of 55 kg and is standing on a platform 5.0 m above the water.

a) $KE = \frac{1}{2} mv^2 = \frac{1}{2} (0.145 \text{ kg}) (22 \text{ m/s})^2 = 35 \text{ J}$

b) $GPE = mgh = (55 \text{ kg}) (9.8 \text{ N/kg}) (5.0 \text{ m}) = 2700 \text{ J}$

Updated Text: Exit Tickets

Topic: Change Requires Energy

Describe the relationship between energy and work. Energy can be defined as the ability to do work. When one system does work on a second system, energy is transferred from the first system to the second system. Energy and work are both measured in joules.

Topic: Different Forms of Energy

Calculate the following:

a) the kinetic energy of a 0.145 kg baseball traveling at 22 m/s

$KE = \frac{1}{2} mv^2 = \frac{1}{2} (0.145 \text{ kg}) (22 \text{ m/s})^2 = 35 \text{ J}$

b) the gravitational potential energy in a diver-water system if the diver has a mass of 55 kg and is standing on a platform 5.0 m above the water.

$GPE = mgh = (55 \text{ kg}) (9.8 \text{ N/kg}) (5.0 \text{ m}) = 2700 \text{ J}$

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 170

Location: Answer Key Page 91

Original Text: Ask Yourself What limits the speed at which the ball will leave the racket?

Updated Text: Ask Yourself Identify what limits the speed at which the ball will leave the racket.

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 171

Location: Lesson 3 Title Line

Original Text: Lesson 3 TEKS 6.C Conservation of Energy

Updated Text: Lesson 3 TEKS 2.C, 6.C Conservation of Energy

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 172

Location: TEKS Progression, TEKS 6.8.A

Original Text: TEKS 6.8.A Compare and contrast kinetic energy with gravitational, elastic, and chemical potential energies.

Updated Text: TEKS 6.8.A Compare and contrast gravitational, elastic, and chemical potential energies with kinetic energy.

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 173

Location: Lesson 3 Blueprint Title Line

Original Text: Lesson 3 Blueprint TEKS 6.C

Updated Text: Lesson 3 Blueprint TEKS 2.C, 6.C

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 173

Location: Right Column of the Blueprint Chart

Original Text: Environmental Science Connection 5 min

Lab: Causing Friction 15 min

ELABORATE

CER: Conversion of Energy 10 min

Science Journal: Units of Energy 15 min

SEP: Developing and Using Models 10 min

Theme: Systems and System Models 30 min

SEP: Using Mathematics and Computational Thinking 5 min

Science Journal: Solar Energy 15 min

Post Reading: Writing Prompt 15 min

Applying Practices: Earth Power 5 min

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 3062 of 3538

Applying Practices: Modeling Changes in Energy 50 min

Apply Your Knowledge 5 min

[assignment icon]Practice Problems: Power 5 min

Updated Text: Environmental Science Connection 5 min

Lab: Causing Friction 15 min

Driving Question Connection 5 min

ELABORATE

CER: Conservation of Energy 10 min

Science Journal: Units of Energy 15 min

SEP: Developing and Using Models 10 min

Theme: Systems and System Models 30 min

SEP: Using Mathematics and Computational Thinking 5 min

Science Journal: Solar Energy 15 min

Post Reading: Writing Prompt 15 min

Applying Practices: Earth Power 5 min

Apply Your Knowledge 5 min

[video icon]Example Problem Video: Solve for Power 5 min

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 173

Location: DIFFERENTIATION RESOURCES

Original Text: LearnSmart TEKS 6.C

Updated Text: LearnSmart TEKS 2.C, 6.C

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 175

Location: Red Lab Box

Original Text: Lab

Calculate Your Power | Labs | 10 minutes

Updated Text: Quick Lab: Description

Calculate Your Power | Labs | 15 minutes

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 180

Location: Middle of the page, under Applying Practices: Earth Power

Original Text: Applying Practices: Modeling Changes in Energy | Assignments | 50 minutes

Students plan, develop, and use a computational model to represent energy transfers and transformations in a two-object system.

Updated Text: N/A

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 3063 of 3538

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 180

Location: Bottom of the page

Original Text: [assignment icon]Practice Problems: Power | 5 minutes

Students will use the example problem on page 103 to complete problems on power.

Updated Text: [video icon]Example Problem Video: Solve for Power | Video | 5 minutes

Students will learn how to solve for power using the power equation on page 103.

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 183

Location: Answer Key, Page 99

Original Text: Figure 16 Look Closer How large will the mechanical energy of the ball-Earth system be after the ball has reached the ground and rolled to a stop? Use the ground as the reference level.

Updated Text: Figure 16 Look Closer Predict how large the mechanical energy of the ball-Earth system will be after the ball has reached the ground and rolled to a stop. Use the ground as the reference level.

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 184

Location: Under TEKS at a Glance, second TEKS 6.C

Original Text: TEKS 6.C

Updated Text: TEKS 6.D

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 186

Location: Chapter 5, Videos and Interactives

Original Text: Driving Video: Thermal Conductivity

Updated Text: Video: Thermal Energy

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 186

Location: Chapter 5, Assignments

Original Text: STEM Project:

Improve Energy

Efficiency for Homes

Updated Text: STEM Project: Improve Energy Efficiency for Homes
IPC & Society: Keeping in Cool

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 186

Location: Lesson 1, Labs

Original Text: Lab: Specific Heats of
Metals

Lab: Thermal Energy of
Foods

Updated Text: Lab: Specific Heat of Metals

Lab: Thermal Energy from Foods

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 186

Location: Lesson 3, Assignments

Original Text: Applying Practices:
Changes in Energy

Applying Practices:
Modeling Energy at
Different Scales

CER: Using Thermal
Energy

Updated Text: Applying Practices: Modeling Changes in Energy

Applying Practices: Modeling Energy at Different Scales

CER: Using Thermal Energy

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 192

Location: Above header Specific Heat

Original Text: N/A

Updated Text: [green checkmark]Driving Question Connection 10 min

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 192

Location: Above header EVALUATE

Original Text: N/A

Updated Text: [green checkmark icon and video icon]Example Problem Video: Thermal Energy 5 min

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 3065 of 3538

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 198

Location: Bottom of the page

Original Text: N/A

Updated Text: [video icon]Example Problem Video: Thermal Energy | Video | 5 minutes
Students will learn how to solve for thermal energy using the thermal energy equation.

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 204

Location: Above header EVALUATE

Original Text: Lab: Compare Thermal Conductors 10 min

Updated Text: Quick Lab: Compare Thermal Conductors 15 min

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 211

Location: Red Lab Box

Original Text: Lab

Compare Thermal Conductors | Labs | 10 minutes

Updated Text: Quick Lab: Comparative
Compare Thermal Conductors | Labs | 15 minutes

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 216

Location: Below header ENGAGE

Original Text: CER:

Updated Text: CER: Using Thermal Energy

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 216

Location: Bottom of the right blueprint chart

Original Text: Lab: Convert Energy 15 min

Updated Text: Quick Lab: Convert Energy 20 min

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 216

Location: Above header ELABORATE

Original Text: N/A

Updated Text: [green checkmark]Driving Question Connection 5 min

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 219

Location: ELPS Support Title line

Original Text: ELPS Support | 10 min

Updated Text: ELPS Support | 10 minutes

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 221

Location: Red Lab Box

Original Text: Lab

Convert Energy | Labs | 15 min

Updated Text: Quick Lab: Descriptive

Convert Energy | Labs | 20 min

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 227

Location: Lesson 1 Title Line

Original Text: LESSON 1 TEKS 5.D TEKS 5.E Electric Charge

Updated Text: LESSON 1 TEKS 5.D, 5.E Electric Charge

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 228

Location: Chapter 6, Videos and Interactives

Original Text: Video: First

Transatlantic Cable

Updated Text: Video: Electricity

If Then/She Can: Jessica Esquivel

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 228

Location: Chapter 6, Labs

Original Text: Launch Lab: Electric
Circuits

Lab: Wet Cell Batteries

Updated Text: Launch Lab: Electric Circuits

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 228

Location: Chapter 6, Assignments

Original Text: STEM Project: Relate
Electricity to Engineering

Updated Text: STEM Project: Relate
Electricity to Engineering

Everyday Connections: Scientific Breakthroughs: War of Currents

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 228

Location: Lesson 1, Videos and Interactives

Original Text: Video: Touching a
Plasma Sphere

Interactive Visual

Literacy: Lightning

Updated Text: Video: Electric Charge

Interactive Visual

Literacy: Lightning

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 228

Location: Lesson 2, Labs

Original Text: Quick Labs: Investigate
Battery Addition

Lab: Wet Cell Battery

PhET Simulations:

Ohm's Law; Battery-

Resistor Circuit

Updated Text: Quick Lab: Investigate
Battery Addition
Lab: Wet Cell Battery
PhET Simulation:
Ohm's Law

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 229

Location: Chapter Launch column

Original Text: Video: First Transatlantic Cable | Videos &
Interactives | 5 minutes

Updated Text: Video: Electricity | Videos &
Interactives | 5 minutes

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 232

Location: Lesson 1 Title Line

Original Text: Lesson 1 TEKS 5.D TEKS 5.E Electric Charge

Updated Text: Lesson 1 TEKS 5.D, 5.E Electric Charge

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 234

Location: Lesson 1 Blueprint Title line

Original Text: Lesson 1 Blueprint TEKS 5.D TEKS 5.E

Updated Text: Lesson 1 Blueprint TEKS 5.D, 5.E

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 234

Location: Under header ENGAGE

Original Text: Video: Touching a Plasma 5 min
Sphere

Updated Text: Video: Electric Charge 5 min

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 234

Location: DIFFERENTIATION RESOURCES

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 3069 of 3538

Original Text: LearnSmart TEKS 5.D TEKS 5.E 15 min

Updated Text: LearnSmart TEKS 5.D, 5.E 15 min

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 235

Location: Under header ENGAGE

Original Text: Video: Touching a Plasma Sphere

Updated Text: Video: Electric Charge

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 246

Location: Answer Key, page 143

Original Text: Figure 12 Look Closer Imagine bringing a negatively charged rod close to a positively charged electroscope. In what way will the leaves of the electroscope move?

Updated Text: Figure 12 Look Closer Predict how the leaves of an electroscope will move if a negatively charged rod is brought close to a positively charged electroscope.

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 249

Location: Under header ELABORATE

Original Text: [assignment icon]Practice Problems: Current 5 min

Updated Text: [video icon]Example Problem Video: Solve for Current 5 min

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 256

Location: Bottom of the list

Original Text: [assignment icon]Practice Problems: Current | 5 min
Students will use the example problem on p 148 to complete practice problems to solve for current using Ohm's law.

Updated Text: [video icon]Example Problem Video: Solve for Current | Videos | 5 min
Students will learn how solve for current using Ohm's law.

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 259

Location: Answer Key, bottom of list

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 3070 of 3538

Original Text: N/A

Updated Text: Page 148 Identify What type of current do mobile phones use? Mobile phones use direct current.

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 262

Location: Under header ELABORATE

Original Text: Post Reading: Discussion 20 min

[assignment icon]Practice Problems: Electrical 5 min

Power

[assignment icon]Practice Problems: Electrical 5 min

Energy

Updated Text: Post Reading Strategy: Discussion 20 min

[video icon]Example Problem Video: Solve for Electrical 5 min

Power

[video icon]Example Problem Video: Solve for Electrical 5 min

Energy

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 264

Location: Under header Topic: Series and Parallel Circuits

Original Text: Quick Demo: Series and Parallel Circuits | 5 minutes

Materials battery, small lightbulbs (2), ammeters (2), wire Set up a series circuit with the two lightbulbs. Include ammeters in two places in the circuit. Disconnect one lamp so the circuit is broken. Do the same for a parallel circuit. In the series circuit, the entire circuit is broken when the lamp is disconnected. For the parallel circuit, the circuit is only broken in the branch with the disconnected lamp. Ask: Why do results differ for the two circuits? The series circuit has only one path, so the current is the same everywhere; the parallel circuit has two paths, so the current is split between two paths.

Updated Text: Quick Demo: Series and Parallel Circuits | 5 minutes

Materials battery, small lightbulbs (2), ammeters (2), wire

Procedure Disconnect one lamp so the circuit is broken. Do the same for a parallel circuit. In the series circuit, the entire circuit is broken when the lamp is disconnected. For the parallel circuit, the circuit is only broken in the branch with the disconnected lamp. Ask: Why do results differ for the two circuits? The series circuit has only one path, so the current is the same everywhere; the parallel circuit has two paths, so the current is split between two paths.

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 265

Location: ELPS Support Title line

Original Text: ELPS Support | 10 min

Updated Text: ELPS Support | 10 minutes

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 3071 of 3538

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 265

Location: ELPS Support box

Original Text: Before students read the lesson, review the meaning of some of the English terms such as look closer, compare, ask yourself, explain, etc. used routinely in classroom materials.

Beginning

Point out the commands such as look closer and compare in the text on page 151. Give a demonstration of the meaning of each one and then create a chart with these words to serve as a reference. For example, for look closer, pantomime looking closer at the text or a figure and studying the picture carefully, say: Look closer means to look at something and think about it. For compare demonstrate by comparing two objects (two books, two pencils, etc.) and then say: Compare means to say how two or more things are the same or different. Write the commands on the board as sentences (Look closer. Compare.) and point out how the structure is simple, and it doesn't need the subject (you). Say: These are commands. Commands tell us what to do. With students, look for other commands in the lesson.

Intermediate

Point out the commands such as look closer and compare in the text on page 151. Give a demonstration of the meaning of each one and then create a chart with these words to serve as a reference. For example, for look closer, pantomime looking closer at the text or a figure and studying the picture carefully, say: Look closer means to look at something and think about it. For compare demonstrate by comparing two objects (two books, two pencils, etc.) and then say: Compare means say how two or more things are the same or different. Write the commands on the board as sentences (Look closer. Compare.) and point out how the structure is simple, and it doesn't need the subject. Say: These are commands. Commands tell us what to do. With students, look for other commands in the lesson and read them aloud. Support their understanding of what each is telling them to do. Have them create a poster with the commands they see throughout the chapter.

Advanced/Advanced High

Point out the instructions for Figure 23 on page 151. Explain that these are commands, and they tell us what to do. Ask students to explain what their task is for the instructions on page 151. (Look closer. Compare.) Elicit that they are to look at the figure, think about it and compare the voltage differences. Have them locate other commands in the lesson and explain what they are supposed to do for each task.

Updated Text: Before students read the lesson, review the meanings of some of the English terms such as look closer, compare, ask yourself, explain, etc. used routinely in classroom materials.

Beginning

Point out the commands look closer and compare in the text on page 151. Give a demonstration of the meaning of each, and then create a chart with these words to serve as a reference. For example, for look closer, pantomime looking closer at the text or a figure and studying the picture carefully, say: Look closer means to look at something and think about it. For compare, demonstrate by comparing two objects (two books, two pencils, etc.), and then say: Compare means to say how two or more things are the same or different. Write the commands on the board as sentences (Look closer. Compare.), and point out how the structure is simple, and it doesn't use the subject (you). Say: These are commands. Commands tell us what to do. With students, look for other commands in the lesson.

Intermediate

Point out the commands look closer and compare in the text on page 151. Give a demonstration of the meaning of each, and then create a chart with these words to serve as a reference. For example, for look closer, pantomime looking closer at the text or a figure and studying the picture carefully. Say: Look closer means to look at something and think about it. For compare, demonstrate by comparing two objects (two books, two pencils, etc.), and then say: Compare means say how two or more things are the same or different. Write the commands on the board as sentences (Look closer. Compare.) and point out how the structure is simple, and it doesn't use the subject. Say: These are commands. Commands tell us what to do. With students, look for other commands in the lesson and read them aloud. Support their understanding of what each is telling them to do. Have them create a poster with the commands they see throughout the chapter.

Advanced/Advanced High

Point out the instructions for Figure 23 on page 151. Explain that these are commands, and they tell us what to do. Ask students to explain what their task is for the instructions on page 151. (Look closer. Compare.) Elicit that they are to look at the figure, think about it, and compare the voltage differences. Have them locate other commands in the lesson and explain what they are supposed to do for each task.

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 269

Location: Under header ELABORATE continued

Original Text: Post Reading: Discussion

Updated Text: Post Reading Strategy: Discussion

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 269

Location: Under header ELABORATE continued

Original Text: [assignment icon]Practice Problems: Electrical Power | 5 minutes

Students will use the example problem on page 154 to complete practice problems on Electrical Power.

Updated Text: [video icon]Example Problem Video: Solve for Electrical Power | Videos | 5 minutes

Students will learn how to solve for electrical power using the electrical power equation on page 154.

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 269

Location: Under header ELABORATE continued

Original Text: [assignment icon]Practice Problems: Electrical Energy | 5 minutes

Students will use the example problem on page 155 to complete practice problems on Electrical Energy.

Updated Text: [video icon]Example Problem Video: Solve for Electrical Energy | Videos | 5 minutes

Students will learn how to solve for electrical energy using the electrical energy equation on page 155.

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 270

Location: Header under Lesson Wrap Up

Original Text: Relevance: Why should students care?

Consumers pay for the use of electrical energy from power companies.

Energy efficient wiring, devices, and appliances help families manage budgets.

Updated Text: Relevance: Why should students care?
Consumers pay for the use of electrical energy from power companies.
Energy efficient wiring, devices, and appliances help families manage budgets.

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 271

Location: Answer Key, page 150

Original Text: Figure 21 Look Closer What happens to the brightness of each bulb as more bulbs are added?

Updated Text: Figure 21 Look Closer Identify what happens to the brightness of each bulb as more bulbs are added.

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 272

Location: Chapter Title

Original Text: Magnetism and its Uses

Updated Text: Magnetism and Its Uses

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 272

Location: Over the photo

Original Text: N/A

Updated Text: [Texas location banner]near Amarillo, Texas

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 273

Location: Lesson 2 title line

Original Text: LESSON 2 TEKS 5.D TEKS 6.B Electricity and Magnetism

Updated Text: LESSON 2 TEKS 5.D, 6.B Electricity and Magnetism

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 273

Location: Lesson 3 title line

Original Text: LESSON 3 TEKS 5.D TEKS 6.A TEKS 6.B Producing Electric Current

Updated Text: LESSON 3 TEKS 5.D, 6.A, 6.B Producing Electric Current

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 274

Location: Chapter 7, Videos and Interactives

Original Text: Video: Magnetism and its Uses

Updated Text: Video: Magnetism and Its Uses

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 274

Location: Chapter 7, Assignments

Original Text: STEM Project: Compare the Use of Magnets for Engineering

Updated Text: STEM Project: Compare the Use of Magnets for Engineering

STEM at Work: Locating Land Mines

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 274

Location: Lesson 3, Videos and Interactives

Original Text: Video: Lamp Generator
Interactive Visual

Literacy: Transformers

Video: Electromagnetic

Induction

Example Problem

Video: Solve for Output

Voltage

Updated Text: Video: Producing Electric Current

Interactive Visual

Literacy: Transformers

Video: Electromagnetic

Induction

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 3075 of 3538

Current Page Number(s): 274

Location: Lesson 3, Assignments

Original Text: CER: Producing
Electric Current

Applying Practices:

Investigate

Electromagnetism

Practice Problems:

Output Voltage

Updated Text: CER: Producing
Electric Current

Applying Practices:

Investigate

Electromagnetism

Practice Problems:

Solve for Output Voltage

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 290

Location: Lesson 2 title line

Original Text: Lesson 2 TEKS 5.D TEKS 6.B Electricity and Magnetism

Updated Text: Lesson 2 TEKS 5.D, 6.B Electricity and Magnetism

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 292

Location: Lesson 2 Blueprint header

Original Text: Lesson 2 Blueprint TEKS 5.D TEKS 6.B

Updated Text: Lesson 2 Blueprint TEKS 5.D, 6.B

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 292

Location: DIFFERENTIATION RESOURCES

Original Text: LearnSmart TEKS 5.D TEKS 6.B

Updated Text: LearnSmart TEKS 5.D, 6.B

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 296

Location: Bottom of ELPS box

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 3076 of 3538

Original Text: ELPS 2E, 3D, 3D, 4C, 4F

Updated Text: ELPS 2E, 3D, 4C, 4F

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 302

Location: Lesson 3 Title Line

Original Text: Lesson 3 TEKS 5.D TEKS 6.A TEKS 6.B Producing Electric Current

Updated Text: Lesson 3 TEKS 5.D, 6.A, 6.B Producing Electric Current

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 304

Location: Lesson 3 Blueprint Title Line

Original Text: Lesson 3 Blueprint TEKS 5.D TEKS 6.A TEKS 6.B

Updated Text: Lesson 3 Blueprint TEKS 5.D TEKS 6.A TEKS 6.B

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 304

Location: Under header ELABORATE

Original Text: [Assignment icon]Practice Problems: Output 5 min
Voltage

Updated Text: [video icon]Example Problem Video: Solve for Output Voltage 5 min

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 304

Location: DIFFERENTIATION RESOURCES

Original Text: LearnSmart TEKS 5.D TEKS 6.A 15 min
TEKS 6.B

Updated Text: LearnSmart TEKS 5.D, 6.A, 6.B

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 304

Location: DIFFERENTIATION RESOURCES

Original Text: Looking for more differentiation
options? Find the REINFORCE , EXTEND ,

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 3077 of 3538

and EB/EL activities and strategies within the lesson support for differentiation support.

Updated Text: N/A

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 306

Location: Under header Topic: Generators

Original Text: Video: Lamp Generator

Updated Text: Video: Producing Electric Current

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 311

Location: Above header EVALUATE

Original Text: [assignment icon]Practice Problems: Output Voltage | Assignments | 5 minutes
Students will use the example problem on page 181 to complete practice problems on Output Voltage.

Updated Text: [video icon]Example Problem Video: Solve for Output Voltage | Video | 5 minutes
Students will learn how to solve for the output voltage of a transformer using the transformer current equation on page 181.

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 313

Location: Answer Key, Page 178

Original Text: Ask Yourself What rotates in the huge generators used in electrical power plants?

Updated Text: Ask Yourself Identify what rotates in the huge generators used in electrical power plants.

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 313

Location: Ask Yourself Between Page 178 and page 180

Original Text: N/A

Updated Text: Page 180 Ask Yourself Compare step-up transformers to step-down transformers. Step-up transformers have fewer turns in the primary coil than in the secondary coil; the opposite is true for step-down transformers. Step-up transformers increase voltage; step-down transformers decrease voltage.

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 314

Location: TEKS at a Glance

Original Text: TEKS 7.C Explain how physical and chemical properties of substances are related to their usage in everyday life such as in sunscreen, cookware, industrial applications, and fuels.

Updated Text: [TEKS Pill 5.D] Describe the nature of the four fundamental forces: gravitation; electromagnetic; the strong and weak nuclear forces, including fission and fusion; and mass-energy equivalency.

[TEKS Pill 6.G] Evaluate evidence from multiple sources to critique the advantages and disadvantages of various renewable and nonrenewable energy sources and their impact on society and the environment.

[TEKS Pill 7.C] Explain how physical and chemical properties of substances are related to their usage in everyday life such as in sunscreen, cookware, industrial applications, and fuels.

[TEKS Pill 8.C] Research and communicate the uses, advantages, and disadvantages of nuclear reactions in current technologies.

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 315

Location: Lesson 1 Title Line

Original Text: LESSON 1 TEKS 7.C TEKS 8.D Fossil Fuels

Updated Text: LESSON 1 TEKS 7.C TEKS 8.D Fossil Fuels

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 315

Location: Lesson 2 title line

Original Text: LESSON 2 TEKS 5.D TEKS 6.G TEKS 8.C Nuclear Energy

Updated Text: LESSON 2 TEKS 5.D TEKS 6.G TEKS 8.C Nuclear Energy

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 315

Location: Lesson 4 title line

Original Text: LESSON 4 TEKS 6.G TEKS 8.D Environmental Impacts

Updated Text: LESSON 4 TEKS 6.G TEKS 8.D Environmental Impacts

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 316

Location: Chapter 8, Videos and Interactives

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 3079 of 3538

Original Text: Video: Nuclear Power

Updated Text: Video: Energy Sources and the Environment

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 316

Location: Chapter 8, Labs

Original Text: Launch Lab: Energy
Resources and the
Environment

Updated Text: Launch Lab: Energy Tally

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 316

Location: Chapter 8, Assignments

Original Text: STEM Project: Energy
Resources for the
Community

Updated Text: STEM Project: Determine Renewable Energy Resources for the Community
Focus on Texas: Texas's Evolving Power Grid

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 316

Location: Lesson 1, Videos and Interactives

Original Text: Video: Natural Gas
Interactive Visual
Literacy: Fossil Fuel
Formation

Updated Text: Video: Natural Gas
Interactive Visual
Literacy: Fossil Fuels

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 316

Location: Lesson 2, Labs

Original Text: N/A

Updated Text: Labs: Engage in Scientific Argument

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 3080 of 3538

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 316

Location: Lesson 3, Video and Interactives

Original Text: Interactive Visual

Literacy: Alternative

Energy Sources

Updated Text: Interactive Visual

Literacy: Hydrogen Fuel Cells

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 316

Location: Lesson 3, Labs

Original Text: CER: Renewable Energy Resources

Updated Text: CER: Renewable Energy Resources

Applying Practices: Evaluating Energy Sources

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 317

Location: Chapter Launch column

Original Text: Video: Nuclear Power

Updated Text: Video: Energy Sources and the Environment

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 317

Location: Chapter Launch column

Original Text: Launch Lab: Energy Sources and the Environment | Labs | 10 minutes

Students will conduct this lab to explore how energy sources impact the environment.

Updated Text: Launch Lab: Energy Tally | Labs | 15 minutes

Students will record energy types used during a school day and suggest ways to reduce energy use.

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 320

Location: Lesson 1 Title Line

Original Text: Lesson 1 TEKS 7.C TEKS 8.D Fossil Fuels

Updated Text: Lesson 1 TEKS 7.C, 8.D Fossil Fuels

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 321

Location: TEKS Progression, Grade 5

Original Text: TEKS 5.10.C

Updated Text: TEKS 5.10.D

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 322

Location: Lesson 1 Blueprint Title line

Original Text: Lesson 1 Blueprint TEKS 7.C TEKS 8.D

Updated Text: Lesson 1 Blueprint TEKS 7.C, 8.D

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 322

Location: DIFFERENTIATION RESOURCES

Original Text: LearnSmart TEKS 7.C TEKS 8.D

Updated Text: LearnSmart TEKS 7.C, 8.D

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 332

Location: Answer Key, Page 192

Original Text: Page 192 Figure 7 Look Closer Describe which stage in this process is the most efficient. Stage 2 is most efficient because about 90 percent of the thermal energy from the heated water is transformed into thermal energy in steam.

Updated Text: Page 193 Ask Yourself Summarize the transformations of energy that occur producing electricity from fossil fuels. Fuel burned in a boiler or combustion chamber converts chemical potential energy into thermal energy used to heat water. The pressurized steam spins the blades of a turbine, converting thermal energy into mechanical energy. The shaft of the turbine connects to an electric generator, which converts mechanical energy into electrical energy.

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 333

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 3082 of 3538

Location: Lesson 2 Title Line

Original Text: Lesson 2 TEKS 5.D TEKS 6.G TEKS 8.C Nuclear Energy

Updated Text: Lesson 2 TEKS 5.D, 6.G, 8.C Nuclear Energy

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 334

Location: TEKS Progression

Original Text: Grade 8

Updated Text: Grade 6

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 335

Location: Lesson 2 Blueprint header

Original Text: Lesson 2 Blueprint TEKS 5.D TEKS 6.G TEKS 8.C

Updated Text: Lesson 2 Blueprint TEKS 5.D, 6.G, 8.C

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 335

Location: Under header ELABORATE

Original Text: CER: Nuclear Energy 10 min

History Connection: Chernobyl 30 min

Activity: Three-Mile Island 20 min

Updated Text: CER: Nuclear Energy 10 min

History Connection: Chernobyl 30 min

Lab: Engage in Scientific Argumentation 50 min

Activity: Three-Mile Island 20 min

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 335

Location: DIFFERENTIATION RESOURCES

Original Text: LearnSmart TEKS 5.D TEKS 6.G 15 min

TEKS 8.C

Updated Text: LearnSmart TEKS 5.D, 6.G, 8.C 15 min

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 3083 of 3538

Current Page Number(s): 341

Location: Under header ELABORATE

Original Text: Content Background: Chernobyl

After the Chernobyl accident in 1986, people throughout the world became concerned about the safety of nuclear reactors. Although all reactors have some risks, reactors in the United States are far safer than the one in Chernobyl. Most importantly, the Chernobyl reactor did not have a containment shell that could prevent the escape of radioactive materials.

Updated Text: [Red box][labs icon]Lab: Comparative

Engage in Scientific Argumentation | Labs | 50 min

Students will research nuclear energy production, its advantages and disadvantages, and its future development. Students will then develop arguments from evidence and engage in scientific argumentation in a debate with their classmates.

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 342

Location: Between Topic: Fission and Topic: Nuclear Reactor

Original Text: N/A

Updated Text: Topic: The Nuclear Chain Reaction

What is the role of neutrons in the chain reaction that occurs in a nuclear power plant reactor? Neutrons are released when a uranium nucleus experiences fission. These neutrons can then strike other uranium nuclei, causing them to experience fission as well, keeping the chain reaction going. Control rods can be used to capture the released neutrons to control the rate of the fission.

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 344

Location: Answer Key, between Page 199 and Page 200

Original Text: N/A

Updated Text: Page 200 Apply Science 1) The cap has to be maintained to prevent contaminated soil from reaching people. Homes can't be built in this area because all the contaminated soil might not have been removed and some contamination might have reached the groundwater.

2) economic advantages: jobs, revenue for the community and state, increase in property values; environmental advantages: elimination of long-term risks for contaminated material, prevention of the migration of contaminants, protection of the public from affected natural resources; improvement of the aesthetic quality and, commercial building construction

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 347

Location: Under header ELABORATE

Original Text: CER: Renewable Energy 10 min
Resources

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 3084 of 3538

Activity: Wind Energy 20 min
Activity: Concept Map 20 min

Updated Text: CER: Renewable Energy 10 min
Resources
Activity: Wind Energy 20 min
Applying Practices: Evaluating Energy Resources 50 min
Activity: Concept Map 20 min

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 347

Location: DIFFERENTIATION RESOURCES

Original Text: Looking for more differentiation options? Find the REINFORCE , EXTEND , and EB/EL activities and strategies within the lesson support for differentiation support.

Updated Text: N/A

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 356

Location: Lesson 4 title line

Original Text: Lesson 4 TEKS 6.G TEKS 8.D Environmental Impacts

Updated Text: Lesson 4 TEKS 6.G, 8.D Environmental Impacts

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 356

Location: Content Vocabulary

Original Text: • population
• carrying capacity
• pollutants
• hazardous wastes
• photochemical smog
• acid precipitation

Updated Text: • population
• carrying capacity
• pollutant
• hazardous waste
• photochemical smog
• acid precipitation

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 3085 of 3538

Current Page Number(s): 357

Location: TEKS Progression, Grade 6

Original Text: TEKS 6.7.A Research and discuss the advantages and disadvantages of using coal, oil, natural gas, nuclear power, biomass, wind, hydropower, geothermal, and solar resources.

Updated Text: [TEKS Pill 6.11.A] Research and describe why resource management is important in reducing global energy, poverty, malnutrition, and air and water pollution.

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 358

Location: Lesson 4 Blueprint title line

Original Text: Lesson 4 Blueprint TEKS 6.G TEKS 8.D

Updated Text: Lesson 4 Blueprint TEKS 6.G, 8.D

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 358

Location: EXPLAIN header

Original Text: EXPLAIN Student Pages: XX—XX

Updated Text: EXPLAIN Student Pages: 208[en dash]214

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 358

Location: DIFFERENTIATION RESOURCES

Original Text: LearnSmart TEKS 6.G TEKS 8.D

Updated Text: LearnSmart TEKS 6.G, 8.D

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 370

Location: Over the photo

Original Text: N/A

Updated Text: [Texas location banner] Galveston, Texas

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 371

Location: Lesson 3 title line

Original Text: LESSON 3 TEKS 6.E TEKS 6.F The Behavior of Waves

Updated Text: LESSON 3 TEKS 6.E, 6.F The Behavior of Waves

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 372

Location: Chapter 9, Videos and Interactives

Original Text: Video: Earthquakes

Updated Text: Video: Introduction to Waves

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 372

Location: Chapter 9, Labs

Original Text: Launch Lab:
Introduction to Waves

Updated Text: Launch Lab:
Transferring Energy

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 372

Location: Chapter 9, Assignments

Original Text: STEM Project:
Determine How Wave
Properties Affect Daily
Life

Updated Text: STEM Project:
Determine How Wave
Properties Affect Daily
Life
Scientific Breakthroughs: Vanished!

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 372

Location: Lesson 1, Videos and Interactives

Original Text: Video: Pond Ripples

Interactive Visual

Literacy: Mechanical

Waves

Updated Text: Video: Waves Defined

Interactive Visual

Literacy: Mechanical

Waves

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 372

Location: Lesson 2, Videos and Interactives

Original Text: Video: Waves

and Wakes

Interactive Visual

Literacy: Frequency and

Period

Updated Text: Video: Boat Waves; Pond Wakes

Interactive Visual

Literacy: Frequency and

Period

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 372

Location: Lesson 2, Labs

Original Text: Lab: Wavelength and

Frequency

Lab: Wave Speed

and Tension

Lab: Velocity of a Wave

Quick Lab: Observe

Wavelength

PhET Simulation: Wave

on a String

Updated Text: Lab: Wavelength, Frequency, and Wave Speed

Lab: Wave Speed

and Tension

Lab: Velocity of a Wave

Quick Lab: Observe

Wavelength

PhET Simulation: Wave

on a String

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 372

Location: Lesson 2, Assignments

Original Text: CER: Wave Properties

Practice Problems:

Wave Speed

Applying Practices:

Wave Characteristics

Updated Text: CER: Wave Properties

Practice Problems:

Solve for Wave Speed

Applying Practices:

Wave Characteristics

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 373

Location: Chapter Launch column

Original Text: Video: Earthquakes

Updated Text: Video: Introduction to Waves

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 373

Location: Chapter Launch column

Original Text: Launch Lab: Introduction to Waves | Labs |
10 minutes

Updated Text: Launch Lab: Transferring Energy | Labs | 15 minutes

Students will conduct this lab to explore ways to transfer energy using a coiled-spring toy.

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 378

Location: Under header ENGAGE

Original Text: Video: Pond Ripples

Updated Text: Video: Waves Defined

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 378

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 3089 of 3538

Location: Between Vocabulary Strategy and Interactive Visual Literacy

Original Text: N/A

Updated Text: [green checkmark]Driving Question Connection 10 min

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 379

Location: Under header ENGAGE

Original Text: Video: Pond Ripples

Updated Text: Video: Waves Defined

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 385

Location: Answer Key, Page 220

Original Text: Page 220 In-text question Do these and other types of waves have anything in common with one another? All waves result from vibrations.

Updated Text: N/A

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 386

Location: Content Vocabulary

Original Text: • crest

- trough
- compression
- rarefaction
- frequency
- period
- amplitude

Updated Text: • crest

- trough
- compression
- rarefaction
- wavelength
- frequency
- period
- amplitude

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 388

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 3090 of 3538

Location: Under header ELABORATE

Original Text: [assignment icon]Practice Problems: Wave Speed 15 min

Updated Text: [video icon]Example Problem Video: Solve for Wave Speed 5 min

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 388

Location: DIFFERENTIATION RESOURCES

Original Text: Looking for more differentiation options? Find the REINFORCE , EXTEND , and EB/EL activities and strategies within the lesson support for differentiation support.

Updated Text: N/A

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 394

Location: Bottom of the page

Original Text: Practice Problems: Wave Speed | 5 minutes

Students will use the example problem on page 228 to complete practices problems on wave speed.

Updated Text: [video icon]Example Problem Video: Solve for Wave Speed | Videos | 5 minutes

Students will learn how to solve for wave speed using the wave speed equation on page 228.

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 398

Location: Lesson 3 title line

Original Text: Lesson 3 TEKS 6.E TEKS 6.F The Behavior of Waves

Updated Text: Lesson 3 TEKS 6.E, 6.F The Behavior of Waves

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 399

Location: Unpack the TEKS diagram

Original Text: how

Updated Text: for how wave

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 400

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 3091 of 3538

Location: Lesson 3 Blueprint Title Line

Original Text: Lesson 3 Blueprint TEKS 6.E TEKS 6.F

Updated Text: Lesson 3 Blueprint TEKS 6.E, 6.F

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 400

Location: Above header Interference

Original Text: N/A

Updated Text: [green checkmark] Driving Question Connection 5 min

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 400

Location: DIFFERENTIATION RESOURCES

Original Text: LearnSmart TEKS 6.E TEKS 6.F

Updated Text: LearnSmart TEKS 6.E, 6.F

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 409

Location: Answer Key, Page 232

Original Text: Figure 16 Look Closer If the angle of incidence is 40° , what is the angle of reflection? 40°

Updated Text: Figure 16 Look Closer Identify the angle of reflection if the angle of incidence is 40° . 40°

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 409

Location: Answer Key, Page 235

Original Text: Ask Yourself What are two situations in which a wave will diffract?

Updated Text: Ask Yourself Describe two situations in which a wave will diffract.

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 411

Location: Lesson 2 title line

Original Text: LESSON 2 TEKS 6.E TEKS 6.F Properties of Sound

Updated Text: LESSON 2 TEKS 6.E, 6.F Properties of Sound

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 3092 of 3538

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 411

Location: Lesson 4 title line

Original Text: LESSON 4 TEKS 6.F Using Sound

Updated Text: LESSON 4 TEKS 6.F Using Sound

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 412

Location: Chapter 10, Assignments

Original Text: STEM Project:

Design a Device to Best

Amplify Sounds

Updated Text: STEM Project:

Design a Device to Best

Amplify Sounds

IPC & Society: From Discs to Downloads

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 412

Location: Lesson 1, Labs

Original Text: Virtual Investigation:

Sound

Quick Investigation:

Compare Sounds

Updated Text: Quick Lab:

Compare Sounds

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 412

Location: Lesson 2, Videos and Interactives

Original Text: Video: Properties of

Sound

Interactive Visual

Literacy: Sound

Properties

Updated Text: Video: Properties of

Sound

Interactive Visual
Literacy: Doppler Effect

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 412

Location: Lesson 2, Labs

Original Text: Labs: Volume Settings
and Loudness

Lab: Sound Waves and
Pitch

Quick Lab: Measure
Sound Intensities

Updated Text: Labs: Volume Settings
and Loudness

Lab: Sound Waves and
Pitch

Quick Lab: Measure
Sound Intensities

Simulation: Doppler Effect

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 412

Location: Lesson 4, Assignments

Original Text: CER: Using Sound

Updated Text: CER: Using Sound
Applying Practices: Waves in Technology

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 414

Location: Lesson 2 title line

Original Text: Lesson 2 TEKS 6.E TEKS 6.F

Updated Text: Lesson 2 TEKS 6.E, 6.F

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 414

Location: Lesson 4, Lesson Vocabulary

Original Text: acoustics
echolocation
sonar

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 3094 of 3538

Updated Text: acoustics
echolocation
sonar
ultrasound

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 418

Location: Blueprint chart

Original Text: ENGAGE

CER: The Nature of Sound 10 min

Activate Prior Knowledge 5 min

Activate Prior Knowledge 5 min

Quick Demo: Sound in a Vacuum 10 min

EXPLORE

Activity 5 min

Reading Strategy 10 min

Quick Lab: Compare Sounds 15 min

EXPLAIN Student Pages 246—250

Vocabulary Word Lab 20 min

Sound Waves

Clarify a Preconception 5 min

Interactive Visual Literacy: 5 min

Sound Waves

Discussion 10 min

English Language Proficiency 10 min

Standards

The Ear

Visual Literacy 10 min

Differentiated Instruction 5 min

Updated Text: ENGAGE

CER: The Nature of Sound 10 min

Activate Prior Knowledge 5 min

Activate Prior Knowledge 5 min

Quick Demo: Sound in a Vacuum 10 min

Activity 5 min

EXPLORE

Reading Strategy 10 min

Quick Lab: Compare Sounds 15 min

EXPLAIN Student Pages 246—250

Vocabulary Word Lab 20 min

Sound Waves

Clarify a Preconception 5 min

Interactive Visual Literacy: 5 min

Sound Waves

Discussion 10 min

English Language Proficiency 10 min

Standards

Driving Question Connection 10 min

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 3095 of 3538

The Ear
Visual Literacy 10 min
Differentiated Instruction 5 min

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 421

Location: Table 1

Original Text: [numbers in column Speed of Sound are aligned left]

Updated Text: [numbers in column Speed of Sound are center aligned]

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 426

Location: Lesson 2 title line

Original Text: Lesson 2 TEKS 6.E TEKS 6.F Properties of Sound

Updated Text: Lesson 2 TEKS 6.E, 6.F Properties of Sound

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 428

Location: Lesson 2 Blueprint header

Original Text: Lesson 2 Blueprint TEKS 6.E TEKS 6.F

Updated Text: Lesson 2 Blueprint TEKS 6.E, 6.F

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 428

Location: Lesson Blueprint chart left side

Original Text: EXPLORE

Reading Strategy 10 min

Activity 5 min

EXPLAIN Student Pages 251—256

Vocabulary Word Lab 20 min

Intensity and Loudness

Visual Literacy 5 min

Interactive Visual Literacy: 5 min

Sound Properties

Lab: Volume Settings and 30 min

Loudness

Discussion 10 min

English Language Proficiency 10 min

Standards

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 3096 of 3538

Reading Strategy 10 min
Quick Lab: Measure Sound Intensity 10 min
Pitch
Quick Demo: Relating Frequency 10 min
and Pitch
Visual Literacy 5 min
Lab: Sound Waves and Pitch 30 min

Updated Text: EXPLORE
Reading Strategy 10 min
Activity 5 min
Simulation: Doppler Effect 10 min
EXPLAIN Student Pages 251—256
Vocabulary Word Lab 20 min
Intensity and Loudness
Visual Literacy 5 min
Interactive Visual Literacy: 5 min
Sound Properties
Lab: Volume Settings and 30 min
Loudness
Discussion 10 min
English Language Proficiency 10 min
Standards
Reading Strategy 10 min
Quick Lab: Measure Sound Intensity 10 min
[green checkmark]Driving Question Connection 10 min
Pitch
Quick Demo: Relating Frequency 10 min
and Pitch

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 428

Location: Lesson Blueprint chart right side

Original Text: EXPLAIN (continued)
The Doppler Effect
Visual Literacy 10 min
Quick Demo: Doppler Effect 10 min

Updated Text: EXPLAIN (continued)
Visual Literacy 5 min
Lab: Sound Waves and Pitch 30 min
The Doppler Effect
Visual Literacy 10 min
Quick Demo: Doppler Effect 10 min

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 428

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 3097 of 3538

Location: DIFFERENTIATION RESOURCES

Original Text: LearnSmart TEKS 6.E TEKS 6.F

Updated Text: LearnSmart TEKS 6.E, 6.F

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 429

Location: Bottom of the page

Original Text: N/A

Updated Text: [lab icon]Simulation: Doppler Effect | Labs | 10 min

Students will explore the Doppler effect in both sound and light.

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 439

Location: Lesson Blueprint chart, bottom of left side

Original Text: Sound Quality

SEP: Obtaining, Evaluating, and 5 min

Communicating Information

Interactive Visual Literacy: 5 min

Sound Quality

Musical Instruments

Quick Demo 15 min

SEP: Obtaining, Evaluating, and 15 min

Communicating Information

SEP: Obtaining, Evaluating, and 15 min

Communicating Information

Updated Text: Sound Quality

SEP: Using Mathematics and Computational Thinking 5 min

Interactive Visual Literacy: 5 min

Sound Quality

Musical Instruments

[green checkmark]Driving Question Connection 10 min

Quick Demo 15 min

SEP: Developing and Using Models 15 min

SEP: Obtaining, Evaluating, and 15 min

Communicating Information

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 449

Location: Between Vocabulary Word Lab and header Echolocation

Original Text: N/A

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 3098 of 3538

Updated Text: [Add Topic bar] Acoustics
[green checkmark]Driving Question Connection 10 min

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 449

Location: Under header ELABORATE

Original Text: CER: Using Sound 10 min

Science Journal 15 min

Activity 15 min

Apply Your Knowledge 5 min

Updated Text: CER: Using Sound 10 min

Activity 15 min

[assessment icon]Applying Practices: Waves in Technology 40 min

Apply Your Knowledge 5 min

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 453

Location: Bottom of ELPS box

Original Text: ELPS 3Di, 4Fii, 4Giii

Updated Text: ELPS 3D, 4F, 4G

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 454

Location: Under header ELABORATE

Original Text: Science Journal | 15 minutes REINFORCE

Have students respond to the following prompt in their Science Journals: What did you learn by reading about echolocation, sonar, and ultrasound? Encourage students to include their own opinions and thoughts regarding what they read.

Updated Text: N/A

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 454

Location: Under header ELABORATE, bottom of page

Original Text: N/A

Updated Text: [assessment icon]Applying Practices: Waves in Technology | Assessment | 40 minutes
Students will research ways that wave interference, reflection, and refraction are used in technology.

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 459

Location: Lesson 2 title line

Original Text: LESSON 2 TEKS 6.E TEKS 6.F The Electromagnetic Spectrum

Updated Text: LESSON 2 TEKS 6.E, 6.F The Electromagnetic Spectrum

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 460

Location: Chapter 11, Videos and Interactives

Original Text: Video: Stellar Spectra

Updated Text: Video: Electromagnetic Waves

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 460

Location: Chapter 11, Assignments

Original Text: STEM Project:
Describe How Engineers
Use the Electromagnetic
Spectrum to Solve
Problems

Updated Text: STEM Project:
Describe How Engineers
Use the Electromagnetic
Spectrum to Solve
Problems

IPC & Society: Human Photosynthesis: Vitamin D

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 460

Location: Lesson 2, Videos and Interactives

Original Text: Video: The
Electromagnetic
Spectrum
Video: Radio Waves as
Cancer Treatment
Interactive Visual
Literacy: The

Electromagnetic
Spectrum

Updated Text: Video: Radio Waves as
Cancer Treatment
Interactive Visual
Literacy: The
Electromagnetic
Spectrum

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 460

Location: Lesson 2, Labs

Original Text: Quick Lab: Investigate
the Effects of
Microwaves
Lab: Observing the
Electromagnetic
Spectrum
Simulation:
Electromagnetic Waves
Simulation: Frequency/
Wavelength

Updated Text: Quick Lab: Investigate
the Effects of
Microwaves
Lab: Observing the
Electromagnetic
Spectrum
Simulation:
Electromagnetic Waves

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 461

Location: Chapter Launch

Original Text: Video: Stellar Spectra

Updated Text: Video: Electromagnetic Waves

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 461

Location: Chapter Close

Original Text: Lab: Catching The Wave | Labs | 30 minutes

In this lab, students will detect low frequency electromagnetic waves and infer what produces those waves. Students should complete this lab after Lesson 3.

Updated Text: Lab: Catching the Wave | Labs | 50 minutes

In this lab, students will conduct this lab to detect electromagnetic waves and determine what produces them. Students should complete this lab after Lesson 3.

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 473

Location: Lesson Wrap up box, above Word Lab, LearnSmart, and Science Literacy Essentials icons.

Original Text: N/A

Updated Text: Differentiation Resources: What are electromagnetic waves? Go online to access and assign these resources to remediate and differentiate as needed. After students are finished reviewing these resources, ask if they have questions or reassess.

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 474

Location: Answer Key, page 272

Original Text: Ask Yourself What produces waves, and what do waves carry?

Updated Text: Ask Yourself Identify what produces waves and what waves carry.

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 475

Location: Lesson 2 title line

Original Text: Lesson 2 TEKS 6.E TEKS 6.F The Electromagnetic Spectrum

Updated Text: Lesson 2 TEKS 6.E, 6.F The Electromagnetic Spectrum

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 477

Location: Lesson 2 Blueprint header

Original Text: Lesson 2 Blueprint TEKS 6.E TEKS 6.F

Updated Text: Lesson 2 Blueprint TEKS 6.E, 6.F

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 477

Location: Under header A Range of Frequencies

Original Text: Simulation: 15 min

Frequency/Wavelength

Updated Text: N/A

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 477

Location: DIFFERENTIATION RESOURCES

Original Text: LearnSmart TEKS 6.E TEKS 6.F

Updated Text: LearnSmart TEKS 6.E, 6.F

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 478

Location: Under header ENGAGE

Original Text: Video: The Electromagnetic Spectrum | Videos & Interactives
| 5 minutes

Have students watch this video about the electromagnetic spectrum.

Updated Text: Video: The Electromagnetic Spectrum | Videos & Interactives
| 5 minutes

Have students watch this video about the electromagnetic spectrum.

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 479

Location: Differentiated Instruction: Picture This under header Topic: A Range of Frequencies

Original Text: Draw a diagram similar to the one in Figure 9 on the board. As each type of wave is discussed, tape examples of things that use that type of wave under the correct heading.

[Figure 9]

Updated Text: Have students draw a graphic organizer similar to Figure 9 to classify types of electromagnetic waves. Have the students use the quantitative data of wavelength and frequency to sort the following electromagnetic wave sources into the correct part of the electromagnetic spectrum on their graphic organizer.

[Insert Table above Figure 9]

EM Wave Source	Wavelength	Frequency
Wi-Fi emitter	120 mm	2.4×10^9 Hz
Television remote	940 nm	3.2×10^{14} Hz
Tanning bed	380 nm	7.9×10^{14} Hz
Airport security scanner	12 mm	2.5×10^{10} Hz
Cell phone	10 m	3×10^7 Hz

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 3103 of 3538

Heat lamp	800 nm	3.7×10^{14}
Radiation Therapy	5×10^{-5} nm	6×10^{21} Hz
Water purifier	220 nm	1.4×10^{15} Hz
Television	500 nm	6×10^{14} Hz

[Figure 9]

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 479

Location: Bottom of page

Original Text: Simulation: Frequency/Wavelength | Labs | 15 minutes

Students use this simulation to explore the characteristics of frequency and wavelength for electromagnetic waves.

Updated Text: N/A

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 495

Location: Just above header EVALUATE

Original Text: Probeware Lab

Wave Modulation | Labs | 40 minutes

Students create electric circuits that produce unmodulated electromagnetic waves, electromagnetic waves with amplitude modulation, and electromagnetic waves with frequency modulation.

Updated Text: Probeware Lab: Experimental

Wave Modulation | Labs | 50 minutes

Students will construct a simple circuit containing a rheostat, and vary its resistance to produce graphs showing frequency-modulated waves and amplitude-modulated wave.

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 499

Location: Lesson 1 Title Line

Original Text: LESSON 1 TEKS 6.E TEKS 6.F The Behavior of Light

Updated Text: LESSON 1 TEKS 6.E, 6.F The Behavior of Light

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 499

Location: Lesson 4 title line

Original Text: LESSON 4 TEKS 6.E TEKS 6.F Using Light

Updated Text: LESSON 4 TEKS 6.E, 6.F Using Light

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 500

Location: Chapter 12, Assignments

Original Text: STEM Project: Compare
Use of Lasers

Updated Text: STEM Project: Compare
Use of Lasers

Focus on Texas: Optical Tweezers

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 500

Location: Lesson 2, Assignments

Original Text: CER: Light and Color
PhET: Color Vision

Updated Text: CER: Light and Color
PhET Simulation: Color Vision

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 500

Location: Lesson 3, Videos and Interactives

Original Text: Video: Laser Light Show
Interactive Visual
Literacy: Different Types
of Lights

Updated Text: Video: Producing Light
Interactive Visual
Literacy: Lasers

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 502

Location: Lesson 1, Lesson Vocabulary

Original Text: opaque
translucent
transparent
index of
refraction

Updated Text: opaque
translucent

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 3105 of 3538

transparent
index of
refraction
mirage

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 504

Location: Lesson 1 Title Line

Original Text: Lesson 1 TEKS 6.E TEKS 6.F The Behavior of Light

Updated Text: Lesson 1 TEKS 6.E, 6.F The Behavior of Light

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 504

Location: Science background header

Original Text: Science Background: The Behavior
of Light

Updated Text: Science Background

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 506

Location: Lesson 1 Blueprint Title line

Original Text: Lesson 1 Blueprint TEKS 6.E TEKS 6.F

Updated Text: Lesson 1 Blueprint TEKS 6.E, 6.F

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 506

Location: DIFFERENTIATION RESOURCES

Original Text: LearnSmart TEKS 6.E TEKS 6.F

Updated Text: LearnSmart TEKS 6.E, 6.F

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 508

Location: Under header Topic: Light and Matter

Original Text: Discussion | 5 minutes

Tell students that some materials that are transparent to visible light are not

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 3106 of 3538

necessarily transparent to other wavelengths. For example, clear glass transmits long-wavelength ultraviolet rays but blocks most short-wavelength ultraviolet rays. This is why you are not likely to get sunburned through a window. Ask them how they think sunscreen works to protect skin from sunburn.

Updated Text: Discussion | 5 minutes

Tell students that some materials that are transparent to visible light are not necessarily transparent to other wavelengths. This is why you are not likely to get sunburned through a window. Ask them how they think sunscreen works to protect skin from sunburn.

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 515

Location: Science background header

Original Text: Science Background: Light and Color

Updated Text: Science Background

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 517

Location: Under header ELABORATE

Original Text: [green checkmark]Demonstration 10 min

Updated Text: N/A

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 521

Location: Figure 13 sub-captions

Original Text: Left image: The bowl appears to be blue in white light.

Center Image: The bowl appears to be blue when viewed through a blue filter.

Right Image: The bowl appears to be black when viewed through a red filter.

Updated Text: Left image: 13A The bowl appears to be blue in white light.

Center Image: 13B The bowl appears to be blue when viewed through a blue filter.

Right Image: 13C The bowl appears to be black when viewed through a red filter.

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 523

Location: Elaborate bar above Exit Tickets

Original Text: [ELABORATE bar]

Updated Text: [EVALUATE bar]

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 526

Location: Science background header

Original Text: Science Background: Producing Light

Updated Text: Science Background

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 528

Location: Blueprint chart left column, after header Fluorescent Light

Original Text: Discussion 5 min

English Language Proficiency 10 min

Standards

SEP: Engaging in Argument from 10 min

Evidence

Neon Lights

Visual Literacy: Figure 18

Sodium-Vapor Lights

Discussion 5 min

Tungsten-Halogen Lights

Discussion 5 min

Updated Text: Discussion 5 min

English Language Proficiency 10 min

Standards

SEP: Engaging in Argument from 10 min

Evidence

[lab icon] Quick Lab: Discover Energy Waste in Lightbulbs 20 min

Neon Lights

Visual Literacy: Figure 18 10 min

Sodium-Vapor Lights

Discussion 5 min

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 528

Location: Blueprint chart right column, after header EXPLAIN (continued)

Original Text: EXPLAIN (continued)

Lasers

Reading Strategy 10 min

Visual Literacy: Figure 20 5 min

Quick Demo 5 min

Vocabulary Strategy 5 min

Activity 10 min

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 3108 of 3538

Updated Text: EXPLAIN (continued)
Tungsten-Halogen Lights
Discussion 5 min
Lasers
Reading Strategy 10 min
Visual Literacy: Figure 20 5 min
Quick Demo 5 min
Vocabulary Strategy 5 min
[interactive icon] Interactive Visual Literacy: Lasers 5 min
[green checkmark] Driving Question Connection 5 min

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 528

Location: DIFFERENTIATION RESOURCES

Original Text: Looking for more differentiation options? Find the REINFORCE , EXTEND , and EB/EL activities and strategies within the lesson support for differentiation support.

Updated Text: N/A

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 531

Location: Bottom of page below Engaging in Argument from Evidence

Original Text: N/A

Updated Text: [red box][lab icon] Quick Lab: Comparative Discover Energy Waste in Lightbulbs | Labs | 20 min
Students will conduct this lab to compare the energy waste of different types of lightbulbs.

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 534

Location: Above Driving Question Connection

Original Text: Activity | 10 minutes
To reinforce the idea of coherent light, first have students clap their hands in individual rhythms. The sound is scattered and jumbled. Now have everyone clap on the number as you count. The sound is coherent, or orderly, and more intense.

Updated Text: [interactive icon] Interactive Visual Literacy: Different Types of Lights | Videos & Interactives | 5 minutes
Students will use the Interactive Visual Literacy to visualize how a laser creates a beam of light.

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 538

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 3109 of 3538

Location: Lesson 4 title line

Original Text: Lesson 4 TEKS 6.E TEKS 6.F Using Light

Updated Text: Lesson 4 TEKS 6.E, 6.F Using Light

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 538

Location: Science background header

Original Text: Science Background: Using Light

Updated Text: Science Background

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 540

Location: Lesson 4 Blueprint Title line

Original Text: Lesson 4 Blueprint TEKS 6.E TEKS 6.F

Updated Text: Lesson 4 Blueprint TEKS 6.E, 6.F

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 540

Location: DIFFERENTIATION RESOURCES

Original Text: LearnSmart TEKS 6.E TEKS 6.F

Updated Text: LearnSmart TEKS 6.E, 6.F

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 549

Location: Lesson 1 Title Line

Original Text: LESSON 1 TEKS 6.E TEKS 6.F Mirrors

Updated Text: LESSON 1 TEKS 6.E, 6.F Mirrors

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 549

Location: Lesson 2 title line

Original Text: LESSON 2 TEKS 6.E TEKS 6.F Lenses

Updated Text: LESSON 2 TEKS 6.E, 6.F Lenses

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 3110 of 3538

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 550

Location: Chapter 13, Assignment

Original Text: STEM Project: Assess
the Effect of Telescopes
on Daily Life

Updated Text: STEM Project: Assess
the Effect of Telescopes
on Daily Life

STEM at Work: The Next Telescope

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 551

Location: Chapter Close, Driving Question Close answer

Original Text: Large telescopes use mirrors to capture and focus
light from distant objects onto instruments that use it
to form images.

Updated Text: Large telescopes tend to use mirrors instead of lenses because large mirrors are easier and less expensive
to make than large lenses. In the largest telescopes, mirrors are used because lenses of equivalent size would be too
heavy to support.

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 554

Location: Lesson 1 Title Line

Original Text: Lesson 1 TEKS 6.E TEKS 6.F Mirrors

Updated Text: Lesson 1 TEKS 6.E, 6.F Mirrors

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 556

Location: Lesson 1 Blueprint Title line

Original Text: Lesson 1 Blueprint TEKS 6.E TEKS 6.F

Updated Text: Lesson 1 Blueprint TEKS 6.E, 6.F

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 556

Location: DIFFERENTIATION RESOURCES

Original Text: LearnSmart TEKS 6.E TEKS 6.F

Updated Text: LearnSmart TEKS 6.E, 6.F

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 567

Location: Lesson 2 title line

Original Text: Lesson 2 TEKS 6.E TEKS 6.F Lenses

Updated Text: Lesson 2 TEKS 6.E, 6.F Lenses

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 569

Location: Lesson 2 blueprint title line

Original Text: Lesson 2 Blueprint TEKS 6.E TEKS 6.F

Updated Text: Lesson 2 Blueprint TEKS 6.E, 6.F

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 569

Location: DIFFERENTIATION RESOURCES

Original Text: LearnSmart TEKS 6.E TEKS 6.F

Updated Text: LearnSmart TEKS 6.E, 6.F

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 582

Location: Lesson Blueprint chart, left side after header EXPLAIN

Original Text: Telescopes

Lab: Telescopes Today 30 min

Visual Literacy: Figure 19 15 min

English Language Proficiency 10 min

Standards

Discussion: Telescope Locations 5 min

SEP: Developing and Using Models 15 min

Reading Strategy: Explain in Pictures 10 min

Activity: Telescopes 30 min

Microscopes

SEP: Constructing Explanations 5 min

and Designing Solutions

Visual Literacy: Figure 23 5 min

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 3112 of 3538

Interactive Visual Literacy: 5 min
Microscopes

Updated Text: Telescopes
[green check mark]Driving Question Connection 5 min
Lab: Telescopes Today 50 min
Visual Literacy: Figure 19 15 min
Discussion: Telescope Locations 5 min
SEP: Developing and Using Models 15 min
Reading Strategy: Explain in Pictures 10 min
Activity: Telescopes 30 min
Microscopes
SEP: Constructing Explanations 5 min
and Designing Solutions
Visual Literacy: Figure 23 5 min
Interactive Visual Literacy: 5 min
Microscopes
English Language Proficiency 10 min
Standards

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 594

Location: Chapter 14, Assignments

Original Text: STEM Project: Design a
Boat to Float

Updated Text: STEM Project: Design a
Boat to Float
Scientific Breakthroughs: Detecting Dark Matter

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 594

Location: Lesson 1, Videos and Interactives

Original Text: Interactive Visual
Literacy: Changes
of State
Video: Temperature
Graph of Melting Ice
Video: Dry Ice
Sublimating

Updated Text: Interactive Visual
Literacy: Changes
of State
Video: Changes of State
Video: Dry Ice
Sublimating

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 3113 of 3538

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 594

Location: Lesson 2, Videos and Interactives

Original Text: Interactive Visual

Literacy: Pascal's

Principle and Pressure

Video: Properties of

Fluids

Video: Equilibrium Vapor

Pressure

Updated Text: Interactive Visual

Literacy: Pascal's

Principle and Pressure

Video: Properties of

Fluids

Video: Equilibrium Vapor

Pressure

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 596

Location: Lesson 2 title line

Original Text: Lesson 2

Updated Text: Lesson 2 TEKS 7.C

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 596

Location: Lesson 3 title line

Original Text: Lesson 3

Updated Text: Lesson 3 TEKS 7.C

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 599

Location: Unpack the TEKS

Original Text: explain how physical and chemical properties of substances are related to their usage in everyday life such as in sunscreen, cookware, industrial applications, and fuels.

Updated Text: explain how physical and chemical properties of substances are related to their usage in everyday life such as in sunscreen, cookware, industrial applications, and fuels.

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 600

Location: Lesson Blueprint chart, left side after header Changes of State

Original Text: Changes of State

PhET Simulation: States of 20 min

Matter: Basics

Clarify a Preconception 5 min

Reading Strategy 10 min

English Language Proficiency 10 min

Standards

Visual Literacy 5 min

Interactive Visual Literacy: 10 min

Changes of State

Video: Temperature Graph of 5 min

Melting Ice

Updated Text: Changes of State

PhET Simulation: States of 20 min

Matter: Basics

Clarify a Preconception 5 min

[green checkmark]Driving Question Connection 20 min

Reading Strategy 10 min

English Language Proficiency 10 min

Standards

Visual Literacy 5 min

Interactive Visual Literacy: 10 min

Changes of State

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 600

Location: Lesson Blueprint chart, right side after header EXPLAIN (continued)

Original Text: EXPLAIN (continued)

Video: Dry Ice Sublimating 5 min

Updated Text: EXPLAIN (continued)

Video: Change of State 5 min

Video: Dry Ice Sublimating 5 min

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 601

Location: Bottom of page after the Activity

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 3115 of 3538

Original Text: N/A

Updated Text: [goggles]Simulation: Phase Changes | Labs | 20 min

In this high school simulation, students apply thermal energy to three substances (water, ethanol, glycerol) and explore phases changes.

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 605

Location: First video below the Interactive Visual Literacy

Original Text: Video: Temperature Graph of Melting Ice

Updated Text: Video: Changes of State

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 609

Location: Paragraph under Summative Assessment

Original Text: This digital summative assessment evaluates student understanding of substances and mixtures.

Updated Text: This digital summative assessment evaluates student understanding of matter and thermal energy.

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 610

Location: Answer Key, Page 346

Original Text: Page 346 In-text question How do these states compare? They are all composed of water molecules. They differ in the amount of kinetic energy the molecules contain and the distances between the particles.

Updated Text: N/A

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 610

Location: Answer Key, Page 348

Original Text: Ask Yourself Describe how the temperature of a substance is related to the kinetic energy of its particles.

Updated Text: Ask Yourself Describe how temperature is related to the kinetic energy of particles.

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 611

Location: Lesson 2 title line

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 3116 of 3538

Original Text: Lesson 2 Properties of Fluids

Updated Text: Lesson 2 TEKS 7.C Properties of Fluids

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 612

Location: Unpack the TEKS

Original Text: explain how physical and chemical properties of substances are related to their usage in everyday life such as in sunscreen, cookware, industrial applications, and fuels.

Updated Text: explain how physical and chemical properties of substances are related to their usage in everyday life such as in sunscreen, cookware, industrial applications, and fuels.

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 613

Location: Between Clarify a Preconception and Video: Equilibrium Vapor Pressure

Original Text: N/A

Updated Text: [video icon]Example Problem Video: Pressure 5 min

[video icon]Example Problem Video: Pascal's Principle 5 min

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 613

Location: Blueprint chart

Original Text: [Overset from the right column]

Updated Text: [Moved to right column]

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 613

Location: DIFFERENTIATION RESOURCES

Original Text: Looking for more differentiation options? Find the REINFORCE , EXTEND , and EB/EL activities and strategies within the lesson support for differentiation support.

Updated Text: N/A

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 3117 of 3538

Current Page Number(s): 617

Location: Top of page after header EXPLAIN continued

Original Text: Clarify a Preconception | 5 minutes

Some students may confuse pressure with force. Emphasize that pressure is the quotient of force divided by the area over which it is exerted. The Pressure Equation box (and Example Problem 1) will lead to a better understanding of the relationship between pressure and force.

Updated Text: [video icon]Example Problem Video: Pressure | Videos | 5 minutes

Students will learn how to calculate force using the pressure equation.

[video icon]Example Problem Video: Pascal's Principle | Videos | 5 minutes

Students will learn how to calculate input force using Pascal's principle.

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 620

Location: Paragraph under Summative Assessment

Original Text: This digital summative assessment evaluates student understanding of substances and mixtures.

Updated Text: This digital summative assessment evaluates student understanding of the properties of fluids.

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 622

Location: Lesson 3 title line

Original Text: Lesson 3 Behavior of Gases

Updated Text: Lesson 3 TEKS 7.C Behavior of Gases

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 624

Location: Blueprint chart, left side under header Charles's Law—Temperature and Volume

Original Text: Visual Literacy 5 min

Interactive Visual Literacy: 10 min

Charles's Law

Clarify a Preconception 5 min

Video: A Balloon in Liquid 5 min

Nitrogen

Updated Text: Visual Literacy 5 min

Interactive Visual Literacy: 10 min

Boyle's Law and Charles's Law

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 3118 of 3538

Clarify a Preconception 5 min
Video: Behavior of Gases 5 min

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 624

Location: Between Lab: The Behavior of Gases and header EVALUATE

Original Text: N/A

Updated Text: [green checkmark icon]Driving Question Connection 5 min
[video icon]Example Problem Video: Boyle's Law 5 min
[video icon]Example Problem Video: Use Charles's Law 5 min

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 627

Location: Bottom of page, Interactive Visual Literacy

Original Text: Interactive Visual Literacy: Charles's Law

Updated Text: Interactive Visual Literacy: Boyle's Law and Charles's Law

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 628

Location: Above header ELABORATE bar

Original Text: Video: A Balloon in Liquid Nitrogen | Videos & Interactives | 5 minutes
The video show how volumn decreases as temperature decreases.

Updated Text: Video: Behavior of Gases | Videos & Interactives | 5 minutes
The video shows how volume decreases as temperature decreases.

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 629

Location: Bottom of page after the Driving Question Connection

Original Text: N/A

Updated Text: [video icon]Example Problem Video: Boyle's Law | Videos | 5 minutes
Students will learn how to calculate final volume using Boyle's law.

[video icon]Example Problem Video: Use Charles's law | Videos | 5 minutes
Students will learn how to calculate final volume using Charle's law.

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 3119 of 3538

Current Page Number(s): 631

Location: Answer Key, page 363

Original Text: Ask Yourself How does the kinetic theory of matter explain Charles's law?

Updated Text: Ask Yourself Describe how the kinetic theory of matter explains Charles's law.

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 634

Location: Chapter 15, Assignments

Original Text: STEM Project: Improve
Your Daily Life

Updated Text: STEM Project: Improve
Your Daily Life

IPC & Technology: Room Temperature Superconductors

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 634

Location: Lesson 2, Videos and Interactives

Original Text: Video: Leaves Changing
Colors

Interactive Visual

Literacy: Physical
Change

Updated Text: Video: Properties of Matter

Interactive Visual

Literacy: Physical
Change

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 638

Location: Lesson 1 Title Line

Original Text: Lesson 1 Composition of Matter

Updated Text: Lesson 1 TEKS 7.C Composition of Matter

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 640

Location: Under header Substances

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 3120 of 3538

Original Text: Substances
Visual Literacy 10 min
English Language Proficiency 10 min
Standards

Updated Text: Substances
English Language Proficiency 10 min
Standards
Visual Literacy 10 min

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 640

Location: Between EXPLAIN (continued) and Interactive Visual Literacy: Substances

Original Text: N/A

Updated Text: [green checkmark icon] Driving Question Connection 5 min

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 640

Location: Between Quick Research and EVALUATE

Original Text: N/A

Updated Text: [video icon] Example Problem Video: Calculate Total Mass of Product 5 min

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 641

Location: Lesson Details and 5E Options title line

Original Text: Lesson Details and 5E Options

Updated Text: Teaching Lesson 1 with 5E Options

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 644

Location: Between SEP Using Mathematics and Computational Thinking and Earth Science Connection

Original Text: N/A

Updated Text: [goggles] Simulation: Separating Mixtures | Labs | 20 min
Students will separate different mixtures using physical means.

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 646

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 3121 of 3538

Location: Between Quick Research and EVALUATE bar

Original Text: N/A

Updated Text: [video icon] Example Problem Video: Calculate Total Mass of Product | Videos | 5 minutes

Students will learn how to calculate the total mass of the product of a reaction using the law of conservation of mass.

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 648

Location: Answer Key, page 372

Original Text: Ask Yourself Compare How are elements and compounds related?

Updated Text: Ask Yourself Compare elements and compounds.

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 648

Location: Answer Key, page 374

Original Text: Figure 8 Look Closer How can you tell that river water is a suspension?

Updated Text: Figure 8 Look Closer Explain how you can tell that river water is a suspension?

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 648

Location: Answer Key, page 375

Original Text: Figure 10 Look Closer Where on this chart would you classify pizza?

Updated Text: Figure 10 Look Closer Examine this chart, and determine where you would classify pizza.

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 649

Location: Lesson 2 title line

Original Text: Lesson 2 Properties of Matter

Updated Text: Lesson 2 TEKS 8.B Properties of Matter

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 651

Location: Blueprint chart, left side under header EXPLORE

Original Text: SEP: Developing and Using Models 10 min

Activity 10 min

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 3122 of 3538

Quick Lab: Identify Changes 10 min
Chemistry Journal 5 min

Updated Text: SEP: Developing and Using Models 10 min
Chemistry Journal 5 min
Activity 10 min
Quick Lab: Identify Changes 10 min

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 651

Location: Blueprint chart, left side under header Physical Properties

Original Text: Differentiated Instruction 10 min
Quick Demo 5 min
Lab: Pure Substances and 30 min
Mixtures
Quick Lab: Separate Mixtures 10 min

Updated Text: Differentiated Instruction 10 min
Lab: Pure Substances and 30 min
Mixtures
Quick Demo 5 min
Quick Lab: Separate Mixtures 10 min

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 657

Location: Between header Topic: The Conservation of Mass and Applying Practices: Conservation of Mass

Original Text: N/A

Updated Text: [Red box with goggles] Lab: Comparative
Conservation of Mass | Lab | 40 min
Students will develop and use a model based on their understanding of mass conservation, develop a hypothesis that predicts the total mass of antacid tablets and water before and after the tablets are dissolved.

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 657

Location: Extension at the bottom of page

Original Text: Extension | 10 minutes EXTEND
Explain to students that viscosity is a measure of a fluid's resistance to flow. Have students conduct research about the viscosity ratings of motor oils and which ratings are best for different types of climates. Higher viscosity oils have more resistance to flow and are used in warm weather, but lower viscosity oils flow more easily and are used in cold temperatures.

Updated Text: N/A

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 3123 of 3538

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 664

Location: Chapter 16, Assignments

Original Text: STEM Project:

Compare Elements

Updated Text: STEM Project:

Compare Elements

IPC & Technology: Lucy Mission

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 668

Location: Lesson 1 Title Line

Original Text: Lesson 1 Structure of the Atom

Updated Text: Lesson 1 TEKS 7.A, 7.D, 7.E Structure of the Atom

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 670

Location: Blueprint chart, left side, after header Scientific Shorthand

Original Text: Scientific Shorthand

SEP Developing and Using 10 min

Models

English Language Proficiency 10 min

Standards

Analogies 5 min

Models – Tools for Scientists

Discussion: Dalton's Model 5 min

Activate Vocabulary Knowledge 5 min

Visual Literacy 10 min

Electron Energy Levels

Interactive Visual Literacy: 10 min

Structure of the Atom

Updated Text: Subatomic Particles

SEP Developing and Using 10 min

Models

Driving Question Connection 5 min

English Language Proficiency 10 min

Standards

Analogies 5 min

Models – Tools for Scientists

Discussion: Dalton's Model 5 min

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 3124 of 3538

Activate Vocabulary Knowledge 5 min
Visual Literacy 10 min

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 670

Location: Blueprint chart, right side, top

Original Text: ELABORATE

CER: Structure of the Atom 10 min

Theme: Scale, Proportion, and 20 min
Quantity

Differentiated Instruction: 20 min

Models in Other Fields

Post Reading 15 min

Use of Analogies 10 min

Apply Your Knowledge 20 min

Updated Text: Electron Energy Levels

Interactive Visual Literacy: 10 min

Structure of the Atom

ELABORATE

CER: Structure of the Atom 10 min

Video: The Structure of the Atom 5 min

Theme: Scale, Proportion, and 20 min
Quantity

Differentiated Instruction: 20 min

Models in Other Fields

Post Reading 15 min

Use of Analogies 10 min

Apply Your Knowledge 20 min

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 672

Location: Header Topic: Scientific Shorthand

Original Text: Topic: Scientific Shorthand

Updated Text: Topic: Subatomic Particles

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 673

Location: ELPS Support Box

Original Text: Support students with the meaning of subatomic and how it relates to atoms.

Beginning

Explain the meaning of subatomic particles when describing the composition of an atom. Point out the sentence in the Driving Question Connection on page 387 about what atoms are composed of ("Atoms are composed of even smaller

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 3125 of 3538

particles—subatomic particles--called protons, neutrons, and electrons...”). Sketch the meaning of this sentence by drawing a circle and labeling it atom. Then within the circle, draw clusters of dots and label each cluster protons, neutrons, electrons. Point to inside the atom of the sketch and say: An atom has subatomic particles in it. Protons, neutrons and electrons are inside an atom. Have students repeat the word subatomic and point to the protons, neutrons and electrons. Confirm understanding by asking yes/no questions. Ask: Are there smaller parts to an atom? Are protons inside an atom? Are atoms in protons?

Intermediate

Explain the meaning of subatomic particles when describing the composition of an atom. Point out the sentence in the Driving Question Connection on page 387 about what atoms are composed of (“Atoms are composed of even smaller particles—subatomic particles—called protons, neutrons, and electrons...”). Sketch the meaning of this sentence by drawing a circle and labeling it atom. Then within the circle, draw clusters of dots and label each cluster protons, neutrons, electrons. Point to inside the atom of the sketch and say: An atom has subatomic particles in it. Protons, neutrons and electrons are inside an atom. Have students repeat the word subatomic and point to the protons, neutrons and electrons. Confirm understanding by asking questions. Ask: What are the subatomic particles of an atom? Students respond with a sentence stem: The subatomic particles of an atom are _____.

Advanced/Advanced High

Explain the meaning of subatomic particles when describing the composition of an atom. Have students read the Driving Question Connection on page 387. Write the word atom on the board and underneath write protons, neutrons, electrons. Say: An atom has subatomic particles in it. Protons, neutrons and electrons are subatomic. Underline the prefix sub and say: Sub means under or beneath. Confirm understanding by asking questions. Ask: What does subatomic mean? What is inside an atom?

Updated Text: Support students with the meaning of subatomic and how it relates to atoms.

Beginning

Explain the meaning of subatomic particles when describing the composition of an atom. Point out the sentence in the Driving Question Connection on page 389 about what atoms are composed of (“Atoms are composed of even smaller particles—subatomic particles--called protons, neutrons, and electrons.”). Sketch the meaning of this sentence by drawing a circle and labeling it atom. Then within the circle, draw clusters of dots and label the clusters protons, neutrons, and electrons. Point to inside the atom of the sketch and say: An atom has subatomic particles in it. Protons, neutrons, and electrons are inside an atom. Have students repeat the word subatomic and point to the protons, neutrons, and electrons. Confirm understanding by asking yes/no questions. Ask: Are there smaller parts to an atom? Are protons inside an atom? Are atoms in protons?

Intermediate

Explain the meaning of subatomic particles when describing the composition of an atom. Point out the sentence in the Driving Question Connection on page 389 about what atoms are composed of (“Atoms are composed of even smaller particles—subatomic particles—called protons, neutrons, and electrons.”). Sketch the meaning of this sentence by drawing a circle and labeling it atom. Then within the circle, draw clusters of dots and label the clusters protons, neutrons, and electrons. Point to inside the atom of the sketch and say: An atom has subatomic particles in it. Protons, neutrons, and electrons are inside an atom. Have students repeat the word subatomic and point to the protons, neutrons, and electrons. Confirm understanding by asking questions. Ask: What are the subatomic particles of an atom? Students respond with a sentence stem: The subatomic particles of an atom are _____.

Advanced/Advanced High

Explain the meaning of subatomic particles when describing the composition of an atom. Have students read the Driving Question Connection on page 389. Write the word atom on the board and underneath write protons, neutrons, and electrons. Say: An atom has subatomic particles in it. Protons, neutrons, and electrons are subatomic. Underline the prefix sub- and say: Sub- means under or beneath. Confirm understanding by asking questions. Ask: What does subatomic mean? What is inside an atom?

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 3126 of 3538

Current Page Number(s): 674

Location: Topic: Scientific Shorthand (continued) header

Original Text: Topic: Scientific Shorthand (continued)

Updated Text: Topic: Subatomic Particles (continued)

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 675

Location: Bottom of the page after the Content Background

Original Text: N/A

Updated Text: [video icon]Video: The Structure of the Atom | Videos | 5 minutes

This video shows size atom, number of atoms in universe, atoms as empty space.

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 677

Location: After header Exit Tickets

Original Text: Scientific Shorthand

Display Figure 6, which shows that most of the mass of the atom is concentrated in the nucleus. Ask students to use this image to explain why it takes a great deal of energy to compress two of these atoms so that their nuclei touch. The nucleus is positively charged due to its protons. As the two atoms approach each other, the repulsive force between their nuclei increases. Therefore, the amount of energy required to compress the two atoms increases as the distance between their nuclei decreases.

Updated Text: Scientific Shorthand

Ask students why it is important that there is only one set of abbreviations for elements that is used around the world. So that scientists can communicate chemical information to each other regardless of what language they speak.

Subatomic Particles

Display Figure 6, which shows that most of the mass of the atom is concentrated in the nucleus. Ask students to use this image to explain why it takes a great deal of energy to compress two of these atoms so that their nuclei touch. The nucleus is positively charged due to its protons. As the two atoms approach each other, the repulsive force between their nuclei increases. Therefore, the amount of energy required to compress the two atoms increases as the distance between their nuclei decreases.

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 677

Location: After header Electron Energy Levels

Original Text: Display Figure 8, which shows the atomic emission spectrum of hydrogen. [all of Figure 8]

Updated Text: N/A

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 680

Location: Lesson 2 title line

Original Text: Lesson 2 Masses of Atoms

Updated Text: Lesson 2 TEKS 7.A Masses of Atoms

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 680

Location: Content Vocabulary

Original Text: • atomic number

- mass number
- isotopes
- average atomic mass

Updated Text: • atomic number

- mass number
- isotope
- average atomic mass

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 685

Location: Sentence under Interactive Visual Literacy

Original Text: The slides show examples of different isotopes.

Updated Text: Students will use the Interactive Visual Literacy to view examples of different isotopes.

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 688

Location: Answer Key, Page 398 Apply Science

Original Text: Apply Science

1. How many years would it take for half of the rubidium-87 atoms in a piece of rock to change into strontium-87? How many years would it take for three-fourths of the atoms to change? 48.8 billion years; 97.6 billion years
2. After a long period, only one-fourth of the parent uranium-238 atoms in a sample of rock remain. How many years old would you predict the rock to be? 8.94 billion years

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 3128 of 3538

Updated Text: Apply Science

1. 48.8 billion years; 97.6 billion years

2. 8.94 billion years

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 689

Location: Lesson 3 title line

Original Text: Lesson 3 The Periodic Table

Updated Text: Lesson 3 TEKS 7.A, 7.B The Periodic Table

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 690

Location: TEKS Progression, High School

Original Text: TEKS 7.B Use patterns within the Periodic Table to predict the relative physical and chemical properties of elements.

Updated Text: TEKS 7.B Use patterns within the Periodic Table to predict the relative physical and chemical properties of elements.

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 691

Location: Blueprint chart, left side

Original Text: ENGAGE

CER: The Periodic Table 10 min

Activate Prior Knowledge 5 min

Video: Properties of Atoms and the Periodic Table 5 min

EXPLORE

Quick Lab: Organize the Elements 30 min

Quick Lab: Model an Aluminum Atom 20 min

EXPLAIN Student Pages 400–408

Vocabulary Word Lab 20 min

Organizing the Elements

Visual Literacy

English Language Proficiency Standards 10 min

The Atom and the Periodic Table

Applying Practices: Electron Patterns in Atoms 40 min

Patterns in Atoms

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 3129 of 3538

Differentiated Instruction: Element 20 min
Properties Activity
Interactive Visual Literacy: 10 min
Atoms and the Periodic Table
Regions of the Periodic Table
Lab: Periodic Properties of 20 min
Metals, Nonmetals, and Metalloids

Updated Text: ENGAGE
CER: The Periodic Table 10 min
Activate Prior Knowledge 5 min
EXPLORE
Quick Lab: Organize 30 min
the Elements
Quick Lab: Model an 20 min
Aluminum Atom
EXPLAIN Student Pages 400–408
Vocabulary Word Lab 20 min
Organizing the Elements
Visual Literacy 5 min
English Language Proficiency 10 min
Standards
Atoms and the Periodic Table
Applying Practices: Electron 40 min
Patterns in Atoms
Driving Question Connection 5 min
Differentiated Instruction: Element 20 min
Properties Activity
Interactive Visual Literacy: 10 min
Atoms and the Periodic Table
Regions of the Periodic Table
Lab: Periodic Properties of 20 min
Metals, Nonmetals, and Metalloids

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 691

Location: Blueprint chart, right side after header ELABORATE

Original Text: ELABORATE
CER: The Periodic Table 10 min
Differentiated Instruction 5 min
Lab: A Periodic Table of Foods 30 min
Activity: Arranging by Property 10 min
Post Reading 20 min

Updated Text: ELABORATE
CER: The Periodic Table 10 min
Differentiated Instruction 5 min
Lab: A Periodic Table of Foods 30 min
Activity: Arranging by Property 10 min

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 3130 of 3538

Simulation: Decoding the Periodic Table 20 min
Post Reading 20 min

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 691

Location: DIFFERENTIATION RESOURCES

Original Text: LearnSmart TEKS 7.B

Updated Text: LearnSmart TEKS 7.A, 7.B

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 692

Location: Between EXPLORE bar and Activate Prior Knowledge

Original Text: Video: Properties of Atoms and the Periodic Table | Videos & Interactives | 5 minutes

The video describes how Mendeleev used atomic mass and properties of the known elements to arrange the elements in a logical order.

Updated Text: N/A

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 694

Location: ELPS Support Box

Original Text: Beginning

Before you introduce the periodic table, activate prior knowledge on vocabulary words related to talking about tables. Draw a simple 3 column/3 row chart on the board. Say: This is a table. Ask students to find other tables in the text. Point to the rows of the table on the board and ask: What are these? If no reply, say: These are rows. Point to the columns and ask: What are these? If no reply, say: These are columns. Write the words and have students repeat them aloud. Show the periodic table and ask students to point to the rows and the columns within the chart.

Intermediate

Before you introduce the periodic table, activate prior knowledge on vocabulary words related to talking about tables. Draw a simple 3 column/3 row chart on the board. Point to the rows and ask: What are these? If no reply, say: These are rows. Point to the columns and ask: What are these? If no reply, say: These are columns. Show the periodic table and ask students to point to the rows and the columns within the chart. Tell students to read the paragraph about Figure 8. Ask what the difference is between the early periodic table by Mendeleev and the modern periodic table. Provide students with a sentence frame to make their comparison. Students complete the blanks with the correct words from the paragraph: The early periodic table arranged elements in _____ (rows) based on _____ (increasing atomic mass) and in _____ (columns) based on _____ (elements that share same physical and chemical properties). However, in the modern periodic table, the elements are arranged by _____ (increasing atomic number—not atomic mass—and by periodic changes in physical and chemical properties.)

Advanced/Advanced High

Show the periodic table and ask students to point to the rows and the columns within the chart. Tell students to read the paragraph about Figure 8. Ask students to compare the early periodic table by Mendeleev and the modern periodic table. Elicit connecting words such as however and although.

Updated Text: Beginning

Before you introduce the periodic table, activate prior knowledge on vocabulary words related to talking about tables. Draw a simple three-column/three-row chart on the board. Say: This is a table. Ask students to find other tables in the text. Point to the rows of the table on the board and ask: What are these? If there is no reply, say: These are rows. Point to the columns and ask: What are these? If there is no reply, say: These are columns. Write the words, and have students repeat them aloud. Show the periodic table, and ask students to point to the rows and the columns within the chart.

Intermediate

Before you introduce the periodic table, activate prior knowledge on vocabulary words related to talking about tables. Draw a simple three-column/three-row chart on the board. Point to the rows and ask: What are these? If there is no reply, say: These are rows. Point to the columns and ask: What are these? If there is no reply, say: These are columns. Show the periodic table, and ask students to point to the rows and the columns within the chart. Tell students to read the last paragraph on p. 400 in the text. Ask what the difference is between the early periodic table by Mendeleev and the modern periodic table. Provide students with a sentence frame to make their comparison. Students will complete the blanks with the correct words from the paragraph: The early periodic table arranged elements in _____ (rows) based on _____ (increasing atomic mass) and in _____ (columns) based on _____ (elements that share the same physical and chemical properties). However, in the modern periodic table, the elements are arranged by _____ (increasing atomic number—not atomic mass—and by periodic changes in physical and chemical properties.)

Advanced/Advanced High

Show the periodic table, and ask students to point to the rows and the columns within the chart. Tell students to read the last paragraph on p. 400 in the text. Ask them to compare the early periodic table by Mendeleev and the modern periodic table. Elicit connecting words such as however and although.

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 697

Location: The bottom of the page

Original Text: N/A

Updated Text: [goggle icon]Simulation: Decoding the Periodic Table | Labs | 20 minutes

Students will use the simulation Decoding the Periodic Table to investigate the patterns in atomic properties found in the Periodic Table of Elements

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 701

Location: Answer Key, Page 400

Original Text: Page 400 Figure 12 Look Closer What do the question marks in Mendeleev's chart represent? The question marks were placeholders for elements that had yet to be discovered.

Updated Text: N/A

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 704

Location: Chapter 17, Assignments

Original Text: STEM Project:
Model Recycling of Rare
Earth Elements

Updated Text: STEM Project:
Model Recycling of Rare
Earth Elements
Focus on Texas: Rare Earth in Big Bend Country

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 704

Location: Lesson 1, Videos and Interactives

Original Text: Video: Ionic
Compounds and Metals
Interactive Visual
Literacy: The Inner
Transition Elements

Updated Text: Video: Ionic
Compounds and Metals
Interactive Visual
Literacy: Transition Metals

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 704

Location: Lesson 1, Labs

Original Text: Lab: Chemical Activity
Quick Lab: Discover
What's in Cereal
Simulation: Properties
of Elements

Updated Text: Lab: Chemical Activity
Quick Lab: Discover
What's in Cereal
Simulation: Periodic Properties of the Elements

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 710

Location: Under header EXPLORE

Original Text: EXPLORE
Theme Patterns 15 min
Simulation: Properties of 10 min
Elements

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 3133 of 3538

Updated Text: EXPLORE
Theme: Patterns 15 min
Simulation: Periodic Properties of the Elements 10 min

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 712

Location: Under header EXPLORE

Original Text: Simulation: Properties of Elements

Updated Text: Simulation: Periodic Properties of the Elements

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 720

Location: Lesson 2 title line

Original Text: Lesson 2 TEKS 7.A, 7.B, 7.C Nonmetals

Updated Text: Lesson 2 TEKS 7.A, 7.B Nonmetals

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 722

Location: Between Reading Strategy and header The Noble Gases

Original Text: N/A

Updated Text: [green checkmark]Driving Question Connection 10 min

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 724

Location: EXPLAIN continued header

Original Text: EXPLAIN continued

Updated Text: ENGAGE EXPLORE EXPLAIN ELABORATE EVALUATE

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 732

Location: Under header EXPLAIN Student Pages 427-434

Original Text: EXPLAIN Student Pages 427—434

Vocabulary Word Lab 20 min

The Carbon Group

Lab: Carbon Allotropes 40 min

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 3134 of 3538

Lab: Preparation of Carbon 40 min
Dioxide
English Language Proficiency 10 min
Standards

Updated Text: EXPLAIN Student Pages 427—434
Vocabulary Word Lab 20 min
The Boron Group
English Language Proficiency 10 min
Standards
The Carbon Group
Lab: Carbon Allotropes 50 min
Lab: Preparation of Carbon 40 min
Dioxide

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 732

Location: Bottom of left side of Blueprint chart

Original Text: Interactive Visual Literacy: 10 min
Discovering and Making Elements

Updated Text: N/A

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 732

Location: Top of right side of Blueprints chart

Original Text: ELABORATE
CER: Mixed Groups 10 min
Use Graphic Organizers 10 min
THEME: Developing and Using 10 min
Models
THEME: Obtaining, Evaluating and 15 min
Communicating Information
Differentiated Instruction: Math 10 min
Visual Literacy 10 min
THEME: Obtaining, Evaluating and 15 min
Communicating Information
Differentiated Instruction: Famous 30 min
Scientists
Applying Practices: Touching 30 min
the Future

Updated Text: [header]Discovering and Making Elements continued
[green checkmark]Driving Question Connection 10 min
[interactive icon]Interactive Visual Literacy: 10 min
Discovering and Making Elements 10 min
ELABORATE

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 3135 of 3538

CER: Mixed Groups 10 min
Use Graphic Organizers 10 min
SEP: Developing and Using 10 min
Models
SEP: Obtaining, Evaluating, and 15 min
Communicating Information
Differentiated Instruction: Math 10 min
Visual Literacy 10 min
SEP: Obtaining, Evaluating, and 15 min
Communicating Information
Differentiated Instruction: Famous 30 min
Scientists
Applying Practices: Touching 30 min
the Future

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 732

Location: DIFFERENTIATION RESOURCES

Original Text: Looking for more differentiation options? Find the REINFORCE , EXTEND , and EB/EL activities and strategies within the lesson support for differentiation support.

Updated Text: N/A

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 737

Location: Bottom of page THEME Developing and Using Models title line

Original Text: THEME Developing and Using Models

Updated Text: SEP Developing and Using Models

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 738

Location: Top of the page, THEME Obtaining, Evaluating, and Communicating Information title line

Original Text: THEME Obtaining, Evaluating, and Communicating Information

Updated Text: SEP Obtaining, Evaluating, and Communicating Information

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 738

Location: Middle of the page, THEME Obtaining, Evaluating, and Communicating Information title line

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 3136 of 3538

Original Text: THEME Obtaining, Evaluating, and Communicating Information

Updated Text: SEP Obtaining, Evaluating, and Communicating Information

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 741

Location: Answer Key, Page 431

Original Text: Apply Science: Solve the Problem

Updated Text: Apply Science

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 742

Location: Driving Question

Original Text: What forces hold atomic nuclei together, and what happens when they fall apart?

Updated Text: What forces hold atomic nuclei together and how can nuclei change?

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 744

Location: Chapter 18, Labs

Original Text: Launch Lab:
The Size of a Nucleus
Lab: Radioactive
Decay—A Simulation

Updated Text: Launch Lab:
The Size of a Nucleus

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 744

Location: Chapter 18, Assignments

Original Text: STEM Project:
Assess Impact of
Radiation on Agriculture

Updated Text: STEM Project:
Assess Impact of
Radiation on Agriculture
Everyday Connections: Focus on Texas: Enriching Our Future

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 3137 of 3538

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 744

Location: Lesson 2, Videos and Interactives

Original Text: Video: Radioactive

Decay

Interactive Visual

Literacy: Nuclear Fusion

Updated Text: Video: Radioactive

Decay

Interactive Visual

Literacy: Nuclear Fission

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 744

Location: Lesson 3, Videos and Interactives

Original Text: Video: Radiation

Technologies

Interactive Visual

Literacy: Nuclear Fusion

Updated Text: Video: Using Radiation: Treating Cancer

Interactive Visual

Literacy: Radioactive Isotopes

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 744

Location: Lesson 3, Labs

Original Text: Lab: Radioactive

Decay—A Simulation

Lab: The Effect of

Radiation on Seeds

Lab: Radioactive

Decay—A Simulation

Simulation: Half-life

Quick Lab: Model

Radioactive Decay

Updated Text: Lab: Radioactive

Decay—A Simulation

Lab: The Effect of

Radiation on Seeds

Lab: Modeling the Half-Life of an Isotope

Simulation: Half-Life

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 3138 of 3538

Quick Lab: Model
Radioactive Decay

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 749

Location: TEKS Progression, Grade 8

Original Text: TEKS 8.6.B Use the periodic table to identify the atoms involved in chemical reactions.

Updated Text: TEKS 8.6.B Use the periodic table to identify the atoms involved in chemical reactions.

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 757

Location: Paragraph under Summative Assessment

Original Text: This digital summative assessment evaluates student understanding of the ideal gas law and the behavior of real versus ideal gases.

Updated Text: This digital summative assessment evaluates student understanding of size and composition of the nucleus and the forces that act on these subatomic particles.

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 760

Location: Unpack the TEKS Flow chart

Original Text: [Flow chart in a straight line]

Updated Text: [Flow chart from 749]

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 761

Location: Below header EXPLORE

Original Text: N/A

Updated Text: [video icon]Video: Radioactive Decay 5 min

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 761

Location: Header Nuclear Decays

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 3139 of 3538

Original Text: Nuclear Decays

Updated Text: Types of Nuclear Decay

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 761

Location: Under header EXPLAIN (continued)

Original Text: Nuclear Fusion

Vocabulary Strategy 5 min

Activity: Clay Nuclei 15 min

Mass-Energy Equivalence

Clarify a Preconception 5 min

Activity: Changing Mass 10 min

Updated Text: Nuclear Fusion

Vocabulary Strategy 5 min

Activity: Clay Nuclei 15 min

[green check]Driving Question Connection 10 min

Mass-Energy Equivalence

Clarify a Preconception 5 min

Activity: Changing Mass 10 min

[green check]Driving Question Connection 10 min

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 762

Location: Between the EXPLORE bar and Quick Research

Original Text: N/A

Updated Text: [video icon]Video: Radioactive Decay | Videos & Interactives | 5 minutes
Students will learn about radioactive decay.

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 763

Location: Header Topic: Nuclear Decays

Original Text: Topic: Nuclear Decays

Updated Text: Topic: Types of Nuclear Decay

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 764

Location: Header Topic: Nuclear Decays (continued)

Original Text: Topic: Nuclear Decays (continued)

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 3140 of 3538

Updated Text: Topic: Types of Nuclear Decay (continued)

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 766

Location: Figure 10 image

Original Text: [Image of Figure 13 from the student edition in the Figure 10 frame]

Updated Text: [Replace image with correct Figure 10 image]

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 769

Location: Above EVALUATE header bar

Original Text: Practice Problems: The Mass-Energy Equation | 10 minutes

Students will convert units of energy to equivalent units of mass.

Updated Text: [video icon]Example Problem Video: Mass and Energy | Videos | 10 minutes

Students will learn how to use the mass-energy equation to convert units of energy to units of mass.

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 769

Location: Header Topic: Nuclear Decays

Original Text: Topic: Nuclear Decays

Updated Text: Topic: Types of Nuclear Decay

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 773

Location: TEKS Progression, Grade 8

Original Text: TEKS 8.8.B Explain the use of electromagnetic waves in applications such as radiation therapy, wireless technologies, fiber optics, microwaves, ultraviolet sterilization, astronomical observations, and X-rays.

Updated Text: TEKS 8.8.B Explain the use of electromagnetic waves in applications such as radiation therapy, wireless technologies, fiber optics, microwaves, ultraviolet sterilization, astronomical observations, and X-rays.

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 3141 of 3538

Current Page Number(s): 773

Location: TEKS Progression, High School

Original Text: TEKS 8.C Research and communicate the uses, advantages, and disadvantages of nuclear reactions in current technologies.

Updated Text: TEKS 8.C Research and communicate the uses, advantages, and disadvantages of nuclear reactions in current technologies.

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 773

Location: Unpack the TEKS diagram

Original Text: [one bubble]advantages and disadvantages

Updated Text: [bubble]uses
[bubble]advantages
[bubble]disadvantages

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 774

Location: Lesson Blueprint title line

Original Text: Lesson 3 Blueprint TEKS 13.D

Updated Text: Lesson 3 Blueprint TEKS 8.C

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 774

Location: Under header Detecting Nuclear Radiation

Original Text: Interactive Visual Literacy: 10 min
Half-life

Updated Text: N/A

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 774

Location: Under header Using Nuclear Radiation in Medicine

Original Text: Video: Radiation Technologies

Updated Text: Video: Using Radiation: Treating Cancer

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 774

Location: Under header Half-life, below Simulation: Half-life

Original Text: N/A

Updated Text: [green checkmark]Driving Question Connection 10 min

[interactive icon]Interactive Visual Literacy: Half-Life 10 min

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 774

Location: Under header ELABORATE

Original Text: Apply Your Knowledge: 5 min

Background Radiation

Updated Text: N/A

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 777

Location: Between EXPLAIN (continued) and Topic: Background Radiation

Original Text: Interactive Visual Literacy: Half-life | Videos & Interactives | 10 minutes

Students will explore how radioactive elements decay at a predictable rate.

Updated Text: N/A

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 779

Location: Bottom of page after Driving Question Connection

Original Text: N/A

Updated Text: [interactive icon]Interactive Visual Literacy: Half-life | Videos & Interactives | 10 minutes

Students will explore how radioactive elements decay at a predictable rate.

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 785

Location: Lesson 1 Title Line

Original Text: LESSON 1 TEKS 7.A TEKS 7.B Stability in Bonding

Updated Text: LESSON 1 TEKS 7.A, 7.B Stability in Bonding

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 3143 of 3538

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 785

Location: Lesson 3 title line

Original Text: LESSON 3 TEKS 7.A TEKS 7.B Writing Formulas and Naming Compounds

Updated Text: LESSON 3 TEKS 7.A, 7.B Writing Formulas and Naming Compounds

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 786

Location: Chapter 19, Videos and Interactives

Original Text: Video: Chemical Bonds

Updated Text: Video: Chemical Bonds
If/Then She Can: Roselin Rosario-Meléndez

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 786

Location: Chapter 19, Assignments

Original Text: STEM Project:
Categorize Substances
from an Expedition to
Mars

Updated Text: STEM Project:
Categorize Substances
from an Expedition to
Mars
IPC &Technology: Nonstick Surfaces

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 786

Location: Lesson 2, Videos and Interactives

Original Text: Interactive Visual
Literacy: Molecules

Updated Text: Interactive Visual
Literacy: Comparing Bonds

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 3144 of 3538

Current Page Number(s): 786

Location: Lesson 3, Assignments

Original Text: CER: Writing Formulas and Naming Compounds

Practice Problems:

Determining Chemical Formulas, Naming Binary Ionic Compounds

Updated Text: CER: Writing Formulas and Naming Compounds

Practice Problems:

Determine a Chemical Formula; Name a Binary Ionic Compound

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 787

Location: Chapter Close, Lab: The Five Solutions Problem

Original Text: Lab: The Five Solutions Problem | Labs | 45 minutes

Students will observe the reactions of five different known solutions, two at a time, record their observations, and identify an unlabeled sample of one of these solutions Students should perform the lab after Lesson 1.

Updated Text: Lab: The Five Solutions Problem | Labs | 50 minutes

Students will observe the reactions of five unknown solutions, classify your observations, and identify an unlabeled sample of solution. Students should perform the lab after Lesson 1.

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 788

Location: Lesson 1 Title Line

Original Text: LESSON 1 TEKS 7.A TEKS 7.B

Updated Text: LESSON 1 TEKS 7.A, 7.B

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 788

Location: Lesson 3 title line

Original Text: LESSON 3 TEKS 7.A TEKS 7.B

Updated Text: LESSON 3 TEKS 7.A, 7.B

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 3145 of 3538

Current Page Number(s): 790

Location: Lesson 1 Title Line

Original Text: LESSON 1 TEKS 7.A TEKS 7.B Stability in Bonding

Updated Text: LESSON 1 TEKS 7.A, 7.B Stability in Bonding

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 791

Location: First line after Unpack the TEKS

Original Text: TEKS 7.A The student knows how atoms form ionic, covalent, and metallic bonds. The student is expected to:

Updated Text: TEKS 7.A The student knows that relationships exist between the structure and properties of matter. The student is expected to:

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 801

Location: Answer Key, Page 466

Original Text: Figure 6 Look Closer After sodium's electron is transferred to chlorine, how many outer electrons does sodium have? 8 How many does chlorine have? 8

Updated Text: Figure 6 Look Closer Analyze what happens after sodium's electron is transferred to chlorine. How many outer electrons does sodium have? 8 How many does chlorine have? 8

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 803

Location: First line after Unpack the TEKS

Original Text: TEKS 7.A The student knows how atoms form ionic, covalent, and metallic bonds. The student is expected to:

Updated Text: TEKS 7.A The student knows that relationships exist between the structure and properties of matter. The student is expected to:

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 804

Location: Header Ions

Original Text: Ions

Updated Text: Transfer of Electrons

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 807

Location: Header Topic: Ion

Original Text: Topic: Ions

Updated Text: Topic: Transfer of Electrons

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 809

Location: Header Topic: Ion

Original Text: Topic: Ions

Updated Text: Topic: Transfer of Electrons

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 812

Location: Lesson 3 title line

Original Text: Lesson 3 TEKS 7.A TEKS 7.B Writing Formulas and Naming Compounds

Updated Text: Lesson 3 TEKS 7.A, 7.B Writing Formulas and Naming Compounds

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 813

Location: First line after Unpack the TEKS

Original Text: TEKS 7.B The student knows how atoms form ionic, covalent, and metallic bonds. The student is expected to:

Updated Text: TEKS 7.B The student knows that relationships exist between the structure and properties of matter. The student is expected to:

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 824

Location: Chapter 20, Videos and Interactives

Original Text: Video: Chemical Reactions

Updated Text: Video: Chemical
Reactions
If/Then She Can: Paula Garcia Todd

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 824

Location: Chapter 20, Assignments

Original Text: STEM Project: Model
Bioremediation of an
Off-shore Oil Spill

Updated Text: STEM Project: Model
Bioremediation of an
Off-Shore Oil Spill
Focus on Texas: The Texas City Disaster

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 824

Location: Lesson 1, Labs

Original Text: Lab: Conservation of
Mass

PhET Simulation:
Reactants, Products and
Leftovers, Balancing
Equations

Updated Text: Lab: Conservation of
Mass
PhET Simulation:
Reactants, Products, and
Leftovers; Balancing Chemical
Equations

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 824

Location: Lesson 2, Videos and Interactives

Original Text: Video: Potassium
and Water, Copper and
Silver Nitrate
Interactive Visual
Literacy: Types of
Reactions

Updated Text: Video: Potassium
and Water; Copper and
Silver Nitrate; Classifying Chemical Reactions; Baking Soda and Vinegar
Interactive Visual
Literacy: Types of
Reactions

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 824

Location: Lesson 3, Videos and Interactives

Original Text: Video: Exothermic
Reaction between
Aluminum and Bromine
Interactive Visual
Literacy: Energy
Exchanges in Chemical
Reactions

Updated Text: Video: Energy Exchanges in Chemical Reactions
Interactive Visual
Literacy: Energy
Exchanges in Chemical
Reactions

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 824

Location: Lesson 3, Labs

Original Text: Lab: To Glow or Not to
Glow

Updated Text: Lab: To Glow or Not to
Glow
Quick Lab: Modeling Balanced Chemical Equations

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 824

Location: Lesson 4, Videos and Interactives

Original Text: Video: Adding Heat to
a Mixture of Hydrogen
and Oxygen
Interactive Visual
Literacy: Factors
Affecting Reaction Rates

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 3149 of 3538

Updated Text: Video: Factors Affecting Reaction Rates; Le Chatelier's Principle
Interactive Visual
Literacy: Factors
Affecting Reaction Rates

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 836

Location: First line under Clarify a Preconception

Original Text: Students often incorrectly assume that the coefficients in a chemical equation must balance.

Updated Text: Some students may incorrectly assume that the sum of the coefficients of each side of the equation must be equal.

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 837

Location: Just above header EVALUATE

Original Text: Practice Problems: Balancing Equations | 10 minutes
Students will balance chemical equations.

Updated Text: [video icon]Example Problem Video: Balancing Equations | Videos | 10 minutes
Students will learn how to balance chemical equations with the steps found in this lesson.

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 840

Location: Answer Key, Page 490

Original Text: Ask Yourself How can you tell whether a chemical equation is balanced or not?

Updated Text: Ask Yourself Summarize how you can tell whether a chemical equation is balanced or not.

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 840

Location: Answer Key, page 492

Original Text: Ask Yourself Explain why chemists use masses in grams instead of atomic mass units (u). At the scales commonly used for chemical reactions in a lab, grams are more practical than atomic mass units, u. Grams can be easily measured on lab equipment. Expressing the same amounts in u would require using very large numbers.

Updated Text: Ask Yourself Explain why chemists use masses in grams instead of atomic mass units (u). Grams are more practical than atomic mass units (u) for expressing the quantities of chemicals typically used in the lab. Grams can be easily measured on lab equipment. Expressing the same amounts in u would require using very large numbers.

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 3150 of 3538

Current Page Number(s): 853

Location: Under header Energy Changes in Chemical Reactions

Original Text: Energy Changes in Chemical Reactions

Video: Exothermic Reaction 5 min

between Aluminum and Bromine

Interactive Visual Literacy: 10 min

Energy Exchanges in Chemical

Reactions

English Language Proficiency 10 min

Standards

Updated Text: Energy Changes in Chemical Reactions

Video: Energy Exchanges in Chemical Reactions 5 min

Interactive Visual Literacy: 10 min

Energy Exchanges in Chemical

Reactions

[lab icon] Quick Lab: Modeling Balanced Chemical Equations 25 min

English Language Proficiency 10 min

Standards

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 855

Location: Under header Topic: Energy Changes in Chemical Reactions

Original Text: Video: Exothermic Reaction between Aluminum and Bromine

Updated Text: Video: Energy Exchanges in Chemical Reactions

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 855

Location: Bottom of the page after the Interactive Visual Literacy

Original Text: N/A

Updated Text: [Red box][lab icon]Quick Lab: Descriptive

Modeling Balanced Chemical Equations | Labs | 25 minutes

Students will conduct this lab to develop and use a model to balance chemical equations.

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 860

Location: Answer Key, Page 499

Original Text: Figure 18 Look Closer How do you know these are exergonic reactions?

Updated Text: Figure 18 Look Closer Infer why these are exergonic reactions.

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 3151 of 3538

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 860

Location: Answer Key, Page 500

Original Text: Figure 21 Look Closer How did the cookies change when they were baked?

Updated Text: Figure 21 Look Closer Compare the cookies before they were baked to what they are like after being baked.

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 863

Location: Under header EXPLORE

Original Text: Video: Adding Heat to a Mixture of Hydrogen and Oxygen

Updated Text: Video: Factors Affecting Reaction Rates

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 863

Location: Under header ELABORATE

Original Text: Quick Investigation: Model Equilibrium

Updated Text: Quick Lab: Model Equilibrium

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 864

Location: Under header ENGAGE

Original Text: Activate Prior Knowledge | 5 minutes

Have students brainstorm examples of chemical reactions that occur at different rates. List the reactions under three categories on the board: extremely fast, medium, extremely slow. Choose a medium or extremely slow reaction and ask students how they think the rate might be increased. Example: The rate at which a wooden log burns might be increased by reducing it to fine shavings or using a bellows to increase its contact with oxygen.

Reading Preview | 20 minutes

Place students in groups and have them brainstorm meanings of new vocabulary words. Assign a recorder in each group to take notes and share the group's ideas.

Updated Text: Activate Prior Knowledge | 5 minutes

Have students brainstorm examples of chemical reactions that occur at different rates. List the reactions under three categories on the board: extremely fast, medium, extremely slow. Choose a medium or extremely slow reaction and ask students how they think the rate might be increased.

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 864

Location: Under header EXPLORE

Original Text: Video: Adding Heat to a Mixture of Hydrogen and Oxygen

Updated Text: Video: Factors Affecting Reaction Rates

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 864

Location: Below the blue box

Original Text: N/A

Updated Text: [interactives icon] Vocabulary Word Lab | Videos & Interactives | 20 minutes

Have students utilize this interactive tool to examine and practice vocabulary.

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 871

Location: Answer Key, Page 504

Original Text: Ask Yourself Compare and contrast the effects of increased concentration of liquid reactants and decreased volume of gaseous reactants. Increased pressure/decreased volume of gaseous reactants increases their concentration. Hence, more particles are closer together, leading to an increased number of collisions and a greater likelihood of a faster reaction.

Updated Text: Ask Yourself Compare and contrast the effects of increased concentration of liquid reactants and decreased volume of gaseous reactants. A decrease in the volume of a gas increases the concentration of the gas. Hence, it increases the reaction rate as does an increase in concentration of liquid reactants due to an increase in the number of collisions occurring

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 871

Location: Answer Key, Page 507

Original Text: Figure 29 Look Closer What observation suggests that the reverse reaction in the tube on the right has not gone to completion.

Updated Text: Figure 29 Look Closer Identify what you can see in the photo that suggests the reverse reaction in the tube on the right has not gone to completion.

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 873

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 3153 of 3538

Location: Lesson 1 Title Line

Original Text: LESSON 1 TEKS 7.C TEKS 7.F How Solutions Form

Updated Text: LESSON 1 TEKS 7.C, 7.F How Solutions Form

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 873

Location: Lesson 2 title line

Original Text: LESSON 2 TEKS 7.C TEKS 7.F Concentration and Solubility

Updated Text: LESSON 2 TEKS 7.C, 7.F Concentration and Solubility

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 873

Location: Lesson 3 Title line

Original Text: LESSON 3 TEKS 7.C TEKS 7.F Particles in Solution

Updated Text: LESSON 3 TEKS 7.C, 7.F Particles in Solution

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 873

Location: Lesson 4 title line

Original Text: LESSON 4 Gas TEKS 7.C Dissolving without Water

Updated Text: LESSON 4 TEKS 7.C Dissolving Without Water

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 874

Location: Chapter 16 row header

Original Text: CHAPTER 16

Updated Text: CHAPTER 21

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 874

Location: Chapter 16, Videos and Interactives

Original Text: Video: Stalactites,
Stalagmites, and

Gypsum Crystals in
Caves

Updated Text: Video: Solutions

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 874

Location: Chapter 16, Labs

Original Text: Launch Lab: Crystal
Garden

Lab: Conductivity of
Solutions

Updated Text: Launch Lab: Crystal
Garden

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 874

Location: Chapter 16, Assignments

Original Text: STEM Project:
Explain Erosion Effects
on Streams and Rivers

Updated Text: STEM Project:
Explain Erosion Effects
on Streams and Rivers
IPC & Society: Hidden Nobel Prize Medals

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 874

Location: Lesson 2, Videos and Interactives

Original Text: Video: Types of
Solutions

Video: Physical
Properties of Solutions
Interactive Visual

Literacy: Solubility of
Gases

Updated Text: Video: Types of
Solutions

Interactive Visual
Literacy: Solubility of
Gases

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 875

Location: Chapter Launch column

Original Text: Video: Stalactites, Stalagmites, and Gypsum Crystals in Caves

Updated Text: Video: Solutions

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 880

Location: Under header ENGAGE

Original Text: Video: Solutions

Updated Text: Video: How Substances Dissolve

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 880

Location: Under header ELABORATE

Original Text: ELABORATE

SEP: Obtaining, Evaluating, and 10 min Communicating Information

SEP: Obtaining, Evaluating, and 10 min Communicating Information

Apply Your Knowledge 15 min

Quick Lab: Observe Effects 5 min of Surface Area

Practice Problems: Calculate 10 min Surface Area

Updated Text: ELABORATE

SEP: Obtaining, Evaluating, and 10 min Communicating Information

SEP: Obtaining, Evaluating, and 10 min Communicating Information

[video icon]Example Problem Video: Calculate 10 min Surface Area

Apply Your Knowledge 15 min

Quick Lab: Observe Effects 5 min of Surface Area

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 881

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 3156 of 3538

Location: Under header ENGAGE

Original Text: Video: Solutions | Videos & Interactives | 5 minutes

This video describes how cave formations made of calcium carbonate form when an acidic solution reacts with limestone.

Updated Text: Video: How Substances Dissolve | Videos & Interactives | 5 minutes

This video shows a sugar cube dissolving in water.

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 883

Location: Under header Topic: How Substances Dissolve

Original Text: Video: How Substances Dissolve | Videos & Interactives | 5 minutes

This video shows a sugar cube dissolving in water.

Updated Text: N/A

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 883

Location: In text of Activity at the bottom of the page

Original Text: Figure 5.

Updated Text: Figure 6.

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 885

Location: Practice Problems

Original Text: Practice Problems: Calculate Surface Area | 10 minutes

Students will complete practice problems on how to calculate surface area using the example and steps on page 519.

Updated Text: [video icon]Example Problem Video: Calculate Surface Area | Videos | 10 minutes

Students will learn how to calculate the surface area of a rectangular solid.

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 885

Location: Quick Lab red box

Original Text: Quick Lab

Observe Effects of Surface Area | Labs | 5 minutes

Students will conduct this activity to observe and compare the dissolve times of ground of sugar and sugar cubes.

Updated Text: Quick Lab: Descriptive

Observe Effects of Surface Area | Labs | 15 minutes

Students will conduct this activity to observe how the surface area of sugar influences its rate of dissolving in water.

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 889

Location: Unpack the TEKS diagram

Original Text: the rate of

Updated Text: the rate of reaction

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 890

Location: Under header ENGAGE

Original Text: Video: Physical Properties of 5 min
Solutions

Updated Text: N/A

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 890

Location: Under header How Much Can Dissolve?

Original Text: How Much Can Dissolve?

Activity 15 min

Activity 15 min

Science Journal 15 min

Updated Text: How much can dissolve?

Activity 15 min

Activity 15 min

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 890

Location: Under header Solubility of Gases

Original Text: Solubility of Gases

Quick Demo 10 min

Interactive Visual Literacy: 5 min

Solubility of Gases

ELABORATE

Use Analogies 15 min

Apply Your Knowledge 15 min

Lab: Saturated Solutions 15 min

Driving Question Connection 10 min

Updated Text: Solubility of Gases

Quick Demo 10 min

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 3158 of 3538

Interactive Visual Literacy: 5 min
Solubility of Gases
Driving Question Connection 10 min
ELABORATE
Use Analogies 15 min
Apply Your Knowledge 15 min
Lab: Saturated Solutions 15 min

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 891

Location: Above header EXPLORE

Original Text: Video: Physical Properties of Solutions | Videos & Interactives | 5 minutes
This video shows the process of osmosis taking place.

Updated Text: N/A

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 893

Location: Quick Lab red box

Original Text: Quick Lab

Updated Text: Lab: Comparative

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 899

Location: Unpack the TEKS diagram

Original Text: the rate of

Updated Text: the rate of reaction

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 900

Location: Under header ENGAGE

Original Text: Reading Strategy 10 min

Updated Text: N/A

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 900

Location: Under Lab: Conductivity of Solutions

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 3159 of 3538

Original Text: N/A

Updated Text: [lab icon] Lab: Boiling Points of Solutions 50 min

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 902

Location: Above English Language Proficiency Standards

Original Text: N/A

Updated Text: ELPS Support | 10 minutes [EB/EL pill]

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 903

Location: Theme: Patterns under header Topic: Effects of Solute Particles

Original Text: The freezing point and the boiling point of a solvent are both affected by the concentration of the solute particles in a solution. Have students create a graphic organizer that shows the effects of solute concentration on freezing point and boiling point. Before students create their graphic organizers, they should ask questions such as: How is freezing point affected by solute concentration? How is boiling point affected by solute concentration? How are the patterns of change different? How can I illustrate the patterns of change? Have students explain in writing why each shows a different pattern of change.

Updated Text: The freezing and boiling points of a solution are both affected by the concentration of the solute particles. Share the following data with students. Data for salt concentration in water (g/L) and boiling point of water (°C): 0, 100.0; 10, 100.2; 20, 100.4; 30, 100.5; 40, 100.6; 50, 100.8. Data for sucrose concentration in water (mol/L) and freezing point (°C): 0, 0.0; 1, -2.0; 2, -4.0; 3, -5.9; 4, -7.8; 5, -9.5. Have students organize the data in a graphic organizer such as a fish diagram, t-chart, or ladder to show the pattern that as solute concentration increases, boiling point increases and freezing point decreases.

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 903

Location: Driving Question Connection under header Topic: Effects of Solute Particles

Original Text: Salt compounds are held together by ionic bonds because they have an electrical charge. Salt dissolves when mixed with water due to water's covalent bonds. Covalent bonds are stronger than ionic bonds and therefore salt dissolves when mixed with water. Ask: Why doesn't sand dissolve in water? Water cannot break the bonds between sand molecules.

Updated Text: Salt compounds are held together by ionic bonds. Salt dissolves when mixed with water due to water's covalent bonds. Ask: Why doesn't sand dissolve in water? Water cannot break the bonds between the molecules in sand.

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 904

Location: Below red lab box above header EVALUATE

Original Text: N/A

Updated Text: [red box][lab icon] Lab : Descriptive

Boiling Points of Solutions | Labs | 50 minutes

Students will conduct this lab to determine how adding salt affects the boiling point of water.

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 906

Location: Answer Key, Page 527

Original Text: Ask Yourself What are the differences and similarities between dissociation and ionization?

Updated Text: Ask Yourself Compare and contrast the differences and similarities between dissociation and ionization.

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 906

Location: Answer Key, Page 527

Original Text: Look Closer Figure 17 Why will sodium chloride in solution conduct electricity?

Updated Text: Look Closer Figure 16 Explain why sodium chloride in solution conducts electricity.

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 906

Location: Answer Key, Page 528

Original Text: Look Closer Figure 18

Updated Text: Look Closer Figure 17

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 906

Location: Answer Key, Page 529

Original Text: Look Closer Figure 19

Updated Text: Look Closer Figure 18

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 906

Location: Answer Key, Page 529

Original Text: Ask Yourself How does antifreeze affect the vapor pressure of a pure solvent?

Updated Text: Ask Yourself Describe how antifreeze affects the vapor pressure of a pure solvent.

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 3161 of 3538

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 907

Location: Lesson 4 title line

Original Text: Lesson 4 TEKS 7.C, 7.F Dissolving without Water

Updated Text: Lesson 4 TEKS 7.C Dissolving Without Water

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 909

Location: Lesson 4 Blueprint Title line

Original Text: Lesson 4 Blueprint TEKS 7.C TEKS 7.F

Updated Text: Lesson 4 Blueprint TEKS 7.C

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 909

Location: Under header ENGAGE

Original Text: ENGAGE

CER: Dissolving Without Water 10 min

Activate Prior Knowledge 5 min

Reading Strategy 10 min

Mixing Polar and Nonpolar 5 min

Solvents

Activity 15 min

Updated Text: ENGAGE

CER: Dissolving Without Water 10 min

Activate Prior Knowledge 5 min

Reading Strategy 10 min

[video icon] Video: Mixing Polar and Nonpolar 5 min

Solvents

Activity 15 min

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 912

Location: Below Reading Strategy and above header Topic: Polarity and Vitamins

Original Text: N/A

Updated Text: [green checkmark][interactive icon]Interactive Visual Literacy: Versatile Molecules | Labs | 5 minutes
Students will complete this interactive visual literacy to observe how some substance are versatile because the have an end that is polar and an end that is nonpolar.

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 3162 of 3538

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 912

Location: Bottom of the page

Original Text: [green checkmark][interactive icon]Interactive Visual Literacy: Versatile Molecules | Labs | 5 minutes
Students will complete this interactive visual literacy to observe how some substance are versatile because the have an end that is polar and an end that is nonpolar.

Updated Text: N/A

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 915

Location: Answer Key, Page 532

Original Text: Ask Yourself Why is soap required to clean oily dirt?

Updated Text: Ask Yourself Summarize why soap is required to clean oily dirt.

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 915

Location: Answer Key, Page 533

Original Text: Look Closer Figure 25 Compare the number of oxygen atoms in vitamin C with the number in vitamin A (in Figure 24). What effect does oxygen have in these two molecules?

Updated Text: Look Closer Figure 24 Compare the number of oxygen atoms in vitamin C with the number in vitamin A (in Figure 23). What effect does oxygen have in these two molecules?

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 915

Location: Answer Key, Page 534

Original Text: Ask Yourself Why is it necessary to replace water-soluble vitamins more quickly than fat-soluble vitamins?

Updated Text: Ask Yourself Restate why it is necessary to replace water-soluble vitamins more quickly than fat-soluble vitamins.

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 918

Location: Chapter 22, Videos and Interactives

Original Text: Video: Water
Purification

Updated Text: Video: Acids, Bases, and Salts

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 918

Location: Chapter 22, Labs

Original Text: Launch Lab: The Effects
of Acid Rain

Lab: Be a Soda Scientist

Updated Text: Launch Lab: The Effects
of Acid Rain

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 918

Location: Chapter 22, Assignments

Original Text: STEM Project:
Compare the Reactions
of Pollutant Substances
of the Environment

Updated Text: STEM Project:
Compare Reactions
of Pollutant Substances
of the Environment
IPC & Society: Higher Temperatures, Lower pH

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 919

Location: Chapter Launch column

Original Text: Video: Water Purification

Updated Text: Video: Water Purification

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 919

Location: Chapter Launch column

Original Text: Lab: Be a Soda Scientist | Labs | 10 minutes
Students will conduct this activity to the relative
concentrations of common acidic substances.

Updated Text: Lab: Be a Soda Scientist | Labs | 50 minutes
Students will conduct this activity to compare the acidity levels in three soft drinks.

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 3164 of 3538

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 921

Location: Advanced/Advanced High box

Original Text: ELPS 1A.i, 3E

Updated Text: ELPS 1A, 3E

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 924

Location: Under header ELABORATE

Original Text: CER: Solutions of Acids and 10 min
Bases

Updated Text: CER: Acids and Bases 10 min

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 926

Location: Header Topic: Common Acids

Original Text: Topic: Common Acids

Updated Text: N/A

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 936

Location: Under header ELABORATE

Original Text: ELABORATE
[green checkmark]CER: Strengths of Acids and 10 min
Bases

[green checkmark]Quick Check 5 min

[green checkmark]Lab: Acid Rain 10 min

Apply Your Knowledge: Strong and 5 min

Weak Acids and Bases

Apply Your Knowledge: pH of a 5 min
Solution

Updated Text: ELABORATE
[green checkmark]CER: Strengths of Acids and 10 min
Bases

[green checkmark]Quick Check 5 min

Lab: Acid Rain 50 min

[lab icon]Lab: Acids, Bases, and Indicators 50 min

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 3165 of 3538

Apply Your Knowledge: pH of a 5 min
Solution

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 941

Location: Between red lab box and header EVALUATE

Original Text: Apply Your Knowledge: pH of a Solution | 5 minutes

Have students write chemical equations that show HCO_3^- acting to neutralize

OH^- ions and H^+ ions. $\text{HCO}_3^- + \text{OH}^- \rightarrow \text{H}_2\text{O} + \text{CO}_3^{2-}$; $\text{HCO}_3^- + \text{H}^+ \rightarrow \text{H}_2\text{CO}_3$

Explain that this equation demonstrates how one of the blood buffers works.

Updated Text: [red box][Lab icon] Lab: Descriptive

Acids, Bases, and Indicators | Labs | 50 minutes

Students will conduct this lab activity to investigate how a universal indicator is affected by acidic and basic solutions and determine the pH of several common liquids.

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 948

Location: Quick Lab red box

Original Text: Quick Lab

Observe Acid Relief | Labs | 10 minutes

Students conduct an activity to determine what changes take place when acid then an antacid tablet are placed in a solution.

Updated Text: Quick Lab: Descriptive

Observe Acid Relief | Labs | 10 minutes

Students conduct an activity to observe how an antacid changes an acidic solution.

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 953

Location: Lab red box

Original Text: Lab

Be a Soda Scientist | Labs | 10 minutes

Students will conduct this activity to determine the relative concentrations of common acidic substances.

The lab requires the preparation of a 0.1M solution of sodium hydroxide (NaOH).

Updated Text: Lab: Comparative

Be a Soda Scientist | Labs | 50 minutes

Students will conduct this activity to compare the acidity levels in three soft drinks.

The lab requires the preparation of a 0.1M solution of sodium hydroxide (NaOH).

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 955

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 3166 of 3538

Location: Answer Key, Page 553

Original Text: Ask Yourself If the unknown solution is an acid, what type of standard solution would you use to perform a titration?

Updated Text: Ask Yourself Identify the type of standard solution you would use to perform a titration if the unknown solution is an acid.

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 955

Location: Answer Key, Page 553

Original Text: Figure 16 Look Closer Explain why you must add the base to the acid drop by drop near the end of the titration.

Updated Text: Figure 16 Look Closer Explain why you add the base drop by drop near the end of the titration.

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 955

Location: Answer Key, Page 556

Original Text: Ask Yourself Explain What is soap scum?

Updated Text: Ask Yourself Explain what soap scum is.

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 957

Location: Lesson 1 Essential Question

Original Text: Essential Question: What are the basic structures that carbon compounds have?

Updated Text: Essential Question: What are the basic structures that carbon compounds can have?

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 958

Location: Chapter 23, Videos and Interactives

Original Text: Video: Yanartas Fires

Updated Text: Video: Organic Compounds

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 958

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 3167 of 3538

Location: Chapter 23, Labs

Original Text: Launch Lab: Carbon,
the Organic Element
Lab: Alcohols and
Organic Acids

Updated Text: Launch Lab: Carbon,
the Organic Element

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 958

Location: Chapter 23, Assignments

Original Text: STEM Project:
Compare Flame
Retardant Materials

Updated Text: STEM Project:
Compare Flame
Retardant Materials
Focus on Texas: Brewing Texas Tea

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 958

Location: Lesson 3, Assignments

Original Text: CER: Petroleum- A
Source of Carbon
Compounds

Updated Text: CER: Petroleum—A
Source of Organic
Compounds

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 958

Location: Lesson 4, Labs

Original Text: Quick Lab: Test for
Starches
Lab: The Starch
Breakdown
Lab: Testing for a
Vitamin

Updated Text: Quick Lab: Test for
Starch

Lab: The Breakdown of Starch
Lab: Testing for a
Vitamin

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 959

Location: Chapter Launch column

Original Text: Video: Yanartas Fires

Updated Text: Video: Organic Compounds

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 959

Location: Chapter Launch column

Original Text: Launch Lab: Carbon, the Organic Element | Labs | 5 minutes

Students will conduct this activity to determine what
is left over in a test tube after burning bread.

Updated Text: Launch Lab: Carbon, the Organic Element | Labs | 20 minutes

Students will conduct this activity to observe what happens when organic substances are exposed to heat.

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 962

Location: Lesson 1 Essential Question

Original Text: Essential Question: What are the basic structures that carbon
compounds have?

Updated Text: Essential Question: What are the basic structures that carbon
compounds can have?

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 964

Location: Under header ENGAGE

Original Text: Apply Your Knowledge

Updated Text: Activate Prior Knowledge

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 964

Location: Under header Organic Compounds

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 3169 of 3538

Original Text: Organic Compounds
SEP: Developing and Using 10 min
Models

Updated Text: Organic Compounds
SEP: Developing and Using 10 min
Models

[green check mark]Driving Question Connection 10 min

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 964

Location: Under header Carbon Rings

Original Text: Post Reading: Partner Discussion

Updated Text: Post Reading: Partner Discussion

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 968

Location: Lab red box

Original Text: Lab

Model Hexane Isomers | Labs | 10 minutes

Students will conduct this lab activity to model the unbranched chain structure of hexane, and draw its structural formula and make as many different branched formations of hexane as you can, and draw the structural formula of each.

Updated Text: Quick Lab: Descriptive

Model Hexane Isomers | Labs | 20 minutes

Students will conduct this lab activity to make models of hexane isomers.

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 971

Location: Lesson Wrap up box, above Word Lab, LearnSmart, and Science Literacy Essentials icons.

Original Text: Return to the Essential Question

What are the basic structures that carbon compounds have?

Updated Text: Revisit the Essential Question

What are the basic structures that carbon compounds can have?

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 972

Location: Answer Key, Page 567

Original Text: Ask Yourself What does the circle inside the hexagon of a skeletal formula of benzene represent?

Updated Text: Ask Yourself Explain what the circle inside the hexagon of a skeletal formula of benzene represents.

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 3170 of 3538

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 975

Location: Under header ENGAGE

Original Text: Apply Your Knowledge

Updated Text: Activate Prior Knowledge

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 975

Location: Under header Replacing Hydrogen

Original Text: Replacing Hydrogen

Interactive Visual 10 min

Literacy: Replacing Hydrogen

Substituting Oxygen

Activity: Fermentation 5 min

Visual Literacy 5 min

Discussion: Hydrolysis 5 min

Lab: Esters 10 min

English Language Proficiency 10 min

Standards

Updated Text: Replacing Hydrogen

[green check mark]Driving Question Connection 10 min

Interactive Visual 10 min

Literacy: Replacing Hydrogen

Substituting Oxygen Groups

Theme: Structure and Function 30 min

Activity: Fermentation 5 min

Visual Literacy 5 min

Discussion: Hydrolysis 5 min

Lab: Esters 10 min

English Language Proficiency 10 min

Standards

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 975

Location: Header Aromatic Compounds and items below

Original Text: [at the bottom of left column]

Aromatic Compounds

Active Reading: Write-Draw-Discuss 15 min

SEP: Developing and Using 10 min

Models

Post-Reading: Graphic Organizer 10 min

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 3171 of 3538

Updated Text: [at the top of right column]
Aromatic Compounds
Active Reading: Write-Draw-Discuss 15 min
SEP: Developing and Using 10 min
Models
Post-Reading: Graphic Organizer 10 min

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 975

Location: Under header ELABORATE

Original Text: ELABORATE
CER: Substituting Hydrocarbons 10 min
Lab: Alcohols and Organic 25 min
Acids

Updated Text: ELABORATE
CER: Substituted Hydrocarbons 10 min
Apply Your Knowledge 10 min
Lab: Alcohols and Organic 25 min
Acids

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 978

Location: Top of page under header Topic: Substituting Oxygen Groups

Original Text: Theme: Structure and Function

Updated Text: [Theme pill] Structure and Function | 30 minutes

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 979

Location: ELPS Support Title line

Original Text: ELPS Support | 10 min EB/EL

Updated Text: [green checkmark]ELPS Support | 10 minutes EB/EL

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 979

Location: Answer of Discussion: Helpful Odors

Original Text: Possible answers: Ripe fruit produces good odors, aromatherapy, the smell of smoke can alert people to a fire, and the odor of spoiled food makes it unappetizing.

Updated Text: Possible answers: Ripe fruit produces odors that appeal to most people, many people prefer the smells used in aromatherapy, the smell of smoke can alert people to a fire, and the odor of spoiled food makes it unappetizing.

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 985

Location: Content Vocabulary

Original Text: • monomer

- polymer
- polymerization

Updated Text: • monomer

- polymer
- depolymerization

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 987

Location: Under header ENGAGE

Original Text: Apply Your Knowledge

Updated Text: Activate Prior Knowledge

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 987

Location: Under header EXPLAIN Student Pages 573–578

Original Text: EXPLAIN Student Pages 573–578

Vocabulary Word Lab 20 min

Uses for Petroleum Compounds

Visual Literacy 5 min

Polymers

English Language Proficiency 10 min

Standards

SEP: Developing and Using Models 10 min

Activity: Polymers Among Us 5 min

Interactive Visual Literacy: 5 min

Polymers

Updated Text: EXPLAIN Student Pages 573–578

Vocabulary Word Lab 20 min

[header]What is petroleum?

Social Studies Connection: Resource Map 5 min

[header]Processing Crude Oil

[green checkmark]Discussion: Distilled Water 5 min

Uses for Petroleum Compounds

Visual Literacy 5 min

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 3173 of 3538

Polymers

[green checkmark]Driving Question Connection 5 min

English Language Proficiency 10 min

Standards

SEP: Developing and Using Models 10 min

Activity: Polymers Among Us 5 min

Interactive Visual Literacy: 5 min

Polymers

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 988

Location: Under header EXPLORE

Original Text: Quick Demo: Separating Components

Updated Text: Quick Demo: Separating Compounds

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 995

Location: Answer Key, Page 573

Original Text: Ask Yourself What does crude oil consist of?

Updated Text: Ask Yourself Describe what crude oil consists of.

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 995

Location: Answer Key, Page 574

Original Text: Figure 20 Look Closer How might these fractions be further separated?

Updated Text: Figure 20 Look Closer Infer how these fractions might be further separated.

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 998

Location: Under header ENGAGE

Original Text: Apply Your Knowledge

Updated Text: Activate Prior Knowledge

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 998

Location: Under header Carbohydrates

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 3174 of 3538

Original Text: Carbohydrates
Visual Literacy 5 min
Activity: Starch to Glucose 5 min
Quick Lab: Test for Starch 10 min
Lab: Breakdown of Starch 30 min
Nucleic Acids
SEP: Developing and Using 10 min
Models
Discussion 5 min

Updated Text: Carbohydrates
Visual Literacy 5 min
Activity: Starch to Glucose 5 min
[green checkmark]Quick Lab: Test for Starch 20 min
Lab: Breakdown of Starch 50 min
Nucleic Acids
SEP: Developing and Using 20 min
Models
Discussion: DNA Screening 5 min

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 998

Location: Under header ELABORATE

Original Text: Apply Your Knowledge 5 min

Updated Text: N/A

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 1002

Location: Quick Lab red box

Original Text: Quick Lab

Test For Starch | 10 minutes

Students will collect various materials and will test for the presence of starch using a solution and determine whether each material is a starch through a color change of each material.

Updated Text: Quick Lab: Descriptive

Test For Starch | 20 minutes

Students will predict and test if various objects contain starch.

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 1003

Location: Bottom of the page

Original Text: Apply Your Knowledge | 5 minutes

Have students determine if the following changes are exothermic or endothermic. 1. Tea is warmed in a microwave oven.

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 3175 of 3538

endothermic 2. Natural gas is burned in a furnace. exothermic 3. Pond ice melts in the sunlight. endothermic

[red box]Lab

Testing For a Vitamin | Labs | 25 min

Students will observe the reactions of various concentrations of vitamin C with a color indicator.

Remediation

Ask students to explain the difference between temperature and heat.

Temperature is the measure of the average kinetic energy of the particles that make up a substance. Heat is a form of energy that flows from a warmer substance to a cooler substance.

Updated Text: [red box]Lab: Descriptive

Testing for a Vitamin | Labs | 50 minutes

Students will observe the reactions of various concentrations of vitamin C with a color indicator.

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 1007

Location: Answer Key, between Page 583 and Page 584

Original Text: N/A

Updated Text: Page 583 Look Closer Identify the three components of a nucleotide. one of four organic bases, a sugar, and a phosphate

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 1008

Location: Under About the photo

Original Text: PHENOMENON Chemistry allows

us to create new materials that possess desirable qualities.

Throughout this chapter you will read about several examples that span a variety of industries. An example of this can be witnessed in the biomedical industry regarding prosthetic limbs, in the case of the chapter opener image, a prosthetic arm. Due to the durability, flexibility, and nonreactivity to the human body, scientists were able to develop technology with the new materials in this chapter that enables individuals that have lost limbs fully functional prosthetic limbs.

Updated Text: PHENOMENON Chemistry allows us to create new materials that possess desirable qualities. Throughout this chapter you will read about several examples that span a variety of industries. An example of this can be witnessed in

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 3176 of 3538

the biomedical industry regarding prosthetic limbs—in the case of the chapter opener image, a prosthetic arm. Some of the new materials described in this chapter have durability, flexibility, and nonreactivity with the human body. Scientists have been able to use these materials to develop fully functional prosthetic limbs.

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 1010

Location: Chapter 24, Videos and Interactives

Original Text: Video: Synthetic Dyes

Updated Text: Video: New Materials Through Chemistry

If/Then She Can: Chanté Summers

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 1010

Location: Chapter 24, Labs

Original Text: Launch Lab: Chemistry
and Properties of Metals

Lab: Investigating
Polymers

Updated Text: Launch Lab: Chemistry
and Properties of Metals

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 1010

Location: Chapter 24, Assignments

Original Text: STEM Project:
Improve an Object by
Material Selection

Updated Text: STEM Project:
Improve an Object by
Material Selection
Focus on Texas: Flexi-Phone

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 1010

Location: Lesson 1, Videos and Interactives

Original Text: Video: The Making of
Steel

Interactive Visual
Literacy: Uses of Alloys

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 3177 of 3538

Updated Text: Video: Alloys
Interactive Visual
Literacy: Uses of Alloys

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 1010

Location: Lesson 3, Labs

Original Text: Lab: Polymers
Lab: Properties of New
Materials
Lab: Strength and
Durability

Updated Text: Lab: Investigate Polymers
Lab: Properties of New
Materials
Lab: Strength and
Durability

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 1011

Location: Chapter Launch column

Original Text: Video: Synthetic Dyes

Updated Text: Video: Synthetic Dyes

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 1011

Location: Chapter Launch column

Original Text: Launch Lab: Chemistry and Properties of
Metals | Labs | 5 minutes

Students will heat wire and place it in a cool
environment to test the flexibility of wire.

Updated Text: Launch Lab: Chemistry and Properties of
Metals | Labs | 15 minutes

Students will conduct this lab to observe the changes in the flexibility of a wire after it has been heated and cooled.

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 1016

Location: Under header ENGAGE

Original Text: Video: Steel

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 3178 of 3538

Updated Text: Video: Alloys

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 1016

Location: Right Column of the Blueprint Chart

Original Text: EXPLAIN (continued)

Interactive Visual Literacy: 5 min

Uses of Alloys

English Language Proficiency 10 min

Standards

ELABORATE

CER: Alloys 10 min

Content Background 20 min

Differentiated Instruction 20 min

Fun Fact 5 min

Formative Assessment Check 10 min

Updated Text: EXPLAIN (continued)

Driving Question Connection 5 min

Interactive Visual Literacy: 5 min

Uses of Alloys

English Language Proficiency 10 min

Standards

ELABORATE

CER: Alloys 10 min

Differentiated Instruction 20 min

Reinforcement 5 min

Formative Assessment Check 10 min

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 1017

Location: Under header ENGAGE

Original Text: Video: Steel

Updated Text: Video: Alloys

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 1021

Location: Under header ELABORATE

Original Text: Content Background | 20 minutes

K. Aslihan Yener was born in Turkey. She became interested in archaeology and applied chemical technology to archaeology in the “analysis of lead isotopes found in the mines and metals located throughout the Near East.” Yener knew that the ratio of lead isotopes to other metals in Bronze Age objects would be like

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 3179 of 3538

fingerprints. This insight enabled Yener to match the objects to the mine from which the metal originated. By doing this, Yener not only found evidence of a large-scale tin industry in the Taurus Mountains of Turkey but she also located a subterranean city built into the mountainside. Have students explain how determining which mine a metal came from enabled Yener to find evidence of Bronze Age industry.

Updated Text: [green checkmark][Assignment icon] CER: Alloys | Assignments | 10 minutes

Have students return to this activity to record their evidence, revise their claims, and explain their reasoning in answer to the essential question: How did we discover that mixing metals improves them?

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 1023

Location: Answer Key, Page 592

Original Text: Look Closer Figure 4 How do the rings compare in hardness and malleability?

Updated Text: Look Closer Figure 4 Compare how the rings differ in hardness and malleability.

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 1023

Location: Answer Key, Page 594

Original Text: Look Closer Figure 6 What characteristics made alloys useful in airplane construction?

Updated Text: Look Closer Figure 6 Infer what characteristics make alloys useful in airplane construction.

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 1026

Location: Under header EXPLORE

Original Text: Lab: Model a Ceramic

Updated Text: Quick Lab: Model a Ceramic

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 1026

Location: Under header Ceramics

Original Text: Ceramics

English Language Proficiency 10 min

Standards

Demonstration 10 min

Semiconductors

Critical Thinking 10 min

Quick Demo 15 min

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 3180 of 3538

Visual Literacy 10 min
Differentiated Instruction 15 min
Activity 10 min
Vocabulary Strategy 10 min
Visual Literacy 10 min
SEP: Obtaining, Evaluating, and 10 min
Communicating Information

Updated Text: Ceramics
English Language Proficiency 10 min
Standards
Demonstration: Properties of Ceramics 10 min
Semiconductors
Critical Thinking 10 min
Quick Demo 15 min
Visual Literacy 10 min
Differentiated Instruction 15 min
Driving Question Connection 5 min
Activity 10 min
Vocabulary Strategy 10 min
Visual Literacy 10 min
SEP: Obtaining, Evaluating, and 10 min
Communicating Information

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 1026

Location: Under header ELABORATE

Original Text: Fun Fact 15 min

Updated Text: N/A

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 1030

Location: Text under Visual Literacy

Original Text: Have students look at Figure 9. Ask a volunteer to point out the holes in the doped semiconductor, and to describe the movement of electrons and the holes in it.

Updated Text: Have students look at Figure 11. Ask a volunteer to point out the holes in the doped semiconductor, and to describe the movement of electrons and the holes in it, as shown in Figure 12.

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 1031

Location: Fun Fact text under header ELABORATE

Original Text: Fun Fact | 15 minutes

A transistor is a semiconductor that amplifies or strengthens an electric signal or acts as a tiny electric on-off switch. Transistors, which have been used in electronic circuits as amplifiers, rectifiers, detectors, or switches, paved the way for the development of the integrated circuit used in today's myriad electronic devices.

Updated Text: [green checkmark][Assignment icon] CER: Versatile Materials | Assignments | 10 minutes

Have students return to this activity to record their evidence, revise their claims, and explain their reasoning in answer to the question, "How are toilets made?"

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 1034

Location: Answer Key, Page 600

Original Text: Look Closer Figure 12 How are n-type and p-type semiconductors different?

Updated Text: Look Closer Figure 12 Compare how n-type and p-type semiconductors are different.

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 1035

Location: Lesson Objective text

Original Text: Students will explore the composition and chemistry of polymers. This will lead them to understand how polymers are made and their uses, and how composites are made and their uses.

Updated Text: Students will explore the composition and chemistry of polymers. This will lead them to understand how polymers and composites are made and the uses of each.

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 1037

Location: Under header Composites

Original Text: Composites

Activity 15 min

Updated Text: Composites

[green checkmark]English Language Proficiency Standards 10 min

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 1037

Location: Under header EXPLAIN (continued)

Original Text: EXPLAIN (continued)

SEP: Engaging in Argument 10 min
from Evidence

English Language Proficiency 10 min
Standards

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 3182 of 3538

Lab: Strength and Durability 15 min
ELABORATE
CER: Polymers and Composites 10 min
Content Background 15 min
Fun Fact 15 min
Differentiated Instruction 15 min
Lab: Properties of New 10 min
Materials
Formative Assessment Check 15 min

Updated Text: EXPLAIN (continued)
Lab: Strength and Durability 50 min
ELABORATE
CER: Polymers and Composites 10 min
Activity 15 min
Content Background 15 min
SEP: Engaging in Argument 10 min
from Evidence
Lab: Properties of New 50 min
Materials
Formative Assessment Check 15 min

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 1041

Location: Between header ELABORATE and the Activity

Original Text: N/A

Updated Text: [green checkmark][Assignment icon] CER: Polymers and Composites | Assignments | 10 minutes
Have students return to this activity to record their evidence, revise their claims, and explain their reasoning in answer to the question, “Why is it hard for plastics to decompose?”

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 1041

Location: Fun Fact

Original Text: Fun Fact | 15 minutes

Many polymers exist in nature. Silk from silkworms is a polymer. A turtle’s shell is made of polymers. Natural rubber and latex are polymers that come from trees. Our hair and fingernails are made from keratin, which is also a polymer.

Updated Text: N/A

Component: McGraw Hill Texas Integrated Physics and Chemistry Teacher Edition

ISBN: 9781265771430

Current Page Number(s): 1043

Location: Answer Key, Page 607

Original Text: Look Closer Figure 19 What parts of a car's body could be made of fiberglass?

Updated Text: Look Closer Figure 19 Infer which parts of a car's body might be made of fiberglass.

Publisher: Summit K12 Holdings

Integrated Physics and Chemistry

Program: *Dynamic Integrated Physics and Chemistry: TEKS*

Component: *Dynamic Integrated Physics and Chemistry*

ISBN: 9781433407093

Location: Lesson Guide - Evaluate section

Original Text: Formative Assessment 1

Updated Text: Assessment 1 (changed name as a result of TRR guidance in every Lesson Guide)

Component: *Dynamic Integrated Physics and Chemistry*

ISBN: 9781433407093

Location: Lesson Guide - Evaluate section

Original Text: Formative Assessment 2

Updated Text: Assessment 2 (changed name as a result of TRR guidance in every Lesson Guide)

Publisher: Kiddom

Physics

Program: *OpenStax Physics powered by Kiddom - Online and Print: TEKS*

Component: *OpenStax Physics powered by Kiddom - Online and Print*

ISBN: 9781960634573

Link to Current Content:

[View Current Content](#)

Location: Omission: concepts in previous key terms to review and section summaries address these.

Please remember to go directly to this link, you must open the demo site first, then open the link above. Reminder of the directions are

here: <https://docs.google.com/document/d/1Mnoeon2e8Qry0vHFt5JTjWjRH6OWxPoTcR1bXKoyOMs/edit?usp=sharing>

Link to Updated Content:

[View Updated Content](#)

Original Text: Omission: concepts in previous key terms to review and section summaries address these.

Please remember to go directly to this link, you must open the demo site first, then open the link above. Reminder of the directions are

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 3184 of 3538

here: <https://docs.google.com/document/d/1Mnoeon2e8Qry0vHFt5JTjWjRH6OWxPoTcR1bXKoyOMs/edit?usp=sharing>

Updated Text: Omission: concepts in previous key terms to review and section summaries address these.

Please remember to go directly to this link, you must open the demo site first, then open the link above. Reminder of the directions are

here: <https://docs.google.com/document/d/1Mnoeon2e8Qry0vHFt5JTjWjRH6OWxPoTcR1bXKoyOMs/edit?usp=sharing>

Component: *OpenStax Physics powered by Kiddom - Online and Print*

ISBN: 9781960634573

Link to Current Content:

[View Current Content](#)

Location: Omission: Some sections in the text have misconceptions directly specified as such, for example, see the third Teacher Support listed in 2.1

Please remember to go directly to this link, you must open the demo site first, then open the link above. Reminder of the directions are

here: <https://docs.google.com/document/d/1Mnoeon2e8Qry0vHFt5JTjWjRH6OWxPoTcR1bXKoyOMs/edit?usp=sharing>

Link to Updated Content:

[View Updated Content](#)

Original Text: Omission: Some sections in the text have misconceptions directly specified as such, for example, see the third Teacher Support listed in 2.1

Please remember to go directly to this link, you must open the demo site first, then open the link above. Reminder of the directions are

here: <https://docs.google.com/document/d/1Mnoeon2e8Qry0vHFt5JTjWjRH6OWxPoTcR1bXKoyOMs/edit?usp=sharing>

Updated Text: Omission: Some sections in the text have misconceptions directly specified as such, for example, see the third Teacher Support listed in 2.1

[OL][AL] Explain that the word *kinematics* comes from a Greek term meaning motion. It is related to other English words, such as *cinema* (movies, or moving pictures) and *kinesiology* (the study of human motion).

[BL][OL] You may want to introduce the concept of a reference point as the starting point of motion. Relate this to the origin of a coordinate grid.

[AL] Explain that the reference frames considered in this chapter are inertial reference frames, which means they are not accelerating. Engage students in a discussion of how it is the difference in motion between the reference frame of the observer and the reference frame of the object that is important in describing motion. The reference frames used in this chapter might be moving at a constant speed relative to each other, but they are not accelerating relative to each other.

[BL][OL][Visual] Misconception: Students may assume that a reference frame is a background of motion instead of the frame from which motion is viewed. Demonstrate the difference by having one student stand at the front of the class. Explain that this student represents the background. Walk once across the room between the student and the rest of the class. Ask the student and others in the class to describe the direction of your motion. The class might describe your motion as *to the right*, but the student who is standing as a background to your motion would describe the motion as *to the left*. Conclude by reminding students that the reference frame is the viewpoint of the observer, not the background.

[BL] Have students practice describing simple examples of motion in the class from different reference frames. For example, slide a book across a desk. Ask students to describe its motion from their reference point, from the book's reference point, and from another student's reference point.

Before students begin the lab, arrange a location where pairs of students can have ample room to walk forward at least several meters.

As students work through the lab, encourage lab partners to discuss their observations. In Steps 1 and 3, students should observe the ball move straight up and straight down. In Step 2, students should observe the ball in a zigzag path away from the stationary observer.

After the lab, lead students in discussing their observations. Ask them which reference frame is the correct one. Then emphasize that there is not a single correct reference frame. All reference frames are equally valid.

Help students learn the difference between distance and displacement by showing examples of motion.

1. As students watch, walk straight across the room and have students estimate the length of your path.
2. Then, at same starting point, walk along a winding path to the same ending point.
3. Again, have students estimate the length of your path.

Ask—Which motion showed displacement? Which showed distance? Point out that the first motion shows displacement, and the second shows distance along a path. In both cases, the starting and ending points were the same.

[OL] Be careful that students do not assume that initial position is always zero. Emphasize that although initial position is often zero, motion can start from any position relative to a starting point.

[Visual] Demonstrate positive and negative displacement by placing two meter sticks on the ground with their zero marks end-to-end. As students watch, place a small car at the zero mark. Slowly move the car to students' right a short distance and ask students what its displacement is. Then move the car to the left of the zero mark. Point out that the car now has a negative displacement.

Students will learn more about vectors and scalars later when they study two-dimensional motion. For now, it is sufficient to introduce the terms and let students know that a vector includes information about direction.

[BL] Ask students whether each of the following is a vector quantity or a scalar quantity: temperature (scalar), force (vector), mass (scalar).

[OL] Ask students to provide examples of vector quantities and scalar quantities.

[Kinesthetic] Provide students with large arrows cut from construction paper. Have them use the arrows to identify the magnitude (number or length of arrows) and direction of displacement. Emphasize that distance cannot be represented by arrows because distance does not include direction.

Please remember to go directly to this link, you must open the demo site first, then open the link above. Reminder of the directions are here: <https://docs.google.com/document/d/1Mnoeon2e8Qry0vHFt5JTjWjRH6OWxPoTcR1bXKoyOMs/edit?usp=sharing>

Component: *OpenStax Physics powered by Kiddom - Online and Print*

ISBN: 9781960634573

Link to Current Content:
[View Current Content](#)

Location: Re-Review: New content at #2 in Google doc.

Link to Updated Content:
[View Updated Content](#)

Original Text: new content

Updated Text: Re-Review: New content at #2 in Google doc.

Component: *OpenStax Physics powered by Kiddom - Online and Print*

ISBN: 9781960634573

Link to Current Content:
[View Current Content](#)

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Location: Omission Teacher support sections of each lesson, such as Chapter 4, lesson 4.1 give teacher support on guiding students use of vocabulary.

Please remember to go directly to this link, you must open the demo site first, then open the link above. Reminder of the directions are here: <https://docs.google.com/document/d/1Mnoeon2e8Qry0vHFt5JTjWjRH6OWxPoTcR1bXKoyOMs/edit?usp=sharing>

Link to Updated Content:

[View Updated Content](#)

Original Text: Omission Teacher support sections of each lesson, such as Chapter 4, lesson 4.1 give teacher support on guiding students use of vocabulary.

Please remember to go directly to this link, you must open the demo site first, then open the link above. Reminder of the directions are here: <https://docs.google.com/document/d/1Mnoeon2e8Qry0vHFt5JTjWjRH6OWxPoTcR1bXKoyOMs/edit?usp=sharing>

Updated Text: Omission Teacher support sections of each lesson, such as Chapter 4, lesson 4.1 give teacher support on guiding students use of vocabulary.

Please remember to go directly to this link, you must open the demo site first, then open the link above. Reminder of the directions are here: <https://docs.google.com/document/d/1Mnoeon2e8Qry0vHFt5JTjWjRH6OWxPoTcR1bXKoyOMs/edit?usp=sharing>

Component: *OpenStax Physics powered by Kiddom - Online and Print*

ISBN: 9781960634573

Link to Current Content:

[View Current Content](#)

Location: Omission: n the teacher support section, such as in Chapter 6 lesson 3, teachers are given guidance on how to introduce vocabulary and utilize it in a lesson. This is a form of scaffolding as it is introducing, reviewing and using guided instruction to be sure students understand the vocabulary in the lesson.

Please remember to go directly to this link, you must open the demo site first, then open the link above. Reminder of the directions are here: <https://docs.google.com/document/d/1Mnoeon2e8Qry0vHFt5JTjWjRH6OWxPoTcR1bXKoyOMs/edit?usp=sharing>

Link to Updated Content:

[View Updated Content](#)

Original Text: Omission: n the teacher support section, such as in Chapter 6 lesson 3, teachers are given guidance on how to introduce vocabulary and utilize it in a lesson. This is a form of scaffolding as it is introducing, reviewing and using guided instruction to be sure students understand the vocabulary in the lesson.

Please remember to go directly to this link, you must open the demo site first, then open the link above. Reminder of the directions are here: <https://docs.google.com/document/d/1Mnoeon2e8Qry0vHFt5JTjWjRH6OWxPoTcR1bXKoyOMs/edit?usp=sharing>

Updated Text: Omission: n the teacher support section, such as in Chapter 6 lesson 3, teachers are given guidance on how to introduce vocabulary and utilize it in a lesson. This is a form of scaffolding as it is introducing, reviewing and using guided instruction to be sure students understand the vocabulary in the lesson.

Please remember to go directly to this link, you must open the demo site first, then open the link above. Reminder of the directions are here: <https://docs.google.com/document/d/1Mnoeon2e8Qry0vHFt5JTjWjRH6OWxPoTcR1bXKoyOMs/edit?usp=sharing>

Component: *OpenStax Physics powered by Kiddom - Online and Print*

ISBN: 9781960634573

Link to Current Content:

[View Current Content](#)

Location: Omission: multiple visuals on this page provide explanations and guidance around the visual

Please remember to go directly to this link, you must open the demo site first, then open the link above. Reminder of the directions are here: <https://docs.google.com/document/d/1Mnoeon2e8Qry0vHFt5JTjWjRH6OWxPoTcR1bXKoyOMs/edit?usp=sharing>

Link to Updated Content:

[View Updated Content](#)

Original Text: Omission: multiple visuals on this page provide explanations and guidance around the visual

Please remember to go directly to this link, you must open the demo site first, then open the link above. Reminder of the directions are here: <https://docs.google.com/document/d/1Mnoeon2e8Qry0vHFt5JTjWjRH6OWxPoTcR1bXKoyOMs/edit?usp=sharing>

Updated Text: Omission: multiple visuals on this page provide explanations and guidance around the visual

Please remember to go directly to this link, you must open the demo site first, then open the link above. Reminder of the directions are here: <https://docs.google.com/document/d/1Mnoeon2e8Qry0vHFt5JTjWjRH6OWxPoTcR1bXKoyOMs/edit?usp=sharing>

Component: *OpenStax Physics powered by Kiddom - Online and Print*

ISBN: 9781960634573

Link to Current Content:

[View Current Content](#)

Location: Omission: in the teacher introductions, such as Chapter 2, teachers are given guidance on how to facilitate a discussion with students. This happens in every chapter

Please remember to go directly to this link, you must open the demo site first, then open the link above. Reminder of the directions are

here: <https://docs.google.com/document/d/1Mnoeon2e8Qry0vHFt5JTjWjRH6OWxPoTcR1bXKoyOMs/edit?usp=sharing>

Link to Updated Content:

[View Updated Content](#)

Original Text: Omission: in the teacher introductions, such as Chapter 2, teachers are given guidance on how to facilitate a discussion with students. This happens in every chapter

Please remember to go directly to this link, you must open the demo site first, then open the link above. Reminder of the directions are

here: <https://docs.google.com/document/d/1Mnoeon2e8Qry0vHFt5JTjWjRH6OWxPoTcR1bXKoyOMs/edit?usp=sharing>

Updated Text: Omission: in the teacher introductions, such as Chapter 2, teachers are given guidance on how to facilitate a discussion with students. This happens in every chapter

Please remember to go directly to this link, you must open the demo site first, then open the link above. Reminder of the directions are

here: <https://docs.google.com/document/d/1Mnoeon2e8Qry0vHFt5JTjWjRH6OWxPoTcR1bXKoyOMs/edit?usp=sharing>

Component: *OpenStax Physics powered by Kiddom - Online and Print*

ISBN: 9781960634573

Link to Current Content:

[View Current Content](#)

Location: Re-Review: New content at #2 in Google doc.

https://docs.google.com/document/d/1h_Jas6mP8yo8LsuJVQfw5k4WPS6PfbFKjqEhz8f3j9Y/edit#bookmark=id.m6iqi5qj02do

Link to Updated Content:

[View Updated Content](#)

Original Text: new content

Updated Text: Re-Review: New content at #2 in Google doc.

https://docs.google.com/document/d/1h_Jas6mP8yo8LsuJVQfw5k4WPS6PfbFKjqEhz8f3j9Y/edit#bookmark=id.m6iqi5qj02do

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 3190 of 3538

Component: *OpenStax Physics powered by Kiddom - Online and Print*

ISBN: 9781960634573

Link to Current Content:

[View Current Content](#)

Location: Re-Review: New content at #3 in Google doc.

https://docs.google.com/document/d/1h_Jas6mP8yo8LsuJVQfw5k4WPS6PfbFKjqEhz8f3j9Y/edit#bookmark=id.mt0dmfdvek98

Link to Updated Content:

[View Updated Content](#)

Original Text: new content

Updated Text: Re-Review: New content at #3 in Google doc.

https://docs.google.com/document/d/1h_Jas6mP8yo8LsuJVQfw5k4WPS6PfbFKjqEhz8f3j9Y/edit#bookmark=id.mt0dmfdvek98

Publisher: McGraw Hill

Physics

Program: *McGraw Hill Texas Physics: TEKS*

Component: *McGraw Hill Texas Physics Student Edition*

ISBN: 9780077006846

Current Page Number(s): ix

Location: Front Matter TOC: Chapter 3

Original Text: Chapter 3

Updated Text: Chapter 3 TEKS 5.A, 5.C

Component: *McGraw Hill Texas Physics Student Edition*

ISBN: 9780077006846

Current Page Number(s): ix

Location: Digital Experience list, under "Labs"

Original Text: PhysicsLAB[n space]Probeware: Tossed-Ball Motion

Updated Text: PhysicsLAB[n space]Probeware: Tossed-Ball Motion Simulation[n space]Accelerated Motion

Component: *McGraw Hill Texas Physics Student Edition*

ISBN: 9780077006846

Current Page Number(s): ix

Location: Digital Experience list, under "Videos"

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 3191 of 3538

Original Text: Apollo 15 Hammer and Feather Drop

Updated Text: Apollo 15 Hammer and Feather Drop

Example Problem Videos

Component: McGraw Hill Texas Physics Student Edition

ISBN: 9780077006846

Current Page Number(s): ix

Location: Digital Experience list, under "Interactives"

Original Text: Simulation[n space]Accelerated Motion

Updated Text: Interactive Example Problems

Component: McGraw Hill Texas Physics Student Edition

ISBN: 9780077006846

Current Page Number(s): Sci-11

Location: Figure 8 (Image needs x- and y-axis titles)

Original Text: N/A

Updated Text: x-axis title will be "News Sources" and y-axis title will be "Percent"

Component: McGraw Hill Texas Physics Student Edition

ISBN: 9780077006846

Current Page Number(s): Sci-11

Location: Information Processing header, 2nd paragraph, line 5

Original Text: Not being able to recognize the difference between a fact or claim supported by evidence and an unsupported opinion can lead to misconceptions.

Updated Text: Not being able to recognize the difference between a fact, or claim supported by evidence, and an unsupported opinion can lead to misconceptions.

Component: McGraw Hill Texas Physics Student Edition

ISBN: 9780077006846

Current Page Number(s): Sci-15

Location: Table 2, last row

Original Text: Charles Drew (1904-1950) was an African American doctor who formed the first blood bank. He discovered that plasma could be stored or "banked" for long periods of time.

Updated Text: Charles Drew (1904-1950) was an African American doctor who formed the first blood bank, finding that plasma could be stored or "banked" for long periods of time.

Component: McGraw Hill Texas Physics Student Edition

ISBN: 9780077006846

Current Page Number(s): Sci-15

Location: Current contributions header, paragraphs 1 and 2

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 3192 of 3538

Original Text: Today, more doors are open, and women and people of color increasingly push the boundaries of scientific knowledge. For example, Dr. Kizzmekia Corbett, shown in Figure 11, led a team at the National Institutes of Health (NIH) that helped develop the SARS-CoV-2 vaccine. In addition to her laboratory work, Dr. Corbett leads community outreach, working to explain the safety and efficacy of vaccines.

Other women leading cutting-edge research include Dr. Ting Xu at the University of California at Berkley and Dr. Rona Chandrawati at the University of South Wales, both of whom research nanotechnology. Dr. Xu's work with energy storage systems and printable solar cells has the potential to revolutionize renewable energy. Dr. Chandrawati's work focuses on smart labels that detect when food becomes contaminated, a technology that would greatly increase the safety of the world's food supply.

Updated Text: Today, more doors are open, and women and people of color increasingly push the boundaries of scientific knowledge. For example, Dr. Kizzmekia Corbett, shown in Figure 11, led a team at the National Institutes of Health (NIH) that helped develop the SARS-CoV-2 vaccine. Other women leading cutting-edge research include Dr. Ting Xu at the University of California at Berkley and Dr. Rona Chandrawati at the University of South Wales, both of whom research nanotechnology. Dr. Xu's work with energy storage systems and printable solar cells has the potential to revolutionize renewable energy. Dr. Chandrawati's work focuses on smart labels that detect when food becomes contaminated, a technology that would greatly increase the safety of the world's food supply.

Component: McGraw Hill Texas Physics Student Edition

ISBN: 9780077006846

Current Page Number(s): Sci-15

Location: Bottom of page, after last paragraph

Original Text: N/A

Updated Text: Ask Yourself[en space]Describe the contribution of one scientist.

Component: McGraw Hill Texas Physics Student Edition

ISBN: 9780077006846

Current Page Number(s): Sci-16

Location: Below last paragraph, above Lesson Wrap Up

Original Text: N/A

Updated Text: Ask Yourself[en space]Identify[en space]What are science-related challenges faced by marginalized populations?

Component: McGraw Hill Texas Physics Student Edition

ISBN: 9780077006846

Current Page Number(s): 2

Location: Digital Spotlight

Original Text: Check out a video about building construction.

Updated Text: Check out a video about physics in the world around you.

Component: McGraw Hill Texas Physics Student Edition

ISBN: 9780077006846

Current Page Number(s): 4

Location: Figure 1 caption

Original Text: N/A

Updated Text: [added sub-captions]
[under left image] 1A[n space]Astrophysics
[under right image]1B[n space]Particle Physics

Component: McGraw Hill Texas Physics Student Edition

ISBN: 9780077006846

Current Page Number(s): 18

Location: Figure 18 caption

Original Text: Use the steps outlined here to plot line graphs from data tables.

Updated Text: Use the steps outlined below to plot line graphs from data tables.

Component: McGraw Hill Texas Physics Student Edition

ISBN: 9780077006846

Current Page Number(s): 33

Location: LearnSmart (bottom right)

Original Text: TEKS 1.C, 1.E, 1.F, 2.B, 2.C assignments

Updated Text: TEKS 1.E, 1.F, 2.B, 2.C, 4.B assignments

Component: McGraw Hill Texas Physics Student Edition

ISBN: 9780077006846

Current Page Number(s): 40

Location: Paragraph 2 (1st paragraph under "Consecutive images")

Original Text: You can do this by taking photographs of the runner in motion every 5 s from a stationary camera. You could also take a video from a single location and extract a still frame every 5 s. In either case, the result is a sequence of pictures showing the scene. In each picture, most objects in the picture are in the same place from one image to the next. The runner, though, will be at a point in each picture that is farther along the straight path than in the previous picture.

Updated Text: You can do this by taking photographs of the runner in motion every 5 s with a stationary camera. You could also take a video from a single location and extract a still frame every 5 s. In either case, the result is a sequence of pictures showing the scene. Most objects in each picture are in the same place from one image to the next. The runner, though, will be at a point in each picture that is farther along the straight path than in the previous picture.

Component: McGraw Hill Texas Physics Student Edition

ISBN: 9780077006846

Current Page Number(s): 42

Location: Figure 5

Original Text: [above top image]A
[above bottom image]B

Updated Text: [move main caption and Look Closer question into the right-hand column]
[above top image]5A
[above bottom image]5B

Component: McGraw Hill Texas Physics Student Edition

ISBN: 9780077006846

Current Page Number(s): 42

Location: Paragraph 1, last sentence

Original Text: A coordinate system gives the location of the zero point of the variable you are studying and the direction in which the values of the variable increase, as shown in the diagram A in Figure 5. [note: "coordinate system" is highlighted yellow]

Updated Text: A coordinate system gives the location of the zero point of the variable you are studying and the direction in which the values of the variable increase, as shown in Figure 5A. [note: "coordinate system" is highlighted yellow]

Component: McGraw Hill Texas Physics Student Edition

ISBN: 9780077006846

Current Page Number(s): 42

Location: Paragraph 2, sentence 2

Original Text: In the runner example shown in Figure 5, the origin, which is the zero point of the measuring tape, could be 6 m to the left of the cactus.

Updated Text: In the runner example shown in Figure 5A, the origin, which is the zero point of the measuring tape, could be 6 m to the left of the cactus.

Component: McGraw Hill Texas Physics Student Edition

ISBN: 9780077006846

Current Page Number(s): 42

Location: Paragraph 3, sentence 1

Original Text: You can indicate how far the runner in Figure 5 is from the origin at a certain time on the motion diagram by drawing an arrow from the origin to the point that represents the runner, as shown in diagram B of Figure 5.

Updated Text: You can indicate how far the runner in Figure 5A is from the origin at a certain time on the motion diagram by drawing an arrow from the origin to the point that represents the runner, as shown in Figure 5B.

Component: McGraw Hill Texas Physics Student Edition

ISBN: 9780077006846

Current Page Number(s): 47

Location: Your Study Tools, item 1

Original Text: ✓ Review Interactive Visual Literacy: Coordinate Systems.

Updated Text: ✓ Reviewwith Interactive Visual Literacy: Finding Time Interval and Displacement.

Component: McGraw Hill Texas Physics Student Edition

ISBN: 9780077006846

Current Page Number(s): 54

Location: Your Study Tools, items 1–3

Original Text: ✓ Review Interactive Visual Literacy: Using Coordinates

✓ Watch additional videos for lesson concepts: GPS

✓ Answer additional Practice Problems online

Updated Text: ✓ Review with Interactive Visual Literacy: Using Coordinates.

✓ Watch additional videos for lesson concepts: Tracking Hurricanes: Scientist Spotlight.

[item 3 deleted]

Component: McGraw Hill Texas Physics Student Edition

ISBN: 9780077006846

Current Page Number(s): 66

Location: Your Study Tools, between items 1 and 2

Original Text: N/A

Updated Text: ✓ Watch additional videos for lesson concepts: Running Animals.

Component: McGraw Hill Texas Physics Student Edition

ISBN: 9780077006846

Current Page Number(s): 73

Location: Figure 2

Original Text: N/A

Updated Text: [format figure like other multi-part figures and add subcaptions]

[under top left image] 2A[n space]At rest

[under top right image] 2B[n space]Constant speed

[under bottom left image] 2C[n space]Speeding up

[under bottom right image] 2D[n space]Slowing down

Component: McGraw Hill Texas Physics Student Edition

ISBN: 9780077006846

Current Page Number(s): 78

Location: Figure 8, Look Closer

Original Text: Interpret[n space]Why is the line on the acceleration-time graph below the horizontal axis from 10.0 to 18.0 s?

Updated Text: N/A

Component: McGraw Hill Texas Physics Student Edition

ISBN: 9780077006846

Current Page Number(s): 83

Location: Your Study Tools, items 1–2

Original Text: ✓ Review with the Interactive Visual Literacy: Finding Acceleration Vectors

✓ Watch additional videos for lesson concepts: Nonuniform Motion Diagrams

Updated Text: ✓ Review with Interactive Visual Literacy: Nonuniform Motion Diagrams and Finding an Acceleration Vector.

✓ Watch additional videos for lesson concepts: Nonuniform Motion Diagrams and Finding an Acceleration Vector.

Component: McGraw Hill Texas Physics Student Edition

ISBN: 9780077006846

Current Page Number(s): 97

Location: STEM Project (bottom left)

Original Text: Complete the STEM Project to apply your understanding of chapter concepts.

Updated Text: Complete the Evaluate Accelerated Motion STEM Project to apply your understanding of chapter concepts.

Component: McGraw Hill Texas Physics Student Edition

ISBN: 9780077006846

Current Page Number(s): 97

Location: LearnSmart (bottom center)

Original Text: ✓ TEKS 5.B assignment

Updated Text: N/A

Component: McGraw Hill Texas Physics Student Edition

ISBN: 9780077006846

Current Page Number(s): 102

Location: Paragraph 3, sentence 4

Original Text: In other words, you increase the magnitude of the applied force. The direction in which you exert the force also matters—if you push the resting book to the right, the book will start moving to the right.

Updated Text: In other words, you increase the magnitude of the applied force. The direction in which you exert the force also matters. For example, if you push the resting book to the right, the book will start moving to the right.

Component: McGraw Hill Texas Physics Student Edition

ISBN: 9780077006846

Current Page Number(s): 108

Location: Your Study Tools, between items 1 and 2

Original Text: N/A

Updated Text: ✓ Watch additional videos for lesson concepts: Mars 2020: Launch.

Component: McGraw Hill Texas Physics Student Edition

ISBN: 9780077006846

Current Page Number(s): 114

Location: Figure 14

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 3197 of 3538

Original Text: N/A

Updated Text: [added sub-captions]

[under left image] 14A[n space]A car approaching a box

[under right image] 14B[n space]The effect of the red block's inertia

Component: McGraw Hill Texas Physics Student Edition

ISBN: 9780077006846

Current Page Number(s): 116

Location: paragraph 1, sentence 4

Original Text: From the time it left Earth's orbit until its arrival at Mars, the Mars 2020 Perseverance spacecraft experienced a gravitational pull mainly from the Sun as well as forces from the spacecraft's rockets that gently adjusted its course.

Updated Text: From the time it left Earth's orbit until its arrival at Mars, the Mars 2020 Perseverance spacecraft, shown in Figure 16, experienced a gravitational pull mainly from the Sun as well as forces from the spacecraft's rockets that gently adjusted its course.

Component: McGraw Hill Texas Physics Student Edition

ISBN: 9780077006846

Current Page Number(s): 131

Location: Figure 29

Original Text: N/A

Updated Text: [format figure like other multi-part figures in the book and add subcaptions]

[under left image]29A[n space]Normal Force Equals Weight

[under center image]29B[n space]Normal Force Less Than Weight

[under right image]29C[n space]Normal Force Greater Than Weight

Component: McGraw Hill Texas Physics Student Edition

ISBN: 9780077006846

Current Page Number(s): 132

Location: Your Study Tools, between items 1 and 2

Original Text: N/A

Updated Text: ✓ Watch additional videos for lesson concepts: Mars 2020: Ingenuity's First Flight.

Component: McGraw Hill Texas Physics Student Edition

ISBN: 9780077006846

Current Page Number(s): 145

Location: Your Study Tools, between items 1 and 2

Original Text: N/A

Updated Text: ✓ Watch additional videos for lesson concepts: Vector Addition.

Component: McGraw Hill Texas Physics Student Edition

ISBN: 9780077006846

Current Page Number(s): 147

Location: Paragraph 3, last sentence

Original Text: You can verify this finding with your own investigations.

Updated Text: You can verify these findings with your own investigations.

Component: McGraw Hill Texas Physics Student Edition

ISBN: 9780077006846

Current Page Number(s): 154

Location: Last paragraph, sentence 2

Original Text: As defined by Newton's first law, as long as there is no net force acting on an object, the object does not experience a change in speed or direction and is in equilibrium.

Updated Text: As defined by Newton's first law, as long as the net force acting on an object is zero, the object does not experience a change in speed or direction and is in equilibrium.

Component: McGraw Hill Texas Physics Student Edition

ISBN: 9780077006846

Current Page Number(s): 157

Location: Example Problem 6, art

Original Text: N/A

Updated Text: [added a curved arrow, beginning at the +x axis and going counter-clockwise to the arrow labeled F_g ; added label θ]

Component: McGraw Hill Texas Physics Student Edition

ISBN: 9780077006846

Current Page Number(s): 158

Location: Figure 18

Original Text: N/A

Updated Text: [added sub-captions]

[under top image] 18A[n space]Balanced construction in a house's frame

[under right image] 14B[n space]Balanced construction in an arch bridge

Component: McGraw Hill Texas Physics Student Edition

ISBN: 9780077006846

Current Page Number(s): 158

Location: Paragraph 2, sentence 2

Original Text: This can be done through an external buttress or an internal truss, as shown in the figure.

Updated Text: This can be done through an external buttress or an internal truss, as shown in Figure 18A.

Component: McGraw Hill Texas Physics Student Edition

ISBN: 9780077006846

Current Page Number(s): 159

Location: STEM Project (bottom left)

Original Text: Complete the STEM Project to apply your understanding of chapter concepts.

Updated Text: Complete the Navigate the Skies STEM Project to apply your understanding of chapter concepts.

Component: McGraw Hill Texas Physics Student Edition

ISBN: 9780077006846

Current Page Number(s): 159

Location: Simulations (bottom center)

Original Text: Explore the Vector Addition simulation to further understand chapter concepts.

Updated Text: Explore the Vector Addition and Friction PhET simulations to further understand chapter concepts.

Component: McGraw Hill Texas Physics Student Edition

ISBN: 9780077006846

Current Page Number(s): 159

Location: LearnSmart (bottom right)

Original Text: See how much you know and attempt to answer the question first before checking the resources for:

✓ TEKS Assignment 5.B

✓ TEKS Assignment 5.E

✓ TEKS Assignment 5.F

Updated Text: See how much you know and attempt to answer the questions first before checking the resources for:

✓ TEKS 5.B Assignment

✓ TEKS 5.E Assignment

✓ TEKS 5.F Assignment

Component: McGraw Hill Texas Physics Student Edition

ISBN: 9780077006846

Current Page Number(s): 171

Location: Your Study Tools, first 2 items

Original Text: ✓ Review with Interactive Visual Literacy: Motion in Two Dimensions.

✓ Watch additional video for lesson concepts: Projectile Motion.

Updated Text: ✓ Review with Interactive Visual Literacy: Motion in Two Dimensions and Separate Motion Diagrams.

✓ Watch additional video for lesson concepts: Soccer Kick.

Component: McGraw Hill Texas Physics Student Edition

ISBN: 9780077006846

Current Page Number(s): 176

Location: Ask Yourself (center of page)

Original Text: State the two factors that affect the force needed to keep you moving on a merry-go-round.

Updated Text: State two factors that affect the force needed to keep you moving on a merry-go-round.

Component: McGraw Hill Texas Physics Student Edition

ISBN: 9780077006846

Current Page Number(s): 193

Location: Example Problem 1, problem statement, sentence 3

Original Text: Callisto, the farther moon from Jupiter that Galileo observed, has a period of 16.7 days.

Updated Text: Callisto, the farthest moon from Jupiter that Galileo observed, has a period of 16.7 days.

Component: McGraw Hill Texas Physics Student Edition

ISBN: 9780077006846

Current Page Number(s): 199

Location: last paragraph, last 2 sentences

Original Text: For a free-falling object of mass m at a distance r from a planet of mass m_p 's center
 $F = G(m_p m / r^2) = ma$, so $a = G(m_p / r^2)$

You can use this equation to analyze the acceleration due to gravity near any planet, not just Earth.

Updated Text: For a free-falling object of mass m at a distance r from a planet of mass m_p 's center, you can use the following equation to analyze the acceleration due to gravity near any planet, not just Earth.

$F = G(m_p m / r^2) = ma$, so $a = G(m_p / r^2)$

Component: McGraw Hill Texas Physics Student Edition

ISBN: 9780077006846

Current Page Number(s): 206

Location: Last paragraph, equation on third line from bottom

Original Text: $r = \sqrt[3]{(Gm(T/2\pi)^2)} = \sqrt[3]{(6.67 \times 10^{-11} \text{ N}\cdot\text{m}^2/\text{kg}^2)(5.97 \times 10^{24} \text{ kg})(86,164 \text{ s}/2\pi)^2}$

Updated Text: $r = \sqrt[3]{(GM(T/2\pi)^2)} = \sqrt[3]{(6.67 \times 10^{-11} \text{ N}\cdot\text{m}^2/\text{kg}^2)(5.972 \times 10^{24} \text{ kg})(86,164 \text{ s}/2\pi)^2}$

Component: McGraw Hill Texas Physics Student Edition

ISBN: 9780077006846

Current Page Number(s): 216

Location: Your Study Tools, items 1-3

Original Text: ✓ Review Interactive Visual Literacy: Lunar Motion.

✓ Watch additional videos for lesson concepts: Solar Eclipse.

✓ Answer additional Practice Problems online.

Updated Text: ✓ Review with Interactive Visual Literacy: Lunar Motion, Seasons, and Tides.

✓ Watch additional videos for lesson concepts: The Moon's Role in a Solar Eclipse.

[item 3 deleted]

Component: McGraw Hill Texas Physics Student Edition

ISBN: 9780077006846

Current Page Number(s): 222

Location: Your Study Tools, items 1-3

Original Text: ✓ Review Interactive Visual Literacy: Gravity Bends Life.

✓ Watch additional videos for lesson concepts: Inertial Balance.

✓ Answer additional Practice Problems online.

Updated Text: ✓ Review with Interactive Visual Literacy: Einstein's Theory of Gravity.

✓ Watch additional videos for lesson concepts: Inertial Balance.

✓ Answer additional Practice Problems online.

Component: McGraw Hill Texas Physics Student Edition

ISBN: 9780077006846

Current Page Number(s): 229

Location: Figure 3, art

Original Text: N/A

Updated Text: [arc and "x" label adjusted for visibility; blue counter-clockwise arrow changed to red]

Component: McGraw Hill Texas Physics Student Edition

ISBN: 9780077006846

Current Page Number(s): 246

Location: Your Study Tools, first item

Original Text: ✓ Review with Interactive Visual Literacy: Rotating Frames of Reference.

Updated Text: ✓ Review with Interactive Visual Literacy: Rotational Inertia.

Component: McGraw Hill Texas Physics Student Edition

ISBN: 9780077006846

Current Page Number(s): 265

Location: Figure 5

Original Text: N/A

Updated Text: [added sub-captions]

[under top image] 5A[n space]Before push

[under right image] 5B[n space]After push

Component: McGraw Hill Texas Physics Student Edition

ISBN: 9780077006846

Current Page Number(s): 273

Location: Figure 11

Original Text: N/A

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 3202 of 3538

Updated Text: [added sub-captions]
[under top image] 11A[n space]Arms extended
[under right image] 11B[n space]Arms tucked

Component: McGraw Hill Texas Physics Student Edition

ISBN: 9780077006846

Current Page Number(s): 284

Location: Example Problem 1, step 2, 2nd line in gray box

Original Text: $= (4.50 \text{ N})(0.150 \text{ m})(\cos \theta)$

Updated Text: $= (4.50 \text{ N})(0.150 \text{ m})(1)$

Component: McGraw Hill Texas Physics Student Edition

ISBN: 9780077006846

Current Page Number(s): 295

Location: Figure 15

Original Text: [above left image]Reference Level at Juggler's Hand
[above right image]Reference Level at Highest Point

Updated Text: [figure formatted as other multi-part figures in the book]
[below left image]15A[n space]Reference Level at Juggler's Hand
[above right image]15B[n space]Reference Level at Highest Point

Component: McGraw Hill Texas Physics Student Edition

ISBN: 9780077006846

Current Page Number(s): 297

Location: Figure 17

Original Text: [main caption]Figure 16[n space]The archer-bow-arrow system has maximum elastic potential energy before the string is released, as shown on the left. When the arrow and string disengage, the elastic potential energy is completely transformed into kinetic energy, as shown on the right.

Updated Text: [main caption]Figure 16[n space]Firing an arrow from a bow involves energy transformations.
[subcaptions added]

[under left image]16A[n space]The archer-bow-arrow system has maximum elastic potential energy before the string is released.

[under right image]16B[n space]When the arrow and string disengage, the elastic potential energy is completely transformed into kinetic energy.

Component: McGraw Hill Texas Physics Student Edition

ISBN: 9780077006846

Current Page Number(s): 307

Location: First paragraph under "Inelastic collisions," after the last sentence

Original Text: N/A

Updated Text: Case 3 shows a partially inelastic collision.

Component: McGraw Hill Texas Physics Student Edition

ISBN: 9780077006846

Current Page Number(s): 336

Location: Ask Yourself (center of page)

Original Text: Ask Yourself Explain why an internal combustion engine is a heat engine.

Updated Text: N/A

Component: McGraw Hill Texas Physics Student Edition

ISBN: 9780077006846

Current Page Number(s): 357

Location: Figure 12

Original Text: N/A

Updated Text: [Figure formatted as other multi-part figure in the book]

Component: McGraw Hill Texas Physics Student Edition

ISBN: 9780077006846

Current Page Number(s): 361

Location: Your Study Tools, item 3

Original Text: ✓ Answer additional Practice Problems online.

Updated Text: N/A

Component: McGraw Hill Texas Physics Student Edition

ISBN: 9780077006846

Current Page Number(s): 373

Location: Example Problem 4 art

Original Text: N/A

Updated Text: [Add a black arrow, pointing upward, labeled "+y"]

Component: McGraw Hill Texas Physics Student Edition

ISBN: 9780077006846

Current Page Number(s): 376

Location: Your Study Tools, item 2

Original Text: ✓ Watch additional videos for lesson concepts: Bernoulli's Principle.

Updated Text: ✓ Watch additional videos for lesson concepts: Streamlines.

Component: McGraw Hill Texas Physics Student Edition

ISBN: 9780077006846

Current Page Number(s): 383

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 3204 of 3538

Location: Figure 2 caption

Original Text: Look Closer Describe the different pathways solar radiation can take once it reaches Earth.

Updated Text: N/A

Component: McGraw Hill Texas Physics Student Edition

ISBN: 9780077006846

Current Page Number(s): 388

Location: First paragraph, last sentence

Original Text: This water continues along the global conveyor belt until it reaches the poles, where it cools, sinks, and begins its journey again.

Updated Text: This water continues along the global conveyor belt until it reaches the poles, where it cools, sinks, and begins its journey again. Climate change is putting this conveyor belt at risk. If too much ice melts, the cold water near the poles will become significantly less salty and not be dense enough to sink. If the polar water does not sink, the global conveyor belt will collapse.

Component: McGraw Hill Texas Physics Student Edition

ISBN: 9780077006846

Current Page Number(s): 388

Location: Figure 9

Original Text: N/A

Updated Text: [figure resized and moved to the right of the text; caption and Look Closer question moved below the figure]

Component: McGraw Hill Texas Physics Student Edition

ISBN: 9780077006846

Current Page Number(s): 412

Location: Last paragraph, last sentence

Original Text: This latent heat is later released when the air rises and water vapor condenses.

Updated Text: This latent heat is later released when the air rises and water vapor condenses. As our oceans heat up due to climate change, hurricanes will become more frequent and more powerful.

Component: McGraw Hill Texas Physics Student Edition

ISBN: 9780077006846

Current Page Number(s): 414

Location: last paragraph, sentence 2

Original Text: Using data from ice cores and other sources, scientists have found that the concentrations of these gases have fluctuated over thousands or even millions of years.

Updated Text: Using data from ice cores, sediment cores, and other sources, scientists have found that the concentrations of these gases have fluctuated over thousands or even millions of years.

Component: McGraw Hill Texas Physics Student Edition

ISBN: 9780077006846

Current Page Number(s): 429

Location: Figure 8 caption, sentence 2

Original Text: Water is pumped down to hot rock, where it changes to steam. The steam is used to spin a turbine, generating electricity.

Updated Text: In the type of system shown here, water is pumped down to hot rock, where it changes to steam. The steam is used to spin a turbine, generating electricity.

Component: McGraw Hill Texas Physics Student Edition

ISBN: 9780077006846

Current Page Number(s): 439

Location: Figure 20, graph title

Original Text: Increase in Renewable Energy Generation

Updated Text: Global Increase in Renewable Energy Generation

Component: McGraw Hill Texas Physics Student Edition

ISBN: 9780077006846

Current Page Number(s): 444

Location: Your Study Tools, item 1

Original Text: ✓ Review with the Interactive Visual Literacy: Energy Conservation.

Updated Text: ✓ Review with the Interactive Visual Literacy: Energy-Efficient House.

Component: McGraw Hill Texas Physics Student Edition

ISBN: 9780077006846

Current Page Number(s): 450

Location: Paragraph 1, last sentence

Original Text: The amplitude of the motion is the maximum distance the object, such as the pendulum bob, moves from the equilibrium position. [note: bold "amplitude" is highlighted]

Updated Text: The amplitude of the motion is the maximum distance the object, such as the mass at the end of a pendulum, moves from the equilibrium position. [note: bold "amplitude" is highlighted]

Component: McGraw Hill Texas Physics Student Edition

ISBN: 9780077006846

Current Page Number(s): 455

Location: Paragraph 1, sentence 2

Original Text: Another option is to have a friend give you repeated pushes at just the right times, as in Figure 5.

Updated Text: Another option is to have someone give you repeated pushes at just the right times, as in Figure 5.

Component: McGraw Hill Texas Physics Student Edition

ISBN: 9780077006846

Current Page Number(s): 456

Location: Paragraph 1, sentence 5

Original Text: Mechanical waves must pass through a physical medium, such as water, air, or a rope.

Updated Text: Mechanical waves must pass through a physical medium, such as water, air, or a rope. [note: "mechanical waves" is also highlighted]

Component: McGraw Hill Texas Physics Student Edition

ISBN: 9780077006846

Current Page Number(s): 458

Location: Paragraph 4, last 2 sentences

Original Text: A crest and a trough, for example, are 180° out of phase with each other. Two particles in a wave medium can be anywhere from 0° to 360° out of phase with each other.

Updated Text: A crest and a trough, for example, are 180° out of phase. Two particles in a wave medium can be anywhere between 0° and 360° out of phase with each other.

Component: McGraw Hill Texas Physics Student Edition

ISBN: 9780077006846

Current Page Number(s): 459

Location: Figure 10, subcaptions

Original Text: [under top image]10A

[under bottom image]10B

Updated Text: [under top image]10A[n space]Wavelength can be visualized when distance is on the x-axis.
[under bottom image]10B[n space]Period can be visualized by placing time on the x-axis.

Component: McGraw Hill Texas Physics Student Edition

ISBN: 9780077006846

Current Page Number(s): 462

Location: Paragraph 1, sentences 3 through last

Original Text: Examine what happens when a wave travels from one medium to another. Figure 12 shows a wave pulse traveling from a larger spring into a smaller one. The pulse that strikes the boundary is called the incident wave. One pulse from the larger spring continues in the smaller spring, but the speed is different in the smaller spring. Note that this transmitted wave pulse remains upward. Some of the energy of the incident wave's pulse is reflected backward into the larger spring. This returning wave is called the reflected wave. Whether the reflected wave is upright or inverted depends on the characteristics of the two springs. For example, if the waves in the smaller spring have a greater speed because the spring is stiffer, then the reflected wave will be inverted. [note "incident wave" and "reflected wave" are highlighted yellow]

Updated Text: Examine what happens when a wave travels from one medium to another. Figure 12 shows a wave pulse traveling from one spring to another. The pulse that strikes the boundary is called the incident wave. One pulse from the left spring continues in the right spring. If the springs are identical, the pulse speed will be the same in both springs. If the springs have different properties, the speeds will be different. Note that this transmitted wave pulse remains upward.

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Some of the energy of the incident wave's pulse is reflected backward into the left spring. This returning wave is called the reflected wave. Whether the reflected wave is upright or inverted depends on the characteristics of the two springs. For example, if the right spring is stiffer than the left, then the reflected wave will be inverted. [note "incident wave" and "reflected wave" are highlighted yellow]

Component: McGraw Hill Texas Physics Student Edition

ISBN: 9780077006846

Current Page Number(s): 477

Location: Lesson 2 , vocabulary list, beginning of first column

Original Text: • wave

• wave pulse

Updated Text: • wave

• mechanical wave

• wave pulse

Component: McGraw Hill Texas Physics Student Edition

ISBN: 9780077006846

Current Page Number(s): 524

Location: Essential Question (top of page)

Original Text: How do scientists use the Doppler effect to measure how stars and galaxies are moving?

Updated Text: How do scientists use the Doppler effect to determine how stars and galaxies are moving?

Component: McGraw Hill Texas Physics Student Edition

ISBN: 9780077006846

Current Page Number(s): 541

Location: Your Study Tools, item 2

Original Text: ✓ Watch additional videos for lesson concepts: Using Plane Mirrors.

Updated Text: ✓ Watch additional videos for lesson concepts: Reflection of Light.

Component: McGraw Hill Texas Physics Student Edition

ISBN: 9780077006846

Current Page Number(s): 548

Location: Figure 16

Original Text: [above left image] Spherical Mirror

[above right image] Parabolic Mirror

Updated Text: [format figure like other multi-part figures in the book]

[under left image]16A[n space]Spherical Mirror

[under right image]16B[n space]Parabolic Mirror

Component: McGraw Hill Texas Physics Student Edition

ISBN: 9780077006846

Current Page Number(s): 552

Location: Figure 21

Original Text: [main caption]Figure 21[n space]These images of galaxy NGC 3521 simulate how resolving power varies with aperture. The image on the left is how the galaxy would appear for a telescope with a small aperture. The image on the right shows its appearance using a larger aperture.

Updated Text: [main caption]Figure 21[n space]These images of galaxy NGC 3521 simulate how resolving power varies with the telescope's aperture.

[add subcaption]

[under left image]21A[n space]Smaller aperture

[under right image]21B[n space]Larger aperture

Component: McGraw Hill Texas Physics Student Edition

ISBN: 9780077006846

Current Page Number(s): 556

Location: Last paragraph, last sentence

Original Text: This instrument promises to add to the previously mentioned discoveries, including new exoplanets (planets outside our solar system) and a better understanding of the nature of dark matter, which makes up most of the matter in galaxies.

Updated Text: On Earth, the ideal resolving power of a large telescope is limited by Earth's atmosphere. To avoid this problem, space telescopes with large mirrors are placed in orbit, where they can resolve distant objects at the theoretical limit.

Component: McGraw Hill Texas Physics Student Edition

ISBN: 9780077006846

Current Page Number(s): 576

Location: Figure 17

Original Text: [above left image]5A

[above center image]5B[n space]Simple Lens

[above right image]5C[n space]Achromatic Lens

Updated Text: [format figure as other multi-part images in the book]

[under left image]5A[n space]Chromatic Aberration

[under center image]5B[n space]Simple Lens

[under right image]5C[n space]Achromatic Lens

Component: McGraw Hill Texas Physics Student Edition

ISBN: 9780077006846

Current Page Number(s): 580

Location: Figure 21 caption

Original Text: N/A

Updated Text: [added sub-captions]

21A[n space]Using a Telescope

21B[n space]Keplerian Telescope

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 3209 of 3538

Component: McGraw Hill Texas Physics Student Edition

ISBN: 9780077006846

Current Page Number(s): 584

Location: Page header

Original Text: Study Guide

Updated Text: Chapter Study Guide

Component: McGraw Hill Texas Physics Student Edition

ISBN: 9780077006846

Current Page Number(s): 596

Location: Figure 9 caption

Original Text: N/A

Updated Text: [added sub-captions]

9A[n space]Tiger beetle

9B[n space]Interference

Component: McGraw Hill Texas Physics Student Edition

ISBN: 9780077006846

Current Page Number(s): 629

Location: Figure 16

Original Text: N/A

Updated Text: [format figure as other multi-part images in the book; add subcaptions]

[under left image]16A[n space]Lifting a ball

[under right image]16B[n space]Separating unlike charges

Component: McGraw Hill Texas Physics Student Edition

ISBN: 9780077006846

Current Page Number(s): 630

Location: Figure 17

Original Text: N/A

Updated Text: [format figure as other multi-part images in the book]

[under left image]17A[n space]Unlike charges moved apart

[under right image]17B[n space] Unlike charged moved closer

Component: McGraw Hill Texas Physics Student Edition

ISBN: 9780077006846

Current Page Number(s): 646

Location: Figure 1

Original Text: [main caption]Figure 1[n space]Positive charges flow from the higher potential at B through the conductive wire C to A, which has a lower potential than B. When the potential difference between B and A is zero, the flow stops.

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 3210 of 3538

The flow continues in the diagram on the right because a charge pump maintains the potential difference between A and B.

Updated Text: [format figure like other multipart figures in the book]

[under left image]1A[n space]When the potential difference between B and A is zero, the flow stops.

[under right image]1B[n space]The flow continues because a charge pump maintains the potential difference between A and B.

[main caption]Figure 1[n space]Positive charges flow from the higher potential at B through the conductive wire C to A, which has a lower potential than B.

Component: McGraw Hill Texas Physics Student Edition

ISBN: 9780077006846

Current Page Number(s): 648

Location: Paragraph 1

Original Text: What started as potential energy of the water is converted to kinetic energy, which in turn is converted to electrical energy by the generator. Not all the water's kinetic energy, however, is transformed to electrical energy. If the generator attached to the waterwheel is connected to a motor, the charges in the wire flow into the motor. The flow of charges continues through the circuit back to the generator. The motor transforms electrical energy back into kinetic energy. At every step, some of the energy is transformed to thermal energy as well.

Updated Text: What started as potential energy of the water is converted to kinetic energy, which in turn is converted to electrical energy by the generator. If the generator attached to the waterwheel is connected to a motor, the charges in the wire flow into the motor. The flow of charges continues through the circuit back to the generator. The motor transforms electrical energy back into kinetic energy. Not all the water's kinetic energy, however, is transformed to electrical energy. At every step, some of the energy is transformed to thermal energy as well.

Component: McGraw Hill Texas Physics Student Edition

ISBN: 9780077006846

Current Page Number(s): 648

Location: Paragraph 2, last sentence

Original Text: Thus, charge is a conserved quantity.

Updated Text: (Recall that $1 \text{ C} = 1 \text{ coulomb}$, which is the unit of electric charge.) Thus, charge is a conserved quantity.

Component: McGraw Hill Texas Physics Student Edition

ISBN: 9780077006846

Current Page Number(s): 648

Location: Paragraph 4, sentence 1

Original Text: Recall that the unit for electric charge (q) is the coulomb.

Updated Text: N/A

Component: McGraw Hill Texas Physics Student Edition

ISBN: 9780077006846

Current Page Number(s): 648

Location: Last paragraph, sentence 2

Original Text: Power is the rate at which energy is transferred or transformed.

Updated Text: Recall that power is the rate at which energy is transferred or transformed.

Component: McGraw Hill Texas Physics Student Edition

ISBN: 9780077006846

Current Page Number(s): 650

Location: Figure 4

Original Text: N/A

Updated Text: [format figure like other multi-part figures in the book; add subcaptions]

[under left image]4A[n space]Pictorial representation

[under right image]4B[n space]Schematic representation

Component: McGraw Hill Texas Physics Student Edition

ISBN: 9780077006846

Current Page Number(s): 657

Location: paragraph 1, last sentence

Original Text: Some of the electrical energy is transformed into thermal energy.

Updated Text: Up to 90 percent of the electrical energy is transformed into thermal energy by an incandescent lightbulb.

Component: McGraw Hill Texas Physics Student Edition

ISBN: 9780077006846

Current Page Number(s): 660

Location: Your Study Tools, item 2

Original Text: ✓ Watch additional videos for lesson concepts: Using Electricity.

Updated Text: N/A

Component: McGraw Hill Texas Physics Student Edition

ISBN: 9780077006846

Current Page Number(s): 670

Location: Figure 22

Original Text: [above images] The Loop Rule

Updated Text: [format figure like other multi-part figures in the book]

[below left image]24A[n space]Elevation on a Hill

[below right image]24B[n space]Potential Difference in a Circuit

Component: McGraw Hill Texas Physics Student Edition

ISBN: 9780077006846

Current Page Number(s): 674

Location: Header in middle of page

Original Text: Combined Series-Parallel Circuits

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 3212 of 3538

Updated Text: Combination Series-Parallel Circuits

Component: McGraw Hill Texas Physics Student Edition

ISBN: 9780077006846

Current Page Number(s): 677

Location: Your Study Tools, item 2

Original Text: ✓ Watch additional videos for lesson concepts: Circuit Safety.

Updated Text: N/A

Component: McGraw Hill Texas Physics Student Edition

ISBN: 9780077006846

Current Page Number(s): 710

Location: Figure 1

Original Text: [above left image] Wire Moves Up

[above right image] Wire Moves Down

Updated Text: [figure formatted as other multi-part figures in the book]

[below left image] 1A[n space]The wire moving upward

[below right image] 1B[n space]The wire moving downward

Component: McGraw Hill Texas Physics Student Edition

ISBN: 9780077006846

Current Page Number(s): 711

Location: Figure 2

Original Text: [above top image] Direction of Current

[above bottom image] Right-Hand Rule

Updated Text: [figure formatted as other multi-part figures in the book]

[below top image] 2A[n space]Direction of Current

[below bottom image] 2B[n space]Right-hand rule

Component: McGraw Hill Texas Physics Student Edition

ISBN: 9780077006846

Current Page Number(s): 712

Location: Figure 3

Original Text: N/A

Updated Text: [figure formatted as other multi-part figures in the book and subcaptions added]

[below left image] 3A[n space]Diagram of a microphone

[below right image] 3B[n space]A singer using a microphone

Component: McGraw Hill Texas Physics Student Edition

ISBN: 9780077006846

Current Page Number(s): 714

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 3213 of 3538

Location: Figure 6

Original Text: [centered under left image]6A[n space]Maximum Current
[centered under center image]6B[n space]Zero Current
[centered under right image]6C[n space]Current Graph

Updated Text: [figure formatted as other multi-part figures in the book]
[left-aligned under left image]6A[n space]Maximum Current
[left-aligned under center image]6B[n space]Zero Current
[left-aligned under right image]6C[n space]Current Graph

Component: McGraw Hill Texas Physics Student Edition

ISBN: 9780077006846

Current Page Number(s): 716

Location: Figure 9

Original Text: [main caption] This AC generator is similar in construction to an electric motor, except it connects to a circuit using a brush-slip-ring device instead of a commutator. An outside source rotates the armature. As the armature rotates, the direction of the current alternates in time (top right). The power delivered by the generator is always positive (bottom right).

Updated Text: [figure formatted like other multi-part figures in the book; subcaptions added]
[main caption] This AC generator is similar in construction to an electric motor, except it connects to a circuit using a brush-slip-ring device instead of a commutator. An outside source rotates the armature. As the armature rotates, the direction of the current alternates in time (9B). The power delivered by the generator is always positive (9C).
[below left image]9A[n space]An AC generator
[below top right image]9B[n space]Current v. Time graph
[below bottom right image]9C[n space]Power v. Time graph

Component: McGraw Hill Texas Physics Student Edition

ISBN: 9780077006846

Current Page Number(s): 721

Location: Header in center of page

Original Text: Self-inductance

Updated Text: Self-Inductance

Component: McGraw Hill Texas Physics Student Edition

ISBN: 9780077006846

Current Page Number(s): 722

Location: Figure 16

Original Text: [main caption, last sentence]Secondary potential difference can be greater than the primary (left) or less than the primary (right).
[above left image] Step-Up Transformer
[above right image] Step-Down Transformer

Updated Text: [format figure as other multi-part figures in the book]
[main caption, last sentence]Secondary potential difference can be greater than the primary (16A) or less than the primary (16B).

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 3214 of 3538

[below left image]16A[n space]Step-up transformer
[below right image]16B[n space]Step-down transformer

Component: McGraw Hill Texas Physics Student Edition

ISBN: 9780077006846

Current Page Number(s): 736

Location: Header (top of page)

Original Text: Study Guide

Updated Text: Chapter Study Guide

Component: McGraw Hill Texas Physics Student Edition

ISBN: 9780077006846

Current Page Number(s): 741

Location: Figure 2

Original Text: [original location: middle of page]

Updated Text: [updated location: top of page]

Component: McGraw Hill Texas Physics Student Edition

ISBN: 9780077006846

Current Page Number(s): 743

Location: Header between paragraphs 1 and 2

Original Text: Ionizing versus non-ionizing radiation

Updated Text: Non-ionizing versus ionizing radiation

Component: McGraw Hill Texas Physics Student Edition

ISBN: 9780077006846

Current Page Number(s): 744

Location: Your Study Tools, item 3

Original Text: ✓ Answer additional Practice Problems online.

Updated Text: N/A

Component: McGraw Hill Texas Physics Student Edition

ISBN: 9780077006846

Current Page Number(s): 746

Location: Ask Yourself question (middle of page)

Original Text: Explain how a pendulum is like a coil-and-capacitor oscillator.

Updated Text: Explain how a coil-and-capacitor oscillator is like a pendulum.

Component: McGraw Hill Texas Physics Student Edition

ISBN: 9780077006846

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 3215 of 3538

Current Page Number(s): 746

Location: Figure 7

Original Text: [above left image]Maximum Current
[above right image]Minimum Current

Updated Text: [format figure like other multi-part figures in the book]
[below left image]7A[n space]Maximum Current
[below right image]7B[n space]Minimum Current

Component: McGraw Hill Texas Physics Student Edition

ISBN: 9780077006846

Current Page Number(s): 750

Location: Paragraph 2, 2nd to last sentence

Original Text: Figure 11 on the previous page shows a simple tuner next to the receiving antenna.

Updated Text: The capacitor and coil connected to the receiving antenna in Figure 11 acts as a simple tuner.

Component: McGraw Hill Texas Physics Student Edition

ISBN: 9780077006846

Current Page Number(s): 750

Location: Revisit the Essential Question, sentences 2-3

Original Text: An antenna then converts the signals to electromagnetic waves that propagate in all directions. A different antenna then converts the waves back to electronic signals.

Updated Text: A transmitting antenna then converts the signals to electromagnetic waves that propagate in all directions. A receiving antenna then converts the waves back to electronic signals.

Component: McGraw Hill Texas Physics Student Edition

ISBN: 9780077006846

Current Page Number(s): 752

Location: Figure 15, Look Closer question

Original Text: Describe how water molecules are affected as a microwave passes through the water in food.

Updated Text: Describe how water molecules in food are affected as a microwave passes through the food.

Component: McGraw Hill Texas Physics Student Edition

ISBN: 9780077006846

Current Page Number(s): 755

Location: Paragraph 1

Original Text: If you have ever broken a bone or visited a dentist, you have likely experienced the use of X-rays for imaging. Although X-rays can be harmful to people at high doses, the use of low doses of X-rays has many safe applications in addition to medical uses.

Updated Text: Recall that X-rays are used for medical imaging of teeth and bones. They are also used to study the atomic-level structure of crystals.

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 3216 of 3538

Component: McGraw Hill Texas Physics Student Edition

ISBN: 9780077006846

Current Page Number(s): 765

Location: Ask Yourself question (bottom of page)

Original Text: Explain the changes observed in the spectrum of the glowing lightbulb at the beginning of this lesson as it gets brighter.

Updated Text: Explain the changes observed in the spectrum of a glowing incandescent lightbulb as it gets brighter.

Component: McGraw Hill Texas Physics Student Edition

ISBN: 9780077006846

Current Page Number(s): 774

Location: Paragraph 1

Original Text: Why is the slope of every line in the graph equal to Planck's constant (h)? The maximum kinetic energy of an ejected electron is equal to the difference between the photon energy and the work function: $K_{E_{max}} = hf - hf_0$. The slope-intercept equation for a line is $y = mx + b$, where m is the slope of the line, x is the independent variable, y is the dependent variable, and b is the y -intercept. Substituting $K_{E_{max}} = y$, $f = x$, and $hf_0 = b$, you can observe that the slope of the line is Planck's constant h .

Updated Text: [paragraph deleted due to redundancy; Example Problem 1 moved up to top of page]

Component: McGraw Hill Texas Physics Student Edition

ISBN: 9780077006846

Current Page Number(s): 804

Location: Your Study Tools, item 1

Original Text: ✓ Review with Interactive Visual Literacy: Lasers.

Updated Text: ✓ Review with Interactive Visual Literacy: Lasers and Quantum Computing.

Component: McGraw Hill Texas Physics Student Edition

ISBN: 9780077006846

Current Page Number(s): 835

Location: Figure 6 caption

Original Text: The tremendous amount of energy causes a small implosion.

Updated Text: The laser's tremendous energy initiates fusion.

Component: McGraw Hill Texas Physics Student Edition

ISBN: 9780077006846

Current Page Number(s): 844

Location: run-in-head for 2nd paragraph

Original Text: Connection to Earth Science [plain text]

Updated Text: Earth Science Connection [formatted like "Life Science Connection" run-in-head for paragraph 3]

Component: McGraw Hill Texas Physics Student Edition

ISBN: 9780077006846

Current Page Number(s): 850

Location: Your Study Tools, item 2

Original Text: ✓ Watch additional videos for lesson concepts: The Discovery of Nuclear Fission.

Updated Text: ✓ Watch additional videos for lesson concepts: Fission of Uranium and Fusion of Hydrogen.

Component: McGraw Hill Texas Physics Student Edition

ISBN: 9780077006846

Current Page Number(s): 852

Location: Figure 20 caption

Original Text: When the pressure from radiation and fusion is balanced by gravity, a star is stable.

Updated Text: When the pressure of radiation from fusion is balanced by gravity, a star is stable.

Component: McGraw Hill Texas Physics Student Edition

ISBN: 9780077006846

Current Page Number(s): 866

Location: Paragraph 1, sentence 1

Original Text: Subatomic particles in certain states can spontaneously decay into other particles. In β decay, a neutron decays into a proton, an electron, and a particle known as an electron anti-neutrino.

Updated Text: Subatomic particles in certain states can spontaneously decay into other particles. In β decay, a neutron decays into a proton, an electron, and a particle known as an electron antineutrino.

Component: McGraw Hill Texas Physics Student Edition

ISBN: 9780077006846

Current Page Number(s): 866

Location: Paragraph 2

Original Text: For example, physicists first discovered electron anti-neutrinos by applying the conservation laws to β decay. They observed that the combined energy of the electron and the proton from that decay was not equal to the energy of the neutron. There had to be another particle with the missing energy! From conservation of momentum and electric charge, physicists deduced this particle must have extremely low or zero mass and zero electric charge. This particle, the electron anti-neutrino, was first observed in 1956. You will learn more about neutrinos and anti-neutrinos in the next lesson.

Updated Text: For example, physicists first discovered electron antineutrinos by applying the conservation laws to β decay. They observed that the combined energy of the electron and the proton from that decay was not equal to the energy of the neutron. There had to be another particle with the missing energy! From conservation of momentum and electric charge, physicists deduced this particle must have extremely low or zero mass and zero electric charge. This particle, the electron antineutrino, was first observed in 1956. You will learn more about neutrinos and antineutrinos in the next lesson.

Component: McGraw Hill Texas Physics Student Edition

ISBN: 9780077006846

Current Page Number(s): 866

Location: Ask Yourself question (middle of page)

Original Text: Explain how physicists were able to infer the existence of electron anti-neutrinos by studying how neutrons decay.

Updated Text: Explain how physicists were able to infer the existence of electron antineutrinos by studying how neutrons decay.

Component: McGraw Hill Texas Physics Student Edition

ISBN: 9780077006846

Current Page Number(s): 917

Location: Resistance force, definition

Original Text: The force exerted by a machine.

Updated Text: The force that a machine exerts on an output.

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Current Page Number(s): Sci-5

Location: Chapter Launch

Original Text: Science Probe | Assessments | 30 minutes

This formative assessment worksheet explores the question: "How do scientists do their work?" Uncover student preconceptions about the process of science. Common preconceptions include that scientific investigations follow a strict procedure, scientific knowledge is complete, all scientists work in labs, and scientists usually work alone.

Updated Text: [assignment icon] STEM Biographies: The First Scientist | Assignments | 15 minutes

This digital assignment introduces students to the first scientist, Thales of Miletus

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Current Page Number(s): Sci-5

Location: Chapter Close

Original Text: Chapter Review | Assessments | 15 minutes

This digital review provides end of chapter practice prior to testing.

Differentiation If students need support prior to testing assign LearnSmart or Science Literacy Essentials for differentiated learning.

Updated Text: [text deleted]

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Current Page Number(s): Sci-12

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 3219 of 3538

Location: top of page

Original Text: Topic: Scientific Methods (continued)

Updated Text: [text deleted]

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Current Page Number(s): Sci-29

Location: Answer Key

Original Text: N/A

Updated Text: Page Sci-10 Ask Yourself List three global impacts of science. improved crop yields, improved vehicle safety, using models to analyze and predict the impact of climate change

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Current Page Number(s): Sci-37

Location: First paragraph (anno)

Original Text: The goal is that the young students will pursue medical careers or careers in science and in turn inspire other young people in their communities.

Updated Text: One major benefit is that the young students will gain interest in and one day pursue medical careers or careers in science and in turn inspire other young people in their communities.

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Current Page Number(s): Sci-37

Location: Lesson Wrap Up (anno)

Original Text: Scientists can mentor woman and people of color and sponsor programs that encourage them to pursue careers in science.

Updated Text: Scientists can mentor women and people of color and sponsor programs that encourage these groups to pursue careers in science.

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Current Page Number(s): Sci-38

Location: Answer Key

Original Text: N/A

Updated Text: Page Sci-16 Ask Yourself What are science-related challenges faced by marginalized populations? Marginalized populations are more likely to be affected by disparities in environmental factors, healthcare access, and educational resources.

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 3220 of 3538

Current Page Number(s): 4

Location: Videos & Interactives, Lesson 1

Original Text: Video: Why study physics?

Interactive Visual Literacy: Developments in Physics; Careers for Physicists

Updated Text: Video: Introduction to Physics

Interactive Visual Literacy: Developments in Physics; Careers that use Physics

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Current Page Number(s): 4

Location: Labs, Lesson 4

Original Text: Quick Lab: Measuring Change

PhET Simulation: Graphing Lines

Updated Text: Quick Lab: Measuring Change

Lab: Organizing Quantitative and Qualitative Data

PhET Simulation: Graphing Lines

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Current Page Number(s): 4

Location: Assignments, Chapter 1

Original Text: STEM Project: Compare Flight of a Paper Airplane

Updated Text: STEM Project: Compare Flight of a Paper Airplane

Physics & Technology: A Step in the Right Direction

STEM Biographies: The First Scientist; Taking Science to the People

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Current Page Number(s): 5

Location: Science Probe, Sentences 1-2

Original Text: This formative assessment worksheet explores the question: "How do we take measurements and work with data in physics?" Uncover student preconceptions about measurements and data as students consider the answer to the question.

Updated Text: This formative assessment worksheet explores the question: How do we take measurements? Uncover student preconceptions about measurements and precision as students consider the answer to the question.

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Current Page Number(s): 10

Location: Bottom of left column

Original Text: [light blue bar] What do physicists study?
[green checkmark]Driving Question Connection 5 min
[light blue bar] What approaches do physicists use?
[empty checkbox]Activity: Using Observations 10 min
[light blue bar] Why study physics?
[empty box] Reinforcement: Why take physics? 10 min
[green checkmark][video icon] Video: Why study physics? 5 min

Updated Text: [light blue bar] What do physicists study?
[green checkmark]Driving Question Connection 5 min
[green checkmark][video icon] Video: Introduction to Physics 5 min
[light blue bar] What approaches do physicists use?
[empty checkbox]Activity: Using Observations 10 min
[light blue bar] Why study physics?
[empty box] Reinforcement: Why take physics? 10 min

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Current Page Number(s): 13

Location: After light blue header bar "Topic: What do physicists study?"

Original Text: N/A

Updated Text: [green checkmark][video icon] Video: Introduction to Physics | Videos & Interactives | 5 minutes
This video explores the wide range of topics that physicists study. [blue play button icon]

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Current Page Number(s): 14

Location: 2nd item on page, "Video"

Original Text: [green checkmark][video icon] Video: Why study physics? | Videos & Interactives | 5 minutes
This video illustrates several ways in which physics is helpful in careers and in everyday life. [blue play button icon]

Updated Text: N/A

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Current Page Number(s): 19

Location: Right column, between items 2 and 3

Original Text: N/A

Updated Text: [empty box][video icon] Example Problem Video: Scientific Notation 10 min

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Current Page Number(s): 24

Location: Between items 2 and 3 on page

Original Text: N/A

Updated Text: [video icon] Example Problem Video: Scientific Notation | Videos & Interactives | 10 minutes
Students will work through scientific notation problems.

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Current Page Number(s): 32

Location: Above light blue header bar "Rounding Numbers"

Original Text: N/A

Updated Text: [empty box] [video icon] Example Problem Video: Significant Figures 10 min

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Current Page Number(s): 35

Location: After last item on page

Original Text: N/A

Updated Text: [video icon] Example Problem Video: Scientific Notation | Videos & Interactives | 10 minutes
Students will work through scientific notation problems.

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Current Page Number(s): 43

Location: Under light blue header bar "Identifying Variables"

Original Text: N/A

Updated Text: [empty checkbox][lab goggles icon] Lab: Organizing Quantitative and Qualitative Data 50 min

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Current Page Number(s): 45

Location: ELPS support box, under "Intermediate," sentence before sample sentence stem

Original Text: That plant is small and green.

Updated Text: That is a plant.

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Current Page Number(s): 46

Location: Under first light blue header bar on page

Original Text: N/A

Updated Text: [insert red lab box]
[in red bar] Lab: Descriptive
[in box] Organizing Quantitative and Qualitative Data | Labs | 50 minutes
Students will organize data using graphs, charts, and graphic organizers.

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Current Page Number(s): 50

Location: Page header

Original Text: Emergent Bilingual/English Language Supports

Updated Text: Emergent Bilingual/English Language Support

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Current Page Number(s): 56

Location: Assignments, Chapter 2

Original Text: STEM Project: Model Motion in Sports

Updated Text: STEM Project: Model Motion in Sports

Scientific Breakthroughs: In the Nick of Time

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Current Page Number(s): 56

Location: Videos & Interactives, Lesson 1

Original Text: Videos: Moving Pictures; Runner's Motion

Example Problem Video: Vector Addition and Subtraction

Interactive Visual Literacy: Coordinate Systems

Updated Text: Videos: Moving Pictures; Runner's Motion

Example Problem Video: Vector Addition and Subtraction

Interactive Visual Literacy: Finding Time Interval and Displacement

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Current Page Number(s): 56

Location: Videos & Interactives, Lesson 2

Original Text: Videos: GPS; Scientist Spotlight

Interactive Visual Literacy: Locating a Hurricane

Updated Text: Video: Tracking Hurricanes: Scientist Spotlight

Interactive Visual Literacy: Using Coordinates

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 3224 of 3538

Current Page Number(s): 56

Location: Videos & Interactives, Lesson 3

Original Text: Example Problem Video: Analyze a Position-Time Graph

Interactive Visual Literacy: Building a x-t Graph

Updated Text: Example Problem Video: Analyze a Position-Time Graph

Interactive Visual Literacy: Making a Position-Time Graph

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Current Page Number(s): 56

Location: Labs, Lesson 2

Original Text: PhysicsLAB: Track a Tropical Cyclone

Quick Lab: Locate Places on Earth

Updated Text: PhysicsLAB: Track a Hurricane

Quick Lab: Locate Places on Earth

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Current Page Number(s): 56

Location: Labs, Lesson 3

Original Text: Quick Lab: Graphing Position

Updated Text: N/A

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Current Page Number(s): 57

Location: Science Probe, sentence 1

Original Text: This formative assessment worksheet explores the question: How are hurricanes tracked?

Updated Text: This formative assessment worksheet explores the question: How is motion represented?

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Current Page Number(s): 61

Location: Flow chart in right column, 3rd oval on left

Original Text: related to

Updated Text: [remove oval and make text blue] related to

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Current Page Number(s): 61

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 3225 of 3538

Location: Flow chart in right column, after 2nd oval on right

Original Text: N/A

Updated Text: [add a down arrow]

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Current Page Number(s): 62

Location: Left column, first item under "Coordinate Systems"

Original Text: [empty checkbox][interactives icon] Interactive Visual Literacy: Coordinate Systems 5 min

Updated Text: N/A

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Current Page Number(s): 62

Location: Right column, between last two items under "Vectors and Scalars"

Original Text: N/A

Updated Text: [empty box][video icon] Example Problem Video: Vector Addition and Subtractions 10 min

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Current Page Number(s): 67

Location: 4th item on page, "Assessability Tip," last two sentences

Original Text: Set this up as a challenge by mixing together sets of straws that add in one dimension and others that add at right angles (lengths in a ratio 3:4:5 or 5:12:13). This activity will help all students get a feel for vector addition and can easily be adapted to vector subtraction.

Updated Text: Set this up as a challenge by mixing together sets of straws that add in one dimension. This activity will help all students get a feel for vector addition and can easily be adapted to vector subtraction.

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Current Page Number(s): 68

Location: After 2nd item on page

Original Text: N/A

Updated Text: [video icon] Example Problem Video: Vector Addition and Subtraction | Videos & Interactives | 10 minutes
Students will work through vector addition and subtraction problems.

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Current Page Number(s): 74

Location: Left column, first item under "Latitude and Longitude"

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 3226 of 3538

Original Text: Interactive Visual Literacy: Locating a Hurricane 5 min

Updated Text: Interactive Visual Literacy: Using Coordinates 5 min

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Current Page Number(s): 74

Location: Right column, first item under "Global Positioning System"

Original Text: Video: GPS 10 min

Updated Text: N/A

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Current Page Number(s): 74

Location: Right column, 2nd item under "Elaborate"

Original Text: Interactive Visual Literacy: Degrees, Minutes, Seconds 5 min

Updated Text: N/A

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Current Page Number(s): 74

Location: Right column, last item under "Elaborate"

Original Text: Video: Scientist Spotlight 10 min

Updated Text: Video: Tracking Hurricanes: Scientist Spotlight 10 min

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Current Page Number(s): 76

Location: 1st item under "Topic: Latitude and Longitude," title

Original Text: Interactive Visual Literacy: Locating a Hurricane

Updated Text: Interactive Visual Literacy: Using Coordinates

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Current Page Number(s): 78

Location: 1st item on page, "Quick Lab"

Original Text: Locate Places on Earth | Labs | 15 minutes
Students will use latitude and longitude to locate places.

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 3227 of 3538

Updated Text: [green checkmark] Locate Places on Earth | Labs | 15 minutes
Students will use latitude and longitude to locate places.

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Current Page Number(s): 78

Location: 1st item under "Topic: Global Positioning System"

Original Text: [green checkmark][video icon] Video: GPS | Videos & Interactives | 10 minutes
This video explores how a GPS receiver uses signals from three or more satellites to triangulate the receiver's position.

Updated Text: N/A

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Current Page Number(s): 79

Location: 1st item on page

Original Text: [green checkmark][interactive icon] Interactive Visual Literacy: Degrees, Minutes, Seconds | Videos & Interactives | 5 minutes
Students will investigate how degrees of latitude or longitude are divided into minutes and seconds.

Updated Text: N/A

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Current Page Number(s): 80

Location: 2nd item on page, title

Original Text: [video icon] Video: Scientist Spotlight | 10 minutes

Updated Text: [video icon] Video: Tracking Hurricanes: Scientist Spotlight | 10 minutes

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Current Page Number(s): 81

Location: LearnSmart icon and text, bottom center

Original Text: [LearnSmart icon] An adaptive tool that provides differentiated support

Updated Text: N/A

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Current Page Number(s): 85

Location: Left column, under "Plotting Data," last item

Original Text: [green checkmark][lab goggles icon] Quick Lab: Graphing Position 15 min

Updated Text: N/A

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 3228 of 3538

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Current Page Number(s): 85

Location: Left column, under "Using Position-Time Graphs," item 2

Original Text: IN-CLASS Example 3 5 min

Updated Text: [video icon] Example Problem Video: Analyze a Position-Time Graph 5 min

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Current Page Number(s): 88

Location: 4th item on page, "Quick Lab" in red box

Original Text: Quick Lab

Graphing Position | 15 minutes

Students will collect and graph time and position data.

Updated Text: N/A

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Current Page Number(s): 89

Location: 1st item on page, "IN-CLASS Example 3"

Original Text: IN-CLASS Example 3 | 5 minutes

Use with Example Problem 3.

Question

What is the average velocity of the object whose motion is represented in this graph? What is its average speed?

Answer

$$v = (50.0 \text{ m} - 0.0 \text{ m}) / (0.0 \text{ s} - 25.0 \text{ s}) = -2.00 \text{ m/s}$$

The average velocity is -2.00 m/s . The average speed is 2.00 m/s .

Updated Text: N/A

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Current Page Number(s): 90

Location: 1st item on page, "Visual Literacy: Figure 20," pink answer text

Original Text: The table gives exactly the same information as the graph, but the particle model gives much less information than the other two representations.

Updated Text: The table gives more exact information than the pictures and motion diagram, and the graph gives the position for the entire time interval.

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Current Page Number(s): 96

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 3229 of 3538

Location: Flowchart in right column, after last arrow

Original Text: distance
displacement
speed
velocity
frames of reference
acceleration

Updated Text: distance displacement
speed velocity
frames of reference acceleration

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Current Page Number(s): 97

Location: Left column, under "Speed and Velocity"

Original Text: Interactive Visual Literacy: Calculating Slope 5 min
Clarify a Preconception: Instantaneous vs. Average Speed 5 min
Probeware Lab: Measure Velocity 45 min

Updated Text: Interactive Visual Literacy: Calculating Slope 5 min
Clarify a Preconception: Instantaneous vs. Average Speed 5 min
SEP: Analyzing and Interpreting Data 10 min
Reinforcement: Units 5 min
Reinforcement: Representing Motion 10 min
Visual Literacy: Figure 25 5 min
IN-CLASS Example 5 5 min
Apply Your Knowledge 5 min

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Current Page Number(s): 97

Location: bottom left and top right columns, under "Equation of Motion at Constant Velocity"

Original Text: SEP Analyzing and Interpreting Data 10 min
Reinforcement: Units 5 min
Reinforcement: Representing Motion 10 min
Visual Literacy: Figure 23 5 min
Driving Question Connection 5 min
ELPS Support 10 min
IN-CLASS Example 6 5 min
PhysicsLAB: Constant Speed 45 min

Updated Text: Driving Question Connection 5 min
ELPS Support 10 min
IN-CLASS Example 6 5 min
Example Problem Video: Position 5 min
PhysicsLAB: Constant Speed 50 min

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Current Page Number(s): 97

Location: right column, under "Elaborate"

Original Text: CER: How Fast? 10 min

Real-World Physics: World Record Runners 5 min

Content Background: Speed of Light 5 min

STEM Connection: It's All Relative: Einstein and Education 15 min

Critical Thinking: Position-Time Graph 5 min

SEP Planning and Carrying Out Investigations 15 min

Updated Text: CER: How Fast? 10 min

Real-World Physics: World Record Runners 5 min

Content Background: Speed of Light 5 min

Critical Thinking: Position-Time Graph 5 min

SEP Planning and Carrying Out Investigations 15 min

Probeware Lab: Measure Velocity 50 min

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Current Page Number(s): 99

Location: 2nd light blue header bar

Original Text: Topic: Equation of Motion at Constant Velocity

Updated Text: N/A

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Current Page Number(s): 100

Location: 2nd item on page, "Visual Literacy" and accompanying Figure

Original Text: Figure 23

Updated Text: Figure 25

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Current Page Number(s): 100-101

Location: order of all items on pages

Original Text: [p. 100]

Reinforcement: Representing Motion

Visual Literacy: Figure 23

Driving Question Connection

ELPS Support

[p. 101]

IN-CLASS Example 5

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 3231 of 3538

Apply Your Knowledge: Calculate Speed and Velocity
IN-CLASS Example 6

Updated Text: [p. 100]

Reinforcement: Representing Motion

Visual Literacy: Figure 23

IN-CLASS Example 5

Apply Your Knowledge: Calculate Speed and Velocity
[p. 101]

[light blue header bar] Topic: Equation of Motion at Constant Velocity

IN-CLASS Example 6

Driving Question Connection

ELPS Support

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Current Page Number(s): 102

Location: before 1st item on page

Original Text: N/A

Updated Text: [video icon] Example Problem Video: Position | Videos & Interactives | 5 min
Students will work though finding the position for an object moving at constant speed.

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Current Page Number(s): 102

Location: Under "Elaborate," 4th item

Original Text: STEM Connection: It's All Relative: Einstein and Education | 15 minutes
Read about Einstein's work on relativity.

Updated Text: N/A

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Current Page Number(s): 102-103

Location: items titled "Critical Thinking: Position-Time Graph" and "SEP Planning and Carrying Out Investigations"

Original Text: [last two items on p. 102]

Updated Text: [first two items on p. 103]

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Current Page Number(s): 106

Location: left column, after 2nd TEKS listed (TEKS 5.B)

Original Text: (Primary TEKS)

Updated Text: (Supported TEKS)

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 3232 of 3538

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Current Page Number(s): 108

Location: Assignments, Chapter 3

Original Text: STEM Project: Evaluate Accelerated Motion

Updated Text: STEM Project: Evaluate Accelerated Motion

STEM at Work: Designing Fun

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Current Page Number(s): 108

Location: Videos & Interactives, Lesson 1

Original Text: Video: Take-off Acceleration

Example Problem Videos: Velocity and Acceleration; Average Acceleration

Interactive Visual Literacy: Nonuniform Motion Diagrams; Finding an Acceleration Vector

Updated Text: Videos: Take-off Acceleration; Nonuniform Motion Diagrams

Example Problem Videos: Velocity and Acceleration; Average Acceleration

Interactive Visual Literacy: Nonuniform Motion Diagrams; Finding an Acceleration Vector

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Current Page Number(s): 108

Location: Videos & Interactives, Lesson 2

Original Text: Example Problem Videos: Finding Displacement from a Velocity-Time Graph; Two-Part Motion

Interactive Visual Literacy: Area Under a Curve

Updated Text: Example Problem Videos: Displacement

Interactive Visual Literacy: Area Under a Velocity-Time Graph

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Current Page Number(s): 111

Location: page header

Original Text: Emergent Bilingual/English Language Supports

Updated Text: Emergent Bilingual/English Language Support

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Current Page Number(s): 113

Location: flowchart in the right column

Original Text: analyze
[arrow]
different types of
[arrow]
motion
[arrow]
generating interpreting
[arrow]
position vs time velocity vs time acceleration vs time
[arrow]
graphs

Updated Text: analyze
[arrow]
different types of motion by
[arrow]
generating
interpreting
[arrow]
position versus time
velocity versus time
acceleration versus time
[arrow]
using
[arrow]
hand graphing
real-time technology

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Current Page Number(s): 114

Location: left column, under "Describing Nonuniform Motion," items 1 and 2

Original Text: Activate Prior Knowledge 5 min
 Visual Literacy: Figure 2 5 min

Updated Text: Visual Literacy: Figure 3 5 min
 [video icon] Video: Nonuniform Motion Diagrams 5 min

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Current Page Number(s): 114

Location: right column, under "Calculating Acceleration," all items

Original Text: IN-CLASS Example 2 5 min
 Critical Thinking: Average Acceleration 5 min

Updated Text: [video icon] Example Problem Video: Average Acceleration 10 min
 IN-CLASS Example 2 5 min
 [video icon] Example Problem Video: Velocity and Acceleration 10 min
 Critical Thinking 5 min

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 3234 of 3538

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Current Page Number(s): 115

Location: 2nd item on page, after existing text

Original Text: N/A

Updated Text: Phrases such as speed up and slow down describe motion with specific changes in the velocity vector. If an object speeds up, consecutive velocity vectors in its motion diagram increase in length. If an object slows down, consecutive velocity vectors decrease in length.

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Current Page Number(s): 117

Location: under "Topic: Describing Nonuniform Motion," item 1

Original Text: Activate Prior Knowledge | 5 minutes REINFORCE

Phrases such as speed up and slow down describe motion with specific changes in the velocity vector. If an object speeds up, consecutive velocity vectors in its motion diagram increase in length. If an object slows down, consecutive velocity vectors decrease in length.

Updated Text: N/A

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Current Page Number(s): 117

Location: under "Topic: Describing Nonuniform Motion," items 2 and 3 and Figure label

Original Text: Figure 2

Updated Text: Figure 3

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Current Page Number(s): 117

Location: under "Topic: Describing Nonuniform Motion," between items 2 and 3

Original Text: N/A

Updated Text: [video icon] Video: Nonuniform Motion Diagrams | Videos & Interactives | 5 minutes
This video shows Figure 2 in motion.

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Current Page Number(s): 120

Location: under "Topic: Changing Acceleration," 1st sentence of "Driving Question Connection"

Original Text: If students struggle to connect the content in this lesson and the Driving Question, have them review the question:

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 3235 of 3538

Updated Text: [PHENOMENON icon] If students struggle to connect the content in this lesson and the Driving Question, have them review the question:

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Current Page Number(s): 121

Location: before 1st item on page

Original Text: N/A

Updated Text: [video icon] Example Problem Video: Velocity and Acceleration | Videos & Interactives | 10 minutes
Students will work through calculating acceleration from the slope of a velocity-time graph.

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Current Page Number(s): 121

Location: Between items 1 and 2 on page

Original Text: N/A

Updated Text: [video icon] Example Problem Video: Average Acceleration | Videos & Interactives | 10 minutes
Students will work through calculating acceleration mathematically.

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Current Page Number(s): 121-122

Location: light blue header bar "Topic: Acceleration with Constant Speed" and "Content Background: Change in Direction"

Original Text: [last item on p. 121 under new "Explain continued" head]

Updated Text: [first item on p. 122]

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Current Page Number(s): 122-123

Location: item titled "Apply Your Knowledge: Acceleration Vectors" and "Apply Your Knowledge: Motion Diagrams"

Original Text: [last two items on p. 122]

Updated Text: [first two items on p. 123]

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Current Page Number(s): 123-124

Location: "Evaluate" head and 3 "Exit Tickets" below it

Original Text: [last 3 items on p. 123]

Updated Text: [first 3 items on p. 124]

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Current Page Number(s): 126

Location: "Page 78"

Original Text: Figure 8 Look Closer Interpret Why is the line on the acceleration-time graph below the horizontal axis from 10.0 s to 16.0 s? Acceleration is negative then

Updated Text: Ask Yourself Explain how the relationship of velocity to position is similar to the relationship of acceleration to velocity. Velocity measures change in position. Acceleration measures change in velocity.

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Current Page Number(s): 129

Location: "Digital Resource Key" box

Original Text: Digital Resource Key Go online to access and assign digital resources. Utilize the key below for digital resource type and location online. Videos Interactives Labs Assignments Assessments

Updated Text: Digital Resource Key Go online to access and assign digital resources.

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Current Page Number(s): 129

Location: Left column, under "Velocity with Constant Acceleration," between items 5 and 6

Original Text: N/A

Updated Text: [insert new item] [empty box][video icon] Example Problem Video: Displacement 10 min

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Current Page Number(s): 134

Location: Between items 2 and 3 on page

Original Text: N/A

Updated Text: [video icon] Example Problem Video: Displacement | Videos & Interactives | 10 minutes Students will work through finding the displacement of an accelerating object.

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Current Page Number(s): 134-135

Location: Red lab box for "Acceleration"

Original Text: [last item on p. 134]

Updated Text: [first item on p. 135]

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 3237 of 3538

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Current Page Number(s): 140

Location: Before "Essential Question"

Original Text: N/A

Updated Text: LESSON OVERVIEW

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Current Page Number(s): 141

Location: flowchart in the right column

Original Text: analyze

[arrow]

different types of

[arrow]

motion

[arrow]

generating interpreting

[arrow]

position vs time velocity vs time acceleration vs time

[arrow]

graphs

Updated Text: analyze

[arrow]

different types of motion by

[arrow]

generating

interpreting

[arrow]

position versus time

velocity versus time

acceleration versus time

[arrow]

using

[arrow]

hand graphing

real-time technology

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Current Page Number(s): 152

Location: Core Resources box

Original Text: Core Resources Student eBook | LearnSmart™ | Presentation Slides | Teacher eBook

Updated Text: N/A

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 3238 of 3538

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Current Page Number(s): 152

Location: Videos & Interactives, Chapter 4

Original Text: Video: Rocket Launch

Updated Text: Video: Rocket Launch

IF/THEN She Can: Dana Bolles

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Current Page Number(s): 152

Location: Assignments, Chapter 4

Original Text: STEM Project: Design and Build a Rocket

Updated Text: STEM Project: Design and Build a Rocket

Scientific Breakthroughs: Finding the Source of the Force

STEM Biographies: To Mars and Beyond

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Current Page Number(s): 152

Location: Videos & Interactives, Lesson 1

Original Text: Interactive Visual Literacy: Making a Free-Body Diagram

Updated Text: Video: Marse 2020: Launch

Interactive Visual Literacy: Making a Free-Body Diagram

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Current Page Number(s): 152

Location: Videos & Interactives, Lesson 2

Original Text: Video: Inertia

Example Problem Video: Fighting Over a Pillow

Interactive Visual Literacy: Force and Motion

Updated Text: Videos: Inertia; Mars 2020: Scientist Spotlight

Example Problem Video: Fighting Over a Pillow

Interactive Visual Literacy: Force and Motion

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Current Page Number(s): 152

Location: Videos & Interactives, Lesson 3

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 3239 of 3538

Original Text: Video: da Vinci's Parachute
Example Problem Video: Real and Apparent Weight
Interactive Visual Literacy: Terminal Velocity

Updated Text: Videos: da Vinci's Parachute; Mars 2020: Landing
Example Problem Video: Real and Apparent Weight
Interactive Visual Literacy: Terminal Velocity

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Current Page Number(s): 155

Location: page header

Original Text: Emergent Bilingual/English Language Supports

Updated Text: Emergent Bilingual/English Language Support

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Current Page Number(s): 170

Location: Left column, under "Newton's Second Law," last item

Original Text: [green checkmark] PhysicsLAB: Force, Mass, and Acceleration 45 min

Updated Text: [blank box][video icon] Example Problem Video: Fighting Over a Pillow 5 min
[green checkmark][lab goggles icon] PhysicsLAB: Force, Mass, and Acceleration 45 min

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Current Page Number(s): 174

Location: after 1st item on page

Original Text: N/A

Updated Text: [video icon] Example Problem Video: Fighting Over a Pillow | Videos & Interactives | 5 minutes
Students will work through problems using Newton's second law.

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Current Page Number(s): 175

Location: 2nd item on page, "Extension: Newton's Second Law"

Original Text: If a net force of 3.3 N is exerted on a 900-kg spacecraft cruising toward Mars, what is the magnitude of the acceleration?

Solution

$$a = F_{\text{net}}/m = 3.3 \text{ N}/900 \text{ kg} = 3.7 \times 10^{-3} \text{ m/s}^2$$

Updated Text: If a net force of 3.3 N is exerted on a 910-kg spacecraft cruising toward Mars, what is the magnitude of the acceleration?

Solution

$$a = F_{\text{net}}/m = 3.3 \text{ N}/910 \text{ kg} = 3.6 \times 10^{-3} \text{ m/s}^2$$

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 3240 of 3538

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Current Page Number(s): 177

Location: "Page 114 Figure 14 Look Closer"

Original Text: What are the forces that will eventually cause the block to stop moving? Air resistance and friction will eventually cause the block to come to rest.

Updated Text: Identify the forces that will eventually cause the block to stop moving. Air resistance and friction will eventually cause the block to come to rest.

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Current Page Number(s): 177

Location: "Page 115 Figure 15 Look Closer"

Original Text: What are the forces on the skydiver that cause them to be in equilibrium? The upward force of air resistance balances the downward force of gravity, so that the skydiver is in equilibrium and their downward velocity is constant.

Updated Text: Describe the forces on the skydiver that cause them to be in equilibrium. The upward force of air resistance balances the downward force of gravity, so that the skydiver is in equilibrium and their downward velocity is constant.

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Current Page Number(s): 180

Location: Left column, under "Weight," between last two items

Original Text: N/A

Updated Text: [blank box][video icon] Example Problem Video: Real and Apparent Weight 5 min

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Current Page Number(s): 183

Location: After 3rd item on page

Original Text: N/A

Updated Text: [video icon] Example Problem Video: Real and Apparent Weight | Videos & Interactives | 5 minutes
Students will work through problems involving real and apparent weight.

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Current Page Number(s): 190

Location: Left column, under "Interaction Pairs," after item 3

Original Text: N/A

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 3241 of 3538

Updated Text: [empty box][video icon] Example Problem Video: Earth's Acceleration 5 min

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Current Page Number(s): 190

Location: Left column, under "Tension," after item 3

Original Text: N/A

Updated Text: [Insert item]

[empty box][video icon] Example Problem Video: Lifting a Bucket 5 min

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Current Page Number(s): 194

Location: after 2nd item on page

Original Text: N/A

Updated Text: [video icon] Example Problem Video: Earth's Acceleration | Videos & Interactives | 5 minutes Students will work through problems involving interaction pairs.

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Current Page Number(s): 194

Location: last item on page, "Real-World Physics: Karate"

Original Text: Karate, meaning "empty hand," was developed in Okinawa, Japan, during the early 17th century as a means of self-defense because weapons were outlawed by rulers. It can take years of practice to learn the skills of karate, but with careful training even "empty hands" can break concrete blocks. A trained expert can break a concrete block 3.8-cm thick by moving his or her hand at 11 m/s to create 3069 N of force. Of course, the block exerts the same amount of force on the hand. The bones in the human hand can withstand up to 40 times more force than concrete.

Have students research the forces that the bones in the hand can endure, and how the angle at which the hand strikes the concrete block in karate determines the ability of the expert to break the block, whereas an error in the angle of attack could cause serious injury to the martial artist.

Updated Text: Karate, meaning "empty hand," was developed in Okinawa, Japan, during the early 17th century as a means of self-defense because weapons were outlawed by rulers. A trained expert can break a concrete block 3.8-cm thick by moving their hand at 11 m/s to create 3069 N of force. The block exerts the same amount of force on the hand. The bones in the human hand can withstand up to 40 times more force than concrete. Have students research the forces that the bones in the hand can endure, and how the angle at which the hand strikes the concrete block in karate determines the ability of the expert to break the block, whereas an error in the angle of attack could cause serious injury to the martial artist.

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Current Page Number(s): 196

Location: before 1st item on page

Original Text: N/A

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 3242 of 3538

Updated Text: [video icon] Example Problem Video: Lifting a Bucket | Videos & Interactives | 5 minutes Students will work through problems involving tension.

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Current Page Number(s): 199

Location: "Page 131"

Original Text: Figure 28 Look Closer What force must be applied in the middle panel such that the normal force equals 0?

Updated Text: Figure 29 Look Closer What force must the hand apply to the box in the middle panel such that the normal force on the box equals 0?

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Current Page Number(s): 202

Location: Assignments, Chapter 5

Original Text: STEM Project: Navigate the Skies

Updated Text: STEM Project: Navigate the Skies

Physics & Technology: More or Less

STEM Biographies: The National Society of Black Engineers

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Current Page Number(s): 203

Location: left column, Science Probe, sentence 1

Original Text: This formative assessment worksheet explores the question: "How can you add vectors in two dimensions?"

Updated Text: This formative assessment worksheet explores the question: What forces act on an object on an inclined plane?

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Current Page Number(s): 205

Location: page header

Original Text: Emergent Bilingual/English Language Supports

Updated Text: Emergent Bilingual/English Language Support

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Current Page Number(s): 207

Location: flowchart on right

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 3243 of 3538

Original Text: [flowchart layed out as a single column]

Updated Text: [flowchart layed out as two columns, left column for the "define" part of the TEKS and the right column for "combine" part of the TEKS]

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Current Page Number(s): 208

Location: right column, under "Algebraic Addition of Vectors," item 3

Original Text: [empty checkbox]PhysicsLab: Perpendicular Forces 45 min

Updated Text: [empty checkbox][lab goggles icon]PhysicsLAB: Perpendicular Forces 45 min

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Current Page Number(s): 208

Location: right column, under "Algebraic Addition of Vectors," after light item

Original Text: N/A

Updated Text: [empty box][Video icon] Example Problem Video: Finding Your Way Home 10 min

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Current Page Number(s): 214

Location: after last item on the page

Original Text: N/A

Updated Text: [Video icon] Example Problem Video: Finding Your Way Home | Videos & Interactives | 10 miutes
Students will work through vector addition problems.

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Current Page Number(s): 222

Location: right column, between items 2 and 3

Original Text: N/A

Updated Text: [empty box][Video icon] Example Problem Video: Unbalanced Friction Forces 10 min

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Current Page Number(s): 227

Location: after last item on the page

Original Text: N/A

Updated Text: [Video icon] Example Problem Video: Unbalanced Friction Forces | Videos & Interactive | 10 minutes
Students will work through problems involving friction.

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Current Page Number(s): 246

Location: Assignments, Chapter 6

Original Text: STEM Project: Design a Highway Interchange

Updated Text: STEM Project: Design a Highway Interchange
Focus on Texas: Fighting Fire with Forces

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Current Page Number(s): 246

Location: Videos & Interactives, Lesson 3

Original Text: Video: What is relativity all about?

Example Problem Video: Relative Velocity of a Marble

Interactive Visual Literacy: Finding Relative Velocity

Updated Text: Example Problem Video: Relative Velocity of a Marble
Interactive Visual Literacy: Finding Relative Velocity

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Current Page Number(s): 247

Location: Science Probe, sentence 1

Original Text: This formative assessment worksheet explores the question: "Can an object be accelerating if it travels at a constant speed?"

Updated Text: This formative assessment worksheet explores the question: How can you describe an object in circular motion?

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Current Page Number(s): 249

Location: Page header

Original Text: Emergent Bilingual/English Language Supports

Updated Text: Emergent Bilingual/English Language Support

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Current Page Number(s): 251

Location: flow chart on right, last oval

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 3245 of 3538

Original Text: [oval] using equations

Updated Text: using
[down arrow]
[oval] equations

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Current Page Number(s): 252

Location: left column, after last item under light blue header bar "Independence of Motion in Two Dimensions"

Original Text: N/A

Updated Text: [empty box][lab goggles icon] Quick Lab: Projectile Path 15 min

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Current Page Number(s): 252

Location: left column, under light blue header bar "Horizontally Launched Projectiles," between last two items

Original Text: N/A

Updated Text: [empty box][Video icon] Example Problem Video: A Sliding Plate 10 min

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Current Page Number(s): 252

Location: right column, after item 3

Original Text: N/A

Updated Text: [empty box][Video icon] Example Problem Video: The Flight of a Ball 10 min

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Current Page Number(s): 255

Location: after last item on page

Original Text: N/A

Updated Text: [insert lab box]
[in red bar] Quick Lab: Comparative
[in box] Projectile Path | Labs | 15 minutes
Students will investigate how a ball falls while standing still and while walking.

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Current Page Number(s): 256

Location: before last item on page

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 3246 of 3538

Original Text: N/A

Updated Text: [Video icon] Example Problem Video: A Sliding Plate | Videos & Interactives | 10 minutes
Students will work through problems involving horizontally launched projectiles.

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Current Page Number(s): 257

Location: ELPS Support box, Beginning

Original Text: Write the question on the board. Then point to the key words in the question and explain them. Use gestures and other visuals to support comprehension as you say: A projectile is the object that is in the air. The trajectory is the path that it takes. Vertical means up and down. And velocity is speed. So we want to know when does the object stop moving upward. Point to different spots in Figure 6 and ask: Does it stop moving upward here?ct spot.

Updated Text: Write the question on the board. Then point to the key words in the question and explain them. Use gestures and other visuals to support comprehension as you say: A projectile is the object that is in the air. The trajectory is the path that it takes. Vertical means up and down. Velocity is speed with direction. We want to know when the object stops moving upward. Point to different spots in Figure 6 and ask: Does it stop moving upward here?

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Current Page Number(s): 257

Location: ELPS Support box, Intermediate

Original Text: Write the question on the board. Then point to the key words in the question and ask or questions about them. Use gestures and other visuals as needed to support comprehension as you ask: Is a projectile the object that is in the air or the path that an object takes? Is the trajectory the object's speed or the path that it takes. Does vertical mean up and down or side to side? Is velocity speed or height? Say: So we want to know when does the object stop moving upward. Point to different spots in Figure 6 and ask: Where on the trajectory does the projectile stop moving? Provide the following stem: A projectile's vertical velocity is zero when it reaches _____. (maximum height)

Updated Text: Write the question on the board. Then point to the key words in the question and ask or questions about them. Use gestures and other visuals as needed to support comprehension as you ask: Is a projectile the object that is in the air or the path that an object takes? Is the trajectory the object's speed or the path that it takes. Does vertical mean up and down or side to side? Is velocity speed or height? Say: We want to know when the object stops moving upward. Point to different spots in Figure 6 and ask: Where on the trajectory does the projectile stop moving? Provide the following stem: A projectile's vertical velocity is zero when it reaches _____. maximum height

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Current Page Number(s): 257

Location: ELPS Support box, Advanced/Advanced High

Original Text: Write the question on the board. Then point to the key words in the question (projectile, trajectory, vertical, velocity) and ask questions about them. For example, ask: What is a projectile? If students have trouble, ask or questions to guide them. For example, ask: Is a projectile the object that is in the air or the path that an object takes? When students have defined the key words in the question, ask: So do we want to know when the object stop moving upward or when it starts moving? Point to Figure 6 and ask: Where on the trajectory does the projectile stop moving? Have a volunteer point the correct spot.

Updated Text: Write the question on the board. Then point to the key words in the question (projectile, trajectory, vertical, velocity) and ask questions about them. For example, ask: What is a projectile? If students have trouble, ask or questions to guide them. For example, ask: Is a projectile the object that is in the air or the path that an object takes? When students have defined the key words in the question, ask: Do we want to know when the object stops moving upward or when it starts moving? Point to Figure 6 and ask: Where on the trajectory does the projectile stop moving? Have a volunteer point the correct spot.

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Current Page Number(s): 258

Location: after last item on page

Original Text: N/A

Updated Text: [Video icon] Example Problem Video: The Flight of a Ball | Videos & Interactives | 10 minutes
Students will work through problems involving projectiles launched at an angle.

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Current Page Number(s): 266

Location: right column, between "Explain" header bar and "Centrifugal 'Force'" header bar

Original Text: N/A

Updated Text: [empty check box][video icon] Example Problem Video: Uniform Circular Motion 10 min

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Current Page Number(s): 269-270

Location: red PhysicsLAB box

Original Text: [item at top of p. 270]

Updated Text: [item at bottom of p. 269]

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Current Page Number(s): 270

Location: after last item on page

Original Text: N/A

Updated Text: [Video icon] Example Problem Video: Uniform Circular Motion | Videos & Interactives | 10 minutes
Students will work through problems involving circular motion.

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Current Page Number(s): 276

Location: left column, item 2

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 3248 of 3538

Original Text: Activate Prior Knowledge: Velocity and Vector Addition 5 min

Updated Text: Activate Prior Knowledge 5 min


Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Current Page Number(s): 276

Location: left column, after last item under light blue header bar "Relative Motion in Two Dimensions"

Original Text: N/A

Updated Text:  Example Problem Video: Uniform Circular Motion 10 min
[subsequent item in table will shift]

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Current Page Number(s): 279

Location: first item on page and Figure 14

Original Text: ["Use an Analogy: Net Motion and Net Wage" is above Figure 14]

Updated Text: ["Use an Analogy: Net Motion and Net Wage" is to the left of Figure 14]

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Current Page Number(s): 279-280

Location: "Clarify a Preconception: Relative Velocity Path Activity"

Original Text: [item at top of p. 280]

Updated Text: [item at bottom of p. 279]


Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Current Page Number(s): 280

Location: before light blue header bar "Special Relativity"

Original Text: N/A

Updated Text:  Example Problem Video: Relative Velocity of a Marble | Videos & Interactives | 5 minutes
Students will work through problems involving relative motion.

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Current Page Number(s): 286

Location: Assignments, Chapter 7

Original Text: STEM Project: Model a Planetary System

Updated Text: STEM Project: Model a Planetary System

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 3249 of 3538

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Current Page Number(s): 286

Location: Videos & Interactives, Lesson 1

Original Text: Video: Kepler's 2nd Law

Interactive Visual Literacy: The History of Astronomy; Modeling Orbits

Updated Text: Video: Kepler's Second Law

Interactive Visual Literacy: The History of Astronomy

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Current Page Number(s): 286

Location: Videos & Interactives, Lesson 2

Original Text: Videos: Spacewalk; Cavendish's Experiment

Example Problem Video: Gravitational Force and Centripetal Acceleration

Interactive Visual Literacy: Gravity, Mass, and Distance

Updated Text: Videos: Spacewalk; Cavendish Balance

Example Problem Video: Gravitational Force and Centripetal Acceleration

Interactive Visual Literacy: Mass, Distance, and Gravity

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Current Page Number(s): 286

Location: Videos & Interactives, Lesson 3

Original Text: Video: Solar Eclipse

Interactive Visual Literacy: Seasons; Lunar Motion; Tides

Updated Text: Video: The Moon's Role in a Solar Eclipse

Interactive Visual Literacy: Seasons; Lunar Motion; Tides

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Current Page Number(s): 286

Location: Labs, Lesson 3

Original Text: Quick Lab: Predict the Sun's Summer Solstice Position

Take-Home Lab: Observe the Moon

Updated Text: Quick Lab: Predict the Sun's Summer Solstice Position

PhysicsLAB: Observe the Moon

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Current Page Number(s): 286

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 3250 of 3538

Location: Videos & Interactives, Lesson 4

Original Text: Video: Inertial Balance

Interactive Visual Literacy: Gravity Bends Light

Updated Text: Video: Inertial Balance; Einstein's Theory of Gravity

Interactive Visual Literacy: Einstein's Theory of Gravity

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Current Page Number(s): 287

Location: Left column, Science Probe, 1st sentence

Original Text: This formative assessment worksheet explores the question: Do astronauts experience gravity in space?

Updated Text: This formative assessment worksheet explores the question: Is there gravity in space?

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Current Page Number(s): 287

Location: Right column, Driving Question Close, after title

Original Text: N/A

Updated Text: | Assignments | 5 minutes

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Current Page Number(s): 289

Location: Page header

Original Text: Emergent Bilingual/English Language Supports

Updated Text: Emergent Bilingual/English Language Support

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Current Page Number(s): 292

Location: Bottom of left column

Original Text: Interactive Visual Literacy: Modeling Orbits 10 min

Updated Text: N/A

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Current Page Number(s): 296

Location: 3rd item on page

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 3251 of 3538

Original Text: Interactive Visual Literacy: Modeling Orbits | Videos & Interactives |
10 minutes

Students will explore the shape of orbits.

Updated Text: N/A

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Current Page Number(s): 302

Location: right column, under "Universal Gravitation and Orbits," before last item

Original Text: N/A

Updated Text: [empty box][video icon] Example Problem Video: Gravitational Force and Centripetal Acceleration 5 min

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Current Page Number(s): 308

Location: after last item on page

Original Text: N/A

Updated Text: [video icon] Example Problem Video: Gravitational Force and Centripetal Acceleration | Videos &
Interactives | 5 minutes

Students will work through

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Current Page Number(s): 313

Location: "Page 198"

Original Text: Page 198 Ask Yourself Explain why the small spheres move toward the large spheres in a Cavendish balance. The spheres are attracted to each other by gravitational force, but it takes less force to move the small spheres than the large spheres.

Updated Text: N/A

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Current Page Number(s): 316

Location: Right column, under "Explain continued," 5th item

Original Text: Video: Solar Eclipse 10 min

Updated Text: Video: The Moon's Role in a Solar Eclipse 10 min

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Current Page Number(s): 316

Location: Right column, under "Elaborate," between items 1 and 2

Original Text: N/A

Updated Text: [empty box][assignment icon] Applying Practices: Planetary Orbits 45 min

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Current Page Number(s): 322

Location: 3rd item on page

Original Text: [video icon] Video: Solar Eclipse | Videos & Interactives | 10 minutes

The video shows how student scientists helped gather data during the 2019 solar eclipse.

Updated Text: [video icon] Video: The Moon's Role in a Solar Eclipse | Videos & Interactives | 10 minutes

The video explores solar eclipses.

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Current Page Number(s): 323

Location: Between items 1 and 2

Original Text: N/A

Updated Text: [assignment icon] Applying Practices: Planetary Orbits | Assignments | 45 min

Students will apply their knowledge of Kepler's Laws and Newton's Law of Universal Gravitation to predict planetary orbits.

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Current Page Number(s): 327

Location: "Page 209 Ask Yourself"

Original Text: Describe the position and orientation of Earth's axis on the longest day of the year in the northern hemisphere.

Updated Text: Describe the position and orientation of Earth in its orbit on the longest day of the year in the northern hemisphere.

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Current Page Number(s): 330

Location: Left column, under "Einstein's Theory of Gravity," all items

Original Text: [empty checkbox] Content Background: Curved Space 10 min

[green checkbox][interactive icon] Interactive Visual Literacy: Gravity Bends Light 5 min

Updated Text: [empty checkbox][video icon] Video: Einstein's Theory of Gravity 5 min

[empty checkbox] Content Background: Curved Space 10 min

[green checkbox][interactive icon] Interactive Visual Literacy: Einstein's Theory of Gravity 5 min

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 3253 of 3538

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Current Page Number(s): 333

Location: before first item under "Topic: Einstein's Theory of Gravity"

Original Text: N/A

Updated Text: [video icon] Video: Einstein's Theory of Gravity | Videos & Interactives | 5 minutes

This video explores Einstein's Theory of Gravitation.

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Current Page Number(s): 333

Location: last item on page

Original Text: Interactive Visual Literacy: Gravity Bends Light | Videos & Interactives | 5 minutes

Students toggle the Sun on or off to see the effect of the Sun's mass on the light from a distant star.

Updated Text: N/A

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Current Page Number(s): 333

Location: before first item on page

Original Text: N/A

Updated Text: Interactive Visual Literacy: Einstein's Theory of Gravity | Videos & Interactives | 5 minutes

Students explore visualizations of gravity curving space.

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Current Page Number(s): 340

Location: Assignments, Chapter 8

Original Text: STEM Project: Model Motion Experienced on a Roller Coaster

Updated Text: STEM Project: Model Motion Experienced on a Roller Coaster

Physics & Society: Quantum Jump

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Current Page Number(s): 354

Location: LearnSmart icon and text, bottom center

Original Text: [LearnSmart icon] An adaptive tool that provides differentiated support

Updated Text: N/A

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Current Page Number(s): 357

Location: Flow chart in right column

Original Text: [flow chart currently reflects this parital text of the TEKS]
calculate the effect of forces on objects usingthe relationship between force and acceleration as represented by Newton's second law of motion

Updated Text: [flow chart updated to include full TEKS]
calculate the effect of forces on objects, including tension, friction, normal, gravity, centripetal, and applied forces, using free body diagrams and the relationship between force and acceleration as represented by Newton's second law of motion

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Current Page Number(s): 370

Location: Flow chart in right column

Original Text: [flow chart currently reflects this parital text of the TEKS]
calculate the effect of forces on objects usingthe relationship between force and acceleration as represented by Newton's second law of motion

Updated Text: [flow chart updated to include full TEKS]
calculate the effect of forces on objects, including tension, friction, normal, gravity, centripetal, and applied forces, using free body diagrams and the relationship between force and acceleration as represented by Newton's second law of motion

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Current Page Number(s): 376

Location: 1st item on page, "Driving Question Connection," 1st sentence

Original Text: After reading about how torque and rotational inertia affect angular acceleration, discuss as a class the role of torque, rotational inertia, and angular acceleration as they relate to bicycles:

Updated Text: [PHENOMENON icon] After reading about how torque and rotational inertia affect angular acceleration, discuss as a class the role of torque, rotational inertia, and angular acceleration as they relate to bicycles:

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Current Page Number(s): 385

Location: Flow chart in right column

Original Text: [flow chart currently reflects this parital text of the TEKS]
explain and apply the concepts of equilibrium and inertia as represented by Newton's first law of motion using relevant real-world examples

Updated Text: [flow chart updated to include full TEKS]
explain and apply the concepts of equilibrium and inertia as represented by Newton's first law of motion using relevant

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 3255 of 3538

real-world examples such as rockets, satellites, and automobile safety devices.

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Current Page Number(s): 395

Location: "Page 249 Figure 21 Look Closer," question text

Original Text: Suggest how taller vehicles might be made more stable and so avoid rolling over.

Updated Text: Suggest how taller vehicles might be made more stable and so avoid rolling over.

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Current Page Number(s): 398

Location: Assignments, Chapter 9

Original Text: STEM Project: Predict Effect of a Car Crash

Updated Text: STEM Project: Predict Effect of a Car Crash

Physics & Technology: Pushing Beyond Our Solar System

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Current Page Number(s): 401

Location: page header

Original Text: Emergent Bilingual/English Language Supports

Updated Text: Emergent Bilingual/English Language Support


Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Current Page Number(s): 404

Location: left column, 2nd item

Original Text: Video: Airbags 5 min

Updated Text: Video: Airbags 5 min

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Current Page Number(s): 404

Location: left column, between last two items

Original Text: N/A

Updated Text:  Example Problem Video: Average Force 10 min

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Current Page Number(s): 408

Location: after last item on page

Original Text: N/A

Updated Text: [video icon] Example Problem Video: Average Force | Videos & Interactives | 10 min
Students will work through problems involving the impulse-momentum theorem.

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Current Page Number(s): 414

Location: left column, under "Momentum in a Closed, Isolated System," between items 7 and 8

Original Text: N/A

Updated Text: [empty box][video icon] Example Problem Videos: Speed 10 min

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Current Page Number(s): 414

Location: right column, under "Recoil," after last item

Original Text: N/A

Updated Text: [new item] [empty box][video icon] Example Problem Videos: Recoil 10 min

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Current Page Number(s): 414

Location: right column, under "Elaborate," Item 2

Original Text: [empty box]Applying Practices: Mathematical Representations of Momentum 100 min

Updated Text: [empty box][assignments icon] Applying Practices: Use Mathematical Representations of Momentum;
Conservation of Momentum 45 min

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Current Page Number(s): 414

Location: right column, under "Elaborate," last item

Original Text: Applying Practices: Conservation of Momentum 45 min

Updated Text: N/A

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 3257 of 3538

Current Page Number(s): 419

Location: Between items 2 and 3 on page

Original Text: N/A

Updated Text: [video icon] Example Problem Videos: Speed | Videos & Interactives | 10 minutes
Students will work through conservation of momentum problems.

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Current Page Number(s): 419

Location: Figure 5

Original Text: [label] Figure 5

Updated Text: [move images into right column with text to left; stack images on top of each other and add subcaptions]
[main label] Figure 5
[under upper image] 5A Before Push
[under after images] 5B After Push

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Current Page Number(s): 420

Location: Before last item on page

Original Text: N/A

Updated Text: [video icon] Example Problem Videos: Recoil | Videos & Interactives | 10 minutes
Students will work through problems involving recoil.

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Current Page Number(s): 420-421

Location: light blue header bar "Topic: Two-Dimensional Collisions" and item "Video: Two-Dimensional Collisions"

Original Text: [last item on p. 420]

Updated Text: [first item on p. 421]

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Current Page Number(s): 422-423

Location: Item titled "Applying Practices: Conservation of Momentum"

Original Text: [last item on p. 423]

Updated Text: [last item on p. 422]

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 3258 of 3538

Current Page Number(s): 440

Location: Videos & Interactives, Chapter 10

Original Text: Video: Roller Coasters

Updated Text: Video: Roller Coasters

IF/THEN She Can: Erika Anderson

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Current Page Number(s): 440

Location: Assignments, Chapter 10

Original Text: STEM Project: Evaluate Household Energy Conservation and Efficiency

Updated Text: STEM Project: Evaluate Household Energy Conservation and Efficiency

STEM at Work: Reducing the Risk

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Current Page Number(s): 440

Location: Labs, Lesson 2

Original Text: Quick Lab: Types of Energy

Updated Text: Quick Lab: Energy Exchange

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Current Page Number(s): 440

Location: Videos & Interactives, Lesson 3

Original Text: Video: Collisions

Interactive Visual Literacy: Examples of Conservation of Energy; Solving Conservation of Energy Problems

Updated Text: Video: Collisions

Example Problem Video: Inelastic Collision

Interactive Visual Literacy: Conservation of Energy; Solving Conservation of Energy Problems

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Current Page Number(s): 440

Location: Labs, Lesson 3

Original Text: Quick Lab: Inelastic Collisions

PhysicsLABs: Conservation of Energy; Is energy conserved?

PhET Simulation: Energy Skate Park

Updated Text: Quick Labs: Interrupted Pendulum; Inelastic Collisions
PhysicsLABs: Conservation of Energy; Is energy conserved?
PhET Simulation: Energy Skate Park

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Current Page Number(s): 441

Location: page header

Original Text: Chapter Support

Updated Text: Chapter Planning and Support

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Current Page Number(s): 441

Location: Science Probe, sentence 1

Original Text: This formative assessment worksheet explores the question: What forms does energy take, and what changes can it undergo?

Updated Text: This formative assessment worksheet explores the question: What is energy?

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Current Page Number(s): 446

Location: left column, under "Work," between items 4 and 5

Original Text: N/A

Updated Text: [video] Example Problem Video: Work 10 min

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Current Page Number(s): 446

Location: right column, between items 3 and 4

Original Text: N/A

Updated Text: [video] Example Problem Video: Power 10 min


Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Current Page Number(s): 450

Location: after 2nd item on page

Original Text: N/A

Updated Text:  Example Problem Videos: Work | Videos & Interactives | 10 minutes
Students will work through one-dimensional work problems.

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 3260 of 3538

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Current Page Number(s): 452

Location: after 2nd item on page

Original Text: N/A

Updated Text: [video icon] Example Problem Videos: Power | Videos & Interactives | 10 minutes
Students will work through power problems.

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Current Page Number(s): 457

Location: flow chart in right column, first two ovals

Original Text: [oval] investigate
[down arrow]
[oval] calculate

Updated Text: [left oval] investigate [right oval] calculate

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Current Page Number(s): 458

Location: left column, under "Potential Energy," between items 6 and 7

Original Text: N/A

Updated Text: empty box]video icon] Example Problem Video: Gravitational Potential Energy 10 min

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Current Page Number(s): 458

Location: right column, 1st item under "Mechanical Energy"

Original Text: Quick Lab: Types of Energy 15 min

Updated Text: Quick Lab: Energy Exchange 25 min

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Current Page Number(s): 460

Location: last item on page, "Theme: Systems and System Models"

Original Text: Mathematical models can be used to predict the behavior of a system, but models can be limited. Choose an example of a mathematical model used to make an energy calculation based on a realistic situation, such as ice-skating or pushing different materials across different surfaces. What evidence do you have that the model is limited? Explain your model as well as its limitations to a peer. Review the situations and energy calculations in this book and

generate questions. Sample questions: Which realistic situation are you planning to model? What limitations does your model have? How are you going to mathematically model this situation?

Updated Text: Remind students that mathematical models can be used to predict the behavior of a system, but models can be limited. Tell them to choose an example of a mathematical model used to make an energy calculation based on a realistic situation, such as ice-skating or pushing different materials across different surfaces. Ask: What evidence do you have that the model is limited? Exact answers will vary depending on model chosen, but students might note things like ignoring friction or assuming an object is a point particle. Have students explain their models as well as their limitations to a peer.

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Current Page Number(s): 463

Location: before last item on page

Original Text: N/A

Updated Text: [video icon] Example Problem Video: Gravitational Potential Energy | Videos & Interactives | 10 minutes
Students will work through problems involving gravitational potential energy.

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Current Page Number(s): 463-464

Location: "Reinforcement: Roller Coaster"

Original Text: [last item on page 463]

Updated Text: [first item on page 464]

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Current Page Number(s): 464

Location: 1st item under "Topic: Mechanical Energy," Quick Lab title

Original Text: Types of Energy

Updated Text: Energy Exchange

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Current Page Number(s): 471

Location: right column, before first item

Original Text: N/A

Updated Text: [empty box][video icon] Example Problem Video: Inelastic Collision 10 min

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Current Page Number(s): 476

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 3262 of 3538

Location: after last item on page

Original Text: N/A

Updated Text: [video icon] Example Problem Video: Inelastic Collision | Videos & Interactives | 10 minutes
Students will solve problems involving collisions.

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Current Page Number(s): 484

Location: Assignments, Chapter 11

Original Text: STEM Project: Design Temperature Protection for Medicine

Updated Text: STEM Project: Design Temperature Protection for Medicine
Physics & Technology: Under Pressure

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Current Page Number(s): 487

Location: Page header

Original Text: Emergent Bilingual/English Language Supports

Updated Text: Emergent Bilingual/English Language Support

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Current Page Number(s): 496

Location: Last item on page, "Extension: Calibrate a Thermometer"

Original Text: [icon showing an apron]

Updated Text: [icon showing an apron][icon showing goggles]

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Current Page Number(s): 504

Location: First item on page

Original Text: [icon showing an apron][icon showing pointing finger]

Updated Text: [icon showing an apron][icon showing goggles][icon showing hand washing]

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Current Page Number(s): 525

Location: "Page 366 Ask Yourself"

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 3263 of 3538

Original Text: Page 336 Ask Yourself Explain why an internal combustion engine is a heat engine. An internal combustion engine is a heat engine because it converts the thermal energy released by combustion into mechanical energy.

Updated Text: N/A

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Current Page Number(s): 528

Location: Assignments, Chapter 12

Original Text: STEM Project: Explain Energy Transformation

Updated Text: STEM Project: Explain Energy Transformation
Scientific Breakthroughs: A Solid That Flows

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Current Page Number(s): 528

Location: Videos & Interactives, Lesson 4

Original Text: Videos: Bernoulli's Principle; Streamlines
Interactive Visual Literacy: Buoyant Force; Sinking and Floating

Updated Text: Video: Streamlines
Interactive Visual Literacy: Buoyant Force; Sinking and Floating

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Current Page Number(s): 529

Location: Science Probe, sentence 1

Original Text: This formative assessment worksheet explores the question: How do the states of matter differ?

Updated Text: This formative assessment worksheet explores the question: How does the properties of a substance change when the substance changes state?

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Current Page Number(s): 543

Location: Revisit the Essential Question

Original Text: What physical properties of matter are typical of solids?

Updated Text: What physical properties are typical of solids?

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Current Page Number(s): 569

Location: left column, last item under "Engage" head

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 3264 of 3538

Original Text: [empty checkbox][video icon] Video: Bernoulli's Principle 10 min

Updated Text: [green checkmark][video icon] Video: Streamlines 5 min

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Current Page Number(s): 569

Location: right column, 3rd item under "Bernoulli's Principle"

Original Text: [green checkmark][video icon] Video: Streamlines 5 min

Updated Text: N/A

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Current Page Number(s): 570

Location: 3rd item under "Engage" header

Original Text: [video icon] Video: Bernoulli's Principle | Videos & Interactives | 10 minutes

This video shows a demonstration of Bernoulli's principle.

Updated Text: [green checkmark][video icon] Video: Streamlines | Videos & Interactives | 5 minutes

This video shows streamlines around different objects.

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Current Page Number(s): 575

Location: 2nd item on page

Original Text: [video icon] Video: Streamlines | Videos & Interactives | 5 minutes

This video shows streamlines around different objects. [blue play button icon]

Updated Text: N/A

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Current Page Number(s): 582

Location: Videos & Interactives, Chapter 13

Original Text: Video: Seafront Formations

Updated Text: Video: Seafront Formations

IF/THEN She Can: Adele Luta

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Current Page Number(s): 582

Location: Assignments, Chapter 13

Original Text: STEM Project: Assess Greenhouse Effect

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 3265 of 3538

Updated Text: STEM Project: Assess Greenhouse Effect
Focus on Texas: Barrier Islands

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Current Page Number(s): 582

Location: Labs, Lesson 2

Original Text: Quick Labs: Model Volcanoes; Model Mountain Formation

Updated Text: Quick Lab: Model Magma Movement

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Current Page Number(s): 582

Location: Labs, Lesson 3

Original Text: PhysicsLAB: Model Weathering, Erosion, and Deposition

Updated Text: PhysicsLAB: Observing Weathering and Erosion

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Current Page Number(s): 582

Location: Assignments, Lesson 3

Original Text: CER: Shaping the Landscape

Applying Practices: Investigate Stream Erosion

Updated Text: CER: Shaping the Landscape

Applying Practices: Investigate Stream Erosion; Modeling Earth's Internal and Surface Processes

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Current Page Number(s): 582

Location: Labs, Lesson 4

Original Text: PhysicsLAB: Model Weather and Climate

Take-Home Lab: Observing the Weather

Updated Text: PhysicsLAB: Model Weather and Climate

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Current Page Number(s): 582

Location: Assignments, Lesson 4

Original Text: CER: Weather and Climate

Applying Practices: Forecasting Climate Change

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 3266 of 3538

Updated Text: CER: Weather and Climate
Applying Practices: Forecasting Climate Change; Variation in Albedo

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Current Page Number(s): 583

Location: Science Probe, sentence 1

Original Text: This formative assessment worksheet explores the question: “What features and events are associated with plate tectonics?”

Updated Text: This formative assessment worksheet explores the question: What are some examples of conduction, convection, and radiation in Earth systems?

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Current Page Number(s): 583

Location: right column, PhysicsLAB

Original Text: PhysicsLAB: Model Weathering, Erosion, and Deposition | Labs | 45 minutes
Students will use models to investigate how weathering, erosion, and deposition can create landforms.

Updated Text: PhysicsLAB: Observing Weathering and Erosion | Labs | 45 minutes
Students will conduct a field investigation to observe weathering and erosion. This lab should be done after Lesson 3.

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Current Page Number(s): 585

Location: Page header

Original Text: Emergent Bilingual/English Language Supports

Updated Text: Emergent Bilingual/English Language Support

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Current Page Number(s): 596

Location: LearnSmart icon and text, bottom center

Original Text: [LearnSmart icon] An adaptive tool that provides differentiated support

Updated Text: N/A

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Current Page Number(s): 600

Location: right column, item 2

Original Text: Quick Lab: Model Volcanoes 15 min

Updated Text: Quick Lab: Model Magma Movement 15 min

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Current Page Number(s): 600

Location: right column, last item under "Mountain Building"

Original Text: Quick Lab: Model Mountain Formation 15 min

Updated Text: N/A

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Current Page Number(s): 605

Location: last item on page, "Quick Lab"

Original Text: Model Volcanoes | Labs | 15 minutes

Students will use models to investigate the forces and energy that drive a volcano.

Updated Text: Model Magma Movement | Labs | 20 minutes

Students will use models to investigate magma movement.

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Current Page Number(s): 606

Location: 2nd to last item on page, "Quick Lab"

Original Text: Quick Lab

Model Mountain Formation | Labs | 15 minutes

Students will use models to investigate how mountains form.

Updated Text: N/A

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Current Page Number(s): 609

Location: LearnSmart icon and text, bottom center

Original Text: [LearnSmart icon] An adaptive tool that provides differentiated support

Updated Text: N/A

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Current Page Number(s): 613

Location: right column, last 2 items under "Elaborate"

Original Text: PhysicsLAB: Model Weathering, Erosion, and Deposition 45 min

Applying Practices: Investigate Stream Erosion 45 min

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 3268 of 3538

Updated Text: PhysicsLAB: Observing Weathering and Erosion 50 min
Applying Practices: Investigate Stream Erosion; Modeling Earth's Internal and Surface Processes 45 min

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Current Page Number(s): 620

Location: 3rd item on page, "PhysicsLAB"

Original Text: Model Weathering, Erosion, and Deposition | Labs | 45 min
Students will use models to investigate the mechanisms behind weathering, erosion, and deposition.

Updated Text: Field Investigation: Observing Weathering and Erosion | Labs | 50 minutes
Students will use conduct a field investigation to observe weathering and erosion.

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Current Page Number(s): 620

Location: above "EVALUATE" head

Original Text: N/A

Updated Text: [assignment icon] Applying Practices: Modeling Earth's Internal and Surface Processes | Assignments | 30 minutes
Students will develop and use models of Earth's processes.

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Current Page Number(s): 621

Location: LearnSmart icon and text, bottom center

Original Text: [LearnSmart icon] An adaptive tool that provides differentiated support

Updated Text: N/A

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Current Page Number(s): 625

Location: left column, 2nd item under "EXPLORE"

Original Text: [green checkmark][lab goggles icon]Take-Home Lab: Observing the Weather 60 min

Updated Text: N/A

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Current Page Number(s): 625

Location: right column, last item under "ELABORATE"

Original Text: Applying Practices: Forecasting Climate Change 45 min

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 3269 of 3538

Updated Text: Applying Practices: Forecasting Climate Change; Variation in Albedo 45 min

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Current Page Number(s): 626

Location: last item on page, "Take-Home Lab"

Original Text: Observing the Weather | Labs | 10 minutes/day

Students will record their observations of the weather and compare them to local forecasts.

Updated Text: N/A

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Current Page Number(s): 632-633

Location: "Quick Research: Ice Cores"

Original Text: [1st item on page 633]

Updated Text: [last item on page 632]

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Current Page Number(s): 633

Location: above "EVALUATE" head

Original Text: N/A

Updated Text: [assignments icon] Applying Practices: Variations in Albedo | Assignments | 45 minutes

Students will examine the effects of changes in Earth's albedo.

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Current Page Number(s): 634

Location: LearnSmart icon and text, bottom center

Original Text: [LearnSmart icon] An adaptive tool that provides differentiated support

Updated Text: N/A

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Current Page Number(s): 638

Location: Assignments, Chapter 14

Original Text: STEM Project: Evaluate Efficiencies of Energy Transfer

Updated Text: STEM Project: Evaluate Efficiencies of Energy Transfer

Focus on Texas: Powering Texas

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 3270 of 3538

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Current Page Number(s): 638

Location: Assignments, Lesson 1

Original Text: CER: Energy Resources

Updated Text: CER: Energy Resources

Applying Practices: Engage in Scientific Argumentation: Nuclear Energy

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Current Page Number(s): 638

Location: Videos & Interactives, Lesson 2

Original Text: Interactive Visual Literacy: Simple and Compound Machines

Updated Text: Interactive Visual Literacy: Everyday Simple Machines

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Current Page Number(s): 638

Location: Labs, Lesson 3

Original Text: PhysicsLABs: Design an Energy-Efficient Building

Take-Home Lab: Monitor Daily Energy Usage

Updated Text: PhysicsLABs: Design an Energy-Efficient Building; Monitor Daily Energy Usage

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Current Page Number(s): 638

Location: Assignments, Lesson 4

Original Text: CER: Energy and Sustainability

Updated Text: CER: Energy and Sustainability

Applying Practices: Modeling Relationships: Resource Management, Human Sustainability, and Biodiversity;

Environmental Consulting: Finding Solutions

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Current Page Number(s): 641

Location: Page header

Original Text: Emergent Bilingual/English Language Supports

Updated Text: Emergent Bilingual/English Language Support

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Current Page Number(s): 644

Location: right column, under "Elaborate," between items 1 and 2

Original Text: N/A

Updated Text: [empty box][assignments icon] Applying Practices: Engage in Scientific Argumentation: Nuclear Energy
100 min

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Current Page Number(s): 652

Location: after last item on page

Original Text: N/A

Updated Text: [assignments icon] Applying Practices: Engage in Scientific Argumentation: Nuclear Energy | Assignments |
100 min

Students will debate the costs and benefits of using nuclear energy.

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Current Page Number(s): 655

Location: LearnSmart icon and text, bottom center

Original Text: [LearnSmart icon] An adaptive tool that provides differentiated support

Updated Text: N/A

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Current Page Number(s): 659

Location: left column, last item

Original Text: Interactive Visual Literacy: Simple and Compound Machines 5 min

Updated Text: Interactive Visual Literacy: Everyday Simple Machines 5 min

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Current Page Number(s): 667

Location: LearnSmart icon and text, bottom center

Original Text: [LearnSmart icon] An adaptive tool that provides differentiated support

Updated Text: N/A

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Current Page Number(s): 671

Location: Right column, under "Elaborate," between items 1 and 2

Original Text: N/A

Updated Text: [empty box][assignment icon] Applying Practices: Modeling Relationships 45 min
[new item]

[empty box][assignment icon] Applying Practices: Environmental Consulting 100 min

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Current Page Number(s): 671

Location: Right column, under "Elaborate," between items 1 and 2

Original Text: Take-Home Lab: Monitor Daily Energy Usage 30 min

Updated Text: PhysicsLAB: Monitor Daily Energy Usage 30 min

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Current Page Number(s): 676

Location: Between items 1 and 2 on the page

Original Text: N/A

Updated Text: [assignments icon] Applying Practices: Modeling Relationships: Resource Management, Human Sustainability, and Biodiversity | Assignments | 45 minutes

Students will develop and use a simple computational model that shows the relationships between the management of a selected natural resource to human sustainability or Earth's biodiversity.

[assignments icon] Applying Practices: Environmental Consulting: Finding Solutions | Assignments | 100 minutes

Students will act as an environmental consultant and provide a hypothetical client with the best possible solution for their stated problem.

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Current Page Number(s): 676-677

Location: Red lab boxes for "Monitor Daily Energy Usage" and "Design an Energy-Efficient Building"

Original Text: [last two items on p. 676]

Updated Text: [last two items on p. 677 under new "Explain continued" head]

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Current Page Number(s): 682

Location: Core Resources box

Original Text: Core Resources Student eBook | LearnSmart™ | Presentation Slides | Teacher eBook

Updated Text: N/A

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Current Page Number(s): 682

Location: Assignments, Chapter 15

Original Text: STEM Project: Develop an Informational Article on Regional Seismic Activity

Updated Text: STEM Project: Develop an Informational Article on Regional Seismic Activity

Physics & Technology: Harnessing the Motion of the Ocean

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Current Page Number(s): 682

Location: Labs, Lesson 1

Original Text: Quick Lab: Hooke's Law

PhysicsLAB: Pendulum Vibrations

PhET Simulations: Hooke's Law; Masses and Springs; Pendulum Lab

Updated Text: PhysicsLAB: Pendulum Vibrations

PhET Simulations: Hooke's Law; Masses and Springs; Pendulum Lab

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Current Page Number(s): 682

Location: Labs, Lesson 2

Original Text: Quick Labs: Making Waves; Wave Properties

PhET Simulation: Waves Intro; Wave on a String

Updated Text: Quick Lab: Making Waves

PhET Simulation: Waves Intro; Wave on a String

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Current Page Number(s): 682

Location: Videos & Interactives, Lesson 4

Original Text: Videos: Earthquake Detection; Earthquake Dampers

Interactive Visual Literacy: Seismic Waves

Updated Text: Video: Tectonic Collisions and Tsunamis

Interactive Visual Literacy: Seismic Waves

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 3274 of 3538

Current Page Number(s): 683

Location: Chapter Review (1st red check mark in right column), sentence 2

Original Text: If students need support prior to testing assign LearnSmart for differentiated learning.

Updated Text: Differentiation[n space]If students need support prior to testing, assign LearnSmart for differentiated learning.

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Current Page Number(s): 685

Location: 1st sentence of text

Original Text: Help students activate their prior knowledge about the vocabulary in this chapter and introduce them to new terms using the following activity.

Updated Text: Help Emergent Bilingual (EB)/English Learner (EL) students activate their prior knowledge about thermal energy and introduce them to new words using the following activity.

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Current Page Number(s): 688

Location: left column, 1st item under "Explore" head

Original Text: [empty box] Quick Demo: Identifying Periodic Motion 5 min

Updated Text: [box with green checkmark] Quick Demo: Identifying Periodic Motion 5 min

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Current Page Number(s): 688

Location: Left column, last item under "Explore" head

Original Text: [green checkmark][lab goggles icon] Quick Lab: Hooke's Law 15 min

Updated Text: N/A

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Current Page Number(s): 688

Location: left column, under light blue header bar "Springs and Periodic Motion," between items 2 and 3

Original Text: N/A

Updated Text: [empty checkbox][video icon] Example Problem Video: The Spring Constant and the Energy of a Spring 10 min

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Current Page Number(s): 688

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 3275 of 3538

Location: right column, between items 2 and 3

Original Text: N/A

Updated Text: [empty checkbox][video icon] Example Problem Video: Finding g Using a Pendulum 10 min

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Current Page Number(s): 689

Location: 3rd item on page, last 2 sentences

Original Text: Ask students to describe the motion and give their ideas about why the ball moves up and back down again. Students will learn more about the motion and how to describe it throughout the lesson.

Updated Text: Ask students to describe the motion and give their ideas about why the ball moves back and forth in an arc. Students will learn more about the motion and how to describe it throughout the lesson.

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Current Page Number(s): 689

Location: 1st item under "Explore" header, title

Original Text: Quick Demo: Identifying Periodic Motion | 5 minutes

Updated Text: [green checkmark] Quick Demo: Identifying Periodic Motion | 5 minutes

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Current Page Number(s): 689

Location: 3rd item under "Explore" header

Original Text: [in red box with lab goggles icon titled "Quick Lab"]

[green checkmark] Hooke's Law | Labs | 15 minutes

In this lab, students will measure force on and displacement of a spring and calculate its spring constant.

Updated Text: N/A

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Current Page Number(s): 691

Location: After last item on page

Original Text: N/A

Updated Text: [new item]

[video icon] Example Problem Video: The Spring Constant and the Energy of a Spring | Videos & Interactives | 10 minutes

Students will work through problems involving springs, Hooke's law, and elastic potential energy.

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Current Page Number(s): 691

Location: After last item on page

Original Text: N/A

Updated Text: [new item]

[video icon] Example Problem Video: Finding g Using a Pendulum | Videos & Interactives | 10 minutes

Students will work through problems involving simple pendulums and their periods.

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Current Page Number(s): 697

Location: Revisit the Essential Question

Original Text: What are some types of repetitive motion?

The back-and-forth motion of a pendulum, the motion of a spring that has been stretched, and the motion of a child on a playground swing are all examples of repetitive motion.

Relevance: Why should students care?

Describe some examples of repetitive motion that are common in everyday situations. In each case, is the motion an example of simple harmonic motion? Why or why not?

Updated Text: What are some types of repetitive motion?

The back-and-forth motion of a pendulum, the motion of a spring that has been stretched or compressed, and the motion of a child on a playground swing are all examples of repetitive motion.

Relevance: Why should students care?

Describe some examples of repetitive motion that are common in everyday situations. Ask students: Is the motion an example of simple harmonic motion? Why or why not?

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Current Page Number(s): 699

Location: Lesson Vocabulary Support, content vocabulary list, between first two terms

Original Text: N/A

Updated Text: • mechanical wave

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Current Page Number(s): 700

Location: flow chart on right

Original Text: [top oval]compare the characteristics of

[down arrow]

[next oval]transverse waves

[next oval]longitudinal waves

[down arrow]

including

[down arrow]

[next oval]electromagnetic waves
[bottom oval]sound waves

Updated Text: [top oval]compare
[down arrow]
the characteristics of
[down arrow]
[left oval]transverse waves [right oval]longitudinal waves
[down arrow]
including
[down arrow]
[left oval]electromagnetic waves [right oval]sound waves

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Current Page Number(s): 701

Location: left column, 3rd item from end

Original Text: [green checkmark][lab goggles icon] Quick Lab: Wave Properties 15 min

Updated Text: N/A

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Current Page Number(s): 701

Location: right column, before 1st item

Original Text: N/A

Updated Text: [empty box][video icon] Example Problem Video: Characteristics of a Wave 10 minutes

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Current Page Number(s): 705

Location: 1st item on page

Original Text: [in red box with lab goggles icon titled "Quick Lab"]
[green checkmark]Wave Properties | Labs | 15 min
Students will explore and measure wave properties such as frequency, wavelength, and amplitude.

Updated Text: N/A

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Current Page Number(s): 705

Location: last item on page

Original Text: [interactives icon] Interactive Visual Literacy: Graphing Waves | Videos & Interactives | 5 minutes
This interactive explores how the motion of waves can be graphed.

Updated Text: N/A

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 3278 of 3538

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Current Page Number(s): 706

Location: before blue header bar "Topic: Tsunamis"

Original Text: N/A

Updated Text: [video icon] Example Problem Video: Characteristics of Waves | Videos & Interactives | 10 minutes
Students will work through problems involving the velocity, wavelength, period, and frequency of a wave.

[interactives icon] Interactive Visual Literacy: Graphing Waves | Videos & Interactives | 5 minutes
This interactive explores how the motion of waves can be graphed.

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Current Page Number(s): 707

Location: 3rd item under "Evaluate" header,

Original Text: Topic: Wave Properties

Ask students to draw a y-displacement v. location graph and a y-displacement v. time graph of a transverse wave. Label the parts of the wave that each graph shows. Have students show how the wave's period or its wavelength can be determined from the graphs.

Updated Text: Topic: Wave Properties

Ask students to draw a y-displacement v. distance from source graph and a y-displacement v. time graph of a transverse wave. Instruct them to label the parts of the wave that each graph shows. Have students show how the wave's period or its wavelength can be determined from the graphs.

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Current Page Number(s): 708

Location: Answer Key (bottom of page), answer to first question

Original Text: The period is 0.4 s.

Updated Text: The period is 0.04 s.

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Current Page Number(s): 710

Location: flow chart on right, top oval

Original Text: Investigate the behavior of waves

Updated Text: investigate behaviors of waves

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Current Page Number(s): 716

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 3279 of 3538

Location: last item on page, "Driving Question Connection," 1st sentence

Original Text: To help students connect the lesson content with the driving question, discuss as a class the following ideas:

Updated Text: [PHENOMENON icon] To help students connect the lesson content with the driving question, discuss as a class the following ideas:

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Current Page Number(s): 721

Location: last sentence in left column

Original Text: The lesson also supports coverage of TEKS 8.A .

Updated Text: The lesson also supports coverage of TEKS 8.A as students continue to study how waves propagate energy through various media.

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Current Page Number(s): 722

Location: left column, 2nd item

Original Text: Video: Earthquake Detection 10 min

Updated Text: N/A

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Current Page Number(s): 722

Location: right column, last item under "Elaborate"

Original Text: Video: Earthquake Dampers 10 min

Updated Text: Video: Tectonic Collisions and Tsunamis 10 min

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Current Page Number(s): 723

Location: 2nd item on page, "Video"

Original Text: Video: Earthquake Detection | Videos & Interactives | 10 minutes
This video describes how earthquakes can be detected.

Updated Text: N/A

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Current Page Number(s): 726

Location: 1st item on page, "Driving Question Connection," 1st sentence

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 3280 of 3538

Original Text: If students struggle to connect the content in this lesson and the Driving Question, have them first review the question:

Updated Text: [PHENOMENON icon] If students struggle to connect the content in this lesson and the driving question, have them first review the question:

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Current Page Number(s): 726

Location: 1st item under "Topic: Types of Seismic Waves," "Quick Demo: Wave Movement"

Original Text: [goggles icon]

Updated Text: N/A

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Current Page Number(s): 729

Location: 2nd item on page, "Video"

Original Text: Video: Earthquake Dampers | Videos & Interactives | 10 minutes

This video describes how tall buildings in earthquake-prone areas are built with dampers to prevent the building from oscillating too much during an earthquake.

Updated Text: Video: Tectonic Collisions and Tsunamis | Videos & Interactives | 10 minutes

This video explores the relationship between the collision of tectonic plates and tsunamis.

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Current Page Number(s): 734

Location: Videos & Interactives, Chapter 16

Original Text: Video: Sound

Updated Text: Video: Sound

IF/THEN She Can: Olivia Castellini

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Current Page Number(s): 734

Location: Assignments, Chapter 16

Original Text: STEM Project: Measure Distance Using Sound

Updated Text: STEM Project: Measure Distance Using Sound
Physics & Society: Out of Sight

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Current Page Number(s): 735

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 3281 of 3538

Location: Science Probe, sentence 1

Original Text: This formative assessment worksheet explores the question: "What are the properties of sound, and how do we use sound in our daily lives?"

Updated Text: This formative assessment worksheet explores the question: What are the properties of sound, and how is sound produced?

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Current Page Number(s): 739

Location: Flow chart in right column, top oval

Original Text: Investigate the behavior of waves

Updated Text: investigate the behaviors of waves

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Current Page Number(s): 740

Location: Right column, under "The Doppler Effect" light blue header bar, between items 3 and 4

Original Text: N/A

Updated Text: [video icon] Example Problem Video: The Doppler Effect 10 min

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Current Page Number(s): 740

Location: Right column, 2nd item under blue "Elaborate" header bar

Original Text: Critical Thinking: Negative Sound Levels 5 min

Updated Text: Critical Thinking 5 min

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Current Page Number(s): 747

Location: After 2nd item on page ("IN-CLASS Example 1")

Original Text: N/A

Updated Text: [video icon] Example Problem Video: The Doppler Effect | Videos & Interactives | 10 minutes
Students will work through problems involving the Doppler effect.

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Current Page Number(s): 767

Location: Flow chart in right column, top oval

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 3282 of 3538

Original Text: Investigate the behavior of waves

Updated Text: investigate the behaviors of waves

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Current Page Number(s): 778

Location: Assignments, Chapter 17

Original Text: STEM Project: Assess Importance of Absorbency Related to Lasers

Updated Text: STEM Project: Assess Importance of Absorbency Related to Lasers
Scientific Breakthroughs: Super-Efficient Solar Cells

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Current Page Number(s): 778

Location: Videos & Interactives, Lesson 2

Original Text: Videos: Why are so many deep-sea animals red in color?; Diffraction;
Polarization

Example Problem Video: Malus's Law

Interactive Visual Literacy: 3-D Movie Glasses

Updated Text: Videos: Why are so many deep-sea animals red in color?; Diffraction;
Dual-Pol Doppler Radar

Example Problem Video: Malus's Law

Interactive Visual Literacy: 3-D Movie Glasses

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Current Page Number(s): 778

Location: Videos & Interactives, Lesson 3

Original Text: Videos: Measuring the Speed of Light; Roemer's Speed of Light
Measurement

Interactive Visual Literacy: Doppler Shift

Updated Text: Video: Roemer's Speed of Light
Measurement

Interactive Visual Literacy: Doppler Shift

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Current Page Number(s): 796

Location: Right column, between items 1 and 2

Original Text: N/A

Updated Text: [video icon] Example Problem Video: Malus's Law 5 min

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 3283 of 3538

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Current Page Number(s): 801

Location: last item on page

Original Text: Video: Polarization | Videos & Interactives | 5 minutes

Have students watch a video about the polarization of light.

Updated Text: [video icon] Example Problem Video: Malus's Law | Videos & Interactives | 10 min

Students will work through problems using Malus's Law.

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Current Page Number(s): 802

Location: before "ELABORATE" head

Original Text: N/A

Updated Text: [header] EXPLAIN continued

Video: Dual-Pol Doppler Radar | Videos & Interactives | 5 minutes

Have students watch a video about how polarization plays a role in monitoring the weather.

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Current Page Number(s): 808

Location: left column, 2nd item

Original Text: [empty checkbox][video icon] Video: Measuring the Speed of light 10 min

Updated Text: [green checkmark][lab goggles icon] Quick Lab: The Speed of Light 15 min

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Current Page Number(s): 808

Location: right column 3rd item

Original Text: [green checkmark][lab goggles icon] Quick Lab: The Speed of Light 15 min

Updated Text: N/A

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Current Page Number(s): 809

Location: 2nd item under "Engage" header

Original Text: Video: Measuring the Speed of Light | Videos & Interactives | 10 minutes

Have students watch this video on measuring the speed of light.

Updated Text: [in red lab box]

Quick Lab

The Speed of Light | Labs | 15 minutes

Have students investigate the speed of light. Students can optionally complete this lab away from school.

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Current Page Number(s): 812

Location: 2nd item under "Elaborate"

Original Text: Quick Lab

The Speed of Light | Labs | 15 minutes

Have students investigate the speed of light. Students can optionally complete this lab away from school.

Updated Text: N/A

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Current Page Number(s): 818

Location: Assignments, Chapter 18

Original Text: STEM Project: Explain Fundamentals of Space Telescopes

Updated Text: STEM Project: Explain Fundamentals of Space Telescopes

Focus on Texas: Mega Mirror for Magellan

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Current Page Number(s): 818

Location: Videos & Interactives, Lesson 1

Original Text: Video: Using Plane Mirrors

Example Problem Video: Changing the Angle of Incidence

Interactive Visual Literacy: Law of Reflection; Ray Diagrams for Plane Mirrors

Updated Text: Video: Reflection of Light

Example Problem Video: Changing the Angle of Incidence

Interactive Visual Literacy: Law of Reflection; Ray Diagrams for Plane Mirrors

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Current Page Number(s): 818

Location: Videos & Interactives, Lesson 2

Original Text: Video: Drawing a Ray Diagram

Interactive Visual Literacy: Ray Diagrams for Curved Mirrors

Updated Text: Video: Ray Diagrams for Curved Mirrors

Interactive Visual Literacy: Ray Diagrams for Curved Mirrors

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 3285 of 3538

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Current Page Number(s): 824

Location: bottom of left column

Original Text: [light blue header bar] Objects and Plane Mirror Images

Video: Using Plane Mirrors 5 min

IN-CLASS Example 1 5 min

Discussion: Mirrors and Windows 10 min

Forensics Lab: A Little Time to Reflect 45 min

Updated Text: Video: Reflection of Light 5 min

[light blue header bar] Objects and Plane Mirror Images

IN-CLASS Example 1 5 min

Example Problem Video: Changing the Angle of Incidence 10 min

Discussion: Mirrors and Windows 10 min

Forensics Lab: A Little Time to Reflect 45 min

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Current Page Number(s): 827-828

Location: "Video"

Original Text: [first item on page 828]

Video: Using Plane Mirrors | Videos & Interactives | 5 minutes

This video explores various uses of plane mirrors.

Updated Text: [last item on page 827]

Video: Reflection of Light | Videos & Interactives | 5 minutes

This video explains the law of reflection and plane mirror images.

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Current Page Number(s): 828

Location: After 2nd item on page

Original Text: N/A

Updated Text: [video icon] Example Problem Video: Changing the Angle of Incidence | Videos & Interactives | 10 minutes

Students will work through problems involving plane mirrors.

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Current Page Number(s): 828

Location: last item on the page, "Discussion: Mirrors and Windows," after current text

Original Text: N/A

Updated Text: If the inside lights are off, there is more light from outside transmitted through the glass and very little light inside reflected off the glass surface.

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 3286 of 3538

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Current Page Number(s): 845

Location: "Page 547 Ask Yourself," answer

Original Text: A virtual image will appear to be located behind the mirror surface.

Updated Text: A virtual image will appear to be located behind the mirror surface. The image is upright, larger than the object, and cannot be projected. The object must be placed between the focal point and the mirror's surface.

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Current Page Number(s): 860

Location: Assignments, Chapter 19

Original Text: STEM Project: Model the Path of a Light Ray

Updated Text: STEM Project: Model the Path of a Light Ray
STEM at Work: Staying in Focus

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Current Page Number(s): 863

Location: Page header

Original Text: Emergent Bilingual/English Learner Supports

Updated Text: Emergent Bilingual/English Learner Support


Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Current Page Number(s): 866

Location: Under light blue header bar "Snell's Law of Refraction", between items 5 and 6

Original Text: N/A

Updated Text:  Example Problem Video: Angle of Refraction 10 min

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Current Page Number(s): 868

Location: First item on page, "Disussion: Mirages," Sentence 2

Original Text: Point out that the effect is a result of changes in the speed of light that result in this mirage effect.

Updated Text: Point out that the changes in the speed of light cause this mirage effect.

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 3287 of 3538

Current Page Number(s): 868

Location: Last item on page, "Driving Question Connection," Sentence 1

Original Text: Ask students to think about a time when they were in or looked into a pool or pond.

Updated Text: [PHENOMENON icon] Ask students to think about a time when they were in or looked into a pool or pond.

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Current Page Number(s): 870

Location: Before 2nd item on page ("Reinforcement: Optical Illusion:)

Original Text: N/A

Updated Text: [video icon] Example Problem Video: Angle of Refraction | Videos & Interactives | 10 minutes
Students will work through refraction problems.

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Current Page Number(s): 872

Location: 2nd item on page, "Driving Question Connection," Sentence 1

Original Text: Ask students to examine Figure 7.

Updated Text: [PHENOMENON icon] Ask students to examine Figure 7.

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Current Page Number(s): 878

Location: Between last 2 items in left column

Original Text: N/A

Updated Text: [empty checkbox][video icon] Example Problem Video: An Image Formed by a Convex Lens 10 min

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Current Page Number(s): 882

Location: Above red box titled "PhysicsLAB"

Original Text: N/A

Updated Text: [video icon] Example Problem Video: An Image Formed by a Convex Lens | Videos & Interactives | 10 minutes

Students will work through problems involving images and convex lenses.

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Current Page Number(s): 888

Location: Page header

Original Text: Lesson 3 Applications of Lenses

Updated Text: Lesson 3 Applications of Lenses [icon for TEKS 8.D] [icon for TEKS 8.G]

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Current Page Number(s): 890

Location: Page header

Original Text: Lesson 3 Blueprint

Updated Text: Lesson 3 Blueprint [icon for TEKS 8.D] [icon for TEKS 8.G]

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Current Page Number(s): 890

Location: Bottom of right column, under "DIFFERENTIATION RESOURCES"

Original Text: Looking for more differentiation options? Find the [REINFORCE icon], [EXTEND icon], and [EB/EL icon] activities and strategies within the lesson support for differentiation support.

Updated Text: [empty checkbox] LearnSmart [TEKS 8.D icon] [TEKS 8.G icon] 15 min

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Current Page Number(s): 902

Location: Assignments, Chapter 20

Original Text: STEM Project: Compare Uses of Holograms in Engineering

Updated Text: STEM Project: Compare Uses of Holograms in Engineering
Scientific Breakthroughs: Beckoning Bees with Blue Halos

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Current Page Number(s): 902

Location: Videos & Interactives, Lesson 2

Original Text: Video: Diffraction Gratings

Example Problem Video: Using a DVD as a Diffraction Grating

Interactive Visual Literacy: Diffraction Pattern Analysis

Updated Text: Video: Diffraction

Example Problem Video: Using a DVD as a Diffraction Grating

Interactive Visual Literacy: Diffraction Pattern Analysis

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 3289 of 3538

Current Page Number(s): 902

Location: Labs, Lesson 2

Original Text: Quick Lab: Diffraction Gratings; Retinal Projection Screen

PhysicsLAB: Holograms

PhET Simulation: Wave Interference

Updated Text: Quick Labs: Diffraction Gratings; Diffraction Rainbow

PhysicsLAB: Holograms

PhET Simulation: Wave Interference

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Current Page Number(s): 903

Location: Science Probe, sentence 1

Original Text: This formative assessment worksheet explores the question: "How are interference and diffraction of light related?"

Updated Text: This formative assessment worksheet explores the question: How do two waves interfere?

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Current Page Number(s): 908

Location: Left column, item 2

Original Text: Activate Prior Knowledge: Waves, Geometry, and Trigonometry 5 min

Updated Text: Activate Prior Knowledge 5 min

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Current Page Number(s): 908

Location: left column, under light blue header bar "Double-Slit Interference," between 4 and 5

Original Text: N/A

Updated Text:  Example Problem Video: Wavelength of Light 10 min

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Current Page Number(s): 909

Location: title of item 2 under "Engage" header

Original Text: Activate Prior Knowledge: Waves, Geometry, and Trigonometry

Updated Text: Activate Prior Knowledge

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 3290 of 3538

Current Page Number(s): 913

Location: After item 2 on page ("IN-CLASS Example 1")

Original Text: N/A

Updated Text: [new item]

[video icon] Example Problem Video: Wavelength of Light | Videos & Interactives | 10 minutes

Students will work through double-slit interference problems.

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Current Page Number(s): 917

Location: Last item on page, Figure 9

Original Text: N/A

Updated Text: [added sub-captions]

9A[n space]Tiger beetle

9B[n space]Interference

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Current Page Number(s): 918

Location: Under "Summative Assessment"

Original Text: N/A

Updated Text: Interference

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Current Page Number(s): 922

Location: Left column, item 2

Original Text: Activate Prior Knowledge: Diffraction of Light 15 min

Updated Text: Activate Prior Knowledge 15 min

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Current Page Number(s): 922

Location: Left column, last 2 items

Original Text: [green checkmark] Driving Question Connection 5 min

[empty checkbox][video icon] Video: Diffraction Gratings 5 min

Updated Text: [empty checkbox][video icon] Example Problem Video: Using a DVD as a Diffraction Grating 10 min

[green checkmark] Driving Question Connection 5 min

[empty checkbox][video icon] Video: Diffraction 5 min

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 3291 of 3538


Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Current Page Number(s): 922

Location: Right column, item 1

Original Text:  Quick Lab: Retinal Projection Screen 15 min

Updated Text:  Quick Lab: Diffraction Rainbow 25 min


Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Current Page Number(s): 926

Location: after 3rd item on page

Original Text: N/A

Updated Text:  Example Problem Video: Using a DVD as a Diffraction Grating | Videos & Interactives | 5 minutes

Students will work through problems involving diffraction gratings.

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Current Page Number(s): 927

Location: 1st item on page, "Quick Lab," title

Original Text: Retinal Projection Screen

Updated Text: Diffraction Rainbow

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Current Page Number(s): 930

Location: "Page 599 Ask Yourself"

Original Text: Explain why molecular biologists use X-rays instead of visible light to study the diffraction patterns from biological molecules. The spacings between molecules are close to the wavelength of X-rays instead of visible light.

Updated Text: Explain why molecular biologists use X-rays instead of visible light to study the diffraction patterns from biological macromolecules. The spacings between macromolecules are close to the wavelength of X-rays instead of visible light.

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Current Page Number(s): 986

Location: Videos & Interactives, Chapter 22

Original Text: Video: Electric Current

Updated Text: Video: Electric Current
IF/THEN She Can: Aisha Lawrey

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Current Page Number(s): 986

Location: Assignments, Chapter 22

Original Text: STEM Project: Enhance Your Daily Life with Electric Current and Circuits

Updated Text: STEM Project: Enhance Your Daily Life with Electric Current and Circuits
Physics & Technology: Leading the Charge

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Current Page Number(s): 986

Location: Videos & Interactives, Lesson 1

Original Text: Interactive Visual Literacy: Diagramming Circuits

Updated Text: Example Problem Videos: Electric Power and Energy; Current through a Resistor
Interactive Visual Literacy: Diagramming Circuits

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Current Page Number(s): 986

Location: Assignments, Lesson 1

Original Text: CER: Current and Circuits

Practice Problems: Electric Power and Energy; Drawing Schematic Diagrams; Current through a Resistor
Applying Practices: Touching the Future; Develop and Use Models for Energy

Updated Text: CER: Current and Circuits

Practice Problems: Electric Power and Energy; Drawing Schematic Diagrams; Current through a Resistor
Applying Practices: Develop and Use Models for Energy

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Current Page Number(s): 986

Location: Videos & Interactives, Lesson 3

Original Text: Videos: Circuits in String Lights; Series Circuits; Parallel Circuits
Interactive Visual Literacy: Equivalent Resistance

Updated Text: Videos: Circuits in String Lights; Series Circuits; Parallel Circuits

Example Problem Videos: Potential Difference in a Series Circuit; Equivalent Resistance and Current in a Parallel Circuit
Interactive Visual Literacy: Equivalent Resistance

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 3293 of 3538

Current Page Number(s): 986

Location: Videos & Interactives, Lesson 4

Original Text: Video: Circuit Safety

Interactive Visual Literacy: Analyzing Series-Parallel Circuits

Updated Text: Interactive Visual Literacy: Analyzing Series-Parallel Circuits

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Current Page Number(s): 989

Location: page header

Original Text: Emergent Bilingual/English Language Supports

Updated Text: Emergent Bilingual/English Language Support

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Current Page Number(s): 991

Location: flowchart on right

Original Text: [list of materials in separate ovals]

Updated Text: [all in one oval] materials such as switches, wires, resistors, lightbulbs, batteries, voltmeters, and ammeters.

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Current Page Number(s): 992

Location: bottom of left column

Original Text: [light blue bar] Electric Circuits

Clarify a Preconception: 5 min

Use an Analogy: Water Tank 5 min

Reinforcement: Batteries 5 min

[light blue bar] Rates of Charge Flow and Energy Transfer

Use an Analogy: Traffic 5 min

Real-World Physics: Hydroelectricity 5 min

IN-CLASS Example 1 5 min

Updated Text: [light blue bar] Electric Circuits

Clarify a Preconception: 5 min

Reinforcement: Batteries 5 min

[light blue bar] Rates of Charge Flow and Energy Transfer

Real-World Physics: Hydroelectricity 5 min

IN-CLASS Example 1 5 min

[empty box] [video icon] Example Problem Video: Electric Power and Energy 10 min

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 3294 of 3538

Current Page Number(s): 992

Location: top of right column, first 4 items under "Resistance and Ohm's Law"

Original Text: Use an Analogy: Walking 5 min

Content Background: Resistors 5 min

Develop Concepts: Resistivity 5 min

IN-CLASS Example 2 5 min

Updated Text: Use an Analogy: Walking 5 min

IN-CLASS Example 2 5 min

[empty box] [video icon] Example Problem Video: Current through a Circuit 10 min

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Current Page Number(s): 992

Location: right column, under "Elaborate," items 6 and 6

Original Text: Applying Practices: Touching the Future 45 min

Applying Practices: Modeling 20 min

Updated Text: Applying Practices: Develop and Use Models for Energy 45 min

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Current Page Number(s): 998

Location: after 1st item on page

Original Text: N/A

Updated Text: [video icon] Example Problem Video: Electric Power and Energy | Videos & Interactives | 10 minutes
Students will work through problems involving electrical energy.

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Current Page Number(s): 1000

Location: after 1st item on page

Original Text: N/A

Updated Text: [video icon] Example Problem Video: Current through a Resistor | Videos & Interactives | 10 minutes
Students will work through problems involving Ohm's law.

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Current Page Number(s): 1001

Location: 2nd item on page, "Use an Analogy," 1st sentence

Original Text: Use the analogy of current to flowing water to help explain series and parallel connections.

Updated Text: Use the analogy of current to flowing water to help students understand what ammeters and voltmeters measure.

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Current Page Number(s): 1002

Location: last item on page

Original Text: [assignment icon] Applying Practices: Touching the Future | Assignments | 45 minutes
Students research and evaluate the engineering design of capacitive touchscreens and propose their own design solutions.

Updated Text: N/A

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Current Page Number(s): 1008

Location: flowchart on right

Original Text: N/A

Updated Text: [arrows added to the diagram]

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Current Page Number(s): 1010

Location: 3rd item on page, "Quick Demo: Heat from a Resistor"

Original Text: Materials 47- Ω , 10-W resistor; power supply; small polystyrene cup; water; thermometer
Procedure Connect the resistor to a variable power supply. Then submerge the resistor in a small polystyrene cup half-filled with water. Use a thermometer to measure the water temperature as current passes through the resistor. If time permits, run two trials, one with 10 V applied and one with 20 V applied, replacing the water between trials. Note the rate of temperature increase. Ask students to announce and record the temperature readings and draw a graph on the board.

Updated Text: Materials electric kettle; electrical outlet; water; thermometer
Procedure Have student examine the kettle's heating coil/element with the kettle unplugged from the power supply. Explain to students that a heating element acts as a resistor. Have them infer why a resistor might heat up the water. Then, fill the kettle with water, plug it into an electrical outlet, and turn it on. Be sure to follow any directions and specifications given by the manufacturer. Use a thermometer to measure the water temperature as current passes through kettle's coil/element. CAUTION: Do not let the thermometer touch the coil/element. Note the rate of temperature increase. Ask students to announce and record the temperature readings and draw a graph on the board.

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Current Page Number(s): 1019

Location: flowchart on right

Original Text: N/A

Updated Text: [arrows added to the diagram]

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Current Page Number(s): 1020

Location: left column, under "Series Circuits," between items 7 and 8

Original Text: N/A

Updated Text: [empty box][video icon] Example Problem Video 10 min

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Current Page Number(s): 1020

Location: left column, last two items under "Series Circuits"

Original Text: [empty checkbox] IN-CLASS Example 5 5 min

[green checkmark] Quick Demo: Voltage Dividers 5 min

Updated Text: [green checkmark] IN-CLASS Example 5 5 min

[empty checkbox] Quick Demo: Voltage Dividers 5 min

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Current Page Number(s): 1020

Location: right column, after item 3

Original Text: N/A

Updated Text: [empty box][video icon] Example Problem Video 10 min

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Current Page Number(s): 1020

Location: right column, first light blue header bar

Original Text: Series and Parallel Connections

Updated Text: Kirchoff's Rules

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Current Page Number(s): 1024

Location: after last item on page

Original Text: N/A

Updated Text: [video icon] Example Problem Video: Potential Difference in a Series Circuit | Videos & Interactives | 10 minutes

Students will work through problems involving series circuit calculations.

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 3297 of 3538

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Current Page Number(s): 1024-1025

Location: Quick Lab box "Series Circuit"

Original Text: [1st item on page 1025]

Updated Text: [last item on page 1024]

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Current Page Number(s): 1025

Location: after 3rd item on page

Original Text: N/A

Updated Text: [video icon] Example Problem Video: Equivalent Resistance and Current in a Parallel Circuit | Videos & Interactives | 10 minutes

Students will work through problems involving parallel circuit calculations.

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Current Page Number(s): 1026

Location: 2nd item on page

Original Text: [goggles icon][pointing finger icon][lightning bolt icon]

Updated Text: N/A

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Current Page Number(s): 1035

Location: flowchart on right

Original Text: [list of materials in separate ovals]

Updated Text: [all in one oval] materials such as switches, wires, resistors, lightbulbs, batteries, voltmeters, and ammeters.

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Current Page Number(s): 1036

Location: left column, item 2

Original Text: [empty checkbox][video icon] Video: Circuit Safety 5 min

Updated Text: N/A

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Current Page Number(s): 1037

Location: 2nd item on page, "Video: Circuit Safety"

Original Text: [video icon] Video: Circuit Safety | Videos & Interactives | 5 minutes

This video illustrates some of the methods used to make circuits safer.

Updated Text: N/A

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Current Page Number(s): 1037

Location: 3rd item on page, "Activate Prior Knowledge," last sentence

Original Text: Students might suggest inserting some type of device that would draw very little current but would melt to stop the current in the event of an overload.

Updated Text: Students might suggest inserting some type of device that would melt or break to stop the current in the event of an overload.

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Current Page Number(s): 1048

Location: right column, "About the Photo," sentence 2

Original Text: Whereas constant electromagnets were once used to remove magnetic metals, such as iron and nickel, now devices exist that can use small permanent magnets with strong magnetic fields to remove these metals, as shown in the opening photograph.

Updated Text: Whereas constant electromagnets were once used to remove magnetic metals, such as iron and nickel, now devices exist that can use small permanent magnets with strong magnetic fields to remove these metals.

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Current Page Number(s): 1050

Location: Assignments, Chapter 23

Original Text: STEM Project: Specify How Magnetic Fields are Used in Designing Solutions

Updated Text: STEM Project: Specify How Magnetic Fields are Used in Designing Solutions
Physics & Technology: Accelerating a Solution

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Current Page Number(s): 1050

Location: Labs, Lesson 1

Original Text: Quick Labs: Magnetic Domains; Direction of Magnetic Fields

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 3299 of 3538

Updated Text: Quick Labs: Magnetic Domains; 3-D Magnetic Fields

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Current Page Number(s): 1051

Location: Science Probe, sentence 1

Original Text: This formative assessment worksheet explores the question: "What characteristics of magnets and electric currents cause magnetic fields?"

Updated Text: This formative assessment worksheet explores the question: How do magnets behave?

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Current Page Number(s): 1053

Location: 2nd table, right column, "False Cognates"

Original Text: English: iron (sp. hierro)

English: yellow (sp. amarillo)

Updated Text: N/A

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Current Page Number(s): 1056

Location: Right column, item 6 under "Elaborate"

Original Text: Quick Lab: Direction of Magnetic Fields 15 min

Updated Text: Quick Lab: 3-D Magnetic Fields 20 min

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Current Page Number(s): 1061

Location: last item on page, "Driving Question Connection," sentence 1

Original Text: Point out the Chapter Opener image.

Updated Text: [PHENOMENTON icon] Point out the Chapter Opener image.

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Current Page Number(s): 1065

Location: first item on page, title

Original Text: Direction of Magnetic Fields | Labs | 15 minutes

Updated Text: 3-D Magnetic Fields | Labs | 20 minutes

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 3300 of 3538

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Current Page Number(s): 1070

Location: left column, after last items

Original Text: N/A

Updated Text: [empty checkbox] [video icon] Example Problem Video 10 min

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Current Page Number(s): 1071

Location: page header

Original Text: Lesson Details and 5E Options

Updated Text: Teaching Lesson 1 with 5E Options

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Current Page Number(s): 1075

Location: last item on page, "Driving Question Connection," sentence 1

Original Text: After students have read about electromagnets, have them discuss as a class the following two specific ideas:

Updated Text: [PHENOMENON icon] After students have read about electromagnets, have them discuss as a class the following two specific ideas:

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Current Page Number(s): 1076

Location: after last item on page

Original Text: N/A

Updated Text: [video icon] Example Problem Video: Calculate the Strength of a Magnetic Field | Videos & Interactives | 10 minutes

Students will work through problems about magnetic fields around current-carrying wires.

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Current Page Number(s): 1086

Location: page header

Original Text: Lesson Details and 5E Options

Updated Text: Teaching Lesson 2 with 5E Options

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Current Page Number(s): 1098

Location: Assignments, Chapter 24

Original Text: STEM Project: Describe How Electromagnets Improve Your Daily Life

Updated Text: STEM Project: Describe How Electromagnets Improve Your Daily Life
Physics & Society: An Interruption from the Sun

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Current Page Number(s): 1103

Location: Flow chart in right column, bottom three ovals

Original Text: N/A

Updated Text: [placement of ovals shifted to match how this flowchart is formatted in other chapters; no changes to wording]

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Current Page Number(s): 1106

Location: Figure 2

Original Text: [above top image] Direction of Current
[above bottom image] Right-Hand Rule

Updated Text: [figure formatted as other multi-part figures in the book]
[below top image] 2A[n space]Direction of Current
[below bottom image] 2B[n space]Right-hand rule

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Current Page Number(s): 1110

Location: Figure 9

Original Text: N/A

Updated Text: [figure formatted like other multi-part figures in the book; subcaptions added]
[below left image] 9A[n space]An AC generator
[below top right image] 9B[n space]Current v. Time graph
[below bottom right image] 9C[n space]Power v. Time graph

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Current Page Number(s): 1115

Location: Flow chart in right column, bottom three ovals

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 3302 of 3538

Original Text: N/A

Updated Text: [placement of ovals shifted to match how this flowchart is formatted in other chapters; no changes to wording]

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Current Page Number(s): 1116

Location: Right column, between items 4 and 5

Original Text: N/A

Updated Text: [empty box] [video icon] Example Problem Video: Step-Up Transformers 10 min

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Current Page Number(s): 1123

Location: Before last item on page ("Apply Your Knowledge: Transformers")

Original Text: N/A

Updated Text: [video icon] Example Problem Video: Step-Up Transformers | Videos & Interactives | 10 minutes
Students will work through problems related to transformers.

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Current Page Number(s): 1124

Location: First item on page, "Driving Question Connection," first sentence

Original Text: After reading about transformers, discuss as a class the following two specific ideas.

Updated Text: [PHENOMENON icon] After reading about transformers, discuss as a class the following two specific ideas.

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Current Page Number(s): 1124

Location: 5th item on page, "Critical Thinking: Motors," prompt text

Original Text: A motor depends on the electromagnetic force on a current-carrying wire in a magnetic field. While in principle, Ampère's law can be used to calculate that magnetic field, in practice the law is seldom used. Have students describe how Faraday's law is useful in describing why, when a motor is rotating slowly, it draws more current than it does when it rotates rapidly.

Updated Text: A motor depends on the electromagnetic force on a current-carrying wire in a magnetic field. Faraday's law states that induced EMF is equal to the rate of change of the magnetic flux. Have students use to explain why, when a motor is rotating slowly, it draws more current than it does when it rotates rapidly.

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Current Page Number(s): 1128

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 3303 of 3538

Location: Flow chart in right column, bottom three ovals

Original Text: N/A

Updated Text: [placement of ovals shifted to match how this flowchart is formatted in other chapters; no changes to wording]

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Current Page Number(s): 1135

Location: Last item on page, "Driving Question Connection," Sentence 1

Original Text: After students have read about mass spectrometry, discuss the following two specific ideas.

Updated Text: [PHENOMENON icon] After reading about transformers, discuss as a class the following two specific ideas.

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Current Page Number(s): 1142

Location: Assignments, Chapter 25

Original Text: STEM Project: Compare the Use of Electromagnetic Waves

Updated Text: STEM Project: Compare the Use of Electromagnetic Waves

Physics & Society: Answering the Call

STEM Biographies: Ending the Scourge of Tuberculosis

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Current Page Number(s): 1142

Location: Assignments, Lesson 2

Original Text: CER: Wireless Communications

Updated Text: CER: Wireless Communications

Applying Practices: Digital Transmission and Storage of Information; Catching Waves

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Current Page Number(s): 1142

Location: Labs, Lesson 3

Original Text: Quick Lab: Using Electromagnetic Waves

Updated Text: Quick Lab: Fluorescent Fingerprints

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Current Page Number(s): 1143

Location: Science Probe, sentence 1

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 3304 of 3538

Original Text: This formative assessment worksheet explores the question: "How do we use electromagnetic waves in technology?"

Updated Text: This formative assessment worksheet explores the question: What properties do electromagnetic waves have?

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Current Page Number(s): 1147

Location: Last paragraph in left column, after the last sentence

Original Text: N/A

Updated Text: This lesson also supports TEKS 8.E by discussing applications of X-rays.

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Current Page Number(s): 1161

Location: right column, under "Elaborate," after last item

Original Text: N/A

Updated Text: [empty box][assignment icon] Applying Practices: Digital Transmission and Storage of Information 45 min
[empty box][assignment icon] Applying Practices: Catching Waves 100 min

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Current Page Number(s): 1168

Location: after last item on page

Original Text: N/A

Updated Text: [assignment icon] Applying Practices: Digital Transmission and Storage of Information | Assignments | 45 min

Students will compile and evaluate a list of questions regarding the advantages of digital transmission of information.

[assignment icon] Applying Practices: Catching Waves | Assignments | 100

Students will create a detailed timeline that communicates technical information about how some technological devices use the principles of wave behavior and wave interactions with matter to transmit and capture information and energy.

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Current Page Number(s): 1174

Location: right column, under "Elaborate," item 2

Original Text: Quick Lab: Using Electromagnetic Waves 15 min

Updated Text: Quick Lab: Fluorescent Fingerprints 15 min

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Current Page Number(s): 1175

Location: last item on page, "Reinforcement: Doppler Effect"

Original Text: Ask students to summarize what they learned in Chapter 17 about the Doppler effect. The Doppler effect is the change in frequency of a wave caused by the movement of the wave source, the detector, or both. Have students give their ideas about how the Doppler effect applies to electromagnetic waves. Because electromagnetic waves are waves, the Doppler effect applies to them. Explain that they will learn in this lesson how meteorologists use the Doppler effect to measure the velocities of storm systems.

Updated Text: Ask students to summarize what they learned in Chapters 16 and 17 about the Doppler effect. The Doppler effect is the change in frequency of a wave caused by the movement of the wave source, the detector, or both. Review with students how the Doppler effect applies to light. Ask them what this means for how the Doppler effect applies to other electromagnetic waves. Because electromagnetic waves are waves, the Doppler effect applies to them. Explain that they will learn in this lesson how meteorologists use the Doppler effect to measure the velocities of storm systems.

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Current Page Number(s): 1180

Location: last item on page, "Quick Lab" in red lab box

Original Text: Using Electromagnetic Waves | Labs | 15 minutes
Have students investigate how electromagnetic waves are used.

Updated Text: Fluorescent Fingerprints | Labs | 15 minutes
Have students investigate how ultraviolet light can be used to examine fingerprints

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Current Page Number(s): 1183

Location: "Page 752 Figure 15 Look Closer"

Original Text: Describe how water molecules are affected as a microwave passes through the water in food.

Updated Text: Describe how water molecules a in food re affected as a microwave passes through the water.

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Current Page Number(s): 1186

Location: Assignments, Chapter 26

Original Text: STEM Project: Determine How Engineers Protect People from Skin Cancer

Updated Text: STEM Project: Determine How Engineers Protect People from Skin Cancer
Physics & Society: Using Lasers to Detect Tooth Decay
STEM Biographies: The Seventh Generation

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 3306 of 3538

Current Page Number(s): 1186

Location: Assignments, Lesson 1

Original Text: CER: A Particle Model for Light

Practice Problems: Electron Kinetic Energy; Work Function and Energy

Updated Text: CER: A Particle Model for Light

Practice Problems: Electron Kinetic Energy; Work Function and Energy

Applying Practices: Is light a wave or a particle?

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Current Page Number(s): 1186

Location: Assignments, Lesson 4

Original Text: CER: Applications of Atomic Theory

Applying Practices: Quantum Computing

Updated Text: CER: Applications of Atomic Theory

Applying Practices: Investigate Quantum Computing

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Current Page Number(s): 1187

Location: Science Probe, sentence 1

Original Text: This formative assessment worksheet explores the question: "What evidence was used to develop the quantum model of the atom?"

Updated Text: This formative assessment worksheet explores the question: Why does hydrogen produce a spectrum with four visible lines?

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Current Page Number(s): 1189

Location: 1st table, "Intermediate" column, sentence 2

Original Text: Students look through the chapter and use the headers and vocabulary words to write the things they know (K) and want to know (W).

Updated Text: Have students look through the chapter and use the headers and vocabulary words to write the things they know (K) and want to know (W).

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Current Page Number(s): 1189

Location: 1st table, "Advanced/Advanced High" column, sentence 2

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 3307 of 3538

Original Text: Students look through the chapter and write the things they know (K) and want to know (W).

Updated Text: Have students look through the chapter and write the things they know (K) and want to know (W).

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Current Page Number(s): 1192

Location: Right column, under "Elaborate," between items 1 and 2

Original Text: N/A

Updated Text: [assignment icon] Applying Practices: Is light a wave or a particle? 45 min

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Current Page Number(s): 1192

Location: Right column, under "Elaborate," item 4

Original Text: Quick Research: Cosmic Background Radiation 15 min

Updated Text: Quick Research 15 min

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Current Page Number(s): 1201

Location: After first item on page ("CER: A Particle Model of Light")

Original Text: N/A

Updated Text: [assignment icon] Applying Practices: Is light a wave or a particle? | Assignments | 45 minutes
Students will research, analyze, evaluate, and critique claims that suggest light behaves both as a wave and as a particle.

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Current Page Number(s): 1204

Location: "Page 765 Ask Yourself," question text

Original Text: Explain the changes observed in the spectrum of the glowing lightbulb at the beginning of this lesson as it gets brighter.

Updated Text: Explain the changes observed in the spectrum of a glowing incandescent lightbulb.

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Current Page Number(s): 1228

Location: before "Differentiation Resources"

Original Text: N/A

Updated Text: Summative Assessment

Development of the Atomic Model

Lesson Quiz | Assessments | 30 minutes

This digital summative assessment evaluates student understanding of the atomic model.

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Current Page Number(s): 1233

Location: Digital Resources Key box

Original Text: Digital Resource Key Go online to access and assign digital resources.

Utilize the key below for digital resource type and location online.

Videos Interactives Labs Assignments Assessments

Updated Text: N/A

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Current Page Number(s): 1233

Location: righth column , under "Elaborate," after 1st item

Original Text: N/A

Updated Text: [empty box][assignment icon] Applying Practices: Communicate Information About Multiple Technologies
45 min

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Current Page Number(s): 1239

Location: before 1st item on page

Original Text: N/A

Updated Text: [assignment icon] Applying Practices: Communicate Information About Multiple Technologies |
Assignments | 45 minutes

Students will create a poster of examples of technologies that transmit information.

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Current Page Number(s): 1239

Location: 3rd item on page "Careers: Laser Technician"

Original Text: Have interested students research laser technician careers. Students should investigate what laser technicians do as well as where they work. Students should report their findings to the class. A laser technician may produce, test, operate, and/or repair lasers. A technician might be employed by a hospital, a fiber-optics company, a research lab, a manufacturing plant, the military, the space program, or at construction sites. Some laser technicians are responsible for identification of flaws in machine parts, diagnosis of medical problems, or creation of holograms for applications such as on debit cards. A two- to four-year degree in laser technology is required to become certified as a laser technician.

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 3309 of 3538

Updated Text: Have interested students research laser technician careers. Students should report their findings to the class. A laser technician may produce, test, operate, and/or repair lasers. A technician might be employed by a hospital, a fiber-optics company, a research lab, a manufacturing plant, the military, the space program, or at construction sites. A two- to four-year degree in laser technology is required to become certified as a laser technician.

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Current Page Number(s): 1244

Location: Assignments, Chapter 27

Original Text: STEM Project: Describe the Use of Solid-State Electronics in Your Daily Life

Updated Text: STEM Project: Describe the Use of Solid-State Electronics in Your Daily Life

Physics & Technology: The Tiniest Transistors

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Current Page Number(s): 1244

Location: Assignments, Lesson 2

Original Text: CER: Electronic Components
Practice Problems: A Diode in a Simple Circuit
Physics Challenge: Diode Characteristics

Updated Text: CER: Electronic Components
Practice Problems: A Diode in a Simple Circuit
Physics Challenge: Diode Characteristics
Applying Practices: Touching the Future

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Current Page Number(s): 1245

Location: Science Probe, sentence 1

Original Text: This digital formative assessment worksheet explores the question: How do electrons behave in solids?

Updated Text: This digital formative assessment worksheet explores the question: How do metals, nonmetals, and metalloids differ in terms of conduction?

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Current Page Number(s): 1259

Location: LearnSmart icon and text, bottom center

Original Text: [LearnSmart icon] An adaptive tool that provides differentiated support

Updated Text: N/A

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Current Page Number(s): 1263

Location: Under Elaborate blue header bar, after last item

Original Text: N/A

Updated Text: [assignments icon] Applying Practices: Touching the Future 90 min

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Current Page Number(s): 1263

Location: Under Explain continued blue header bar, item 2

Original Text: Clarify a Preconception: Emitter and Collector Current 5 min

Updated Text: Clarify a Preconception 5 min

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Current Page Number(s): 1269

Location: Last item, "THEME: Structure and Function," sentence 1

Original Text: Construct a circuit similar to the one shown in Figure 10, with a battery, a resistor, and a small LED lightbulb.

Updated Text: Construct a simple series circuit with a battery, a resistor, and a small LED lightbulb.

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Current Page Number(s): 1270

Location: 1st table, "Intermediate" column, sentence 2

Original Text: Students look through the chapter and use the headers and vocabulary words to write the things they know (K) and want to know (W).

Updated Text: Have students look through the chapter and use the headers and vocabulary words to write the things they know (K) and want to know (W).

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Current Page Number(s): 1270

Location: 1st table, "Advanced/Advanced High" column, sentence 2

Original Text: Students look through the chapter and write the things they know (K) and want to know (W).

Updated Text: Have students look through the chapter and write the things they know (K) and want to know (W).

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Current Page Number(s): 1271

Location: Above "Evaluate" header

Original Text: N/A

Updated Text: [assignments icon] Applying Practices: Touching the Future | Assignments | 45 minutes
Students research and evaluate the engineering design of capacitive touchscreens and propose their own design solutions.

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Current Page Number(s): 1272

Location: LearnSmart icon and text, bottom center

Original Text: [LearnSmart icon] An adaptive tool that provides differentiated support

Updated Text: N/A

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Current Page Number(s): 1276

Location: Core Resources box

Original Text: Core Resources Student eBook | LearnSmart™ | Presentation Slides | Teacher eBook

Updated Text: N/A

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Current Page Number(s): 1276

Location: Videos & Interactives, Chapter 28

Original Text: Video: Fusion

Updated Text: Video: Fusion
IF/THEN She Can: Ciara Sivels

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Current Page Number(s): 1276

Location: Assignments, Chapter 28

Original Text: STEM Project: Compare Environmental and Energy Impact of Using Nuclear Power Plants

Updated Text: STEM Project: Compare Environmental and Energy Impact of Using Nuclear Power Plants
Physics & Technology: Fusion—A Future Energy Source?

STEM Biographies: Reaching into the Unreachable; The Path from Math and Science Camp to Nuclear Physics

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 3312 of 3538

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Current Page Number(s): 1276

Location: Videos & Interactives, Lesson 3

Original Text: Video: The Discovery of Nuclear Fission; Lasers and Fusion; Fission of Uranium; Fusion of Hydrogen
Interactive Visual Literacy: Nuclear Reactor

Updated Text: Video: The Discovery of Nuclear Fission; Fission of Uranium; Fusion of Hydrogen
Interactive Visual Literacy: Nuclear Reactor

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Current Page Number(s): 1276

Location: Labs, Lesson 3

Original Text: Quick Lab: Model a Chain Reaction

Updated Text: N/A

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Current Page Number(s): 1276

Location: Assignments, Lesson 4

Original Text: CER: Nucleosynthesis
Applying Practices: Element Production in Stars

Updated Text: CER: Nucleosynthesis
Applying Practices: The Sun's Energy Formation and Radiation; Element Production in Stars

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Current Page Number(s): 1276

Location: Last sentence on page, below table

Original Text: *Teacher lab support and student lab documents are available online.

Updated Text: Teacher lab support is available online. Student lab documents and assignments are available online in flexible formats (including editable Microsoft Word, Google Docs, and online submission).

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Current Page Number(s): 1277

Location: Science Probe (left column), Sentence 1

Original Text: This formative assessment worksheet explores the question: What's in an atomic nucleus?

Updated Text: This formative assessment worksheet explores the question: What are nuclear reactions?

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 3313 of 3538

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Current Page Number(s): 1282

Location: right column, under "Elaborate," items 4 and 5

Original Text: [empty box] Apply Your Knowledge: Binding Energy 5 min
[green checkmark][lab goggles icon] Quick Lab: A Nuclear Model 15 min

Updated Text: [green checkmark][lab goggles icon] Quick Lab: A Nuclear Model 15 min
[empty box] Apply Your Knowledge: Binding Energy 5 min

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Current Page Number(s): 1287

Location: Last item, "Driving Question Connection," sentence 1

Original Text: Point out the equation for the energy equivalent of mass.

Updated Text: [PHENOMENON icon] Point out the equation for the energy equivalent of mass.

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Current Page Number(s): 1288-1289

Location: Lab box for the Quick Lab "A Nuclear Model"

Original Text: [2nd item on page 1289]

Updated Text: [last item on 1288]

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Current Page Number(s): 1291

Location: "Page 836 Figure 7 Look Closer," pink answer text

Original Text: The magnitude of the binding energy per nucleon of $^{52}_{13}\text{I}$ is larger.

Updated Text: The magnitude of the binding energy per nucleon of $^{52}_{13}\text{I}$ is larger (approximately 8.5 MeV versus about 7.5 MeV).

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Current Page Number(s): 1299

Location: Last item, "Driving Question Connection," sentence 1

Original Text: Point students to Table 2, and point out that alpha, beta, and gamma decay all release energy.

Updated Text: [PHENOMENON icon] Point students to Table 2, and point out that alpha, beta, and gamma decay all release energy.

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Current Page Number(s): 1310

Location: left column, 2nd to last item

Original Text: [empty box][video icon]Video: Lasers and Fusion 5 min

Updated Text: N/A

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Current Page Number(s): 1310

Location: right column, last item under "Elaborate"

Original Text: [green checkmark][lab goggles icon]Quick Lab: Model a Chain Reaction

Updated Text: N/A

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Current Page Number(s): 1313

Location: 1st item on page, "Driving Question Connection," sentence 1

Original Text: Direct students' attention to Figure 13 and the equation for the fission of ^{235}U .

Updated Text: [PHENOMENON icon]Direct students' attention to Figure 13 and the equation for the fission of ^{235}U .

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Current Page Number(s): 1315

Location: 1st item on page

Original Text: [video icon]Video: Lasers and Fusion | Videos & Interactives | 5 minutes
This video explores how the National Ignition Facility uses lasers to catalyze fusion reactions. [blue play button icon]

Updated Text: N/A

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Current Page Number(s): 1316

Location: 1st head and item on page

Original Text: [head] ELABORATE continued
[red lab box] Quick Lab
[green checkmark] Model a Chain Reaction | Labs | 20 minutes
Students model a chain reaction using dominos.

Updated Text: N/A

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 3315 of 3538

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Current Page Number(s): 1321

Location: right column, between items 1 and 2

Original Text: N/A

Updated Text: [empty box][assignment icon] Applying Practices: The Sun's Energy Formation and Radiation 45 min

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Current Page Number(s): 1325

Location: between last 2 items on page

Original Text: N/A

Updated Text: [assignment icon] Applying Practices: The Sun's Energy Formation and Radiation | Assignments | 45 minutes

Students will model energy production in the Sun and the radiation of that energy into space.

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Current Page Number(s): 1327

Location: Under "Topic: Stellar Evolution," 2nd to last answer text

Original Text: the supergiants, at the upper right of the diagram

Updated Text: the supergiants, at the top center of the diagram

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Current Page Number(s): 1328

Location: LearnSmart icon and text, bottom center

Original Text: [LearnSmart icon] An adaptive tool that provides differentiated support

Updated Text: N/A

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Current Page Number(s): 1332

Location: Assignments, Chapter 29

Original Text: STEM Project: Engineering Applications of Antimatter

Updated Text: STEM Project: Engineering Applications of Antimatter

Focus on Texas: Searching in the Dark

STEM Biographies: A Guiding Light

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Current Page Number(s): 1332

Location: Videos & Interactives, Chapter 29

Original Text: Video: Exploring the Universe with Swift

Updated Text: Video: Exploring the Universe with Swift
IF/THEN She Can: Erika Hamden

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Current Page Number(s): 1333

Location: Science Probe (left column), Sentences 1-2

Original Text: This formative assessment worksheet explores the question: "What do experiments in particle physics reveal about the universe?" Uncover student preconceptions about particle physics and the large-scale structure of the universe.

Updated Text: This formative assessment worksheet explores the question: What do you know about the four fundamental forces? Uncover student preconceptions about particle physics, fundamental forces, and the large-scale structure of the universe.

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Current Page Number(s): 1335

Location: Page header

Original Text: Emergent Bilingual/English Learner Supports

Updated Text: Emergent Bilingual/English Learner Support

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Current Page Number(s): 1344

Location: LearnSmart icon and text, bottom center

Original Text: [LearnSmart icon] An adaptive tool that provides differentiated support

Updated Text: N/A

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Current Page Number(s): 1345

Location: "Page 866 Ask Yourself "

Original Text: Explain how physicists were able to infer the existence of electron anti-neutrinos by studying how neutrons decay.

Updated Text: Explain how physicists were able to infer the existence of electron antineutrinos by studying how neutrons decay.

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Current Page Number(s): 1353

Location: Discussion: Modes of β Decay (item 3), pink answer text

Original Text: electron emission: electron anti-neutrino; electron capture: electron neutrino; positron emission: electron neutrino; In each case, the electron neutrino or anti-neutrino keeps the electron-lepton number conserved.

Updated Text: electron emission: electron antineutrino; electron capture: electron neutrino; positron emission: electron neutrino; In each case, the electron neutrino or antineutrino keeps the electron-lepton number conserved.

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Current Page Number(s): 1353

Location: Discussion: Muon Decay (item 4), pink answer text

Original Text: The two other particles are an electron anti-neutrino and a muon neutrino. The electron anti-neutrino conserves electron-lepton number, and the muon neutrino conserves muon lepton number.

Updated Text: The two other particles are an electron antineutrino and a muon neutrino. The electron antineutrino conserves electron-lepton number, and the muon neutrino conserves muon-lepton number.

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Current Page Number(s): 1356

Location: LearnSmart icon and text, bottom center

Original Text: [LearnSmart icon] An adaptive tool that provides differentiated support

Updated Text: N/A

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Current Page Number(s): 1365

Location: LearnSmart icon and text, bottom center

Original Text: [LearnSmart icon] An adaptive tool that provides differentiated support

Updated Text: N/A

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Current Page Number(s): 1376

Location: LearnSmart icon and text, bottom center

Original Text: [LearnSmart icon] An adaptive tool that provides differentiated support

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 3318 of 3538

Updated Text: N/A

Component: McGraw Hill Texas Physics Teacher Edition

ISBN: 9781265775384

Current Page Number(s): 1407

Location: Resistance force, definition

Original Text: The force exerted by a machine.

Updated Text: The force that a machine exerts on an output.

Publisher: Myriad Sensors, Inc.

Physics

Program: Conceptual Academy Physics (Texas Edition): TEKS

Component: Conceptual Academy Physics (Texas Edition)

ISBN: 9781961087026

Link to Current Content:

[View Current Content](#)

Location: n/a

Link to Updated Content:

[View Updated Content](#)

Original Text: n/a

Updated Text: Quick Activity re-titled to Thought Activity

Component: Conceptual Academy Physics (Texas Edition)

ISBN: 9781961087026

Link to Current Content:

[View Current Content](#)

Location: n/a

Link to Updated Content:

[View Updated Content](#)

Original Text: n/a

Updated Text: Changed title of article

Component: Conceptual Academy Physics (Texas Edition)

ISBN: 9781961087026

Link to Current Content:

[View Current Content](#)

Location: n/a

Link to Updated Content:

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 3319 of 3538

[View Updated Content](#)

Original Text: n/a

Updated Text: Updates to the Lesson Activity Pacing Guide

Publisher: Savvas Learning

Physics

Program: *Texas Experience Physics (Print with digital): TEKS*

Component: *Physics Student Handbook*

ISBN: 9781418358860

Link to Current Content:

[View Current Content](#)

Current Page Number(s): x

Location: Texas Featured Digital Assets

Link to Updated Content:

[View Updated Content](#)

Original Text: Original does not include listing for the Introduction to Science and Engineering

Component: *Physics Teacher Guide*

ISBN: 9781418358877

Link to Current Content:

[View Current Content](#)

Current Page Number(s): T6-T11

Location: SEP listings in Table of Contents; and above Table of Contents

Link to Updated Content:

[View Updated Content](#)

Original Text: Original text does not include these

Updated Text: Add SEPs to TOC;

INTRODUCTION TO SCIENCE AND ENGINEERING

In the digital course on Savvas Realize

Experience Science and Society SEP 1H, 4B, 4C

Experience 2 Scientific Inquiry and Measurement SEP 1A, 1B, 1D, 1E, 2B, 2D, 3A

Experience 3 Data: Analysis and Calculations SEP 1F, 2B, 2C

Experience 4 Models and Communication SEP 1G, 2A, 3A, 3B, 3C, 4A, 4B

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 3320 of 3538

Component: *Physics Teacher Guide*

ISBN: 9781418358877

Link to Current Content:

[View Current Content](#)

Current Page Number(s): T30, T32, T34-T43

Location: SEP listings in TEKS; Introduction to Science and Engineering sentence above key

Link to Updated Content:

[View Updated Content](#)

Original Text: Original text does not include these

Updated Text: Add SEP Connections to TEKS;

Added line above Key that says:

The Introduction to Science and Engineering can be found on Savvas Realize.

Component: *Physics Teacher Guide*

ISBN: 9781418358877

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 4, 32, 56, 82, 108, 134, 160, 184, 210, 236

Location: Above Other TEKS covered in the Investigation

Link to Updated Content:

[View Updated Content](#)

Original Text: Original text does not include these

Updated Text: These Scientific and Engineering Practices are introduced in the Introduction to Science and Engineering found on Savvas Realize and are integrated throughout this Investigation.

Component: *Physics Student Digital Access*

ISBN: 9781428553965

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 2

Location: (1) final paragraph of text

(2) caption

Original Text: (1) Thousands of years of global observations and experimentation have contributed to what is now called Western science, or simply science.

(2) Note that these two ways have some common traits, which are shown in the center of the diagram.

(3) Western Science

Updated Text: (1) Thousands of years of global observations and experimentation have contributed to what we call science.

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 3321 of 3538

(2) Note that these two ways have some common traits, which are shown in the bottom section.

(3) Science

Component: *Physics Student Digital Access*

ISBN: 9781428553965

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 3

Location: (1) flow chart

(2) image caption

Link to Updated Content:

[View Updated Content](#)

Original Text: (1) [Flow chart with 5 boxes containing text. The first box says "Observations" and has an arrow pointing to the second box, which says "Hypothesis: A Hypothesis may be revised based on experimental data." An arrow points to the next box, which says "Experiments: An experiment can lead to observations that support or disprove a hypothesis." One arrow points from this box back to the box labeled Hypothesis, one arrow points down vertically to a box that says "Scientific Law: A scientific law summarizes the results of many observations and experiments" and one arrow points to the right to a box that says "Scientific theory: A theory is tested by more experiments and modified if necessary." Another arrows points back to the box labeled Experiments.]

(2) The flowchart shows the relationships between a scientific hypothesis, theory, and law. As shown by the arrows, the steps can occur in a variety of orders.

Updated Text: (1) [Venn diagram that compares theories and laws] Scientific Theory Explains why or how a broad class of related phenomena occur Example: Some diseases are caused by the invasion of the body by microorganisms. (Germ Theory)

Scientific Law Describes what happens under certain conditions, often using math Example: An object in motion stays in motion unless acted upon by an outside force. (Newton's first law of motion)

[middle shared section] - Can start as hypotheses that explain or describe - Backed by evidence - Can be used to make predictions - Can be revised

(2) The diagram shows how you can distinguish among scientific hypotheses, theories, and laws. Theories and laws have different purposes, and we often need both of them to understand the whole picture.

Component: *Physics Student Digital Access*

ISBN: 9781428553965

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 4

Location: (1) visual's subtitle

(2) callout connected to year 500 BCE

(3) callout connected to year 600 CE

Original Text: (1) How have civilizations and early scientists contributed to the advancement of science?

(2) Atomism, the idea that our universe is made up of solid physical material, is developed by Leucippus and his pupil Democritus.

(3) Arabic alchemists develop analytical laboratory techniques to explore substances, mixtures, and compounds.

Updated Text: (1) What are some of the ways that different civilizations have helped to advance science?

(2) Atomism, the idea all matter is made up of indivisible particles, is developed by Leucippus and his pupil Democritus.

(3) Scientists develop analytical laboratory techniques to explore substances, mixtures, and compounds.

Component: *Physics Student Digital Access*

ISBN: 9781428553965

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 8

Location: visual

Link to Updated Content:

[View Updated Content](#)

Original Text: [Venn diagram listing STEM careers: with 3 circles labeled Engineering, Science, and Math. The nonoverlapping part of Engineering reads: Electrical engineer, Mechanical engineer, Chemical engineer, Structural engineer, Civil engineer, and Aerospace engineer. The nonoverlapping part of Science reads: Biofuels manager, Chemist, Physicist, Environmental scientist, Biologist, Food scientist, Oceanographer, Microbiologist, and Science teacher. The nonoverlapping part of Math reads: Claims adjuster, Data analyst, Real estate appraiser, Statistician, Investment banking analyst, Accountant, Mathematician, Fraud investigator, and Math teacher. The overlap of Engineering and Science reads: Quality control analyst, Biomedical engineer, Environmental engineer, and Materials scientist. The overlap of Engineering and Math reads: Software and systems engineer, Network administrator, Business analyst, and Architect. The overlap of Science and Math reads: Computer programmer, Data scientist, Seismologist, and Astronomer. The overlap of all 3 circles is labeled Technology and reads: Film editor, Broadcast technician, Software developer, and Security analyst.]

Updated Text: [Updated quadrant organization of STEM careers, with additional careers added]

[title] Science

Biologist - Chemist - Clinical research scientist - Computer and information research scientist - Environmental scientist - Epidemiologist - Food scientist - Forensic scientist - Geologist - Journalist - Medical scientist - Meteorologist - Microbiologist - Nurse practitioner - Psychologist - Wetland ecologist - Zooarchaeologist

[title] Technology

Biomedical technician - Broadcast technician - Computer programmer - Computer science teacher - Computer support specialist - Database architect - Information security analyst - Network systems administrator - Software developer - Technology transfer technician - Web developer and designer

[title] Engineering

Aerospace engineer - Big data engineer - Biomedical engineer - Chemical engineer - Computer hardware engineer - Electrical engineer - Environmental engineer - Mechanical engineer - Nuclear engineer - Petroleum engineer - R&D engineer - Robotics engineer - Structural engineer - Systems engineer - Telecommunication engineering specialist - Wastewater engineer

[title] Math

Accountant Actuary - Auditor Budget analyst - Claims adjuster - Cost estimator - Data scientist - Data analyst - Economist - Financial planner - Fraud investigator - Investment analyst - Math teacher - Real estate appraiser - Statistician

[Center] Most STEM careers use two or more STEM disciplines.

Component: *Physics Student Digital Access*

ISBN: 9781428553965

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 3

Location: (1) top left text of visual

(2) center text of visual

(3) bottom left text of visual

(4) images within visual

Original Text: (1) Do LED or compact fluorescent bulbs make plants grow taller?

(2) The independent variable is the factor you measure the effect of: the type of bulb.

(3) The control variables are factors you keep the same for all groups: the time under the light, temperature, amount of water, soil, and type of plant.

(4) [images of LED and compact fluorescent bulbs]

Updated Text: (1) Do red or blue LED bulbs make plants grow taller?

(2) The independent variable is the factor you measure the effect of: the light color

(3) The control variables are factors you keep the same for all groups: the distance from the light, light intensity, hours of light, amount of water, and temperature.

(4) [images of red and blue LED bulbs]

Component: *Physics Student Digital Access*

ISBN: 9781428553965

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 11-12

Location: p. 11, first paragraph

p. 12, below Sample Problem title

Original Text: [p. 11] Suppose you use a thermometer to measure the boiling point of pure water at standard pressure. Each time, the reading on the thermometer is 99.3°C, which indicates high precision. However, the accepted value of pure water's boiling point at standard pressure is 100.0°C.

[p. 12] The boiling point of pure water is measured to be 99.1°C.

Updated Text: [p. 11] Suppose you use a thermometer to measure the boiling point of pure water at sea level. Each time, the reading on the thermometer is 99.3°C, which indicates high precision. However, the accepted value of pure water's boiling point at sea level is 100.0°C.

[p. 12] At sea level, the boiling point of pure water is measured to be 99.1°C.

Component: *Physics Student Digital Access*

ISBN: 9781428553965

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 2

Location: (1) caption for graphs

(2) positions/order of graphs

Original Text: (1) In an experiment to see how quickly a mug of hot coffee cools off, the data can be recorded in several ways that provide different information.

(2) [bar graph (left) line graph (right)]

Updated Text: (1) In an experiment to see how quickly a mug of coffee cools, experimental data can be displayed in different ways to provide different information. Think about which graph is most appropriate for this data.

(2) [line graph (left) bar graph (right)]

Component: *Physics Student Digital Access*

ISBN: 9781428553965

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 8

Location: (1) graph caption

(2) graph title

Original Text: (1) The graph shows how the home field advantage for scoring touchdowns for a high school football team was affected by COVID. On average, the home team scored about 1.5 more touchdowns per game when their fans were there, cheering them on.

(2) Example of Home Advantage for Football Teams

Updated Text: (1) The graph shows how scoring for a high school football team was affected by COVID. On average, the team scored about 1.5 more touchdowns per game when their fans were there, cheering them on.

(2) Example of the Effect of Fans

Component: *Physics Student Digital Access*

ISBN: 9781428553965

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 2-3

Location: p.2, caption for atomic model

p. 3, callout on right side of image

Original Text: [p.2] This is a conceptual model of an atom. It shows a dense nucleus composed of protons and neutrons, with electrons moving around it. Atoms are too small to observe directly, so this model shows the parts of an atom and is based on scientific observations of experiments on atoms.

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 3325 of 3538

[p. 3] The shapes of the orbits are not represented accurately. In reality, they are shaped like ovals, not circles.

Updated Text: [p. 2] This is an early conceptual model of an atom. It shows a nucleus composed of protons and neutrons, with electrons moving around it. Although not completely accurate, this model is based on early observations in experiments on atoms.

[p. 3] The shapes of the orbits are not represented accurately. In reality, they are elliptical, not circular.

Component: *Physics Student Digital Access*

ISBN: 9781428553965

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 4

Location: Question 3 Sample Answer

Original Text: Sample answer: A hypothesis is a tentative and testable statement that is capable of being supported or not supported by observational evidence. Hypotheses are usually narrow in scope. A theory is a well established and highly reliable explanation of a natural or physical phenomenon. A law is a statement that summarizes (but does not explain) a set of observations and experiments.

Updated Text: Sample answer: A hypothesis is a tentative and testable statement that is capable of being supported or not supported by observational evidence. Hypotheses are usually narrow in scope and can lead to theories or laws. A theory is a well established and highly reliable explanation of a natural or physical phenomenon. A law is a statement that summarizes (but does not explain) a set of observations and experiments. Laws often use math to describe what happens under certain conditions.

Publisher: Summit K12 Holdings

Physics

Program: *Dynamic Physics: TEKS*

Component: *Dynamic Physics*

ISBN: 9781433407079

Location: Lesson Guide - Evaluate section

Original Text: Formative Assessment 1

Updated Text: Assessment 1 (changed name as a result of TRR guidance in every Lesson Guide)

Component: *Dynamic Physics*

ISBN: 9781433407079

Location: Lesson Guide - Evaluate section

Original Text: Formative Assessment 2

Updated Text: Assessment 2 (changed name as a result of TRR guidance in every Lesson Guide)

Publisher: TPS Publishing

Physics

Program: *STEAM into Physics - High School Edition: TEKS*

Component: *Teacher Textbook - Physics*

ISBN: 9781788058766

Link to Current Content:

[View Current Content](#)

Current Page Number(s): Page 4

Location: add vocabulary word

Original Text: N/A

Updated Text: Sensemaking - Exploring and figuring out how things work in the natural and or designed world

Component: *Student Textbook - Physics*

ISBN: 9781788059527

Link to Current Content:

[View Current Content](#)

Current Page Number(s): Page 1

Location: add vocabulary word

Original Text: N/A

Updated Text: Sensemaking - Exploring and figuring out how things work in the natural and or designed world

Publisher: PASCO SCIENTIFIC

Physics

Program: *Essential Physics 3rd Edition : ELPS*

Component: *Essential Physics Teacher Resource Package*

ISBN: 9781939511096-GK

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 256

Location: 9.1 Forms of Energy Lesson plan: c) under Lesson plan segments

Link to Updated Content:

[View Updated Content](#)

Original Text: c) Ask students to describe or act out their own example

Updated Text: c) Ask students to describe or act out their own example while the other asks clarifying questions to identify the type of transformation. Then students will switch roles.

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 3327 of 3538

Component: *Essential Physics Teacher Resource Package*

ISBN: 9781939511096-GK

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 442

Location: 16.1, 16A Sound waves student assignment, page #3 question d

Link to Updated Content:

[View Updated Content](#)

Original Text: d. From you data, discuss possible relationships between frequency and wavelength with your lab partners. Propose and test an equation that expresses your hypothetical relationship.

Updated Text: d. From you data, discuss and seek clarification of possible relationships between frequency and wavelength with your lab partners. Propose and test an equation that expresses your hypothetical relationship.

Component: *Essential Physics Teacher Resource Package*

ISBN: 9781939511096-GK

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 459

Location: 16D: Resonance and Sound, student assignment, page #2 question d

Link to Updated Content:

[View Updated Content](#)

Original Text: d. Discuss with your group and propose a hypothesis that explains the variation in resonant frequency with the height of water in the wine glass. How is your hypothesis supported by your observations?

Updated Text: d. Discuss and seek clarification of your observations with your group. Then propose a hypothesis that explains the variation in resonant frequency with the height of water in the wine glass. How is your hypothesis supported by your observations?

Publisher: Ramsey Education (Dave Ramsey/Lampo)

Personal Financial Literacy and Economics

Program: *Foundations in Personal Finance High School 4th Edition: TEKS*

Component: *Foundations in Personal Finance High School 4th Edition Print/Digital*

ISBN: 9781936948574

Link to Current Content:

[View Current Content](#)

Location: Activity. Chapter 10, Lesson 2. "Understanding Income Tax."

Link to Updated Content:

[View Updated Content](#)

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 3328 of 3538

Content Copy and Pasted

Procedure In this activity, students will read the article *What Are Income Taxes?* which explores the purpose of income taxes. Students will answer the following questions using the information they learned in the article. After your students have read the article and answer the questions individually, go over the questions as a whole class and ask for volunteers to share their answers.

DIRECTIONS Read the article *What are Income Taxes?* and be sure to note anything that stands out to you. Then answer the discussion questions that follow.

Taxes . . . can't live with 'em, can't live (in the U.S.) without 'em. Whether we like it or not, income taxes are as much a part of American life as baseball and apple pie. And while we groan and grumble as we fill out our tax returns every spring, our tax dollars help pay for a lot of the stuff we sometimes take for granted— like highways, schools, and national parks. Plus, if Uncle Sam doesn't get his fair share by Tax Day, you'll probably be hearing from the Tax Man. Trust us, you don't want that. It doesn't look like income taxes are going anywhere anytime soon, so what are they, how do they work, and how do you figure out how much of your hard-earned cash is going to the IRS every year? Let's take a closer look.

What Is an Income Tax? An income tax is a tax the government collects from money earned by businesses and individuals throughout the year. How much you pay in taxes depends on how much money you make in a year. In 2020, the IRS collected more than \$1.8 trillion in individual income taxes and another \$263.6 billion in income taxes from businesses. Together, those income taxes make up almost two-thirds of all the tax money Uncle Sam collects every year.¹ That's a lot of dough! Those income taxes are collected by the IRS, and then your tax dollars are used to fund a whole smorgasbord of public services— everything from military spending and education to transportation and medical research. In fact, individual income taxes have been the single largest source of federal revenue since 1950.² You're welcome, Congress!

Where Did the Income Tax Come From? Want someone to blame for your income tax bill this year? Look no further than Abraham Lincoln. Well, sort of. While "death and taxes" might be the only things that are certain in life, it wasn't always that way—at least not as far as income TEACHER MATERIAL 1. Internal Revenue Service Data Book, 2022. Publication 55-B, Washington, D.C. March 2023. 2. What Are the Sources of Revenue for the Federal Government? Tax Policy Center Briefing Book, 2020.

taxes are concerned. Income taxes as we know them today are actually barely more than 100 years old. In a controversial move, the first version of the personal income tax in the U.S. was signed into law by Lincoln during the Civil War as a way for the Union to pay for its war effort. Although the tax was repealed once the war was over, the debate over whether an income tax was constitutional or not raged on for decades. All of that changed in 1913. That was the year the 16th Amendment to the U.S. Constitution was ratified, legalizing the government's right to collect a federal income tax. That same year, Congress passed legislation that made income tax a part of American life. The rest, as they say, is history.

How Do Income Taxes Work? The U.S. tax system is progressive—that's just fancy tax talk that means the higher your taxable income, the more you'll pay in income taxes. Your tax rate (the percentages of your income that you pay in taxes) is based on which tax bracket (income range) you're in. The U.S. tax rates are marginal, which just means that each tax rate applies to only part of your income. Some of your income is taxed at 10%, another piece at 12%, and so on depending on how high your income is.

How Are Income Taxes Collected? If you're like most American employees with a salary, health benefits, and a 401(k), your employer probably sets aside some money from your paycheck for income taxes before it hits your bank account (those are called tax withholdings). Your employer uses the information you put on your W-4 tax form to figure out how much to withhold from each paycheck. When you fill out a tax return and file it with the IRS in the spring, you'll find out if you still owe the government anything in taxes or if you overpaid and Uncle Sam owes you a tax refund. Sounds simple enough, right? But what if you're self-employed (think freelancers, independent contractors, and small-business owners)? You'll probably pay your income taxes through quarterly taxes—or estimated taxes—that you file with the IRS every three months.

Regressive Taxes We've been talking a lot about federal income taxes, but there's a good chance those aren't the only type of income taxes you have to worry about. Though the U.S. mainly functions using a progressive tax system, there's a different type of tax system that exists called a regressive tax. Instead of getting taxed more if your

income is higher, a regressive tax doesn't change regardless of your income. Everyone pays the same tax rate, no matter how much or how little you make. This has been called a flat tax as well. Regressive taxes have been the center of much debate because of how they impact

people unequally, specifically those who have a lower income. This means that if the tax rate is 7%, someone who makes over \$100K a year will pay the same amount as someone making \$30K per year, which will have a greater financial impact on those making \$30K than those making \$100K. Regressive taxes have been called unfair because of the impact they make on low earners, but they're also seen as an incentive to work hard in your job and grow your income, since you wouldn't be penalized additionally based on how much you earn. Regressive taxes are typically seen on the state level and not the federal level, though excise taxes and certain taxes like Social Security and Medicare can be seen as regressive. Now that we've gone over the main types of taxes, let's take a deeper look at some of the different types of income taxes you might run into during tax season. State Income Taxes Uncle Sam isn't the only one who wants a piece of your income. Like the federal government, most states also have their own income tax system. Yuck. Where does your state income tax money go? More than half of state tax revenues are used to fund education and health care, in addition to other services like transportation, public assistance, and prisons.³ Now, each state falls into one of three different categories—states with progressive income taxes, states with a regressive (or flat) income tax, and states with no income tax at all. Let's dive into each one.

1. STATES WITH PROGRESSIVE INCOME TAXES Just like at the federal level, most states have a progressive tax structure with marginal tax rates. Again, all that boils down to is this: The more you earn, the more you'll be taxed. Each state sets their own tax rates and tax brackets, so if you live in one of the 32 states with a progressive tax structure, pay attention to which tax bracket and tax rates you fall into for your state. If you live in Hawaii, you could fall into one of 12 different tax brackets with tax rates between 1.4% and 11%. But Louisiana has just three tax brackets with tax rates between 2% and 6%. You might want to think about that before you move to a new state!⁴

2. STATES WITH FLAT INCOME TAXES There are nine states that keep things simple. Really simple. They have a flat tax rate, which is a regressive tax, and it doesn't matter how much or how little you earn—you're taxed at the same rate as everyone else. Here are the nine states that have a flat income tax structure: • Colorado • Illinois • Indiana³. Policy Basics: Where Do Our State Tax Dollars Go? Center on Budget and Policy Priorities, 2018. 4. Loughhead, Katherine. State Individual Income Tax Rates and Brackets for 2021. Tax Foundation, 2021.

3. STATES WITH NO INCOME TAX And then there are nine states that have no income tax at all! Here are the nine states with no income tax: • Alaska • Florida • New Hampshire • Nevada • South Dakota • Tennessee • Texas • Washington • Wyoming While not having a state income tax is nice, these states usually make up for lost revenue through other types of taxes, like sales taxes or property taxes, or reduced spending at the state level. Keep that in mind before packing up your stuff and crossing state lines!⁵ Business Income Taxes Own a small business? How you pay taxes on the profits you make depends on how your business is set up. If your business is a C corporation, your company's income tax rate is a flat 21% thanks to the Tax Cuts and Jobs Act of 2018 (it was 35% before that bill passed). But if the business is a pass-through entity, such as a sole proprietorship or a limited liability company (LLC), you won't pay corporate income taxes. The profits from your business "pass through" the business to you. So, you would fill out your personal tax return like you normally would and pay the taxes on those profits at your personal income tax rate.

Local Income Taxes Although most U.S. cities and counties don't add another layer of income tax on their residents, there are still nearly 5,000 local jurisdictions across 17 states—particularly in the Midwest and Northeast—that charge an income tax as of 2019.⁶ These local income taxes are mostly imposed by counties, municipalities, and school districts to pay for a wide range of civic services like parks, schools, and even garbage collection. But hey, depending on where you live, you might have to deal with federal, state, and local taxes . . . that's a lot!

Identifying Taxes Getting the full scope of the taxes you pay can be complex and will depend on the state and city you live in. Take a look at an example of the types of progressive and regressive taxes you'll see on the federal, state, and local levels on the following page.

TAX LEVEL PROGRESSIVE REGRESSIVE Federal Level Federal Income Taxes (from wages, investments, interest, rentals, or estate) • Excise Tax • Tariffs • Flat Tax • Payroll Tax (like Social Security or Medicare) • Sin Tax (taxes on harmful items like alcohol or tobacco) State Level* State-Imposed Income Tax Rates • Sales Tax • Excise Tax • Flat Tax • Fees (to state

museums or parks) • Sin Tax (state taxes on harmful items like alcohol or tobacco) • Payroll Tax Local Level* Local-Imposed Income Tax Rates • Property Tax • Flat Tax • Fees (to local museums or parks) • Sin Tax (local taxes on harmful items like alcohol or tobacco) • Payroll Taxes

* These taxes will be different depending on the state or city you're living in. Some areas have even decided not to have certain progressive or regressive taxes.

1. What kinds of public services do your income tax dollars pay for? Answers should include any of the following: military spending, education, transportation, and medical research.
2. What does it mean to say that the U.S. tax rates are marginal? It means that each tax rate applies to only part of your income.
3. What's the difference between a state income tax and a local income tax? A local income tax is a tax that's imposed by a county or even a school district and is much smaller in scope than a state income tax. Often it's used to pay for community needs like parks or schools while state income taxes cover spending at the state level.
4. What's a progressive income tax? Progressive income tax just means that the more you earn, the more you'll be taxed.
5. What are the benefits of a progressive tax? A progressive tax helps people with lower income specifically since those in a lower tax bracket pay less income tax and get to keep more money in their pockets.
6. What's a regressive income tax? A regressive income tax means everyone is taxed at the same rate, no matter how much or how little you earn
7. What are the benefits of a regressive income tax? A regressive tax wouldn't penalize someone who has worked hard to get a higher income and would allow them to keep more of their income.
8. How do most Americans pay their income taxes? Their employer withholds taxes from their paycheck, and they file a tax return to see if they're owed a refund or owe more.
9. Is paying a fee to visit your local state museum a progressive or regressive tax? Regressive
10. Are regressive property taxes typically paid at the federal, state, or local level? Local
11. Is Social Security considered a progressive tax or a regressive tax? Regressive
12. How many local jurisdictions have a specific local income tax? 5,000
13. If a state has a tax rate of 2-5% depending on your tax bracket, is it a progressive tax or a flat tax? Progressive
14. What's a tax you pay to buy items like alcohol or tobacco called? Sin tax
15. If your state says it has an income tax rate of 4.4%, is it a progressive tax or a regressive tax? Regressive tax

Updated Text: <https://cdn.ramseysolutions.net/education/adoptions/activities-under-review/bonus/act-c10-l02-understanding-income-tax.pdf>

Copy and Pasted Content below:

Indirect vs. Direct Taxes The first thing that's important to understand is that nearly everything is taxed in one way or another, and there are two main types of taxes you'll experience. The first type is taxes you probably aren't aware you're paying—these are called indirect taxes. Whenever a company sells a good or service, they have to pay taxes on those products, but the company actually passes that tax on to you by including it in the price of the good or service. For example, a pair of shoes might cost the company \$10 to make, but they'll have to pay taxes on those shoes. Instead of paying it themselves, they'll sell the shoes for a higher price to make up for the tax. This probably sounds a little unfair, but keep in mind that this is one way that companies stay in good standing with the government while still having enough money to produce the products you want to buy. Without paying these indirect taxes, there wouldn't be as many companies for you to choose from, and there's a good chance prices would go up because of the lack of competition. The

other type of taxes is called direct taxes, and they're the taxes you're directly responsible for paying. You'll see direct taxes every time you have to pay sales tax or when your paycheck has taxes taken out. This is called income tax.

3. Explain the difference between direct tax and indirect tax. Direct taxes are paid directly by an individual specifically by income tax or sales tax. Indirect taxes are paid to the government by companies but passed on to consumers through the price of the company's goods or services.

17. Is paying your federal income taxes a progressive or regressive tax? Progressive tax

Component: Foundations in Personal Finance High School 4th Edition Print/Digital

ISBN: 9781936948574

Link to Current Content:

[View Current Content](#)

Current Page Number(s): PDF pg. 1-7

Location: Activity. Chapter 10, Lesson 1. "Where Does Your Tax Money Go?" Pg. 1-8 in the PDF.

Link to Updated Content:

[View Updated Content](#)

Original Text: https://cdn.ramseysolutions.net/education/adoptions/teks_24/activities/teacher/act-ch10-l01-t.pdf

Copy and Pasted Content Below:

Procedure Students will read excerpts from the article "What Do Your Taxes Pay For?" found at ramseysolutions.com/taxes/where-does-your-tax-money-go. The excerpts are provided with this activity so students can annotate the article and answer the questions to further reflect on the information for additional lesson enrichment. You may then use this formative assessment to plan as you guide students' understanding of tax money allocations

DIRECTIONS Read and annotate excerpts from the article "What Do Your Taxes Pay For?" Analyze the article and evaluate its points. Then, answer the questions about the article. You may also use the information in the student text to help you answer the questions.

If you're like most folks, the first two questions that pop into your head when you look at your tax return each year are "How much did I make?" and "How much did they take?" Who are "they"? The federal government, of course. And while you grumble about how much Uncle Sam takes out of your paycheck every two weeks, there's another question you might wonder about: What are "they" doing with my tax dollars, anyway? That's a great question . . . especially since the IRS collects around \$3.5 trillion in federal taxes each year paid by hardworking taxpayers like you. That's trillion—with a T! It's time to pull back the curtain and find out where your tax money goes. Basically, there are three main categories that your tax money pays for: 1. Interest on government debt (5%) 2. Mandatory spending, also known as entitlement spending, which is not subject to regular budget review (70%) 3. Discretionary spending, which is spent on programs that Congress must regularly review and set aside for a specific purpose (25%) Pretty broad, right? Let's break it down and see where your money really ends up. Insert Graphic

INTEREST ON GOVERNMENT DEBT The U.S. government is currently more than \$28 trillion in debt—and counting— with a small percentage of your tax dollars going toward paying the interest on that debt. The interest on the national debt, which must be paid by the federal government each year, changes based on two factors—the size of the debt itself and rising and falling interest rates. And since both the national debt and the interest rates on that debt are expected to increase over the next decade, so will the size of our nation's interest payments—which means more of our taxpayer dollars might be used to make those payments.

MANDATORY SPENDING Let's talk entitlements. These are Social Security, Medicare, Medicaid, and Veterans Affairs benefits and services. They're called entitlements because the government takes money out of your paycheck to fund them, so you're entitled to these benefits once you meet certain conditions. This category of spending has gone way up since 1962, and there are two main reasons why. First, there was the introduction of new entitlements such as Medicare

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 3332 of 3538

and Medicaid (started in 1965), the earned income tax credit (also known as the EITC, started in 1975), and the child tax credit (1997). Second, the population receiving these benefits has exploded as Baby Boomers enter retirement age, start collecting Social Security benefits, and enroll in Medicare. All of these factors, plus a handful of benefits for our military veterans and COVID-19 relief programs, brought mandatory spending's piece of the pie to more than two-thirds (70%) of the federal budget in 2020. Let's take a look at some of the big pieces.

Social Security

Social Security was created to provide income for retired workers over the age of 65 and accounts for a large chunk of mandatory spending. It's designed to supplement your income when you retire or become disabled. If you were to die before you become eligible, your dependents would receive benefits. The types of people who receive Social Security benefits are: • Retired workers and their families • Disabled workers and their families • Survivors of deceased workers Social Security taxes and benefits are tied to inflation, which means they go up as things get more expensive. Even so, the average Social Security monthly benefit for retirees is only \$1,555 each month. So if you're banking on Social Security to fund your retirement dreams, you're going to want to rethink that plan!

Health Care

There's no way around the fact that health care is expensive—especially when you're in your retirement years or for Americans struggling to get by. That's where Medicare and Medicaid come in.

Medicare is a federal health insurance program that provides coverage for several groups of people, but mainly folks over age 65. Who pays for it? Most of it is on your dime! American taxpayers fund Medicare through a 1.45% payroll tax on all of their earnings and an additional 0.9% tax on earned income over \$200,000 (\$250,000 for married couples). Medicaid is another government-sponsored insurance program that provides health coverage for low-income adults, children, pregnant women, elderly adults and people with disabilities. The federal government splits the cost of Medicaid with state governments, and the states get the better deal—in some cases, Uncle Sam pays 78% of their Medicaid costs. Together, Medicare and Medicaid make up 20% of the government's budget, totaling more than \$1.3 trillion to cover roughly 139 million Americans under both programs.

Veterans Benefits

veterans benefits include disability compensation, burial benefits, pensions, education, job training and rehabilitation, insurance and housing programs. These are the big programs that are funded by mandatory spending. While some of the money for these programs (Social Security and Medicare) comes out of your check automatically, some (including money for veterans benefits) comes from taxes on your earned income and things like capital gains. Plus, more of these benefits for our veterans are covered under discretionary spending. Speaking of which.

DISCRETIONARY SPENDING Discretionary spending is the last piece of the puzzle when it comes to how your tax money is spent. Every year, Congress dukes it out over who gets how much money when they debate spending bills. In other words, these programs are subject to Congress' discretion, meaning they can decide to increase or decrease funding for certain programs as they see fit. Let's take a look at some of the major categories covered under discretionary spending.

National Defense

Defense spending usually accounts for about half of all discretionary spending, which funds the Department of Defense and all of its operations.

Transportation

Transportation pays for roads and bridges, air traffic control and the Department of Transportation. We have to get around in our planes, trains and automobiles somehow!

Education

These funds mainly go through the Department of Education and cover everything from paying teachers' salaries to funding grants to pay for college. Unfortunately, this also includes funding for federal student loans. Womp, womp.

Veterans Benefits While some veterans benefits are mandatory expenditures, almost half of the Veterans Administration (VA) budget comes from discretionary funds set aside by Congress. This covers things like medical care, construction of VA facilities, and IT services at those facilities.

Health Some discretionary spending goes to fund agencies like the Centers for Disease Control (CDC), the Food and Drug Administration (FDA), and the National Institute of Health (NIH). These agencies research diseases and new drug therapies, oversee food safety, and fund medical research.

1. What is mandatory spending? What are entitlements? Mandatory spending includes Social Security, Medicare, Medicaid, and Veterans Affairs benefits and services. These are entitlements and are called that because “the government takes money out of your paycheck to fund them, so you’re entitled to them.”
2. Why is there so much mandatory spending in the tax budget? The entitlements that are set in the federal budget continue to cost more and more money because there are more and more people eligible for benefits such as Social Security.
3. At what age does someone qualify to receive Social Security payments? Who gets those Social Security payments? A person qualifies for Social Security after the age of 65. It goes to retired workers and their families, disabled workers and their families, and the survivors of deceased workers.
4. What is the average Social Security monthly payment for a retiree? In your opinion, is that enough to live on? Why or why not? \$1,555. No, it is not enough to live on if you are paying rent or have a mortgage payment and debt. However, if you don’t have any debt and you live in a paid-for house, you might be able to make it work, but it would be hard.
5. Where do you find the Department of Education funding in this tax breakdown? In discretionary spending
6. What is the major difference between mandatory spending and discretionary spending? Mandatory spending includes budget items that must be fulfilled while discretionary spending is items that are funded as far as the money will go.
7. How much of discretionary spending goes toward national defense? About half of discretionary spending is for national defense.
8. Why is deficit spending and the national debt so crucial to pay attention to? The country spends more than it brings in; the national debt is the fastest-growing expense; the 5% of the budget for national debt is just for interest on the debt.
9. If some discretionary funding for veterans benefits was cut, what would be impacted? Some medical care might not be funded, and there might not be enough money for the construction of VA facilities or IT services at the facilities.
10. What is your overall reaction to the tax article? Answers will vary but could include that taxes are very confusing and hard to understand.
11. What additional questions did this article raise for you? Answers will vary.

Updated Text: <https://cdn.ramseysolutions.net/education/adoptions/activities-under-review/4th-edition/act-ch10-l01-t.pdf>

Earning Limitations

It’s important to note that even though you pay taxes on these mandatory spending programs, everyone varies on whether or not they’re fully eligible to receive these benefits. This is because of earning limitations, which are ultimately based on your income and age. For example, if you choose to take Social Security before you reach the age of 65, you’ll have to make \$21,240 a year or less to be eligible for full Social Security benefits. If you make more than that, your benefit would decrease by \$1 for every \$2 you make over this earning limitation. Once you reach the age of 65, that income threshold is moved to \$56,520 a year.³ For Medicare, anyone is eligible to sign up for the benefit. But if you make over \$97,000 a year, you’ll end up paying more in premium costs.⁴ Medicaid is a little different. Since it’s a joint federal and state-funded program, each state gets to determine the income threshold. However, eligibility is based on the federal poverty level. For a single adult, that level is \$14,580.⁵ The state then gets to choose what percent over the

poverty level the earning limitation will be. Since mandatory spending is 70% of the federal budget, it means your taxes are

This is a partial excerpt from What Do Your Taxes

Pay For? (Ramsey Solutions, 2023).

2. "Policy Basics: Where Do Our Federal Tax Dollars Go." CBPP.org. 2022.

3. "Receiving Benefits While Working." SSA.gov. 2023.

4. "2023 Medicare Costs" Medicare.gov. 2023.

5. "Federal Poverty Level." HeathCare.gov. 2023.

It's important to note that even though you pay taxes on these mandatory spending programs,

everyone varies on whether or not

they're fully eligible to receive these benefits.

This is because of earning limitations, which are ultimately based on your income and age.

For example, if you choose to take

Social Security before you reach the age

of 65, you'll have to make \$21,240 a year

or less to be eligible for full Social Security

benefits. If you make more than that, your

benefit would decrease by \$1 for every \$2

you make over this earning limitation. Once

you reach the age of 65, that income threshold

is moved to \$56,520 a year.³

For Medicare, anyone is eligible to sign

up for the benefit. But if you make over

\$97,000 a year, you'll end up paying more

in premium costs.⁴

Medicaid is a little different. Since it's

a joint federal and state-funded program,

each state gets to determine the income

threshold. However, eligibility is based on

the federal poverty level. For a single adult,

that level is \$14,580.⁵ The state then gets to

choose what percent over the poverty level

the earning limitation will be.

Since mandatory spending is 70% of

the federal budget, it means your taxes are

This is a partial excerpt from What Do Your Taxes

Pay For? (Ramsey Solutions, 2023).

2. "Policy Basics: Where Do Our Federal Tax Dollars Go." CBPP.org. 2022.

3. "Receiving Benefits While Working." SSA.gov. 2023.

4. "2023 Medicare Costs" Medicare.gov. 2023.

5. "Federal Poverty Level." HeathCare.gov. 2023.

Together, Medicare and Medicaid make up 25% of the government's budget, totaling more than \$1.4 trillion to cover roughly 167 million Americans under both programs.²

Component: Foundations in Personal Finance High School 4th Edition Print/Digital

ISBN: 9781936948574

Link to Current Content:

[View Current Content](#)

Current Page Number(s): PDF Pg. 3, 5-7

Location: Activity. Chapter 6, Lesson 3. "Resources for Entrepreneurs"

Pg. 3- Body copy

Pg 5-7

Suggested answers in question numbers 4, 7, 10

Link to Updated Content:

[View Updated Content](#)

Original Text: **Pg. 3- Body copy**

The government wants to help small businesses and start-ups thrive because they're a big part of the economy. Small businesses provide millions of jobs and add billions of dollars to the gross domestic product of the U.S.. Because of this, the government might give you money in the form of grants. A grant is a financial gift that's awarded to someone (an individual or a business) that doesn't need to be paid back. Grants can sometimes be hard to find and usually have specific application requirements. But if you have a grant awarded to you, it's free money that you can use to fund your business. Federal, state, and local governments all provide business grants.

Pg 5-7

4. Answers will vary, but students should be able to articulate if there are any requirements to use the resources or if they're free resources.

7. Answers will vary, but students should be able to articulate if there are any requirements to use the resources or if they're free resources.

10. Answers will vary, but students should be able to articulate if there are any requirements to use the resources or if they're free resources.

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 3336 of 3538

Updated Text: **Pg. 3- Body copy**

The government wants small businesses and start-ups to thrive because they're a big part of the economy. Small businesses provide millions of jobs and add billions of dollars to the gross domestic product of the U.S.. Because of this, the government might give you money in the form of grants. A grant is a financial gift that's awarded to someone (an individual or a business) that doesn't need to be paid back. Grants can sometimes be hard to find and usually have specific application requirements. But if you have a grant awarded to you, it's money that you can use to fund your business. Federal, state, and local governments all provide business grants.

Pg 5-7

4. Answers will vary, but students should be able to articulate whether or not there are any requirements to use the resources.

7. Answers will vary, but students should be able to articulate whether or not there are any requirements to use the resources.

10. Answers will vary, but students should be able to articulate whether or not there are any requirements to use the resource.

Publisher: The Curriculum Center for Family and Consumer Sciences

Personal Financial Literacy and Economics

Program: *Personal Financial Literacy and Economics : ELPS*

Component: *Personal Financial Literacy and Economics*

ISBN: 9781953248329

Location: **Rejected Citations/Content**

T2_U2_Production Possibilities Curve

T2_U2_Production Possibilities Curve

T2_U2_Production Possibilities Curve

T2_U2_Production Possibilities Curve

T2_U2_Production Possibilities Curve

T2_U2_Production Possibilities Curve

T2_U2_Production Possibilities Curve

T2_U2_Production Possibilities Curve

T2_U2_Time I

T2_U2_Time I

T2_U2_Time I

T2_U2_Time I

T2_U2_Time I

T2_U2_Time I

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 3337 of 3538

T2_U2_Time I

T2_U2_Time I

T2_U2_Production Possibilities Curve

T2_U2_Production Possibilities Curve

T2_U2_Production Possibilities Curve

T2_U2_Production Possibilities Curve

T2_U2_Production Possibilities Curve

T2_U2_Production Possibilities Curve

T2_U2_Production Possibilities Curve

T2_U2_Production Possibilities Curve

T2_U2_Circular Flow Model

T2_U2_Circular Flow Model

T2_U2_Circular Flow Model

T2_U2_Circular Flow Model

T2_U2_Circular Flow Model

T2_U2_Circular Flow Model

T2_U2_Circular Flow Model

T2_U2_Circular Flow Model

T2_U2_Supply and Demand

T2_U2_Supply and Demand

T2_U2_Supply and Demand

T2_U2_Supply and Demand

T2_U2_Supply and Demand

T2_U2_Supply and Demand

T2_U2_Supply and Demand

T2_U2_Supply and Demand

T2_U2_Supply and Demand

T2_U2_Supply and Demand

T2_U2_Supply and Demand

T2_U2_Supply and Demand

T2_U2_Supply and Demand

T2_U2_Supply and Demand

T2_U2_Supply and Demand

T2_U2_Supply and Demand

Original Text: **Rejected Citations/Content**

T2_U2_Production Possibilities Curve

T2_U2_Production Possibilities Curve

T2_U2_Production Possibilities Curve

T2_U2_Production Possibilities Curve

T2_U2_Production Possibilities Curve

T2_U2_Production Possibilities Curve

T2_U2_Production Possibilities Curve

T2_U2_Production Possibilities Curve

T2_U2_Time I

T2_U2_Time I

T2_U2_Time I

T2_U2_Time I

T2_U2_Time I

T2_U2_Time I

T2_U2_Time I

T2_U2_Time I

T2_U2_Production Possibilities Curve

T2_U2_Production Possibilities Curve

T2_U2_Production Possibilities Curve

T2_U2_Production Possibilities Curve

T2_U2_Production Possibilities Curve

T2_U2_Production Possibilities Curve

T2_U2_Production Possibilities Curve

T2_U2_Production Possibilities Curve

T2_U2_Circular Flow Model

T2_U2_Circular Flow Model

T2_U2_Circular Flow Model

T2_U2_Circular Flow Model

T2_U2_Circular Flow Model

T2_U2_Circular Flow Model

T2_U2_Circular Flow Model

T2_U2_Circular Flow Model

T2_U2_Supply and Demand

T2_U2_Supply and Demand

T2_U2_Supply and Demand

T2_U2_Supply and Demand

T2_U2_Supply and Demand

T2_U2_Supply and Demand

T2_U2_Supply and Demand

T2_U2_Supply and Demand

T2_U2_Supply and Demand

T2_U2_Supply and Demand

T2_U2_Supply and Demand

T2_U2_Supply and Demand

T2_U2_Supply and Demand

T2_U2_Supply and Demand

T2_U2_Supply and Demand

T2_U2_Supply and Demand

Updated Text: **NEW Citations/ContentHyperLinks for New Content**

T9_U1_Wealth Protectionhttps://ttu-ce.blackboard.com/ultra/courses/_559_1/outline/edit/document/_82576_1?courseid=_559_1&view=content

T4_U1_Sources of Incomehttps://ttu-ce.blackboard.com/ultra/courses/_559_1/outline/edit/document/_82377_1?courseid=_559_1&view=content

T5_U1_Savings and Investing https://ttu-ce.blackboard.com/ultra/courses/_559_1/outline/edit/document/_82428_1?courseid=_559_1&view=content

T1_U1_Financial Literacy II https://ttu-ce.blackboard.com/ultra/courses/_559_1/outline/edit/document/_80983_1?courseid=_559_1&view=content

T5_U1_Savings I https://ttu-ce.blackboard.com/ultra/courses/_559_1/outline/edit/document/_82429_1?courseid=_559_1&view=content

T5_U1_Emergency Fund https://ttu-ce.blackboard.com/ultra/courses/_559_1/outline/edit/document/_82431_1?courseid=_559_1&view=content

T7_U2_Needs and Wants https://ttu-ce.blackboard.com/ultra/courses/_559_1/outline/edit/document/_82509_1?courseid=_559_1&view=content

T8_U1_Investment Definition https://ttu-ce.blackboard.com/ultra/courses/_559_1/outline/edit/document/_82523_1?courseid=_559_1&view=content

T1_U1_Financial Planning I https://ttu-ce.blackboard.com/ultra/courses/_559_1/outline/edit/document/_80987_1?courseid=_559_1&view=content

T2_U1_Decision Making https://ttu-ce.blackboard.com/ultra/courses/_559_1/outline/edit/document/_81001_1?courseid=_559_1&view=content

T2_U2_Scarcity, Choice, and Opportunity Cost https://ttu-ce.blackboard.com/ultra/courses/_559_1/outline/edit/document/_90408_1?courseid=_559_1&view=content

T2_U3_Needs and Wants II https://ttu-ce.blackboard.com/ultra/courses/_559_1/outline/edit/document/_82299_1?courseid=_559_1&view=content

T5_U1_Financial Institutions https://ttu-ce.blackboard.com/ultra/courses/_559_1/outline/edit/document/_82432_1?courseid=_559_1&view=content

T6_U1_Debt Vocabulary https://ttu-ce.blackboard.com/ultra/courses/_559_1/outline/edit/document/_82445_1?courseid=_559_1&view=content

T9_U2_Keeping Important Papers Safe https://ttu-ce.blackboard.com/ultra/courses/_559_1/outline/edit/document/_82594_1?courseid=_559_1&view=content

T2_U3_Priorities IV https://ttu-ce.blackboard.com/ultra/courses/_559_1/outline/edit/document/_82307_1?courseid=_559_1&view=content

T2_U2_Circular Flow Model https://ttu-ce.blackboard.com/ultra/courses/_559_1/outline/edit/document/_90412_1?courseid=_559_1&view=content

T8_U1_Investment Definition https://ttu-ce.blackboard.com/ultra/courses/_559_1/outline/edit/document/_82523_1?courseid=_559_1&view=content

T4_U1_Evaluating Entrepreneurship https://ttu-ce.blackboard.com/ultra/courses/_559_1/outline/edit/document/_90462_1?courseid=_559_1&view=content

T4_U3_Types of Fraud https://ttu-ce.blackboard.com/ultra/courses/_559_1/outline/edit/document/_82416_1?courseid=_559_1&view=content

T3_U1_Inflation II https://ttu-ce.blackboard.com/ultra/courses/_559_1/outline/edit/document/_82338_1?courseid=_559_1&view=content

T3_U2_Statement of Net Worth I https://ttu-ce.blackboard.com/ultra/courses/_559_1/outline/edit/document/_82340_1?courseid=_559_1&view=content

T3_U3_Tax Vocabulary https://ttu-ce.blackboard.com/ultra/courses/_559_1/outline/edit/document/_82362_1?courseid=_559_1&view=content

T3_U3_Types of Economic Systems https://ttu-ce.blackboard.com/ultra/courses/_559_1/outline/edit/document/_90416_1?courseid=_559_1&view=content

T4_U3_Identity Theft II

T9_U2_Estate Planning II https://ttu-ce.blackboard.com/ultra/courses/_559_1/outline/edit/document/_82598_1?courseid=_559_1&view=content

T9_U1_Health Insurance II https://ttu-ce.blackboard.com/ultra/courses/_559_1/outline/edit/document/_82586_1?courseid=_559_1&view=content

T9_U1_Principles of Insurance https://ttu-ce.blackboard.com/ultra/courses/_559_1/outline/edit/document/_82578_1?courseid=_559_1&view=content

T7_U2_Housing Choices https://ttu-ce.blackboard.com/ultra/courses/_559_1/outline/edit/document/_82511_1?courseid=_559_1&view=content

T6_U1_Fair Credit Reporting Act (FCRA) https://ttu-ce.blackboard.com/ultra/courses/_559_1/outline/edit/document/_82453_1?courseid=_559_1&view=content

T3_U2_Statement of Net Worth I https://ttu-ce.blackboard.com/ultra/courses/_559_1/outline/edit/document/_82340_1?courseid=_559_1&view=content

T2_U3_Lifecycle-Goals II https://ttu-ce.blackboard.com/ultra/courses/_559_1/outline/edit/document/_82323_1?courseid=_559_1&view=content

T3_U3_Taxing Authority https://ttu-ce.blackboard.com/ultra/courses/_559_1/outline/edit/document/_82361_1?courseid=_559_1&view=content

T3_U3_Tax Vocabulary https://ttu-ce.blackboard.com/ultra/courses/_559_1/outline/edit/document/_82362_1?courseid=_559_1&view=content

T3_U3_Purpose of Taxes https://ttu-ce.blackboard.com/ultra/courses/_559_1/outline/edit/document/_82365_1?courseid=_559_1&view=content

T3_U3_Taxes https://ttu-ce.blackboard.com/ultra/courses/_559_1/outline/edit/document/_82367_1?courseid=_559_1&view=content

T4_U2_Shopping I https://ttu-ce.blackboard.com/ultra/courses/_559_1/outline/edit/document/_82389_1?courseid=_559_1&view=content

T4_U2_Spending Advice https://ttu-ce.blackboard.com/ultra/courses/_559_1/outline/edit/document/_82398_1?courseid=_559_1&view=content

T4_U3_Consumer Laws https://ttu-ce.blackboard.com/ultra/courses/_559_1/outline/edit/document/_82412_1?courseid=_559_1&view=content

T4_U3_Letter of Redress https://ttu-ce.blackboard.com/ultra/courses/_559_1/outline/edit/document/_82414_1?courseid=_559_1&view=content

T4_U3_Types of Fraud https://ttu-ce.blackboard.com/ultra/courses/_559_1/outline/edit/document/_82416_1?courseid=_559_1&view=content

T4_U3_Consumer Laws https://ttu-ce.blackboard.com/ultra/courses/_559_1/outline/edit/document/_82412_1?courseid=_559_1&view=content

T5_U1_Savings I https://ttu-ce.blackboard.com/ultra/courses/_559_1/outline/edit/document/_82429_1?courseid=_559_1&view=content

T5_U1_Federal Deposit Insurance Corporation (FDIC) https://ttu-ce.blackboard.com/ultra/courses/_559_1/outline/edit/document/_82435_1?courseid=_559_1&view=content

T6_U1_Credit Score III https://ttu-ce.blackboard.com/ultra/courses/_559_1/outline/edit/document/_82456_1?courseid=_559_1&view=content

T6_U4_Bankruptcy I https://ttu-ce.blackboard.com/ultra/courses/_559_1/outline/edit/document/_82494_1?courseid=_559_1&view=content

T6_U3_Payday Loan III

T6_U3_Car Loan Ammortization https://ttu-ce.blackboard.com/ultra/courses/_559_1/outline/edit/document/_82477_1?courseid=_559_1&view=content

Publisher: Coder Kids, Inc. DBA Ellipsis Education

Technology Applications, Kindergarten

Program: *Texas Technology Applications - K: TEKS*

Component: *Texas Technology Applications - K*

ISBN: 9798987914502001

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 3

Location: Procedure 1, Step 6b and c

Link to Updated Content:

[View Updated Content](#)

Original Text: b. Then, open an internet browser window to a search engine website. Type in “GIF maker website” and hit the search button.

c. Click the search result for www.ezgif.com and click the GIF Maker button at the top left of the screen.

Updated Text: c. To use an internet browser application to access a search engine, use the following steps.

i. Open an internet browser application and access a search engine. Type in “GIF maker website” and hit the search button.

ii. Click the search result for www.ezgif.com and click the GIF Maker button at the top left of the screen.

Component: *Texas Technology Applications - K*

ISBN: 9798987914502001

Link to Current Content:

[View Current Content](#)

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 3343 of 3538

Current Page Number(s): 6

Location: Procedure 1, Step 9

Link to Updated Content:

[View Updated Content](#)

Original Text: 9. To learn more about the career of digital animation, play the What Does an Animator do? Video by Everpost. Then pose the following questions to begin a class discussion.

Updated Text: 11. State that students will now watch a video to learn more about the career of digital animation.

- a. Ask students to brainstorm what applications could be used to access and watch a video in the classroom.
 - i. Student responses may vary, but could include a web browser application or a specific video application like YouTube.
 - b. Play the What Does an Animator do? video by Everpost on a video application.
12. Then, pose the following questions to begin a class discussion.

Publisher: Coder Kids, Inc. DBA Ellipsis Education

Technology Applications, Grade 1

Program: *Texas Technology Applications - 1: TEKS*

Component: *Texas Technology Applications - 1*

ISBN: 9798987914519001

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 7 to 8

Location: Procedure 2, Steps 9 to 10

Link to Updated Content:

[View Updated Content](#)

Original Text: 9. Instruct students to complete this challenge independently. Monitor students' progress and provide support as needed.

- a. Encourage students to drag and drop the sprites to reposition them in the Stage if desired.
 - b. As a challenge, have students click in the textbox of the say block for one of the sprites, delete the text, and type a different message for the sprite to say.
10. If time permits, have students share their stories with one another as they finish.

Updated Text: 9. Instruct students to complete this challenge independently. Monitor students' progress and provide support as needed.

- a. Encourage students to drag and drop the sprites to reposition them in the Stage if desired.
 - b. As a challenge, have students click in the textbox of the say block for one of the sprites, delete the text, and type a different message for the sprite to say.
10. Have students use and/or connect their devices to a projector, smartboard, or another similar device to share their original programs with the class.
- a. Encourage students to explain how they created their projects.

Component: *Texas Technology Applications - 1*

ISBN: 9798987914519001

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 3

Location: Procedure 1, Step 7

Link to Updated Content:

[View Updated Content](#)

Original Text: 7. Next, navigate to an image search website and demonstrate how to search for a specific image such as grass or rabbit.

Updated Text: 7. Next, navigate to an image search website on a computer and demonstrate how to search for a specific image such as grass or rabbit.

Publisher: Coder Kids, Inc. DBA Ellipsis Education

Technology Applications, Grade 2

Program: *Texas Technology Applications - 2: TEKS*

Component: *Texas Technology Applications - 2*

ISBN: 9798987914526001

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 5

Location: Procedure 1, Step 12

Link to Updated Content:

[View Updated Content](#)

Original Text: 12. Ask students what tools they think technical writers might use every day. Some of these tools may include the following.

Updated Text: 12. Ask students what devices and software applications they think technical writers might use every day to create content. Compile a list on the board for students to view. Some of these tools may include the following.

Publisher: Coder Kids, Inc. DBA Ellipsis Education

Technology Applications, Grade 4

Program: *Texas Technology Applications - 4: TEKS*

Component: *Texas Technology Applications - 4*

ISBN: 9798987914540001

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 5

Location: Procedure 2, Step 8

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 3345 of 3538

Link to Updated Content:

[View Updated Content](#)

Original Text: 8. Ask the class to brainstorm a list of ways they might incorporate an additional variable into the game. List student responses on the board.

Updated Text: 8. Ask the class to brainstorm a list of ways they might incorporate an additional variable into the game. List student responses on the board. Alternatively, have students discuss possible solutions with a partner.

Component: *Texas Technology Applications - 4*

ISBN: 9798987914540001

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 6

Location: Procedure 3, Step 2

Link to Updated Content:

[View Updated Content](#)

Original Text: 2. If time allows, debrief the Ask, Imagine, and Plan steps students completed today while following the design process. Pose the questions below.

Updated Text: 2. Debrief the Ask, Imagine, and Plan steps students completed today while following the design process. Pose the questions below.

Publisher: Compusolar, Inc.

Technology Applications, Grade 6

Program: *Tech Essentials: TEKS*

Component: *Student Material*

ISBN: 9781946113030SM

Link to Current Content:

[View Current Content](#)

Current Page Number(s): Chapter 11, Lesson 4

Location: "Personal Skills" , "Setting Goals" sections

Link to Updated Content:

[View Updated Content](#)

Original Text: Original text spans one or more paragraphs or sections. Please see the original URL and description of location for original content.

Updated Text: The "Working Independently within a Group" section has been added to this page to identify this overall strategy, and the sections further down itemizing the main efforts for Activity #1, 2, and 4 have been updated to specify what students will do independently and how the group moves forward in the next stage by selecting one output (or combining the best of student work) from the previous stage.

Component: *Student Material*

ISBN: 9781946113030SM

Link to Current Content:

[View Current Content](#)

Current Page Number(s): Chapter 11, Activity 1 Instructions

Location: "Define Your App" section, last paragraph before red callout

Link to Updated Content:

[View Updated Content](#)

Original Text: Original text spans one or more paragraphs or sections. Please see the original URL and description of location for original content.

Updated Text: Please see updates to the "Project Plan", "Requirements Document", and "Submitting Your Work" sections in Activity 1.

Component: *Student Material*

ISBN: 9781946113030SM

Link to Current Content:

[View Current Content](#)

Current Page Number(s): Chapter 11, Activity 2 Instructions

Location: First Paragraph

Link to Updated Content:

[View Updated Content](#)

Original Text: Original text spans one or more paragraphs or sections. Please see the original URL and description of location for original content.

Updated Text: Please see updates to the first paragraph, "Create a Flowchart or Pseudocode", "Create a Design Document", and "Submitting Your Work" sections in Activity 2. We also added a new "Selecting the Final Project Plan and Requirements Document" section where the group will select/merge output from Activity 1.

Component: *Student Material*

ISBN: 9781946113030SM

Link to Current Content:

[View Current Content](#)

Current Page Number(s): Chapter 11, Activity 4 Instructions

Location: First paragraph, "Create a Test Plan", and "Submitting Your Work"

Link to Updated Content:

[View Updated Content](#)

Original Text: Original text spans one or more paragraphs or sections. Please see the original URL and description of location for original content.

Updated Text: Please see updates to the first paragraph, "Create a Test Plan", and "Submitting Your Work" sections in Activity 4. We also added a new "Selecting the Final Test Plan" section where the group will select/merge output from individual test plans.

Component: *Student Material*

ISBN: 9781946113030SM

Link to Current Content:

[View Current Content](#)

Current Page Number(s): Chapter 11, Lesson 4

Location: "Personal Skills" section

Link to Updated Content:

[View Updated Content](#)

Original Text: Original text spans one or more paragraphs or sections. Please see the original URL and description of location for original content.

Updated Text: The "Working Independently within a Group" section has been added to this page to identify this overall strategy, and the sections further down itemizing the main efforts for Activity #1, 2, and 4 have been updated to specify what students will do independently and how the group moves forward in the next stage by selecting one output (or combining the best of student work) from the previous stage. We have also removed the phrase "(or as a team)" from the Personal Skills section and added examples more relevant to personal software design. We have removed the "Group" descriptor from the name of the chapter throughout the lesson and activity headers at the top.

Component: *Student Material*

ISBN: 9781946113030SM

Link to Current Content:

[View Current Content](#)

Current Page Number(s): Chapter 11, Activity 1 Instructions

Location: "Form Teams" section, red callout, "Define Your App" section, last paragraph before red callout, "Project Plan" section, first paragraph

Link to Updated Content:

[View Updated Content](#)

Original Text: Original text spans one or more paragraphs or sections. Please see the original URL and description of location for original content.

Updated Text: Please see updates to the "Project Plan", "Requirements Document", and "Submitting Your Work" sections in Activity 1. Additional personal skills were added to Lesson 4 and reinforced in the "Project Plan" and "Requirements Documents" sections in Activity 1. We have removed the phrase "and your team" from "Define Your App" and the "Group" descriptor from the name of the chapter throughout the activity headers at the top.

Component: *Student Material*

ISBN: 9781946113030SM

Link to Current Content:

[View Current Content](#)

Current Page Number(s): Chapter 11, Activity 2 Instructions

Location: Second paragraph

Link to Updated Content:

[View Updated Content](#)

Original Text: Original text spans one or more paragraphs or sections. Please see the original URL and description of location for original content.

Updated Text: Please see updates to the first paragraph, "Create a Flowchart or Pseudocode", "Create a Design Document", and "Submitting Your Work" sections in Activity 2. We also added a new "Selecting the Final Project Plan and Requirements Document" section where the group will select/merge output from Activity 1. We have removed the "Group" descriptor from the name of the chapter throughout the activity headers at the top.

Component: *Student Material*

ISBN: 9781946113030SM

Link to Current Content:

[View Current Content](#)

Current Page Number(s): Chapter 11, Activity 4 Instructions

Location: First paragraph, "Create a Test Plan", and "Submitting Your Work"

Link to Updated Content:

[View Updated Content](#)

Original Text: Original text spans one or more paragraphs or sections. Please see the original URL and description of location for original content.

Updated Text: Please see updates to the first paragraph, "Create a Test Plan", and "Submitting Your Work" sections in Activity 4. We also added a new "Selecting the Final Test Plan" section where the group will select/merge output from individual test plans. We have removed the "Group" descriptor from the name of the chapter throughout the activity headers at the top.

Publisher: Coder Kids, Inc. DBA Ellipsis Education

Technology Applications, Grade 8

Program: *Texas Technology Applications - 8: TEKS*

Component: *Texas Technology Applications - 8*

ISBN: 9798987914588001

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 2

Location: Procedure 1; Step 2

Link to Updated Content:

[View Updated Content](#)

Original Text: 2. Follow this link to watch a short video about the history of computer science.

Updated Text: 2. Play The Origin and History of Computer Science? video by Art of the Problem to watch a short video about the history of computer science.

Publisher: Compusolar, Inc.

Technology Applications, Grade 8

Program: *Tech Essentials: TEKS*

Component: *Student Material*

ISBN: 9781946113030SM

Link to Current Content:

[View Current Content](#)

Current Page Number(s): Chapter 10, Lesson 3

Location: "Variables and Assignment Statements", "Input and Output", "Mathematical, Comparison, Logical Operators", "Making Decisions", and "Creating Loops" sections

Link to Updated Content:

[View Updated Content](#)

Original Text: Original text spans one or more paragraphs or sections. Please see the original URL and description of location for original content.

Updated Text: We have expanded the "Example Pseudocode - Drawing a Spiral" section in this lesson with analysis of key patterns and features, starting with the paragraph "When reading pseudocode, there are several points of analysis you can study...". Similarly, the "Example Pseudocode - Summing Integers" section now has an analysis walk-through starting with the paragraph "Let's analyze this pseudocode..."

Component: *Student Material*

ISBN: 9781946113030SM

Link to Current Content:

[View Current Content](#)

Current Page Number(s): Chapter 10, Lesson 3

Location: Yellow Callout Box in "When to Use Pseudocode and Flowcharts" section

Link to Updated Content:

[View Updated Content](#)

Original Text: Original text spans one or more paragraphs or sections. Please see the original URL and description of location for original content.

Updated Text: We have added a yellow call-out box in the "When to Use Pseudocode and Flowcharts" section highlighting when pseudocode is used in the context of a project timeline.

Component: *Student Material*

ISBN: 9781946113030SM

Link to Current Content:

[View Current Content](#)

Current Page Number(s): Chapter 11, Lesson 1

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 3350 of 3538

Location: "Project Planning and Timelines" and "Group Collaboration" sections

Link to Updated Content:

[View Updated Content](#)

Original Text: Original text spans one or more paragraphs or sections. Please see the original URL and description of location for original content.

Updated Text: We have updated the "Design Phase" section in this lesson to specify that pseudocode is part of this step in the project timeline - see the last paragraph and yellow call-out box. Also, as suggested, in the lesson's "Sample Documents" section, we have added pseudocode to the "Project Plan Template" documents (DOCX and PDF) in the "Project Timeline" section under "Design Phase". We also listed pseudocode in the "Design Template" documents (DOCX and PDF) in the "Detailed Component Design" section.

Component: *Student Material*

ISBN: 9781946113030SM

Link to Current Content:

[View Current Content](#)

Current Page Number(s): Chapter 11, Lesson 1

Location: "Project Planning and Timelines" and "Group Collaboration" sections

Link to Updated Content:

[View Updated Content](#)

Original Text: Original text spans one or more paragraphs or sections. Please see the original URL and description of location for original content.

Updated Text: We have enhanced the "Work with Me: Robot Chef Pseudocode" as suggested to include a delivery timeline statement as part of the pseudocode requirements.

Component: *Student Material*

ISBN: 9781946113030SM

Link to Current Content:

[View Current Content](#)

Current Page Number(s): Chapter 11, Activity 1 Instructions

Location: "Project Plan" section

Link to Updated Content:

[View Updated Content](#)

Original Text: Original text spans one or more paragraphs or sections. Please see the original URL and description of location for original content.

Updated Text: We have added text underneath the first bullet in the "Project Plan" section to enumerate the timeline's design phase deliverables, including pseudocode.

Component: *Student Material*

ISBN: 9781946113030SM

Link to Current Content:

[View Current Content](#)

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 3351 of 3538

Current Page Number(s): Chapter 11, Activity 2 Instructions

Location: Second paragraph

Link to Updated Content:

[View Updated Content](#)

Original Text: Original text spans one or more paragraphs or sections. Please see the original URL and description of location for original content.

Updated Text: Please see the new second paragraph under the "Selecting the Final Project Plan and Requirements Document" section.

Component: *Student Material*

ISBN: 9781946113030SM

Link to Current Content:

[View Current Content](#)

Current Page Number(s): Chapter 11, Activity 3 Instructions

Location: Second paragraph

Link to Updated Content:

[View Updated Content](#)

Original Text: Original text spans one or more paragraphs or sections. Please see the original URL and description of location for original content.

Updated Text: Please see the new second paragraph under the "Selecting the Design Elements" section.

Component: *Student Material*

ISBN: 9781946113030SM

Link to Current Content:

[View Current Content](#)

Current Page Number(s): Chapter 11, Activity 4 Instructions

Location: Second paragraph

Link to Updated Content:

[View Updated Content](#)

Original Text: Original text spans one or more paragraphs or sections. Please see the original URL and description of location for original content.

Updated Text: Please see the new second paragraph under the "Selecting the Final Test Plan" section.

Component: *Student Material*

ISBN: 9781946113030SM

Link to Current Content:

[View Current Content](#)

Current Page Number(s): Chapter 12, Lesson 4

Location: "Work with Me" Exercise #3

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 3352 of 3538

Link to Updated Content:

[View Updated Content](#)

Original Text: Original text spans one or more paragraphs or sections. Please see the original URL and description of location for original content.

Updated Text: We have updated the 3rd "Work with Me" exercise at the bottom of the page to introduce a variety of new technologies the students can explore (instead of focusing on a new feature of a familiar technology).

Component: *Student Material*

ISBN: 9781946113030SM

Link to Current Content:

[View Current Content](#)

Current Page Number(s): Citizenship Challenges Activity

Location: Click "Teacher Preview" then "L4.1: AI Research"

Original Text: Original text spans one or more paragraphs or sections. Please see the original URL and description of location for original content.

Updated Text: No changes made - instructions for finding content on original citation were reiterated.

Component: *Student Material*

ISBN: 9781946113030SM

Link to Current Content:

[View Current Content](#)

Current Page Number(s): Chapter 2, Lesson 4

Location: "Trends, Inferences, and Predictions" and "Transforming Data with Simple Formulas" sections

Link to Updated Content:

[View Updated Content](#)

Original Text: Original text spans one or more paragraphs or sections. Please see the original URL and description of location for original content.

Updated Text: We have added a "Using Digital Tools to Innovate" section near the bottom of this lesson to address this breakout.

Component: *Student Material*

ISBN: 9781946113030SM

Link to Current Content:

[View Current Content](#)

Current Page Number(s): Chapter 2, Lesson 4

Location: "Work with Me" Exercise - students will use spreadsheets to make predictions (analysis question #4)

Link to Updated Content:

[View Updated Content](#)

Original Text: Original text spans one or more paragraphs or sections. Please see the original URL and description of location for original content.

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 3353 of 3538

Updated Text: We have added the "Work with Me #2: Robotics Competition" exercise near the bottom of this lesson to address this breakout.

Component: *Student Material*

ISBN: 9781946113030SM

Link to Current Content:

[View Current Content](#)

Current Page Number(s): Chapter 2, Lesson 4

Location: "Trends, Inferences, and Predictions" and "Transforming Data with Simple Formulas" sections

Link to Updated Content:

[View Updated Content](#)

Original Text: Original text spans one or more paragraphs or sections. Please see the original URL and description of location for original content.

Updated Text: We have added a "Using Digital Tools to Innovate" section near the bottom of this lesson to address this breakout.

Component: *Student Material*

ISBN: 9781946113030SM

Link to Current Content:

[View Current Content](#)

Current Page Number(s): Chapter 2, Lesson 4

Location: "Work with Me" Exercise - students will use transformed spreadsheet data to create new business plans (analysis questions #1 - #4)

Link to Updated Content:

[View Updated Content](#)

Original Text: Original text spans one or more paragraphs or sections. Please see the original URL and description of location for original content.

Updated Text: We have added the "Work with Me #2: Robotics Competition" exercise near the bottom of this lesson to address this breakout.

Component: *Student Material*

ISBN: 9781946113030SM

Link to Current Content:

[View Current Content](#)

Current Page Number(s): Chapter 5, Lesson 3

Location: "Citing Online Sources" and "MLA (Modern Language Association)" section

Link to Updated Content:

[View Updated Content](#)

Original Text: Original text spans one or more paragraphs or sections. Please see the original URL and description of location for original content.

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Updated Text: We have updated the "Modern Language Association (MLA)" section to describe citations for a variety of digital media, including web articles, e-books, and videos.

Component: *Student Material*

ISBN: 9781946113030SM

Link to Current Content:

[View Current Content](#)

Current Page Number(s): Chapter 12, Lesson 3

Location: "Creative Commons Licensing and Open Source" section - first paragraph

Link to Updated Content:

[View Updated Content](#)

Original Text: Original text spans one or more paragraphs or sections. Please see the original URL and description of location for original content.

Updated Text: We have added a "Citing Intellectual Property" section describing multiple citation formats for digital IP.

Component: *Student Material*

ISBN: 9781946113030SM

Link to Current Content:

[View Current Content](#)

Current Page Number(s): Chapter 5, Lesson 3

Location: "Work with Me" Exercise #2 - Students will find articles online and practice creating citations

Link to Updated Content:

[View Updated Content](#)

Original Text: Original text spans one or more paragraphs or sections. Please see the original URL and description of location for original content.

Updated Text: We have expanded the "Work with Me #2: Sample Citations" exercise to include student-generated citations for 3 different forms of digital media.

Component: *Student Material*

ISBN: 9781946113030SM

Link to Current Content:

[View Current Content](#)

Current Page Number(s): Chapter 12, Lesson 3

Location: "Work with Me" Exercise #3 - Students will explore Creative Commons licensing, including citation of authors of original work

Link to Updated Content:

[View Updated Content](#)

Original Text: Original text spans one or more paragraphs or sections. Please see the original URL and description of location for original content.

Updated Text: We have added a new exercise, "Work with Me #4: Creating Citations for Digital IP" at the end of this lesson.

Component: *Student Material*

ISBN: 9781946113030SM

Link to Current Content:

[View Current Content](#)

Current Page Number(s): Chapter 1, Lesson 3

Location: "File Tags" section

Link to Updated Content:

[View Updated Content](#)

Original Text: Original text spans one or more paragraphs or sections. Please see the original URL and description of location for original content.

Updated Text: We have added a new "AI in File Management" section at the end of the lesson to address emerging digital organization strategies.

Component: *Student Material*

ISBN: 9781946113030SM

Link to Current Content:

[View Current Content](#)

Current Page Number(s): Chapter 1, Lesson 4

Location: All sections

Link to Updated Content:

[View Updated Content](#)

Original Text: Original text spans one or more paragraphs or sections. Please see the original URL and description of location for original content.

Updated Text: The "Sharing and Collaboration" section at the end now highlights use of cloud storage as an emerging file management strategy due to recent shifts in use of mobile devices and remote work.

Component: *Student Material*

ISBN: 9781946113030SM

Link to Current Content:

[View Current Content](#)

Current Page Number(s): Chapter 1, Lesson 3

Location: "Work with Me" Exercise #2 - students will practice tagging files on a computer

Link to Updated Content:

[View Updated Content](#)

Original Text: Original text spans one or more paragraphs or sections. Please see the original URL and description of location for original content.

Updated Text: We have added a new exercise at the end of the lesson, "Work with Me #3: AI File Management", to allow students to implement a basic AI-based file organization strategy

Component: *Student Material*

ISBN: 9781946113030SM

Link to Current Content:

[View Current Content](#)

Current Page Number(s): Chapter 1, Lesson 4

Location: "Work with Me" Exercise - students will practice and analyze effective use of cloud and network storage locations

Link to Updated Content:

[View Updated Content](#)

Original Text: Original text spans one or more paragraphs or sections. Please see the original URL and description of location for original content.

Updated Text: The "Work with Me: Transferring Files Online" exercise at the end of this lesson is the first of many opportunities for students to leverage cloud services to store, share, and publish files online. Because we classify use of cloud storage as an emerging organizational strategy, any student exercise within the course that asks students to manage files in the cloud should meet this breakout criteria.

Publisher: eDynamic Holdings LP

Technology Applications, Grade 8

Program: *Middle School Tech Apps Grade 8: TEKS*

Component: *Middle School Tech Apps Grade 8*

ISBN: 9781959433576

Link to Current Content:

[View Current Content](#)

Location: Unit 4, Activity 1, "How Can I Develop an Algorithm to Solve a Problem?" Introduction paragraphs under "Required Materials" and Steps 1-4

Original Text: How Can I Develop an Algorithm to Solve a Problem?

Required Materials

Word processing software

CodeSkulptor3

Google Maps, TikTok, Instagram, and Venmo—these applications took software developers years of trial and error and rounds of debugging to make them what they are today. While a team of software engineers make it look easy, all developers begin learning to program by writing basic computer code. And building programming skills takes practice.

In this activity, you will get practice writing code in Python to develop an algorithm that can solve different problems. Then, you will focus on an algorithm for a specific task to solve a specific problem.

Step 1: Explore CodeSkulptor3

CodeSkulptor3 allows you to develop Python-based code and run a program in its simulated environment. Before you start working with the Python code, you should be familiar with the layout of this website.

Menu

On the left-hand side of CodeSkulptor3's interface, you will find a list of menu options. You may use any or all of these functions while working with in CodeSkulptor3, so take some time to test them and see how they work.

CodeSkulptor3 menu displaying these options: Run, Reset, Save, New URL, Download, Load, Join, Docs, and About.
CodeSkulptor4.

Open a new word processing document and add this heading at the top: CodeSkulptor3's Menu Options.

Below that, set up these subheadings: Run, Reset, Save, New URL, Download, Load, Join, Docs, and About.

Once these headings are set up, explain the purpose of each option as they are used in CodeSkulptor3.

Code

To the right of the menu, in the middle of the screen, there is a window named "Code." This is where you can develop, edit, and run code.

CodeSkulptor3 default coding window with preloaded code.

CodeSkulptor4.

Output

Lastly, on the right-hand side of your screen is a blank window named "Output." This is where a program's output appears when it is run.

Take a moment to explore the preloaded code. Run it to give you an idea of how CodeSkulptor3 works.

Step 2: Revise a String

In this step, you will develop, compare, and improve algorithms for a specific task. You will do this by revising some code to create new output that is all your own! Start by doing the following:

Delete the default code from CodeSkulptor3's coding window.

Copy and paste the code below into the coding window.

```
print("What's up, everybody!?")
```

Next, insert revise the text inside of the quotation marks to read whatever you want!

Note: If you receive a syntax error message when you run this code, double check the quotation marks or apostrophe. Be careful to revise only what you see within quotation marks.

Once your code runs as expected, do two things:

Generate a new URL for the revised code (see Step 1 for a reminder about how to do this)

Take a screenshot of your output window

You'll need to submit both later.

Step 3: Ask for Input and Make an Assignment

Now that you're starting to get the hang of it, we'll add two new elements: an input and assignment. These will help you to develop, compare, and improve algorithms to solve a problem. While the program below only includes two lines of code, you need to make sure that the output generated answers the particular question asked.

Type the following algorithm into CodeSkulptor3 and see what happens:

```
name = input("What is your name?\n")
print ("Hi, " + name + ".")
```

How did it look? The following is an example of what you should see once you run the program.

CodeSkulptor3 dialog box prompting the user with the question, “What is your name?”

CodeSkulptor4.

After you type your name and click Enter, you should see a greeting in the output window. Simple, right?

Now it’s your turn! Just as you revised a string in the previous step, in this step you will revise the question prompt, anticipate the response, and print a message in the output window.

If your code doesn’t run, double check that the spacing and punctuation is still formatted correctly.

Once your code runs successfully:

Generate a new URL for the revised code

Take a screenshot of your output window

You’ll submit both later.

Step 4: Compare Your Code

In this step, you will compare the algorithms you used in the previous two steps.

Recreate the following table in your word processing document.

Look back at the algorithms that you created in Step 2 and Step 3.

Explain how these algorithms are similar to and different from one another.

Updated Text: How Can I Use Loops and Iterations in a TextBased Program?

Required Materials

- Word processing software
- CodeSkulptor3

In the lessons, we learned that loops and iterations are ways to describe an action that repeats. For example, if you’ve ever seen a robotic vacuum, you probably noticed how it operates on its own. That’s because someone programmed the robot to repeat specific actions until either an object is detected or the pattern of the room changes. Although you will not program a vacuum in this activity, you will analyze the benefits of using iteration (code and sequence repetition) in a program. You will also create text-based programs using a software design process and combine control structures, including loops and conditionals, to address real-world situations

Step 1: Practice Using Variables

As with the previous activity, you will be using CodeSkulptor3, so launch it in your browser. You will be working with the code provided below to construct named variables with different data types and perform an operation on the value for each variable. Type the following lines into the coding window of CodeSkulptor3 and run the program:

What happened? If all you see is the number 3 and the name “Scott” below it, then your code works! Now, it’s your turn! Create new values for x and y and then see if your code still runs successfully. In a new word processing document, record the following items to submit later:

- URL to your revised code containing new values for the x and y variables
- Screenshot of the output showing that the program ran successfully,

This is good information to have and to know, but what if we wanted this to become more generalized? Remember that abstraction is simplifying complex problems down to their most basic components by taking away the smaller details. Generalization is ensuring the algorithm can be used in different scenarios.

One way to do this is to modify the existing code to accept user input. The example we used above is a form of hard coding. Hard coding in this scenario assigns specific values to the variables in the code. This does not allow for flexibility in different scenarios. What can we do? If you remember from the lesson, we were able to allow a user to type in their own values using the input and float function. Copy the following code into CodeSkulptor3:

Once you have copied the code, hit run and you will see the input prompt box. Enter a value for x and then a value for y. You will notice that the output box shows the sum of then numbers you have input for x and y. Notice that this makes the algorithm more generalized because you can now work with any number the user inputs!

Step 2: Coding Loops with Words

In this step, you will work with the following new code:

Before you proceed, here are some things you should know about the algorithm:

- There is a list, or array, assigned to the variable "languages."
- Within this array, there are multiple pieces of data that can be referenced. In this case, they are different programming languages.
- The for loop counts how many items are in the list and then assigns them to the item variable. • The loop will continue to assign and print each item in the array until none are left. Now copy, paste, and run the code in CodeSkulptor3 so that you can observe how this loop operates in Python

This hard coding is great, but what if we wanted to generate different lists based on user input? By doing so you will be practicing abstraction by developing a generalized algorithm that can solve different types of problems. In this scenario, your problem is that you need to create different lists based on user input. To do this, copy the following code into CodeSkulptor3:

Run the code as we have in the previous examples and respond to the user input line. In this example, we have stripped down the original code to its bare parts, abstraction, and allowed for multiple different uses associated with creating a list, generalization.

Step 3: Revise a Loop

Are you ready to create your own loop using Python in CodeSkulptor3? Great! Be sure to use the following criteria when creating your loop:

- Develop a list that contains AT LEAST SIX items. You could consider things like sports, days of the week, movies, etc., but feel free to populate your list with your favorite things!
- In your word processing document, record the new URL for your code and take a screenshot of your output to submit later. If you are a beginner with Python, you can use the same code as we used in Step 3. Simply swap out the content to meet the new criteria. For convenience, the code from Step 2 is copied here:

Give it a try! Practice abstraction by developing a generalized algorithm that can solve different types of problems by modifying the code above.

Step 4: Coding Loops with Letters

Now that you've created a loop using six words of your choosing, let's try something new. In this step, you will loop through a word or phrase and individually output each letter on a new line. Start by copying and pasting the code below

into CodeSkulptor3. Don't forget to run the code so that you can see the output.

Now that you have seen how this example works, it's your turn to come up with a word or phrase of your own so that you can create your own loop using letters.

- Copy and paste this code into the coding window of CodeSkulptor3.
- Replace the string "I love to code" with a word or phrase of your own.
- In your word processing document, record the new URL for your code and take a screenshot of your output to submit later

Step 5: Combine Control Structures

Now, you will modify and implement previously written code to develop new and improved programs by working with the if/else statements (also referred to as control structures). In CodeSkulptor3, clear the coding window and copy and paste in the following code:

When you run the program, you'll notice that the output says that the variable "value" is less than the variable "threshold" because 2 is less than 9. Manipulate the code by changing the value of at least one variable so that the output will read "above threshold." Record the following in your word processing document to submit later:

- URL to your revised code
- Screenshot of the output screen after running the program

Component: *Middle School Tech Apps Grade 8*

ISBN: 9781959433576

Link to Current Content:

[View Current Content](#)

Location: Unit 2, Activity 3, "How Can I Save This For Later?" paragraph under "Required Materials" and Steps 1, 2, 4, and 5.

Original Text: How Can I Save This for Later?

Required Materials

Google Drive (requires login)

Have you ever tried to upload a specific file to a website, only to see a response like this: "Unable to save. Pick a new file type." It can be so frustrating! While websites now accept a wider variety of file types, you still need to understand how to implement independently effective file-management strategies, including file-naming conventions, the use of local and remote locations, and the emergence of digital organization strategies.

Step 1: Create and Organize Folders in Google Drive

The first step in this activity is to create and organize folders in Google Drive. You may already have files and folders from other projects, but you will need a new folder for this activity.

Following this checklist will help you set up your folder structure:

Create a new folder and name it "MSTechApps8_Unit2_Activity3."

In your MSTechApps8_Unit2_Activity3 folder, create three subfolders:

Presentations

Documents

Spreadsheets

In the Presentations folder, create a new Google Slides presentation and name it "Sample Presentation." (No content has to be added to the presentation.)

In the Documents folder, create a new document in Google Docs and name it "Sample Document." (No content has to be

added to the document.)

In the Spreadsheets folder, create a new spreadsheet in Google Sheets and name it "Sample Spreadsheet." (No content has to be added to the spreadsheet.)

Take a screenshot of your eDL folder and its subfolders.

Step 2: Add Content to a File of Your Choice

For this step, you will choose one of the files that you created (and which is still currently empty) and add content to it. You are free to choose the content of the file, but here are some general suggestions that might make this step easier for you:

Suggested File Content

Tool Suggested Idea

Google Docs Journal entry, Notes-Grocery list, Thank-you note for a friend or family member

Google Sheets Checklist-Data, Weather forecast for a city, Basic budget

Google Slides An invitation (to a party or event), Cookbook-Slides for a presentation, Photo album

Step 3: Use Shortcuts to Your Advantage

Employing shortcuts can make life much simpler. Because you are using tools provided by Google Workspace, Google offers its own set of keyboard shortcuts, depending on which operating system (OS) you are using.

From the Google Workspace Learning Center, choose the program that you used to add content to one of your files in Step 2 (Docs, Sheets, or Slides).

Once you make your choice, it will link you to a list of keyboard shortcuts for that program. The example below shows keyboard shortcuts for Google Docs.

Google Docs Keyboard Shortcuts

Common Actions	Windows/Chrome OS	Mac
Copy	Ctrl + C	Cmd + C
Cut	Ctrl + X	Cmd + X
Paste	Ctrl + V	Cmd + V
Paste without formatting	Ctrl + Shift + V	Cmd + Shift + V
Undo	Ctrl + Z	Cmd + Z
Redo	Ctrl + Shift + Z	Cmd + Shift + Z
Insert or edit link	Ctrl + K	Cmd + K
Find	Ctrl + F	Cmd + F

After reviewing the keyboard shortcuts for your chosen program and operating system, record your choice and the use of AT LEAST FIVE shortcuts in your file. Copy the table below to use for your responses (one action has been added as an example of how to complete this table):

File Shortcuts

Action	Keyboard Shortcut	Usage
Copy	Cmd/Ctrl + C	This shortcut was used to copy a section of text within a part of my document.

Once you complete the table, take a screenshot and save it to submit to your instructor.

Step 4: Convert Your File

Sharing your files with other people means making those files available in a format that is freely accessible to others, even if they don't use the same tools you do. Regardless of the file that you created, you will need to convert it into a .PDF file. When working in the Google environment, you can convert a file by clicking on File > Download > PDF Document, as shown below.

Menu options for the process of downloading a document as a .PDF file from Google Docs.
Google Docs™ web-based word-processing program is a product of Google LLC.

Updated Text: Step 1: Create and Organize Folders in Google Drive

The first step in this activity is to create and organize folders in Google Drive. You may already have files and folders from other projects, but you will need a new folder for this activity.

Following this checklist will help you set up your folder structure:

- Create a new folder and name it “MSTechApps8_Unit2_Activity3.”
- In your MSTechApps8_Unit2_Activity3 folder, create three subfolders:
 - Presentations
 - Documents
 - Spreadsheets
- Now let’s name and tag our folders. In the Presentations folder, create a new Google Slides presentation and name it “Sample Presentation.” (No content has to be added to the presentation.)
 - o Tag this file as “Presentation .”.
- In the Documents folder, create a new document in Google Docs and name it “Sample Document.” (No content has to be added to the document.)
 - o Tag this file as “Document.”.
- In the Spreadsheets folder, create a new spreadsheet in Google Sheets and name it “Sample Spreadsheet.” (No content has to be added to the spreadsheet.)
 - o Tag this file as “Spreadsheet.”.
- In the Presentations folder, create a new Google Slides presentation and name it “Sample Presentation.” (No content has to be added to the presentation.)
- In the Documents folder, create a new document in Google Docs and name it “Sample Document.” (No content has to be added to the document.)
- In the Spreadsheets folder, create a new spreadsheet in Google Sheets and name it “Sample Spreadsheet.” (No content has to be added to the spreadsheet.)

Take a screenshot of your eDL folder and its subfolders.

Step 2: Add Content to a File of Your Choice

For this step, you will choose one of the files that you created (and which is still currently empty) and add content to it. You are free to choose the content of the file, but here are some general suggestions that might make this step easier for you:

[...]

Step 4: Convert Your File

Sharing your files with other people means making those files available in a format that is freely accessible to others, even if they don’t use the same tools you do. Regardless of the file that you created, you will need to convert it into a .PDF file. When working in the Google environment, you can convert a file by clicking on File > Download > PDF Document, as shown below.

[...]

Step 5: What to Submit Folder Structure Folder Structure

To practice your new digital organization strategies, you will need to submit the following items in the appropriate hierarchal folder structure:

You will need to submit the following items to your instructor:

- Screenshots:
 - o Top-level folder in the hierarchy named eDL Unit 2 Activity 3 (Step 1)
 - o Subfolders for Presentations, Documents, and Spreadsheets (Step 1)
 - o A .PDF file of the content that you created in Step 2 placed within the subfolders in the hierarchy (Step 3)
- To do so, use what you learned in the lesson to back up the files to Google Drive, Dropbox, or a similar file-

sharing service (preferably the one your school prefers). Once it's backed up in the cloud, share the folder with your instructor.

Publisher: B.E. Publishing, Inc.

Anatomy and Physiology

Program: *Understanding Anatomy & Physiology (Texas Edition): TEKS*

Component: *Understanding Anatomy & Physiology - Workbook*

ISBN: 9781719648721

Link to Current Content:
[View Current Content](#)

Current Page Number(s): 300

Location: Ch. 20: Workbook page 300, page 310 of PDF reader. Question 10 renumbered to question 12 to make room for two new questions.

Link to Updated Content:
[View Updated Content](#)

Original Text: 10. The small tube that conveys urine away from the bladder and out of the body is the (ureter) (urethra).

Updated Text: 12. The small tube that conveys urine away from the bladder and out of the body is the (ureter) (urethra).

Component: *Understanding Anatomy & Physiology - Workbook*

ISBN: 9781719648721

Link to Current Content:
[View Current Content](#)

Current Page Number(s): 300

Location: Ch. 20: Workbook page 300, page 310 of PDF reader. Question 11 renumbered to question 13 to make room for two new questions.

Link to Updated Content:
[View Updated Content](#)

Original Text: 11. In females, the urethra is approximately (6 cm or 2.4 inches) (3 cm or 1.2 inches).

Updated Text: 13. In females, the urethra is approximately (6 cm or 2.4 inches) (3 cm or 1.2 inches)

Component: *Understanding Anatomy & Physiology - Workbook*

ISBN: 9781719648721

Link to Current Content:
[View Current Content](#)

Current Page Number(s): 300

Location: Ch. 20: Workbook page 300, page 310 of PDF reader. Question 12 renumbered to question 14 to make room for two new questions.

Link to Updated Content:

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 3364 of 3538

[View Updated Content](#)

Original Text: 12. In males, the urethra is approximately (20 cm or 7.9 inches) (15 cm or 6 inches).

Updated Text: 14. In males, the urethra is approximately (20 cm or 7.9 inches) (15 cm or 6 inches).

Component: *Understanding Anatomy & Physiology - Workbook*

ISBN: 9781719648721

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 300

Location: Ch. 20: Workbook page 300, page 310 of PDF reader. Question 13 renumbered to question 15 to make room for two new questions.

Link to Updated Content:

[View Updated Content](#)

Original Text: 13. The (male) (female) urethra shares function with the reproductive system.

Updated Text: 15. The (male) (female) urethra shares function with the reproductive system.

Component: *Understanding Anatomy & Physiology - Workbook*

ISBN: 9781719648721

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 242

Location: Ch. 17: Workbook page 242, page 252 of PDF reader. First sentence in Describe the Process: Maintenance of Blood Pressure activity removed

Link to Updated Content:

[View Updated Content](#)

Original Text: The maintenance of blood pressure is crucial for normal body functioning

Updated Text: n/a - sentence was removed

Component: *Understanding Anatomy & Physiology - Textbook*

ISBN: 9781719648714

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 540

Location: Page 540 of textbook, page 560 of PDF reader. New content added.

Link to Updated Content:

[View Updated Content](#)

Original Text: NA

Updated Text: New "Fast Fact" section added to the lower part of the page:

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 3365 of 3538

Becoming sexually active during adolescence carries many risks, such as acquiring a sexually transmitted disease or becoming pregnant. The risk for girls is even greater and includes developing a reproductive tract infection and even cervical cancer. There are many emotional risks, too, with many experiencing such issues as depression, anxiety, and low self-esteem.

Publisher: B.E. Publishing, Inc.

Anatomy and Physiology

Program: *Understanding Anatomy & Physiology (Texas Edition): ELPS*

Component: *Understanding Anatomy & Physiology - Textbook*

ISBN: 9781719648714

Link to Current Content:

[View Current Content](#)

Current Page Number(s): Page 29 of Text, Page 49 of PDF reader

Location: Page 29 of text, Page 49 of PDF reader. Talking points section. Last sentence of the first paragraph.

Link to Updated Content:

[View Updated Content](#)

Original Text: Verbal techniques include speaking slowly in a moderate tone, confirming the patient's thoughts or feelings, summarizing what you heard the patient say, and choosing clear and simple terms and avoiding medical jargon.

Updated Text: Verbal techniques include speaking slowly in a moderate tone, confirming the patient's thoughts or feelings, summarizing what you heard the patient say, choosing clear and simple terms, avoiding medical jargon, and keeping it concise.

Component: *Understanding Anatomy & Physiology - Textbook*

ISBN: 9781719648714

Link to Current Content:

[View Current Content](#)

Current Page Number(s): Page 29 of Text, Page 49 of PDF reader

Location: Page 29 of text, Page 49 of PDF reader. Talking points section. Third bullet.

Link to Updated Content:

[View Updated Content](#)

Original Text: What communication techniques would ensure that you express yourself clearly?

Updated Text: What communication techniques would ensure that you express yourself in a clear and concise manner?

Publisher: McGraw Hill

Anatomy and Physiology

Program: *Holes Essentials of Human Anatomy and Physiology TX: TEKS*

Component: *Welsh, Hole's Essentials of Anatomy and Physiology, Texas Student Edition (High School)*

ISBN: 9781265337018

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 3366 of 3538

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 132

Location: Last two sentences of second paragraph

Original Text: Muscle tissues produce body movements, and nervous tissues conduct impulses that help control and coordinate all bodily activities. TABLE 5.1 compares the four major tissue types.

Updated Text: Muscle tissues produce body movements, and nervous tissues conduct impulses that control and coordinate bodily activities. TABLE 5.1 compares the cell and interstitial (between cell) material characteristics of the four major tissue types.

Component: *Welsh, Hole's Essentials of Anatomy and Physiology, Texas Student Edition (High School)*

ISBN: 9781265337018

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 133

Location: Use the practice Box

Original Text: Create a graphic organizer to differentiate among the four major types of tissue: epithelial, connective, muscle, and nervous.

Updated Text: Create a graphic organizer to compare and contrast among the four major types of tissue: epithelial, connective, muscle, and nervous.

Component: *Welsh, Hole's Essentials of Anatomy and Physiology, Texas Student Edition (High School)*

ISBN: 9781265337018

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 134

Location: Second sentence of third paragraph

Original Text: Epithelial cells are tightly packed. Consequently, these cells form protective barriers in such structures as the outer layer of the skin and the lining of the mouth.

Updated Text: Epithelial cells are tightly packed, with little to no interstitial material. These cells form protective barriers in such structures as the outer layer of the skin.

Component: *Welsh, Hole's Essentials of Anatomy and Physiology, Texas Student Edition (High School)*

ISBN: 9781265337018

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 142

Location: Top paragraph

Original Text: They are spread apart with an abundance of extracellular material, called the matrix, lying between them.

Updated Text: They are spread apart with an abundance of interstitial material, called the matrix, lying between them.

Component: *Welsh, Hole's Essentials of Anatomy and Physiology, Texas Student Edition (High School)*

ISBN: 9781265337018

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 261

Location: First paragraph under Muscle Movements

Original Text: A lever has four basic components: (1) a rigid bar or rod, (2) a fulcrum or pivot on which the bar turns, (3) an object moved against resistance, and (4) a force that supplies energy for the movement of the bar.

Updated Text: A lever has four basic components: (1) a rigid bar or rod, (2) a fulcrum or pivot on which the bar turns, (3) an object moved against resistance, and (4) a force, called muscular torque, which supplies energy for the movement of the bar.

Component: *Welsh, Hole's Essentials of Anatomy and Physiology, Texas Student Edition (High School)*

ISBN: 9781265337018

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 259

Location: Paragraph 2

Original Text: As a result, smooth muscle in the stomach and intestinal walls can stretch as these organs fill, yet maintain a constant pressure inside these organs.

Updated Text: The elastic nature of smooth muscle allows structures like the stomach and intestinal walls to stretch as they fill, yet maintain a constant pressure.

Component: *Welsh, Hole's Essentials of Anatomy and Physiology, Texas Student Edition (High School)*

ISBN: 9781265337018

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 400

Location: Practice Question 1

Original Text: Where is the pituitary gland located?

Updated Text: Identify the location of the pituitary gland.

Component: *Welsh, Hole's Essentials of Anatomy and Physiology, Texas Student Edition (High School)*

ISBN: 9781265337018

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 424

Location: Multiple Choice Question 8

Original Text: Fight-or-flight hormones come from where?

Updated Text: Identify the glands in which fight-or-flight hormones are produced.

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 3368 of 3538

Component: *Welsh, Hole's Essentials of Anatomy and Physiology, Texas Student Edition (High School)*

ISBN: 9781265337018

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 398

Location: Figure 11.5 Captions

Original Text: FIGURE 11.5 Control of the endocrine system occurs in three ways: (a) The hypothalamus and anterior pituitary stimulate other endocrine glands; (b) the nervous system stimulates a gland directly; or (c) changes in the level of a substance in the blood stimulates a gland directly.

Updated Text: FIGURE 11.5 Control of the endocrine system occurs in three ways: (a) The hypothalamus and anterior pituitary stimulate other endocrine glands; (b) the nervous system stimulates a gland directly; or (c) changes in the level of a substance in the blood (humoral concentration) stimulates a gland directly.

Component: *Welsh, Hole's Essentials of Anatomy and Physiology, Texas Teacher Manual*

ISBN: 9781265337476

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 252

Location: Writing Connections: Blood Pressure Brochure Activity, bullet points two and three

Original Text: • Diastolic pressure vs. systolic pressure • Pulse

Updated Text: • Diastolic, systolic, and pulse pressure • Taking a pulse

Component: *Welsh, Hole's Essentials of Anatomy and Physiology, Texas Student Edition (High School)*

ISBN: 9781265337018

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 766

Location: Multiple Choice Question 3

Original Text: 3. What is the correct order for development?

Updated Text: 3. What is the correct order for the embryological development of cells?

Component: *Welsh, Hole's Essentials of Anatomy and Physiology, Texas Teacher Manual*

ISBN: 9781265337476

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 379

Location: First and third sentence of Theme Activity: Early Human Prenatal Development Flip Book

Original Text: Students will explore the stages of early human embryonic development by creating a flip book. Provide students with a stack of small pieces of paper and a binder clip or a stack of post-it notes. Using these materials, students

will create a small, illustrated animated guide to the stages of early embryonic development. Begin by having the students draw the early stages of development in their book.

Updated Text: Students will explain the stages of embryonic cellular development by creating a flip book. Provide students with a stack of small pieces of paper and a binder clip or a stack of post-it notes. Using these materials, students will create a small, illustrated animated guide to the stages of early embryonic development. Begin by having the students draw the early stages of embryonic cellular development in their book.

Component: *Welsh, Hole's Essentials of Anatomy and Physiology, Texas Student Edition (High School)*

ISBN: 9781265337018

Link to Current Content:
[View Current Content](#)

Current Page Number(s): 14

Location: 4th paragraph

Original Text: Most feedback mechanisms in the body are negative. However, sometimes change stimulates further change. A process that moves conditions away from the normal state is called a positive feedback mechanism.

Updated Text: Most feedback mechanisms in the body are negative. However, sometimes change stimulates further change. A process that moves conditions away from the normal state is called a positive feedback mechanism.

Component: *Welsh, Hole's Essentials of Anatomy and Physiology, Texas Student Edition (High School)*

ISBN: 9781265337018

Link to Current Content:
[View Current Content](#)

Current Page Number(s): 352

Location: bottom of paragraph 2

Original Text: These trigger impulses that travel on sensory pathways into our central nervous system for processing and a possible response.

Updated Text: These trigger impulses that travel on sensory pathways via spinal or cranial nerves into our central nervous system for processing and a possible response.

Component: *Welsh, Hole's Essentials of Anatomy and Physiology, Texas Teacher Manual*

ISBN: 9781265337476

Link to Current Content:
[View Current Content](#)

Current Page Number(s): 257

Location: Use the Practices 13.7

Original Text: Because of this, many veins bear the names of their arterial counterparts.

Updated Text: Because of this, many veins bear the names of their arterial counterparts.

Publisher: Savvas Learning

Anatomy and Physiology

Program: *Anatomy, Physiology, and Disease for Texas (Print with digital): TEKS*

Component: *Anatomy, Physiology, & Disease for Texas Student Edition*

ISBN: 9780138045296

Current Page Number(s): 572

Location: Pronunciation Guide

Original Text: anhidrosis (an high DROH sis)
bacilli (bah SILL eye)
chlamydia trachomatis (klah MID ee ah tray KOH mah tiss)
forensic science (for IN sick)
geriatric (JAIR ee AT rick)
herpes simplex virus 2 (HER peez)
human papilloma virus (pap ih LOW ma)
incontinence (in KAH tih nens)
neisseria gonorrhoea (nye SEE ree ah gon oh REE ah)
spina bifida (SPY nah BIFF ih dah)
thallium (THAL ee um)
treponema pallidum (TREP oh NEE mah PAL ih dum)

Updated Text: accuracy (A kyr uh see)
aesthetic (ahs THEH tick)
empirical (ehm PEE ruh kl)
median (MEE dee uhn)
precision (pruh SI zhn)
qualitative (KWAA luh tay tuhv)
quantitative (KWAAN tuh tay tiv)

Component: *Anatomy, Physiology, & Disease for Texas Teacher's Edition*

ISBN: 9780138045340

Current Page Number(s): 572

Location: Pronunciation Guide of inset student page

Original Text: anhidrosis (an high DROH sis)
bacilli (bah SILL eye)
chlamydia trachomatis (klah MID ee ah tray KOH mah tiss)
forensic science (for IN sick)
geriatric (JAIR ee AT rick)
herpes simplex virus 2 (HER peez)
human papilloma virus (pap ih LOW ma)
incontinence (in KAH tih nens)
neisseria gonorrhoea (nye SEE ree ah gon oh REE ah)
spina bifida (SPY nah BIFF ih dah)
thallium (THAL ee um)
treponema pallidum (TREP oh NEE mah PAL ih dum)

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 3371 of 3538

Updated Text: accuracy (A kyr uh see)
aesthtic (ahs THEH tick)
empirical (ehm PEE ruh kl)
median (MEE dee uhn)
precision (pruh SI zhn)
qualitative (KWAA luh tay tuhv)
quantitative (KWAAN tuh tay tiv)

Publisher: eDynamic Holdings LP

Child Development

Program: *Child Development 1a/1b: TEKS*

Component: *Child Development 1a/1b*

ISBN: 9781959433170

Link to Current Content:
[View Current Content](#)

Location: Child Development 1b, Unit 1, Activity 2 "Cumulative Project: Which Career Am I Interested In?"

Original Text: Create a list of the different careers available to each category in a word processing document.

Updated Text: Create a list of the different careers available to each category in a word processing document. Write two or three sentences per career from each age group (including those receiving prenatal care) to describe what you learned through your exploration and research.

Publisher: The Curriculum Center for Family and Consumer Sciences

Child Development

Program: *Child Development: TEKS*

Component: *Child Development*

ISBN: 9781953248169

Location: Topic 1, Unit 3: Nutrients II

- Link isn't colored correctly

Topic 3, Unit 2: Bonding I

- Babygaga.com article, "15 Ways to Bond With a Newborn." Website, no longer valid

Topic 3, Unit 3: Comparing Formulas

- Milk, human, mature, fluid Nutrition Facts & Calories - Nutritiondata.self.com website, doesn't seem an appropriate resource anymore

Topic 4, Unit 3: Planning Meals and Snacks V: Picky Eaters

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 3372 of 3538

- Mayo Clinic's article, "Children's Nutrition: 10 Tips for Picky Eaters." Website, no longer valid

Topic 6, Unit 2: Guidance and Discipline

- MSU Extension's publication, Discipline: A Parent's Guide for School-Age Children website, no longer valid

Topic 7, Unit 1: Autism

- Autism Research Institute website, no longer valid

Topic 8, Unit 1: First Aid Kit I

- hseblog.com article, "First Aid Tips for 6 Common Accidents," website, no longer valid

Topic 9, Unit 6: Professional Attitude I

- Choose Your Professional Attitude, (see Page 3), developed by Junior Achievement website, no longer valid

Topic 9, Unit 6: Ethics II

- Ethics Under Pressure, developed by Junior Achievement website, no longer valid

Link to Updated Content:

[View Updated Content](#)

Original Text: Topic 1, Unit 3: Nutrients II

- Link isn't colored correctly

Topic 3, Unit 2: Bonding I

- Babygaga.com article, "15 Ways to Bond With a Newborn." Website, no longer valid

Topic 3, Unit 3: Comparing Formulas

- Milk, human, mature, fluid Nutrition Facts & Calories - Nutritiondata.self.com website, doesn't seem an appropriate resource anymore

Topic 4, Unit 3: Planning Meals and Snacks V: Picky Eaters

- Mayo Clinic's article, "Children's Nutrition: 10 Tips for Picky Eaters." Website, no longer valid

Topic 6, Unit 2: Guidance and Discipline

- MSU Extension's publication, Discipline: A Parent's Guide for School-Age Children website, no longer valid

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Topic 7, Unit 1: Autism

- Autism Research Institute website, no longer valid

Topic 8, Unit 1: First Aid Kit I

- hseblog.com article, "First Aid Tips for 6 Common Accidents," website, no longer valid

Topic 9, Unit 6: Professional Attitude I

- Choose Your Professional Attitude, (see Page 3), developed by Junior Achievement website, no longer valid

Topic 9, Unit 6: Ethics II

- Ethics Under Pressure, developed by Junior Achievement website, no longer valid

Updated Text: Topic 1, Unit 3: Nutrients II

- Link isn't colored correctly

Topic 3, Unit 2: Bonding I

- Babygaga.com article, "15 Ways to Bond With a Newborn." Website, no longer valid

Topic 3, Unit 3: Comparing Formulas

- Milk, human, mature, fluid Nutrition Facts & Calories - Nutritiondata.self.com website, doesn't seem an appropriate resource anymore

Topic 4, Unit 3: Planning Meals and Snacks V: Picky Eaters

- Mayo Clinic's article, "Children's Nutrition: 10 Tips for Picky Eaters." Website, no longer valid

Topic 6, Unit 2: Guidance and Discipline

- MSU Extension's publication, Discipline: A Parent's Guide for School-Age Children website, no longer valid

Topic 7, Unit 1: Autism

- Autism Research Institute website, no longer valid

Topic 8, Unit 1: First Aid Kit I

- hseblog.com article, "First Aid Tips for 6 Common Accidents," website, no longer valid

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Topic 9, Unit 6: Professional Attitude I

- Choose Your Professional Attitude, (see Page 3), developed by Junior Achievement website, no longer valid

Topic 9, Unit 6: Ethics II

- Ethics Under Pressure, developed by Junior Achievement website, no longer valid

Publisher: The Curriculum Center for Family and Consumer Sciences

Child Development Associate Foundations

Program: *Child Development Associate Foundations: TEKS*

Component: *Child Development Associate Foundations*

ISBN: 9781953248299

Link to Current Content:

[View Current Content](#)

Current Page Number(s): T1_U3_Attitudes III

Location: T1_U3_Positive Attitude

Link to Updated Content:

[View Updated Content](#)

Original Text: New Citation

Updated Text: T1_U3_Positive Attitude

Component: *Child Development Associate Foundations*

ISBN: 9781953248299

Link to Current Content:

[View Current Content](#)

Current Page Number(s): T1_U4_Ethical Dilemmas I

Location: T1_U4_Ethical Dilemmas I

Link to Updated Content:

[View Updated Content](#)

Original Text: Missing PPT

Updated Text: Added Missing PPT

Component: *Child Development Associate Foundations*

ISBN: 9781953248299

Link to Current Content:

[View Current Content](#)

Current Page Number(s): T2_U4_Quality Childcare Facilities

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 3375 of 3538

Location: T2_U4_AgeAppropriateToys

Link to Updated Content:

[View Updated Content](#)

Original Text: New Citation

Updated Text: T2_U4_AgeAppropriateToys

Publisher: CodeHS, Inc.

Computer Science I

Program: *Texas Computer Science 1: TEKS*

Component: *Quiz: Which Control Structure?*

ISBN: 9798987718209

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 2.16.5

Location: Quiz questions

Link to Updated Content:

[View Updated Content](#)

Original Text: "You need to write a program that has Karel move 6 times and then put a ball. Which control structure do you need to use?"

Updated Text: "You need to write a program that has Karel move forward 6 times and then put down a ball at the new location. Which control structure do you need to use?"

Component: *Functions in Karel*

ISBN: 9798987718209

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 2.4.1

Location: Video: 1:15 - 2:00; Slides: 5-7 (To see the slides, choose Slides on the top toolbar)

Link to Updated Content:

[View Updated Content](#)

Original Text: The function 5moves() is listed as "bad".

Updated Text: Changed the slide to say "Invalid" instead of "Bad" to address feedback.

Component: *Debugging Functions*

ISBN: 9798987718209

Link to Current Content:

[View Current Content](#)

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 3376 of 3538

Current Page Number(s): 16966

Location: Class Exercise section: 1a, 1b, 1c

Link to Updated Content:

[View Updated Content](#)

Original Text: "The turnRight function is made up of turnRights! This won't work because turnRight isn't defined yet. We need to use turnLeft commands instead."

Updated Text: Removed the question about the recursive function and replaced with a question more appropriate for that lesson.

Component: *Debugging Strategies*

ISBN: 9798987718209

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 2.13.1

Location: Video: 0:24 - 0:40 and 1:06 - 1:45; Slides: 3, 6-8

Link to Updated Content:

[View Updated Content](#)

Original Text: "Error with punctuation or spelling"

Updated Text: "Programming error involving punctuation or spelling"

Component: *Using Built In Math Objects in JS*

ISBN: 9798987718209

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 5.4.8

Location: Example description, first paragraph; Example code, lines 15-17

Link to Updated Content:

[View Updated Content](#)

Original Text: No example of squaring a number

Updated Text: Added an example of using pow() to square a number.

Component: *Virus Detection and Prevention*

ISBN: 9798987718209

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 4.4.6

Location: Page 1, "What is a Virus?" section and "Virus Detection" section

Link to Updated Content:

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 3377 of 3538

[View Updated Content](#)

Original Text: No explicit mention of using anti-virus software to detect virus.

Updated Text: Added: "Ultimately you will likely need to run antivirus software to detect the presence of any viruses on your computer. If viruses are detected, many of these softwares will provide you with different options to deal with it."

Component: *Using Built In Math Objects in JS*

ISBN: 9798987718209

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 5.4.8

Location: Example description, third paragraph (starting "This example also shows how to use the Number library...")

Link to Updated Content:

[View Updated Content](#)

Original Text: "let maxNumberPlusOne = Number.MAX_VALUE;"

Updated Text: Removed line of code since it took away from main point of example

Component: *Pseudocode*

ISBN: 9798987718209

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 14.5.1

Location: Assignment description, first and second paragraph

Link to Updated Content:

[View Updated Content](#)

Original Text: Unclear if they will actually code later in lesson

Updated Text: Added: "You will use your pseudocode as a guide to develop your actual code later in this lesson."

Component: *Area of Triangle*

ISBN: 9798987718209

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 10.1.7 Problem Guide

Location: Solution code, line 9

Link to Updated Content:

[View Updated Content](#)

Original Text: Wanted to highlight an example of real division

Updated Text: Added: "Note that if you input an odd base and height of a triangle, the resulting division (base * height / 2) is an example of real division, where the area is a decimal number."

Component: *Daily Activities*

ISBN: 9798987718209

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 5.2.5

Location: Assignment description, first paragraph

Link to Updated Content:

[View Updated Content](#)

Original Text: Used both single and double quotes

Updated Text: Updated solution code to only use double quotation marks for consistency

Component: *Become an Expert*

ISBN: 9798987718209

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 15.3.3

Location: Assignment description

Link to Updated Content:

[View Updated Content](#)

Original Text: "In this activity you will..."

Updated Text: "In this activity, you will..."

Component: *Daily Activities*

ISBN: 9798987718209

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 5.2.5 Problem Guide

Location: Solution code, lines 4, 8, 12

Link to Updated Content:

[View Updated Content](#)

Original Text: Used both single and double quotes

Updated Text: Updated solution code to only use double quotation marks for consistency

Component: *Program Testing*

ISBN: 9798987718209

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 10.2.1

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 3379 of 3538

Location: Testing with Valid Test Data section, first sentence

Link to Updated Content:

[View Updated Content](#)

Original Text: Missing paragraph that explains approaching to program testing (specs, expectations, test cases, etc).

Updated Text: Added paragraph: "In order to properly test your program, you need to think about the expected abilities and limitations of the program, and then create test cases that will guide your testing. Keeping the min function in mind, we might expect to be able to send in any real number (integer and non-integer) and get a real result out. If anything else is sent in, like a Boolean or string, then how do you want your program to respond?"

Component: *Debugging Strategies*

ISBN: 9798987718209

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 2.13.1

Location: Video: 0:24 - 0:40 and 1:06 - 1:45; Slides: 3, 6-8

Link to Updated Content:

[View Updated Content](#)

Original Text: SRP team couldn't see video.

Updated Text: We couldn't replicate issue, but have provided a new link to view.

Component: *Pseudocode*

ISBN: 9798987718209

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 14.5.1

Location: Assignment description, first paragraph

Link to Updated Content:

[View Updated Content](#)

Original Text: Instructions section came before Pseudocode section.

Updated Text: Changed the order of sections, moving Pseudocode section to the top.

Component: *Timeline & Team Roles*

ISBN: 9798987718209

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 14.5.2

Location: Assignment description, first sentence

Link to Updated Content:

[View Updated Content](#)

Original Text: Missing language that explicitly called out specific collaboration/leadership skills in the activity

Updated Text: Added: "To be an effective leader while collaborating with peers, listen to their ideas, respect their opinions, and encourage open communication. Also, lead by setting a positive example, delegate tasks based on strengths, and celebrate achievements together as a team. Remember, it's more important to hear everyone's ideas than to be the loudest in the group."

Component: *Teach and Learn*

ISBN: 9798987718209

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 15.3.4

Location: Exercise description

Link to Updated Content:

[View Updated Content](#)

Original Text: Missing language to explicitly tell students to practice good verbal/nonverbal communication while presenting.

Updated Text: Added: "As you are presenting, be sure to keep in mind effective verbal communication (like speaking clearly and slowly) and nonverbal communication (like eye contact, smiling, and an open posture) skills."

Component: *What is a Resume?*

ISBN: 9798987718209

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 15.2.3

Location: Article, bottom of page 1

Link to Updated Content:

[View Updated Content](#)

Original Text: Needed to talk about computer science resumes specifically

Updated Text: Replaced article with one that addresses computer science resumes specifically.

Component: *Texas Computer Science 1*

ISBN: 9798987718209

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 2.14.4

Location: Assignment description; Test Cases: Click the red check code button, see the third test case that starts with "It looks like your..."

Link to Updated Content:

[View Updated Content](#)

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Original Text: Missing explicit directions and opportunities to practice improving white space.

Updated Text: Modified activity: description; program lines 4, 7, and 12.

Publisher: Compuscholar, Inc.

Computer Science I

Program: *C# Programming: TEKS*

Component: *Student Material*

ISBN: 9781946113016SM

Link to Current Content:

[View Current Content](#)

Current Page Number(s): Chapter 3, Lesson 2

Location: "Rules for Naming Variables", "Choosing Good Variable Names", and "Choosing a Consistent Style" sections

Link to Updated Content:

[View Updated Content](#)

Original Text: Original text spans one or more paragraphs or sections. Please see the original URL and description of location for original content.

Updated Text: We have added a "Standard Programming Styles" section to discuss the concepts and illustrate Microsoft's C# coding guidelines

Component: *Student Material*

ISBN: 9781946113016SM

Link to Current Content:

[View Current Content](#)

Current Page Number(s): Chapter 13, Lesson 3

Location: "Method Naming Rules" section

Link to Updated Content:

[View Updated Content](#)

Original Text: Original text spans one or more paragraphs or sections. Please see the original URL and description of location for original content.

Updated Text: We have enhanced the "Method Naming Rules" section to specify the standard Pascal and camel case styles (see comments next to those examples in code). This section's final paragraph now also discusses Microsoft's standardized program style for methods.

Component: *Student Material*

ISBN: 9781946113016SM

Link to Current Content:

[View Current Content](#)

Current Page Number(s): Chapter 3, Lesson 2

Location: "Work with Me" section

Link to Updated Content:

[View Updated Content](#)

Original Text: Original text spans one or more paragraphs or sections. Please see the original URL and description of location for original content.

Updated Text: We have updated the "Work with Me" exercise at the end with a new "Standard Programming Style" section at the end, where students will convert non-standard code into a standard programming style.

Component: *Student Material*

ISBN: 9781946113016SM

Link to Current Content:

[View Current Content](#)

Current Page Number(s): Chapter 13, Lesson 3

Location: "Work with Me" section

Link to Updated Content:

[View Updated Content](#)

Original Text: Original text spans one or more paragraphs or sections. Please see the original URL and description of location for original content.

Updated Text: We have enhanced the "Work with Me: Character Artwork" exercise at the end, requiring the students to select their own method name following Microsoft's standardized program style.

Component: *Student Material*

ISBN: 9781946113016SM

Link to Current Content:

[View Current Content](#)

Current Page Number(s): Chapter 5, Lesson 4

Location: All sections

Link to Updated Content:

[View Updated Content](#)

Original Text: Original text spans one or more paragraphs or sections. Please see the original URL and description of location for original content.

Updated Text: We have added a "Standard Formatting Styles" section near the end of this lesson to formally discuss the way different kinds of data are normally formatted and displayed.

Component: *Student Material*

ISBN: 9781946113016SM

Link to Current Content:

[View Current Content](#)

Current Page Number(s): Chapter 5 Lesson 4

Location: "Work with Me" Exercise - students will format and output a sales receipt

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 3383 of 3538

Link to Updated Content:

[View Updated Content](#)

Original Text: Original text spans one or more paragraphs or sections. Please see the original URL and description of location for original content.

Updated Text: The "Work with Me: Formatting a Receipt" exercise at the end of the lesson has been enhanced to specify use of standard formatting styles for currency and columns of data - see the paragraph after the display of the example receipt.

Component: *Student Material*

ISBN: 9781946113016SM

Link to Current Content:

[View Current Content](#)

Current Page Number(s): Chapter 5 Homework

Location: "Teacher Preview" then "L4.1: use String.Format() to build a string"

Link to Updated Content:

[View Updated Content](#)

Original Text: Original text spans one or more paragraphs or sections. Please see the original URL and description of location for original content.

Updated Text: We have enhanced the Chapter 5 homework problem 4.1 to clarify that students are using a standard formatting style when displaying the output data. The new citation URL leads to an image (PNG) with the changed text highlighted,

Component: *Student Material*

ISBN: 9781946113016SM

Link to Current Content:

[View Current Content](#)

Current Page Number(s): Chapter 6, Lesson 3

Location: "Work with Me" section

Link to Updated Content:

[View Updated Content](#)

Original Text: Original text spans one or more paragraphs or sections. Please see the original URL and description of location for original content.

Updated Text: We have enhanced the "Work with Me: Conversion Practice" exercise at the end of this lesson to ensure students are writing and displaying binary and hex data in a standard formatting style. Please see the top paragraph and the paragraph just above the "MathCheck.cs" coding panel.

Component: *Student Material*

ISBN: 9781946113016SM

Link to Current Content:

[View Current Content](#)

Current Page Number(s): Chapter 13, Lesson 4

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 3384 of 3538

Location: "Method Return Values", "Using Return Values" sections

Link to Updated Content:

[View Updated Content](#)

Original Text: Original text spans one or more paragraphs or sections. Please see the original URL and description of location for original content.

Updated Text: Please see the "roll()" method starting with the paragraph "Let's begin with a simple example method..."

Component: *Student Material*

ISBN: 9781946113016SM

Link to Current Content:

[View Current Content](#)

Current Page Number(s): Chapter 13, Lesson 4

Location: "Method Return Values", "Using Return Values" sections

Link to Updated Content:

[View Updated Content](#)

Original Text: Original text spans one or more paragraphs or sections. Please see the original URL and description of location for original content.

Updated Text: Please see the "roll()" method starting with the paragraph "Let's begin with a simple example method..."

Component: *Student Material*

ISBN: 9781946113016SM

Link to Current Content:

[View Current Content](#)

Current Page Number(s): Chapter 3, Lesson 1

Location: Second paragraph

Link to Updated Content:

[View Updated Content](#)

Original Text: Original text spans one or more paragraphs or sections. Please see the original URL and description of location for original content.

Updated Text: The "primitive" keyword is defined in the context of data types in Chapter 3, Lesson 1 - please see the second paragraph from the top.

Component: *Student Material*

ISBN: 9781946113016SM

Link to Current Content:

[View Current Content](#)

Current Page Number(s): Chapter 3, Lesson 2

Location: All sections

Link to Updated Content:

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 3385 of 3538

[View Updated Content](#)

Original Text: Original text spans one or more paragraphs or sections. Please see the original URL and description of location for original content.

Updated Text: We have added the "primitive" keyword and definition in the context of variables to the top of this lesson - please see the top paragraph. Additional "primitive" keyword reinforcement was added to the "Assigning Values to Variables" section - see the first line.

Component: *Student Material*

ISBN: 9781946113016SM

Link to Current Content:

[View Current Content](#)

Current Page Number(s): Chapter 3, Lesson 2

Location: "Work with Me" Exercise - students will create and use appropriate primitive variables

Link to Updated Content:

[View Updated Content](#)

Original Text: Original text spans one or more paragraphs or sections. Please see the original URL and description of location for original content.

Updated Text: We have added the "primitive" keyword in appropriate spots to the "Work with Me: Simple Variable Assignments" exercise at the bottom of this lesson to reinforce that the student is actually operating on those types of variables.

Component: *Student Material*

ISBN: 9781946113016SM

Link to Current Content:

[View Current Content](#)

Current Page Number(s): Chapter 3 Activity Instructions

Location: Primitive values are used in many chapter activities; this activity is cited as one example. See "Steps to Complete this Activity" - Step 5

Link to Updated Content:

[View Updated Content](#)

Original Text: Original text spans one or more paragraphs or sections. Please see the original URL and description of location for original content.

Updated Text: We have added the "primitive" keyword in spots to reinforce that students are working with those types of variables in this exercise. Please see the top paragraph and the "Steps to Complete this Activity" section, step #5.

Publisher: eDynamic Holdings LP

Computer Science I

Program: *Introduction to Programming 1a/1b: TEKS*

Component: *Introduction to Programming 1a/1b*

ISBN: 9781737161660

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 3386 of 3538

Link to Current Content:

[View Current Content](#)

Location: Programming 1a, Unit 7, Activity

Original Text: Code it!

Part 1

Using PythonAnywhere, write a program that meets the following criteria:

Use an appropriate data structure to read in at least 10 integers from the user.

Perform a variety of mathematical operations on the numbers, and print the results of the following:

All the prime numbers

The greatest common divisor between the first and second number

Square of the 3rd number

Square root of the 8th number

The absolute value of the 10th number

Ask the user to input a decimal, round it to 2 decimal places, and then overwrite the 4th number in the list.

Change the 6th number to be the result of the following expression:

The 5th number times the 3rd number divided by the 1st number (use integer division), all added to the 7th number.

Updated Text: Code it!

Part 1

Using PythonAnywhere, write a program that meets the following criteria:

1. Use an appropriate data structure to read in at least 10 integers from the user.

2. Perform a variety of mathematical operations on the numbers, and print the

results of the following:

All the prime numbers

The difference between the first and last number

The greatest common divisor between the first and second number

Square of the 3rd number

Square root of the 8th number

The absolute value of the 10th number

Ask the user to input a decimal, round it to 2 decimal places, and then overwrite

the 4th number in the list.

Change the 6th number to be the result of the following expression:

The 5th number times the 3rd number divided by the 1st number (use integer division),

all added to the 7th number.

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 3387 of 3538

Component: *Introduction to Programming 1a/1b*

ISBN: 9781737161660

Link to Current Content:

[View Current Content](#)

Location: Programming 1a, Unit 4, Critical Thinking Question 1

Original Text: Imagine you're troubleshooting a computer with various hardware issues. Based on what you've learned in the unit, identify the component type (Primary Memory, Secondary Memory, CPU, Motherboard, or Peripherals.) that would most likely be the cause of each of the following issues.

You've received a message that you can't download a file due to insufficient storage.

Nothing occurs on the screen when moving or clicking the mouse.

The processing performance of the machine has severely decreased and seems to be reporting high temperatures.

A program has crashed, and error codes reference a memory error or leak.

Answers will vary in description, but should mention the following:

This error has to do with storage, so secondary memory is the culprit.

This could be a peripheral issue with the mouse or the bus it's attached to.

Since memory is referenced, we can assume that the error is related to primary memory or the software itself.

Updated Text: 1. Imagine you're troubleshooting a computer with various hardware issues. Based on

what you've learned in the unit, identify the component type (Primary Memory,

Secondary Memory, CPU, Motherboard, or Peripherals.) that would most likely be the

cause of each of the following issues. Then, describe how that component, if working correctly, should function normally.

A. You've received a message that you can't download a file due to insufficient storage.

B. Nothing occurs on the screen when moving or clicking the mouse.

C. A program has crashed, and error codes reference a memory error or leak.

D. Your computer is making irregular beeping noises and shutting down.

Answers will vary in description, but should mention the following:

This error has to do with storage, so secondary memory is the culprit. Secondary memory is non-volatile and should store data long term.

This is most likely a peripheral issue with the mouse. Peripherals should connect to the CPU through the bus and provide input or output.

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Since memory is referenced, we can assume that the error is related to primary memory. Primary memory (RAM) should hold instructions from the software that is currently in use.

This is an issue with the CPU. The central processing unit should interact with RAM to perform the fetch-decode-execute cycle.

Component: *Introduction to Programming 1a/1b*

ISBN: 9781737161660

Link to Current Content:

[View Current Content](#)

Location: Programming 1b, Unit 5, Lab

Publisher: Savvas Learning

Computer Science I

Program: *Computer Science I for Texas (Print with digital): TEKS*

Component: *Computer Science I*

ISBN: 9780138043162

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 361

Location: Short Answer, 1 through 6

Original Text: 1. Look at the following statement: numbers = [10, 20, 30, 40, 50] a. How many elements does the list have? b. What is the index of the first element in the list? c. What is the index of the last element in the list? 2. Look at the following statement: numbers = [1, 2, 3] a. What value is stored in numbers[2]? b. What value is stored in numbers[0]? c. What value is stored in numbers[-1]? 3. What will the following code display? values = [2, 4, 6, 8, 10] print(values[1:3]) 4. What does the following code display? numbers = [1, 2, 3, 4, 5, 6, 7] print(numbers[5:]) 5. What does the following code display? numbers = [1, 2, 3, 4, 5, 6, 7, 8] print(numbers[-4:]) 6. What does the following code display? values = [2] * 5 print(values)

Updated Text: 1. Look at the following statement: numbers = [10, 20, 30, 40, 50] a. Identify the structured data type of the one-dimensional array (list). b. How many elements does the list have? c. What is the index of the first element in the list? d. What is the index of the last element in the list? e. Give an example of how you might use the structured data type to modify the array (list)? 2. Look at the following statement: numbers = [1, 2, 3] a. Identify the structured data type of the one-dimensional array (list). b. What value is stored in numbers[2]? c. What value is stored in numbers[0]? d. What value is stored in numbers[-1]? e. Give an example of how you might use the structured data type to modify the array (list)? 3. Identify the structured data type you would use to modify the data in the following one-dimensional array, and then use the structured data type to modify the data. values = [2, 4, 6, 8, 10] print(values[1:3]) 4. What does the following code display? numbers = [1, 2, 3, 4, 5, 6, 7] print(numbers[5:]) 5. What does the following code display? numbers = [1, 2, 3, 4, 5, 6, 7, 8] print(numbers[-4:]) 6. What does the following code display? values = [2] * 5 print(values)

Component: *Computer Science I Teacher's Wraparound Edition*

ISBN: 9780138043179

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 3389 of 3538

Link to Current Content:
[View Current Content](#)

Current Page Number(s): 361

Location: Short Answer, 1 through 6 on inset student page

Original Text: 1. Look at the following statement: `numbers = [10, 20, 30, 40, 50]` a. How many elements does the list have? b. What is the index of the first element in the list? c. What is the index of the last element in the list? 2. Look at the following statement: `numbers = [1, 2, 3]` a. What value is stored in `numbers[2]`? b. What value is stored in `numbers[0]`? c. What value is stored in `numbers[-1]`? 3. What will the following code display? `values = [2, 4, 6, 8, 10]`
`print(values[1:3])` 4. What does the following code display? `numbers = [1, 2, 3, 4, 5, 6, 7]`
`print(numbers[5:])` 5. What does the following code display? `numbers = [1, 2, 3, 4, 5, 6, 7, 8]`
`print(numbers[-4:])` 6. What does the following code display?
`values = [2] * 5`
`print(values)`

Updated Text: 1. Look at the following statement: `numbers = [10, 20, 30, 40, 50]` a. Identify the structured data type of the one-dimensional array (list). b. How many elements does the list have? c. What is the index of the first element in the list? d. What is the index of the last element in the list? e. Give an example of how you might use the structured data type to modify the array (list)? 2. Look at the following statement: `numbers = [1, 2, 3]` a. Identify the structured data type of the one-dimensional array (list). b. What value is stored in `numbers[2]`? c. What value is stored in `numbers[0]`? d. What value is stored in `numbers[-1]`? e. Give an example of how you might use the structured data type to modify the array (list)? 3. Identify the structured data type you would use to modify the data in the following one-dimensional array, and then use the structured data type to modify the data. `values = [2, 4, 6, 8, 10]`
`print(values[1:3])` 4. What does the following code display? `numbers = [1, 2, 3, 4, 5, 6, 7]`
`print(numbers[5:])` 5. What does the following code display? `numbers = [1, 2, 3, 4, 5, 6, 7, 8]`
`print(numbers[-4:])` 6. What does the following code display? `values = [2] * 5`
`print(values)`

Component: *Computer Science I*

ISBN: 9780138043162

Link to Current Content:
[View Current Content](#)

Current Page Number(s): 361-362

Location: Algorithm Workbench, 1 through 5

Original Text: Write a statement that creates a list with the following strings: 'Einstein', 'Newton', 'Copernicus', and 'Kepler'. 2. Assume `names` references a list. Write a for loop that displays each element of the list. 3. Draw a flowchart showing the general logic for totaling the values in a list. 4. Write a function that accepts a list as an argument (assume the list contains integers) and returns the total of the values in the list. 5. Assume the `names` variable references a list of strings. Write code that determines whether 'Ruby' is in the `names` list. If it is, display the message 'Hello Ruby'. Otherwise, display the message 'No Ruby'.

Updated Text: Algorithm Workbench 1. Write a statement that creates a list with the following strings: 'Einstein', 'Newton', 'Copernicus', and 'Kepler'. 2. Assume `names` references a one-dimensional array (list). Identify the structured data type in the array (list) and then write a for loop that uses the structured data type to transverse the array (list) to display each element of the list in a different order for each iteration. 3. Draw a flowchart showing the general logic for totaling the values in a list. 4. Write a function that accepts a list as an argument (assume the list contains integers) and returns the total of the values in the list. 5. Assume the `names` variable references a list of strings. Identify the structured data type of the array (list) and use it to write code that transverses the list to determines whether 'Ruby' is in the `names` list. If it is, display the message 'Hello Ruby'. Otherwise, display the message 'No Ruby'.

Component: *Computer Science I Teacher's Wraparound Edition*

ISBN: 9780138043179

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 361-362

Location: Algorithm Workbench, 1 through 5 on inset student page

Original Text: Write a statement that creates a list with the following strings: 'Einstein', 'Newton', 'Copernicus', and 'Kepler'. 2. Assume names references a list. Write a for loop that displays each element of the list. 3. Draw a flowchart showing the general logic for totaling the values in a list. 4. Write a function that accepts a list as an argument (assume the list contains integers) and returns the total of the values in the list. 5. Assume the names variable references a list of strings. Write code that determines whether 'Ruby' is in the names list. If it is, display the message 'Hello Ruby'. Otherwise, display the message 'No Ruby'.

Updated Text: Algorithm Workbench 1. Write a statement that creates a list with the following strings: 'Einstein', 'Newton', 'Copernicus', and 'Kepler'. 2. Assume names references a one-dimensional array (list). Identify the structured data type in the array (list) and then write a for loop that uses the structured data type to transverse the array (list) to display each element of the list in a different order for each iteration. 3. Draw a flowchart showing the general logic for totaling the values in a list. 4. Write a function that accepts a list as an argument (assume the list contains integers) and returns the total of the values in the list. 5. Assume the names variable references a list of strings. Identify the structured data type of the array (list) and use it to write code that transverses the list to determines whether 'Ruby' is in the names list. If it is, display the message 'Hello Ruby'. Otherwise, display the message 'No Ruby'.

Publisher: eDynamic Holdings LP

Cybersecurity Capstone

Program: *Operational Cybersecurity 1a/1b: TEKS*

Component: *Operational Cybersecurity 1a/1b*

ISBN: 9798986044354

Link to Current Content:

[View Current Content](#)

Location: Operational Cybersecurity 1b, Unit 6, Critical Thinking 2

Original Text: Why is cybersafety so important to modern society? How do actions like cyberbullying threaten that safety?

Updated Text: Why is cybersafety so important to modern society? How do actions like cyberbullying threaten that safety? Are there any local cybersecurity laws that you can analyze to address this?

Component: *Operational Cybersecurity 1a/1b*

ISBN: 9798986044354

Link to Current Content:

[View Current Content](#)

Location: Operational Cybersecurity 1a, Unit 2, Activity 1

Original Text: Logical Mapping

Required Materials

Word processing software

Image editing software (optional)

Step 1: Designing a Secure Network

Before cables are connected to any devices, a network administrator should ensure that they've thought through the security implications of the network's logical map—that is, which devices are directly connected to others, which ones

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 3391 of 3538

need to be in the same broadcast domain, etc.

In this activity, you'll need to make sure that you've considered what goes into creating the logical map for a network—because you're the network specialist who will be creating the logical map for a small 3-D printing company.

Step 2: What Goes Where?

You need to know the following details:

You are responsible for designing and implementing the network structure for a printing company.

The company hosts proprietary software that provides a web-based interface for users to design models (primarily for board games).

Your company prints these models (using one of 10 3-D printing devices available on site) and ships them to users.

You also sell the digital file created by the software to customers who have their own 3-D printers at home.

Customers can re-download these files at any time.

A customer can access their library of creations at any time (in case the customer wants to reprint a model or take an old model, make changes, and reprint it).

Using a word processing software, image editing software, or a similar software, create a visual map of the logical connections between devices. A device may be represented by an image or a name, but ensure that the device's function is clearly indicated somewhere. (For example, the label "Web Software Server" appears on the map, and in the index or map key, it says, "Web Software Server: Hosts the software that customers use to design their models").

Remember that these sorts of maps are visual tools; the various VLANs and similar structures you propose should be indicated by boxes, circles, etc., that are connected by lines. Your VLANs and other structures should not simply be itemized in a list.

Don't Forget Security

It should go without saying by now, but you should keep security in mind as you design the network!

Your network should include at least the following concepts:

A DMZ

An isolated VLAN

TWO or more broadcast domains

Step 3: What to Submit

Your submission for this activity is a visual, logical map that is focused on VLAN concepts. Your map should depict a network suitable for the 3-D modeling/printing company described above.

Updated Text: Secure Logical Mapping

Required Materials

- Word processing software
- Image editing software (optional)

Step 1: Designing a Secure Network

Before cables are connected to any devices, a network administrator should ensure that they've thought through the security implications of the network. That includes both security in the's logical map and physical security—that is, network administrators need to know which devices are directly connected to others, which ones need to be in the same broadcast domain, how the devices will be secured, where they will be located in an office, etc.

In this activity, you'll need to make sure that you've considered what goes into security and creating the logical map for a network—because you're the network specialist who will be creating the logical map for a small 3-D printing company. You will need to evaluate the role of physical security in your network as well as the role of security in logical mapping. In addition, you will also need to evaluate the role of network security devices such as firewalls, intrusion detection systems (IDS), intrusion prevention systems (IPS), intrusion detection/prevention systems (IDPS), and security information and event management (SIEM) systems.

Step 2: What Goes Where?

You need to know the following details:

- You are responsible for designing and implementing the network structure for a printing company.
- The company hosts proprietary software that provides a web-based interface for users to design models (primarily for board games).
- Your company prints these models (using one of 10 3-D printing devices available on site) and ships them to users.
- You also sell the digital file created by the software to customers who have their own 3-D printers at home.
- Customers can re-download these files at any time.
- A customer can access their library of creations at any time (in case the customer wants to reprint a model or take an old model, make changes, and reprint it).

Using a word processing software, image editing software, or a similar software, create a visual map of the logical connections between devices. A device may be represented by an image or a name, but ensure that the device's function is clearly indicated somewhere. (For example, the label "Web Software Server" appears on the map, and in the index or map key, it says, "Web Software Server: Hosts the software that customers use to design their models").

Remember that these sorts of maps are visual tools; the various VLANs and similar structures you propose should be indicated by boxes, circles, etc., that are connected by lines. Physical security can be indicated through symbols for locked doors, security cameras, etc. Your VLANs and other structures should not simply be itemized in a list.

Don't Forget Security

It should go without saying by now, but you should keep security in mind as you design the network!

Your network should include at least the following concepts:

- A DMZ
- An isolated VLAN
- TWO or more broadcast domains
- Network security devices (firewalls, IDS, IPS, IDPS, or SIEM)
- Physical security for network devices

Step 3: What to Submit

Your submission for this activity is a visual, logical map that is focused on VLAN concepts as well as physical security. Your map should depict a network suitable for the 3-D modeling/printing company described above.

Component: *Operational Cybersecurity 1a/1b*

ISBN: 9798986044354

Link to Current Content:

[View Current Content](#)

Location: Operational Cybersecurity 1a, Unit 2, Critical Thinking 1

Original Text: In your own words, explain what cloud computing means, including at least one example of the use of the cloud. What are the benefits and drawbacks of typical cloud services?

Explain the difference between any TWO of the following cloud services:

Platform as a service (PaaS)

Software as a service (SaaS)

Infrastructure as a service (IaaS)

Your analysis should include the strengths and drawbacks of the two types of cloud services you choose.

Think of a place that could make use of a cloud computing environment. This could be a school, home, business—anything! Would a public cloud, private cloud, hybrid cloud, or community cloud be best for that place? In your answer, describe the cloud type you chose and why it would be best.

Describe a situation in which someone might come in contact with an application interface (API). In your answer, explain what an API is.

In what ways is software-defined networking (SDN) similar to traditional networking? In what ways is it different (or what is a new, distinct challenge it poses)? In your answer, define what SDN is.

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Updated Text: How would network segmentation (including VLANs, sandboxes, and air gaps) have helped the Baltimore school district prevent the 2020 ransomware attack against its network? Give AT LEAST TWO examples.

Publisher: Savvas Learning

Forensic Science

Program: *Forensic Science for Texas (Print with digital): TEKS*

Component: *Forensic Science for Texas Student Edition*

ISBN: 9780138046200

Current Page Number(s): 590

Location: First Principle Box

Original Text: First Principle: Fingerprint Is an Individual Characteristic; No Two Fingers Have Yet Been Found to Possess Identical Ridge Characteristics

Updated Text: First Principle: Fingerprint Is an Individual Characteristic; No Two Fingers Have Yet Been Found to Possess Identical Ridge Characteristics

Component: *Forensic Science for Texas Teacher Edition*

ISBN: 9780138046224

Current Page Number(s): 590

Location: First Principle Box of Inset Student Page

Original Text: First Principle: Fingerprint Is an Individual Characteristic; No Two Fingers Have Yet Been Found to Possess Identical Ridge Characteristics

Updated Text: First Principle: Fingerprint Is an Individual Characteristic; No Two Fingers Have Yet Been Found to Possess Identical Ridge Characteristics

Publisher: TPS Publishing

Forensic Science

Program: *STEAM into Forensic Science - CTE Edition: TEKS*

Component: *Forensic Science Teacher Textbook*

ISBN: 9781788053372

Link to Current Content:

[View Current Content](#)

Current Page Number(s): Page 165

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 3394 of 3538

Location: Point 1

Original Text: Give two examples of specialist subdisciplines of forensic biology.

Updated Text: Give two examples of specialist subdisciplines of forensic biology, and describe specific requirements for this career.

Component: *Forensic Science Teacher Textbook*

ISBN: 9781788053372

Link to Current Content:

[View Current Content](#)

Current Page Number(s): Page 165

Location: Point 2

Original Text: Give an example of a specialist subdiscipline of forensic chemistry.

Updated Text: Give an example of a specialist subdiscipline of forensic chemistry. Explore the certifications needed for this career.

Component: *Forensic Science Teacher Textbook*

ISBN: 9781788053372

Link to Current Content:

[View Current Content](#)

Current Page Number(s): Page 165

Location: Point 7

Original Text: What profession determines the cause of death of a victim?

Updated Text: What profession determines the cause of death of a victim? Describe the physical and mental capabilities required for this career.

Component: *Forensic Science Teacher Textbook*

ISBN: 9781788053372

Link to Current Content:

[View Current Content](#)

Current Page Number(s): Page 165

Location: Point 8

Original Text: A forensic scientist is the general term for what?

Updated Text: A forensic scientist is the general term for what? What licensure would be required for a career in this area?

Component: *Forensic Science Teacher Textbook*

ISBN: 9781788053372

Link to Current Content:

[View Current Content](#)

Current Page Number(s): Page 159

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 3395 of 3538

Location: Under Crime scene investigators (CSIs)

Original Text: A crime scene investigator is typically an individual supported by the local law enforcement who, for the most part, carries out tasks at the crime scene. These tasks may include the search of a crime scene, and the collection and preservation of physical evidence. They do not, however, take part in any analysis of evidence or the actual capturing of a criminal, their work is solely focused on the scene of the crime.

Updated Text: A crime scene investigator is typically an individual supported by the local law enforcement who, for the most part, carries out tasks at the crime scene. These tasks may include the search of a crime scene, and the collection and preservation of physical evidence. Depending on the size of the department, a CSI can complete crime scene analysis such as fingerprints and phones. It is not usual for a CSI to be involved in DNA or trace analysis. CSIs can also be certified for bloodstain pattern analyst work (analyzing blood stain patterns and blood evidence).

As an activity, create a job description document to show what a CSI does. Swap with another student and critique one another's work. Work together to create a summary of requirements for a CSI, including collegiate course requirements, licensure, certifications, and physical and mental capabilities.

Component: Forensic Science Teacher Textbook

ISBN: 9781788053372

Link to Current Content:

[View Current Content](#)

Current Page Number(s): Page 159

Location: Under Crime scene investigators (CSIs)

Original Text: A CSI will also take on smaller tasks if there is a lack of officers on scene, for example by recording and documenting the scene through photography, taking a suspect's prints, and dusting for impression evidence.

Updated Text: A CSI will prioritize taking photos of the scene whether they are from a small or large department. CSIs may also participate in fingerprint analysis depending on the size of their department. A detective can also take photos at a crime scene. It is important to recognize that, if a victim does not die at a scene, then Patrol Officers may take pictures of a crime scene. If the victim does die on the scene, they will definitely take pictures at a crime scene. This is also true for a scene involving a serious substantially violent assault, for example, that of a child. In this situation, a CSI will be assigned to the scene and pictures of the scene are their number one priority.

Component: Forensic Science Teacher Textbook

ISBN: 9781788053372

Link to Current Content:

[View Current Content](#)

Current Page Number(s): Page 67

Location: Top

Original Text: • Crime scene reconstruction

- Angle of impact for bullet and blood spatter analysis
- The inner workings of a bullet
- The effects of toxic substances on the human body
- Locard's Exchange Principle

5. Students should then complete the follow-up questions.

Updated Text: Crime scene reconstruction (for example, a factory where an employee has been injured badly due to equipment failure)

Blood stain analysis in a traffic accident where a car motor has also failed.

Collision impact in road traffic accidents

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 3396 of 3538

The inner workings of a gun and what occurs if it fails to work and backfires – how does a forensic engineer model this?

The effects of toxic substances on the human body

5. Students should then complete the follow-up questions.

Component: *Forensic Science Teacher Textbook*

ISBN: 9781788053372

Link to Current Content:

[View Current Content](#)

Current Page Number(s): Page 67

Location: Follow up questions - Point 6

Original Text: n/a

Updated Text: Explain the importance of the work of a forensic engineer; explore and describe how his or her work includes development of models to represent solutions to engineering problems. Support your answer with a story, scale model and report of a crime scene. Research and explain how the evidence would be used in court.

Component: *Forensic Science Student Textbook*

ISBN: 9781788053389

Link to Current Content:

[View Current Content](#)

Current Page Number(s): Page 164

Location: Point 16

Original Text: n/a

Updated Text: Using the knowledge gained from the previous two activities, students should now be given time and resource to explore and describe specific requirements for careers in Forensic Science. Students should be split into five small groups. Each group should be provided with one of the following requirements: collegiate course requirements, licensure, certifications, physical capabilities or mental capabilities. Students are now given the task to research their given requirement, in direct relation to careers in Forensic Science, and create a short report (in any chosen format) to present to the rest of the class.

Component: *Forensic Science Student Textbook*

ISBN: 9781788053389

Link to Current Content:

[View Current Content](#)

Current Page Number(s): Page 165

Location: Point 1

Original Text: Give two examples of specialist subdisciplines of forensic biology.

Updated Text: Give two examples of specialist subdisciplines of forensic biology, and describe specific requirements for this career.

Component: *Forensic Science Student Textbook*

ISBN: 9781788053389

Link to Current Content:

[View Current Content](#)

Current Page Number(s): Page 165

Location: Point 2

Original Text: Give an example of a specialist subdiscipline of forensic chemistry.

Updated Text: Give an example of a specialist subdiscipline of forensic chemistry. Explore the certifications needed for this career.

Component: *Forensic Science Student Textbook*

ISBN: 9781788053389

Link to Current Content:

[View Current Content](#)

Current Page Number(s): Page 165

Location: Point 7

Original Text: What profession determines the cause of death of a victim?

Updated Text: What profession determines the cause of death of a victim? Describe the physical and mental capabilities required for this career.

Component: *Forensic Science Student Textbook*

ISBN: 9781788053389

Link to Current Content:

[View Current Content](#)

Current Page Number(s): Page 165

Location: Point 8

Original Text: A forensic scientist is the general term for what?

Updated Text: A forensic scientist is the general term for what? What licensure would be required for a career in this area?

Component: *Forensic Science Student Textbook*

ISBN: 9781788053389

Link to Current Content:

[View Current Content](#)

Current Page Number(s): Page 159

Location: Under Crime scene investigators (CSIs)

Original Text: A crime scene investigator is typically an individual supported by the local law enforcement who, for the most part, carries out tasks at the crime scene. These tasks may include the search of a crime scene, and the collection and preservation of physical evidence. They do not, however, take part in any analysis of evidence or the actual capturing of a criminal, their work is solely focused on the scene of the crime.

Updated Text: A crime scene investigator is typically an individual supported by the local law enforcement who, for the most part, carries out tasks at the crime scene. These tasks may include the search of a crime scene, and the collection and preservation of physical evidence. Depending on the size of the department, a CSI can complete crime scene analysis

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 3398 of 3538

such as fingerprints and phones. It is not usual for a CSI to be involved in DNA or trace analysis. CSIs can also be certified for bloodstain pattern analyst work (analyzing blood stain patterns and blood evidence).

As an activity, create a job description document to show what a CSI does. Swap with another student and critique one another's work. Work together to create a summary of requirements for a CSI, including collegiate course requirements, licensure, certifications, and physical and mental capabilities.

Component: *Forensic Science Student Textbook*

ISBN: 9781788053389

Link to Current Content:

[View Current Content](#)

Current Page Number(s): Page 159

Location: Under Crime scene investigators (CSIs)

Original Text: A CSI will also take on smaller tasks if there is a lack of officers on scene, for example by recording and documenting the scene through photography, taking a suspect's prints, and dusting for impression evidence.

Updated Text: A CSI will prioritize taking photos of the scene whether they are from a small or large department. CSIs may also participate in fingerprint analysis depending on the size of their department. A detective can also take photos at a crime scene. It is important to recognize that, if a victim does not die at a scene, then Patrol Officers may take pictures of a crime scene. If the victim does die on the scene, they will definitely take pictures at a crime scene. This is also true for a scene involving a serious substantially violent assault, for example, that of a child. In this situation, a CSI will be assigned to the scene and pictures of the scene are their number one priority.

Component: *Forensic Science Student Textbook*

ISBN: 9781788053389

Link to Current Content:

[View Current Content](#)

Current Page Number(s): Page 67

Location: Top

Original Text: • Crime scene reconstruction

- Angle of impact for bullet and blood spatter analysis
- The inner workings of a bullet
- The effects of toxic substances on the human body
- Locard's Exchange Principle

5. Students should then complete the follow-up questions.

Updated Text: Crime scene reconstruction (for example, a factory where an employee has been injured badly due to equipment failure)

Blood stain analysis in a traffic accident where a car motor has also failed.

Collision impact in road traffic accidents

The inner workings of a gun and what occurs if it fails to work and backfires – how does a forensic engineer model this?

The effects of toxic substances on the human body

5. Students should then complete the follow-up questions.

Publisher: CodeHS, Inc.

Foundations of Cybersecurity

Program: *Texas Foundations of Cybersecurity: TEKS*

Component: *How anti-malware works*

ISBN: 9798987718230

Location: Link was broken, new link works

Link to Updated Content:

[View Updated Content](#)

Original Text: N/A

Updated Text: N/A

Component: *Texas Foundations of Cybersecurity*

ISBN: 9798987718230

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 2.2.5

Location: Question 1

Link to Updated Content:

[View Updated Content](#)

Original Text: See Question 1

Updated Text: See Question 4

Publisher: eDynamic Holdings LP

Foundations of Cybersecurity

Program: *Network Security Fundamentals 1a/1b: TEKS*

Component: *Network Security Fundamentals 1a/1b*

ISBN: 9798986044347

Link to Current Content:

[View Current Content](#)

Location: Network Security Fundamentals 1a, Unit 1, Lesson 2

Original Text: Threats, Vulnerabilities, and Exploits

The electronic systems that we use today are all accompanied by some form of risk. Not only could a device fail at a most inopportune time, but it could also leak information about us, or an adversary may find a way to break into our network. What are these risks? How can we mitigate or minimize our exposure to them?

Let's take a look at some risks our networks face each day. First, let's talk about threats. A threat to our networks refers to anything that has the potential to harm our systems. System vulnerabilities represent significant threats to modern-

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 3400 of 3538

day networks. Two of the most common risks of this type are malware and social engineering attacks. Malware includes threats such as Trojan horses, viruses, and computer worms that can become installed on your computer. Social engineering attacks attempt to trick you into providing personal information such as usernames and passwords. You will learn more about these risks, and others, later in the course.

A vulnerability is something in a system or network that is easily attacked. The most common vulnerability is an unpatched operating system (Windows, Linux, Android, Apple, etc.) that allows an attacker to attack and access a network easily. We call this an exploit, or taking advantage of the vulnerability. As you research the topic of network security, you will read about countless attacks that were caused by the exploitation of vulnerabilities.

For example, imagine you are hired to manage a network for an organization. On your first day, you notice all client computers are running Windows XP as their operating system. You know that Microsoft ended support for Windows XP on April 8, 2014, recommending that everyone upgrade their systems immediately. You also know that the CVE (Common Vulnerabilities and Exposures) database lists 741 known security exploits for Windows XP. This organization is at extreme risk of a vulnerable Windows XP system being attacked and exploited.

Updated Text: Threats, Vulnerabilities, and Exploits

The electronic systems that we use today are all accompanied by some form of risk. Not only could a device fail at a most inopportune time, but it could also leak information about us, or an adversary may find a way to break into our network. What are these risks? How can we mitigate or minimize our exposure to them?

Let's take a look at some risks our networks face each day. First, let's talk about threats. A threat to our networks refers to anything that has the potential to harm our systems. System vulnerabilities represent significant threats to modern-day networks. Two of the most common risks of this type are malware and social engineering attacks. Malware includes threats such as Trojan horses, viruses, and computer worms that can become installed on your computer. Social engineering attacks attempt to trick you into providing personal information such as usernames and passwords. You will learn more about these risks, and others, later in the course.

To better understand these risks, we can use industry-accepted metrics like the Common Vulnerability Scoring System (CVSS). CVSS provides an open framework for communicating the characteristics and impacts of IT vulnerabilities. For example, malware such as a Trojan horse might have a high CVSS score due to its ability to control the host computer, while a social engineering attack might have a lower score, but its impact could be severe depending on the sensitivity of the information revealed. By comparing these CVSS scores, we can prioritize which vulnerabilities to address first.

A vulnerability is something in a system or network that is easily attacked. The most common vulnerability is an unpatched operating system (Windows, Linux, Android, Apple, etc.) that allows an attacker to attack and access a network easily. We call this an exploit, or taking advantage of the vulnerability. As you research the topic of network security, you will read about countless attacks that were caused by the exploitation of vulnerabilities.

For example, imagine you are hired to manage a network for an organization. On your first day, you notice all client computers are running Windows XP as their operating system. You know that Microsoft ended support for Windows XP on April 8, 2014, recommending that everyone upgrade their systems immediately. You also know that the CVE (Common Vulnerabilities and Exposures) database lists 741 known security exploits for Windows XP. This organization is at extreme risk of a vulnerable Windows XP system being attacked and exploited.

Component: *Network Security Fundamentals 1a/1b*

ISBN: 9798986044347

Link to Current Content:

[View Current Content](#)

Location: Network Security Fundamentals 1a, Unit 1, Activity 2

Original Text: How Vulnerable Is Your School?

In this activity, you will perform a high-level risk assessment of your school or a similar educational institution.

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 3401 of 3538

Consider a typical high school, either one you attend or one near you. Imagine the school has asked you to help assess its information security plan.

Your first task is to lay out the attack surface for the school. Consider the physical grounds, information systems, and data needs, including both digital and hard copies of information. What are the school's vulnerabilities? Create a slideshow presentation to discuss the following potential attack vectors:

Hardware
Software
Network
Human
Physical
Organizational

You will find it helpful to research other sample analyses of attack surfaces to find out more about each vector. For each of those vectors, start with a slide describing the category of vulnerability. For example, what do you mean when you say you will discuss a "hardware," "software," or "human" vulnerability? Identify potential risks to the school or institution that come with each category. This should be accessible to a broad audience as you will be presenting this material to educators and administrators who may not be as tech-savvy as you!

Next, create one or two slides detailing the specific vulnerabilities that should be considered in conjunction with that category of attack (or hypothetical vulnerabilities, if you don't have true access to the information required). What are the warning signs or alerts which may accompany those vulnerabilities? Remember that you are only discussing something that could be exploited by a bad actor, not proposing solutions (yet).

Your submission for this activity will be a slideshow-style presentation on the attack surface for a school by describing each attack vector in one to three slides.

Updated Text: How Vulnerable Is Your School?

In this activity, you will perform a high-level risk assessment of your school or a similar educational institution.

Consider a typical high school, either one you attend or one near you. Imagine the school has asked you to help assess its information security plan.

Your first task is to lay out the attack surface for the school. Consider the physical grounds, information systems, and data needs, including both digital and hard copies of information. What are the school's vulnerabilities? Create a slideshow presentation to discuss the following potential attack vectors:

- Hardware
- Software
- Network
- Human
- Physical
- Organizational

You will find it helpful to research other sample analyses of attack surfaces to find out more about each vector. For each of those vectors, start with a slide describing the category of vulnerability. For example, what do you mean when you say you will discuss a "hardware," "software," or "human" vulnerability? Identify potential risks to the school or institution that come with each category. This should be accessible to a broad audience as you will be presenting this material to educators and administrators who may not be as tech-savvy as you!

Next, create one or two slides detailing the specific vulnerabilities that should be considered in conjunction with that category of attack (or hypothetical vulnerabilities, if you don't have true access to the information required). What are the warning signs or alerts which may accompany those vulnerabilities? Remember that you are only discussing something that could be exploited by a bad actor, not proposing solutions (yet).

One vulnerability you should consider is that of a possible payload. First, describe what a payload is in terms of cybersecurity and provide a probable scenario in which a payload could enter the school's system given the current security measures.

Your submission for this activity will be a slideshow-style presentation on the attack surface for a school by describing each attack vector in one to three slides.

Component: *Network Security Fundamentals 1a/1b*

ISBN: 9798986044347

Link to Current Content:

[View Current Content](#)

Location: Network Security Fundamentals 1a, Unit 2, Activity 1

Original Text: Protecting the Triad: Preventative Measures

In this activity, you will create a basic security plan for a small, fictional company that deals with sensitive information.

Imagine that you are a cybersecurity consultant who has recently been hired by a small company that issues free bail bond loans to qualifying clients. They want to protect their sensitive client information.

What's bail and how do bail bonds work? Let's look at the bail concept first.

When the police make an arrest, the court system determines whether the person who was arrested (the defendant) can wait for their court date from home, or whether they will remain in jail based on a number of factors. If the defendant is allowed to wait from home, the court system asks them to post bail, or make a payment, for a certain amount of money as a form of motivation to return to court for the trial. The bail amount is returned to the defendant after they appear in court, and the case has been resolved. If the defendant is offered the bail option but can't afford it, they remain imprisoned until their trial, unable to work or attend to any familial responsibilities.

Bail bond companies are entities that pay the bail for a defendant in return for an interest rate on the bail amount, so in the end, the person who was arrested will have to pay for bail and an additional percentage based on their interest rate and how long it takes them to complete their payments.

The goal of this bail bond company is to offer FREE loans to defendants who are likely to be able to pay their bail bond in full over time. In order to determine which defendants are most likely to pay, this company collects highly sensitive information about their clients and is very concerned about securing its data. The company collects data by several means: forms completed in person, which are later digitized; web interfaces; and investigation by staff members, whose notes are sent securely to the main server.

The company has asked you about what it should do to protect the privacy and security of its clients' information. You need to put together a presentation that clearly explains the three security concepts that form the CIA triad (i.e., confidentiality, integrity, and availability).

The presentation should also highlight AT LEAST FIVE of the following security measures:

Encryption

Steganography

Access control

Hashing

Digital signatures and certificates

Redundancy and fault tolerance

Importance of patching

Create a video or audio file of you delivering the presentation to the company's staff. The presentation should be 5 to 7 minutes long and appropriate for an audience that possesses only a basic understanding of computers and the internet. If you choose to create a video recording, you may supplement your presentation with a slideshow-style presentation if you'd like. If you deliver your presentation entirely by audio recording, you may find it helpful to prepare a script beforehand.

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Your presentation should be tailored to the data and security needs of this specific company. Your five chosen security measures should clearly cover the three components of the CIA triad: confidentiality, integrity, and availability.

Your submission for this activity will be the audio or video file containing your presentation.

Updated Text: Protecting the Triad: Preventative Measures

In this activity, you will create a basic security plan for a small, fictional company that handles sensitive information. Cybersecurity deals with protecting computer systems, networks, data, and digital information from cyberattacks and malicious intent. Information security is similar but is concerned with protecting information, especially electronic data, from unauthorized use. Imagine that you are a cybersecurity consultant who has recently been hired by a small company that issues free bail bond loans to qualifying clients. The company wants to protect its sensitive client information.

What's bail, and how do bail bonds work? Let's look at the bail concept first.

When the police make an arrest, the court system determines whether the person who was arrested (the defendant) can wait for their court date from home or whether they will remain in jail. The decision is based on a number of factors. If the defendant is allowed to wait from home, the court system asks them to post bail, or make a payment, for a certain amount of money as a form of motivation to return to court for the trial. The bail amount is returned to the defendant after they appear in court and the case has been resolved. If the defendant is offered the bail option but can't afford it, they remain imprisoned until their trial, unable to work or attend to any familial responsibilities.

A bail bond company pays the bail for a defendant in return for an interest rate on the bail amount, so in the end, the person who was arrested will have to pay bail and an additional percentage based on their interest rate and how long it takes them to complete their payments.

The goal of this bail bond company is to offer FREE loans to defendants who are likely to be able to pay their bail bonds in full over time. In order to determine which defendants are the most likely to pay, this company collects highly sensitive information about its clients and is very concerned about securing its data. The company collects data through several means: forms completed in person, which are later digitized; web interfaces; and investigation by staff members, whose notes are sent securely to the main server.

The company has asked you about what it should do to protect the privacy and security of its clients' information. You need to put together a presentation that clearly explains the three security concepts that form the CIA triad (i.e., confidentiality, integrity, and availability). In your presentation, be sure to define the terms "cybersecurity" and "information security" in your own words.

The presentation should also highlight AT LEAST FIVE of the following security measures:

- Encryption
- Steganography
- Access control
- Hashing
- Digital signatures and certificates
- Redundancy and fault tolerance
- Importance of patching

Create a video or audio file of yourself delivering the presentation to the company's staff. The presentation should be five to seven minutes long and appropriate for an audience that possesses only a basic understanding of computers and the internet. If you choose to create a video recording, you may supplement your presentation with a slideshow-style presentation if you'd like. If you deliver your presentation entirely via an audio recording, you may find it helpful to prepare a script beforehand.

Your presentation should be tailored to the data and security needs of this specific company. Your five chosen security measures should clearly cover the three components of the CIA triad: confidentiality, integrity, and availability.

Your submission for this activity will be the audio or video file containing your presentation.

Component: *Network Security Fundamentals 1a/1b*

ISBN: 9798986044347

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 3404 of 3538

Link to Current Content:
[View Current Content](#)

Location: Network Security Fundamentals 1a, Unit 4, Lesson 3

Original Text: Ports, Protocols, and Services
IP Services and Ports

Your next step takes you a little deeper into the topic of how devices on a network talk to each other. We know the OSI has layers that help to define how networks function. You learned about address types on layer 2 (MAC) and layer 3 (IP). You also know that there are two layer 4 transport protocols (TCP, UDP) that move data around and that there are two versions of the IP protocol (v4 and v6) that could be in use on our network. After all of that, how could there possibly be more? Well, now, we need to talk about IP ports, protocols, and services.

We have used the term protocol before, so you know that it represents a communications standard. IP ports are part of that communication standard. Much as a MAC address and an IP address identify a node on a network, ports define the service that our node uses and the protocol that is responsible for transporting the data. For example, when we access our favorite website, we use two services. Most websites use the HTTP and HTTPS services transported by the TCP protocol. HTTP is the Hypertext Transfer Protocol, which is the protocol that webpage or website data is transmitted over. HTTPS is the secure, or encrypted, version of HTTP, and it securely delivers webpage content.

In the past, you have no doubt looked at website URLs in your favorite browser and seen HTTP and HTTPS many times, but you may not have known what they were. These tell your web browser how that web page data will be received and transmitted to your device and, ultimately, your screen. HTTPS has predominantly become the standard for all website traffic now to ensure data privacy. If you notice a website to be only HTTP, you should never enter personal or financial data on that website because it is not encrypted and could be intercepted by anyone on the internet.

Two web browser windows are shown. In one window, the address <https://www.netban2k.com> has a red circled “i” icon next to it, and a large circled “i” icon is below it with the message “Your connection is not secure.” The other window has the address <https://www.netbanks.com> with a green lock icon next to it and a large green circled check mark below it with the message “Secure connection”.

Every website should use HTTPS to improve search rankings and to avoid being labeled as not secure.

Each service is assigned a port number, and every IP address has 65,536 ports associated with it ranging from 0 to 65,535. That sounds like a daunting number and a lot to remember. However, you will begin to learn and memorize the common port numbers very quickly the more you study networking, and as you begin to configure equipment, the numbers will become more and more familiar. In the example above, HTTP would have been assigned port 80 and HTTPS port 443. When we refer to a port number with an IP address, we add a colon (:) to the end of the IP address and then the port number. For example, 192.168.1.50:443 indicates that the node is running an application communicating via HTTPS. Routers and firewalls really care about the IP port that the service runs on. Both make traffic decisions based on the service and port number. The firewalls that we learned about in an earlier unit are configured to allow or deny network traffic based on the port, and if they are advanced enough, they can open the packet and look for the actual service type. This gives network administrators granular control over the type of traffic that can enter or leave their networks. As you may have already realized, IP ports and services could be a large part of an organization’s attack surface, too.

There is a structure to IP ports that makes learning about them a little more manageable. iSCSI: TCP Ports 860, 3260
Internet Small Computer Systems Interface (iSCSI) is an important protocol in data centers that allows systems to access data storage devices that are connected to the network. In data centers, servers connect to large network-connected storage arrays. iSCSI has become a standard for connecting to network-attached storage and can be connected to the network via copper or fiber.

Fibre Channel: TCP Port 3225

Fibre Channel is a more complex, scalable, and expensive solution than iSCSI. The protocol is typically found in very large

Proclamation 2024: Report of Editorial Changes (11/08/2023)

and complex data centers. As the name implies, in Fibre Channel, all the connections are made via fiber optic cable. Data transfer speeds are much faster than in iSCSI.

Updated Text: Ports, Protocols, and Services

IP Services and Ports

Your next step takes you a little deeper into the topic of how devices on a network talk to each other. We know the OSI has layers that help to define how networks function. You learned about address types on layer 2 (MAC) and layer 3 (IP). You also know that there are two layer 4 transport protocols (TCP, UDP) that move data around and that there are two versions of the IP protocol (v4 and v6) that could be in use on our network. After all of that, how could there possibly be more? Well, now, we need to talk about IP ports, protocols, and services.

We have used the term protocol before, so you know that it represents a communications standard. IP ports are part of that communication standard. Much as a MAC address and an IP address identify a node on a network, ports define the service that our node uses and the protocol that is responsible for transporting the data. For example, when we access our favorite website, we use two services. Most websites use the HTTP and HTTPS services transported by the TCP protocol. HTTP is the Hypertext Transfer Protocol, which is the protocol that webpage or website data is transmitted over. HTTPS is the secure, or encrypted, version of HTTP, and it securely delivers webpage content.

In the past, you have no doubt looked at website URLs in your favorite browser and seen HTTP and HTTPS many times, but you may not have known what they were. These tell your web browser how that web page data will be received and transmitted to your device and, ultimately, your screen. HTTPS has predominantly become the standard for all website traffic now to ensure data privacy. If you notice a website to be only HTTP, you should never enter personal or financial data on that website because it is not encrypted and could be intercepted by anyone on the internet. Each service is assigned a port number, and every IP address has 65,536 ports associated with it ranging from 0 to 65,535. That sounds like a daunting number and a lot to remember. However, you will begin to learn and memorize the common port numbers very quickly the more you study networking, and as you begin to configure equipment, the numbers will become more and more familiar. In the example above, HTTP would have been assigned port 80 and HTTPS port 443. When we refer to a port number with an IP address, we add a colon (:) to the end of the IP address and then the port number. For example, 192.168.1.50:443 indicates that the node is running an application communicating via HTTPS.

Routers and firewalls really care about the IP port that the service runs on. Both make traffic decisions based on the service and port number. The firewalls that we learned about in an earlier unit are configured to allow or deny network traffic based on the port, and if they are advanced enough, they can open the packet and look for the actual service type. This gives network administrators granular control over the type of traffic that can enter or leave their networks. As you may have already realized, IP ports and services could be a large part of an organization's attack surface, too. To effectively manage this, network administrators use common tools for monitoring ports such as 'Wireshark' for packet analysis, 'nmap' for network scanning, and 'Netstat' for viewing active network connections. These tools provide valuable insights into the data transmitted through each port and help in identifying potential security risks.

iSCSI: TCP Ports 860, 3260

Internet Small Computer Systems Interface (iSCSI) is an important protocol in data centers that allows systems to access data storage devices that are connected to the network. In data centers, servers connect to large network-connected storage arrays. iSCSI has become a standard for connecting to network-attached storage and can be connected to the network via copper or fiber. For monitoring iSCSI traffic on TCP Ports 860, 3260, network administrators typically use tools such as 'iSCSI Enterprise Target' which allows a machine to share storage over a network. These tools assist in detecting any anomalies or potential threats within the network, thereby enhancing overall network security.

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Fibre Channel: TCP Port 3225

Fibre Channel is a more complex, scalable, and expensive solution than iSCSI. The protocol is typically found in very large and complex data centers. As the name implies, in Fibre Channel, all the connections are made via fiber optic cable. Data transfer speeds are much faster than in iSCSI. In order to monitor Fibre Channel traffic on TCP Port 3225, network administrators can utilize specialized tools such as 'Wireshark' with its FC protocol dissector, allowing for in-depth analysis of Fibre Channel data and understanding network behavior. These monitoring tools provide visibility into data transmission and are critical in maintaining robust network security.

Component: *Network Security Fundamentals 1a/1b*

ISBN: 9798986044347

Link to Current Content:

[View Current Content](#)

Location: Network Security Fundamentals 1a, Unit 4, Critical Thinking Questions 2 and 5

Original Text: Identify the number and purpose of any two well-known ports (such as SSH, HTTP, or HTTPS).

Answers will vary, and there are hundreds of possible answers, but here is an example: HTTP is assigned to port 80 and stands for HyperText Transfer Protocol; it transmits webpage data. HTTPS, the secure/encrypted version, uses port 443. Identify at least two similarities and two differences between the OSI model and the TCP/IP model.

Answers will vary. Both function similarly as abstractions of network communications into "layers" where certain processes occur. Both share the transport layer, which has a similar function for each (though different numbers). Both must be memorized for people who wish to complete CompTIA Network+ certification. As for differences, the first layer (network access) of the TCP model covers the first two layers of the OSI model. Similarly, the application layer (2) for the TCP model merges the final three layers of the OSI model. The TCP model covers a more limited set of circumstances and protocols.

Updated Text: 2. Identify the number and purpose of any two well-known ports (such as SSH, HTTP, or HTTPS).

Additionally, name a common tool that can be used to monitor these ports and briefly describe how it works.

Answers will vary, and there are hundreds of possible answers, but here is an example: HTTP is assigned to port 80 and stands for HyperText Transfer Protocol; it transmits webpage data. HTTPS, the secure/encrypted version, uses port 443.

Wireshark is a common tool used to monitor these ports. It captures and analyzes network packets, providing valuable insight into the data transmitted through these ports.

5. Identify at least two similarities and two differences between the OSI model and the TCP/IP model. Also, discuss how port monitoring tools can be used in the context of these models to enhance network security.

Answers will vary. Both function similarly as abstractions of network communications into "layers" where certain processes occur. Both share the transport layer, which has a similar function for each (though different numbers). Both must be memorized for people who wish to complete CompTIA Network+ certification. As for differences, the first layer (network access) of the TCP model covers the first two layers of the OSI model. Similarly, the application layer (2) for the TCP model merges the final three layers of the OSI model. The TCP model covers a more limited set of circumstances and

protocols. In terms of port monitoring tools, they interact mainly with the transport layer of both models, where port numbers are defined. For example, 'nmap' scans for open ports and identifies the protocols being used, which can help detect any potential security vulnerabilities.

Component: *Network Security Fundamentals 1a/1b*

ISBN: 9798986044347

Link to Current Content:
[View Current Content](#)

Location: Network Security Fundamentals 1a, Unit 6, Activity 2

Original Text: Heuristics and RATs

Watch “The 1s and 0s Behind Cyber Warfare,” a TED Talk given by Chris Domas.

Then, watch “What You Need to Know About Stalkerware,” a TED Talk given by Eva Galperin.

Based on your viewing of these two videos, answer the following questions:

Chris Domas makes a comment about being able to recognize quickly that particular patterns of binary code represent different data types. How does this relate to the operation of detection methods that rely on the ability to match signatures through the use of heuristics?

What does Eva Galperin mean when she talks about “account compromise,” and how does two-factor authentication help prevent that sort of unauthorized access? What other sort of detection system could help to prevent or at least alert the account owner about this kind of access?

Why were so many virus scan programs unable to recognize RAT as being malicious?

Do you think there’s any way for a private citizen to use RAT ethically? Do you think there’s any way for a government to use RAT ethically?

Updated Text: Heuristics and RATs

Watch “The 1s and 0s Behind Cyber Warfare,” a TED Talk given by Chris Domas.

Then, watch “What You Need to Know About Stalkerware,” a TED Talk given by Eva Galperin.

Based on your viewing of these two videos, answer the following questions:

1. Chris Domas makes a comment about being able to recognize quickly that particular patterns of binary code represent different data types. How does this relate to the operation of detection methods that rely on the ability to match signatures through the use of heuristics?

Answers will vary. Domas realizes that converting patterns of binary code into something “recognizable” (as in the case of an address book, for example) speeds up his analyses. Similarly, an IPS or IDS that sees specific patterns in code should be able to identify certain patterns quickly as being similar to known attacks even if the signature isn’t 100-percent identical to a known threat.

2. What does Eva Galperin mean when she talks about “account compromise,” and how does two-factor authentication help prevent that sort of unauthorized access? What other sort of detection system could help to prevent or at least alert the account owner about this kind of access?

An account is compromised when someone has the correct password to access it but does not have permission from the account owner to use the password. With two-factor authentication, as long as the account owner is the sole physical owner of the second device, the account is kept secure.

As for other detection systems, basically, any anomaly detection system (or some rules-based detection systems) would work. The video uses the example of logging the location of the last person to access the account and flagging unusual locations.

3. Why were so many virus scan programs unable to recognize RAT as being malicious?

Answers will vary, but students might note that the programs were installed legitimately, so they weren't flagged. Alternatively, students might say that they just weren't entered into the signature database or the blacklist for these programs because they didn't realize they were being used in nefarious ways.

4. Considering the ethical principles of privacy and consent, do you think there's any way for a private citizen to use RAT ethically? Do you think there's any way for a government to use RAT ethically?

Answers will vary. While RAT is most often used in a controlling way, students might make a case for limited RAT use by parents for their children's devices as a condition for being allowed to use a smartphone. Or students might say that no private citizen should ever be allowed that level of access. When it comes to the government, students may believe that RAT can be used ethically in controlled investigations in which the authorities have been granted a warrant. Or students may argue that the technology is too easy to abuse for the government ever to be able to use it ethically. The ethical considerations here pivot around the principles of privacy and consent. The use of RAT, by private citizens or government entities, raises questions about how far one's rights to privacy can be intruded upon and when, if ever, such intrusions could be considered ethical.

Component: *Network Security Fundamentals 1a/1b*

ISBN: 9798986044347

Link to Current Content:

[View Current Content](#)

Location: Network Security Fundamentals 1a, Unit 6, Discussion Question 1

Original Text: Wikileaks is a well-known website that releases document caches that have been gathered by hackers—for example, the manual of operations for the infamous U.S. prison in Guantanamo Bay and documents from the Democratic National Committee. Explain whether the individuals who supply information to Wikileaks would generally be considered white-hat, black-hat, or gray-hat hackers based on their motivation. Then, evaluate the ethics of hacking a site and revealing the information on it. Discuss how the culture of black-, white-, or gray-hat hacking might influence the site contributor's decisions. Finally, explore the possible outcomes of the actions of sites like Wikileaks in terms of the social impact and legal liability.

Answers will vary. These hackers are absolutely not white-hat hackers. From a purely cybersecurity-based definition, they ought to be called black-hat hackers because they are not sharing information (generally) to prove a site is not being defended properly; they are sharing information that the owners of the data did not intend to share. However, students may attempt to make the argument that the hackers are acting "in the public good" by trying to share information that the public needs to know.

Similarly, ethically speaking, Wikileaks releases information on a selective basis to achieve partisan and selfish ends—that is, for its owners and contributors—but students who only know the organization in passing may make good-faith arguments that some organizations commit atrocities worthy of being released, as in the torture committed at Guantanamo Bay. Similarly, an "information should be free" culture common to gray-hat hacking communities contributes to behavior that is ultimately unethical and illegal but seems morally sound to its contributors.

Legally, Wikileaks contributors are clearly committing crimes, but prosecuting them is difficult. In terms of outcomes, students will have different evaluations based on their knowledge of the site. Ideally, students should recognize that releasing information is not a neutral practice and that bad actors generally try to do so to achieve their own ends (e.g., advancing propaganda), but more idealistic students may have more optimistic takes.

Updated Text: 1. Wikileaks is a well-known website that releases document caches that have been gathered by hackers—for example, the manual of operations for the infamous U.S. prison in Guantanamo Bay and documents from the Democratic National Committee. Explain whether the individuals who supply information to Wikileaks would generally be considered white-hat, black-hat, or gray-hat hackers based on their motivation. Then, evaluate the ethics of hacking a site and revealing the information on it. Discuss how the culture of black-, white-, or gray-hat hacking might

influence the site contributor's decisions. Finally, explore the possible outcomes of the actions of sites like Wikileaks in terms of the social impact and legal liability.

Answers will vary. These hackers are absolutely not white-hat hackers. From a purely cybersecurity-based definition, they ought to be called black-hat hackers because they are not sharing information (generally) to prove a site is not being defended properly; they are sharing information that the owners of the data did not intend to share. However, students may attempt to make the argument that the hackers are acting "in the public good" by trying to share information that the public needs to know.

Similarly, ethically speaking, Wikileaks releases information on a selective basis to achieve partisan and selfish ends—that is, for its owners and contributors—but students who only know the organization in passing may make good-faith arguments that some organizations commit atrocities worthy of being released, as in the torture committed at Guantanamo Bay. Similarly, an "information should be free" culture common to gray-hat hacking communities contributes to behavior that is ultimately unethical and illegal but seems morally sound to its contributors.

Legally, Wikileaks contributors are clearly committing crimes, but prosecuting them is difficult. In terms of outcomes, students will have different evaluations based on their knowledge of the site. Ideally, students should recognize that releasing information is not a neutral practice and that bad actors generally try to do so to achieve their own ends (e.g., advancing propaganda), but more idealistic students may have more optimistic takes.

Component: *Network Security Fundamentals 1a/1b*

ISBN: 9798986044347

Link to Current Content:

[View Current Content](#)

Location: Network Security Fundamentals 1a, Unit 6, Lesson 2

Original Text: Metasploit

The most common tool to show up in your search results will likely be the Metasploit Framework. First released in 2003, this tool is a popular choice among both white hat and black hat hackers because it is robust and easy to use. The software has been adapted to run on Windows and Linux operating systems. Metasploit has brought point-and-click functionality to scanning, testing, and exploiting common network as well as software vulnerabilities.

A screenshot of the Metasploit framework shows the Metasploit logo, a white M on a blue background, and the following text: "http://metasploit.pro", "metasploit v4.12.8-dev", "1551 exploits - 898 auxiliary - 267 post", "438 payloads - 38 encoders - 8 nops", and "Free Metasploit Pro trial: http://r-7.co/trymsp".

Screenshot from Metasploit Framework by 4shadoww. Distributed under the CC BY-SA 4.0 license.

For white hats, Metasploit is a penetration testing tool, meaning it can be used to test the security readiness of a network and its systems. If and when the tool finds a vulnerability, the network admin can remediate the issue. To a black hat, Metasploit represents an attack tool that will identify a vulnerability and automatically proceed with the exploitation of that system flaw by delivering a malicious payload. Think of this software tool as being like a hammer. In the hands of a master builder, it can be used to create fantastic structures; in the hands of a bad actor, it can be used to wreak havoc and destruction.

Consider this example: A network admin runs a Metasploit scan on the company network as a routine security practice while looking for vulnerabilities. During the scan, a Windows XP client is discovered to be online. The admin is distraught about this discovery because, as you already know, Windows XP has been officially retired since 2009 and is extremely vulnerable to exploitation. This allows the admin to take immediate action before a bad actor can launch an attack against that client.

Updated Text: How the Game Is Played

Metasploit

The most common tool to show up in your search results will likely be the Metasploit framework. First released in 2003, this tool is a popular choice among both white-hat and black-hat hackers because it is robust and easy to use. The

Proclamation 2024: Report of Editorial Changes (11/08/2023)

software has been adapted to run on the Windows and Linux operating systems. Metasploit has brought point-and-click functionality to scanning, testing, and exploiting common network and software vulnerabilities.

Screenshot from Metasploit framework by 4shadoww. Distributed under the CC BY-SA 4.0 license.

For white hats, Metasploit is a penetration testing tool, meaning it can be used to test the security readiness of a network and its systems. Ethical hackers like white hats follow laws and regulations, working with the consent of the system owner. In contrast, black-hat hackers use Metasploit without legal authorization to exploit vulnerabilities, which is considered illegal. If and when the tool finds a vulnerability, the network admin can remediate the issue. To a black hat, Metasploit represents an attack tool that will identify a vulnerability and automatically proceed with the exploitation of that system flaw by delivering a malicious payload. Think of this software tool as being like a hammer. In the hands of a master builder, it can be used to create fantastic structures; in the hands of a bad actor, it can be used to wreak havoc and destruction.

Consider this example: A network admin runs a Metasploit scan on the company network as a routine security practice while looking for vulnerabilities. During the scan, a Windows XP client is discovered to be online. The admin is distraught about this discovery because, as you already know, Windows XP has been officially retired since 2009 and is extremely vulnerable to exploitation. This allows the admin to take immediate action before a bad actor can launch an attack against that client.

Component: *Network Security Fundamentals 1a/1b*

ISBN: 9798986044347

Link to Current Content:

[View Current Content](#)

Location: Network Security Fundamentals 1b, Unit 2, Lesson 3

Original Text: Storage and Transport Encryption

In the examples presented so far, you have learned about two different encryption algorithms and how their keys are managed. We walked through an example of an email being changed from plaintext to ciphertext and then back to its original form. Those actions were applied to a specific item—in our case, the ice cream recipe. Encryption can also work with complete storage devices (disk drives and flash drives) and data while in transit over a network. Encrypted File System

In order to encrypt a file or folder in Windows, use the Encrypted File System (EFS) that is built into Windows (pictured above). This option is very easy to configure and is included as part of the NTFS file system. To do this, right-click on the file or folder you want to encrypt, click on Properties > Advanced, and then check the box that says “Encrypt contents to secure data.” You will then be asked to create a password. Each time someone attempts to open that specific resource, they will be prompted for the password to open it. Even if someone found your laptop and tried to open a file with a text editor like Notepad, they would just see the ciphertext and not be able to understand anything in the file. The password is our secret key; without it, the file is meaningless. Whenever you enable encryption, make sure you can remember your password or keep it in a safe place!

Note that, if you choose to use EFS to protect a file (like the one with our super-secret recipe in it), it is only encrypted on that specific Windows device. The Windows NTFS file system is what allows EFS to function. If the file is copied to another type of file system such as an older Windows FAT/FAT32 file system, the file will be decrypted during the copying process. Encrypting a file can give the user a false sense of security because they think that, if the file is copied or moved to another location, it will remain encrypted, but this is not always the case.

Updated Text: Storage and Transport Encryption

In the examples presented so far, you have learned about two different encryption algorithms and how their keys are managed. We walked through an example of an email being changed from plaintext to ciphertext and then back to its

original form. Those actions were applied to a specific item—in our case, the ice cream recipe. However, beyond the individual data items, network devices such as routers, switches, servers, and end-user devices themselves have vulnerabilities that can be exploited by malicious actors. These vulnerabilities can be due to out-of-date software, misconfigured settings, or hardware flaws. These can potentially expose to risks the data stored on them or the data they process. This is why encryption can also work with complete storage devices (disk drives and flash drives) and data while in transit over a network.

When designing an application, all states of data should be considered to ensure a secure product. 3 states of data: Data in Use, Data in Motion, Data at Rest by Jasper59, distributed under a CC BY-SA 3.0 license.

Transport Encryption

File and full-disk encryption are now on our list of the ways to secure data. We have complete confidence that our hardware is secure, and if it were ever lost or stolen, our recipes would be safe from bad actors attempting to gain access to them. Now, we turn our attention to securing data when we transmit it across a local network or the general internet. We learned previously that there are bad actors out there who can intercept network traffic, attempt to read its contents, and extract critical data. The bad news is that this happens every day when people connect to public Wi-Fi networks or use outdated operating systems and protocols to transmit data. Such instances highlight the vulnerabilities of network devices. For instance, if a router has a vulnerability, it could be exploited to intercept and alter the traffic that passes through it. Similarly, if a computer has a software vulnerability, it could be used to gain unauthorized access to sensitive data stored on it. The good news is that there are transport protocols available that can encrypt our network traffic. If you think back to the OSI model, you may recall that layer 4 facilitates the transport of packets and that layer 6 handles encryption after layer 5 helps to set up the communications session.

You may also recognize a few of the following protocols from previous discussions. Now that you're familiar with them, it should be much easier to understand how encryption can secure network traffic.

Component: *Network Security Fundamentals 1a/1b*

ISBN: 9798986044347

Link to Current Content:

[View Current Content](#)

Location: Network Security Fundamentals 1b, Unit 2, Activity 2

Original Text: Create Your Own Hidden Message!

Required Materials

Word processing software

Steganography software (optional)

Video or audio recorder (optional)

Image editing software (optional)

Step 1: Do-It-Yourself Steganography

You will probably not be surprised to learn that there are many websites that let you engage in your own steganography, either by downloading a program or working entirely through your browser. For this activity, you will use ANY form of steganography you'd like in order to create your own hidden message!

Step 2: So Many Choices...

Research online to find out which type of steganography you'd like to perform and what sort of secret message you'd like to embed. (Others will read it, so avoid profanity, insults, etc.). Use any form of steganography to record a message, keeping a copy of the original file that you used to embed the message. Submit the original, unmodified file and the file with the hidden message along with the answers to the following questions:

What form of steganography did you choose? What were its strengths and limitations? You may find it useful to compare the specific form you chose to other forms of digital steganography (image encryption, audio, mimic functions, video, packet manipulation, etc.).

What was your hidden message? How can it be decoded? (You may need to provide links to specific programs or websites).

How easy or difficult was the process overall?

Step 3: What to Submit

Your submission for this activity should include the following items:

the original file that you used to hide the original, unmodified message

the same file with the hidden message

a text file with the answers to the questions about the process, including instructions for how to access the hidden message

answers to the questions in Step 2

Updated Text: Create Your Own Hidden Message!

Required Materials

- Word processing software
- Steganography software (optional)
- Video or audio recorder (optional)
- Image editing software (optional)

Step 1: Do-It-Yourself Steganography

You will probably not be surprised to learn that there are many websites that let you engage in your own steganography, either by downloading a program or working entirely through your browser. For this activity, you will use ANY form of steganography you'd like in order to create your own hidden message!

Step 2: So Many Choices...

Research online to find out which type of steganography you'd like to perform and what sort of secret message you'd like to embed. (Others will read it, so avoid profanity, insults, etc.). Use any form of steganography to record a message, keeping a copy of the original file that you used to embed the message. Submit the original, unmodified file and the file with the hidden message along with the answers to the following questions:

Optional twist! Who's the best code breaker?

If you are working on this activity alongside fellow students, consider sharing your hidden messages—possibly using ideas from Activity 3 to encrypt them! You can keep your steganography and encryption methods secret to make the code extra-difficult to break!

1. What form of steganography did you choose? What were its strengths and limitations? You may find it useful to compare the specific form you chose to other forms of digital steganography (image encryption, audio, mimic functions, video, packet manipulation, etc.).

Students have many options:

- o Students may decide to hide messages in metadata or use an image-embedding application.
- o While different methods have different strengths and weaknesses, it is often the case that the easier the method is to use, the less secure the message is (as long as someone is suspicious enough to check it out!).
- o Some forms require software to decode them while others may be obvious with a simple file explorer.

2. What was your hidden message? How can it be decoded? (You may need to provide links to specific programs or websites).

Answers will vary, but students should describe a method that can be used to check that the message was successfully embedded.

3. How easy or difficult was the process overall?

Answers will vary, but most students should find the process quite simple. For example, a browser version may only require the uploading of an image and a message; it may not even store the files outside the web browser.

Step 3: Complete Historical Research on Cryptography

Complete your own online research on the history and evolution of cryptography. Be sure to highlight the origins, important developments, and how the use of cryptography has changed over time. How has cryptography been used

throughout history in areas such as war, politics, and technology? Write a short report highlighting your findings.

Step 4: Review Simple Methods of Cryptography

Research simple cryptography methods such as “shift cipher” and “substitution cipher.” Using your research, create an explanation of these methods in such a way that a five-year-old could understand. Then create and decipher your own simple messages with a classmate.

Step 5: Create a Hidden Message Using a Simple Cryptography Method

Decide between either the cipher or substitution cipher method to create a hidden message. Encode your message and then use steganography to hide it!

Step 6: What to Submit

Your submission for this activity should include the following items:

- the original file that you used to hide the original, unmodified message
- the same file with the hidden message
- a text file with the answers to the questions about the process, including instructions for how to access the hidden message
- answers to the questions in Step 2
- report on the historical uses of cryptography
- explanations and examples of the shift cipher and substitution cipher
- encoded and hidden message
- instructions on how to decode and access them

Component: *Network Security Fundamentals 1a/1b*

ISBN: 9798986044347

Link to Current Content:

[View Current Content](#)

Location: Network Security Fundamentals 1b, Unit 7, Lesson 3

Original Text: Cyberbullying

Social media is a great tool, but like many tools—for example, hammers—it can be used either to create or to harm. How a tool is handled is up to the person wielding it. Social media platforms are awesome at connecting human beings, but they have also given rise to cyberbullying, which makes use of electronic communication to send messages that intimidate or threaten others—many times, children. The phenomenon—which this author calls “courage from behind a keyboard”—describes how people say and post things about a person that they would never say if they were standing in front of that person. Social media platforms have facilitated this phenomenon by making it very easy to send or post intimidating or threatening messages. In addition, cyberbullies can be tough to identify because they adopt fake names or can remain totally anonymous on some platforms.

A photo of a sad-looking young woman is shown with abusive words such as “worthless,” “bad,” and “ugly” written on the image.

Cyberbullying can have longer-lasting and more devastating effects than traditional bullying.

Cyberbullying can be an uncomfortable subject to talk about, but the discussion is necessary in order to raise awareness. Victims of constant cyberbullying can experience lasting negative consequences regarding their health and wellness, as illustrated below.

The following data was provided in response to an annual survey that asks students to identify issues that they attribute to their experiences with cyberbullying.

Updated Text: Cyberbullying

Social media is a great tool, but like many tools—for example, hammers—it can be used either to create or to harm. How a tool is handled is up to the person wielding it. Social media platforms are awesome at connecting human beings, but

Proclamation 2024: Report of Editorial Changes (11/08/2023)

they have also given rise to cyberbullying, which makes use of electronic communication to send messages that intimidate or threaten others—many times, children. The phenomenon—which this author calls “courage from behind a keyboard”—describes how people say and post things about a person that they would never say if they were standing in front of that person. Social media platforms have facilitated this phenomenon by making it very easy to send or post intimidating or threatening messages. In addition, cyberbullies can be tough to identify because they adopt fake names or can remain totally anonymous on some platforms.

Another form of online harassment that has arisen in the age of social media is cyberstalking. Cyberstalking is a specific form of cyberbullying that involves the use of technology to stalk or harass an individual or group. This can involve threats of harm, obsessive attention, and the creation of a climate of fear and intimidation. It can lead to severe emotional distress for the victims, and it can make them feel that they are being constantly watched or monitored, affecting their peace of mind and overall well-being.

Cyberbullying can be an uncomfortable subject to talk about, but the discussion is necessary in order to raise awareness. Victims of constant cyberbullying can experience lasting negative consequences regarding their health and wellness, as illustrated below.

The following data was provided in response to an annual survey that asks students to identify issues that they attribute to their experiences with cyberbullying.

Component: *Network Security Fundamentals 1a/1b*

ISBN: 9798986044347

Link to Current Content:

[View Current Content](#)

Location: Network Security Fundamentals 1b Unit 7, Activity 2

Original Text: Step 2: What Is Terrorism?

Separate from the video, research several definitions of physical terrorism. Choose THREE definitions that have distinct differences or important parts to them. Then, copy each definition into a word processing file and provide a full citation for the source of each definition using any official style format (e.g., APA or MLA).

Based on your personal evaluation of those definitions, complete the following steps:

Synthesize the material from those definitions for yourself, and use it to write a fourth definition.

- Next, research and explain the difference between physical terrorism as you’ve defined it and cyberterrorism.

Then, research and explain the difference between terrorism and counterterrorism.

Create refined definitions for cyberterrorism and counterterrorism. You may find it useful to look up similar terms like “hactivist” or “state-sponsored terrorism” when creating these two new definitions.

Using your definitions, explain what makes something an act of terrorism as opposed to an act of rebellion, civil disobedience, liberation, fighting for freedom, military action, etc. In other words, explain the difference between a “terrorist” and a “freedom fighter,” “patriot,” or similar person (even a “counterterrorist”), or specify why your definition is unable to make that distinction.

Then, consider your own personal definition of terrorism and consider the implication in Greenwald’s video that, for many people, only terrorists need to worry about privacy. Explain whether that is true for the definition of terrorism you’ve landed on for yourself.

As a reminder, you may conduct independent research when composing your responses to these prompts. If you quote any source at length, be sure to provide an attribution; however, you do NOT need to write a full APA- or MLA-style citation for a quotation as the critical element is your personal reflection.

Step 3: What to Submit

Your submission for this activity should be a word processing file containing the following content:

Answers to the seven questions directly related to the video
Three definitions of physical terrorism with complete citations

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Your personal definitions of physical terrorism, cyberterrorism, and counterterrorism

An evaluation of the difference between a terrorist and a rebel or freedom fighter

An evaluation of whether it's true that only terrorists need to worry about privacy

Updated Text: Step 2: What Is Terrorism?

Separate from the video, research several definitions of physical terrorism. Choose THREE definitions that have distinct differences or important parts to them. Then, copy each definition into a word processing file and provide a full citation for the source of each definition using any official style format (e.g., APA or MLA).

Based on your personal evaluation of those definitions, complete the following steps:

- Synthesize the material from those definitions for yourself, and use it to write a fourth definition.
- Next, research and explain the difference between physical terrorism as you've defined it and cyberterrorism.
- Then, research and explain the difference between terrorism and counterterrorism.
- Create refined definitions for cyberterrorism and counterterrorism. You may find it useful to look up similar terms like "hacktivist" or "state-sponsored terrorism" when creating these two new definitions.

Using your definitions, explain what makes something an act of terrorism as opposed to an act of rebellion, civil disobedience, liberation, fighting for freedom, military action, etc. In other words, explain the difference between a "terrorist" and a "freedom fighter," "patriot," or similar person (even a "counterterrorist"), or specify why your definition is unable to make that distinction.

Then, consider your own personal definition of terrorism and consider the implication in Greenwald's video that, for many people, only terrorists need to worry about privacy. Explain whether that is true for the definition of terrorism you've landed on for yourself.

As a reminder, you may conduct independent research when composing your responses to these prompts. If you quote any source at length, be sure to provide an attribution; however, you do NOT need to write a full APA- or MLA-style citation for a quotation as the critical element is your personal reflection.

Step 3: Complete Your Own Research

The videos introduced several issues that affect both domestic and international interests. Find three national laws and two international laws that impact the world of cybersecurity. Investigate these laws and provide a brief explanation of the laws themselves and what they aim to accomplish. Next, perform an analysis of their effectiveness. Do you believe these laws effectively meet the needs of society and deter possible criminal behavior? Rationalize your reasoning.

Step 4: What to Submit

Your submission for this activity should be a word processing file containing the following content:

- Answers to the seven questions directly related to the video
- Three definitions of physical terrorism with complete citations
- Your personal definitions of physical terrorism, cyberterrorism, and counterterrorism
- An evaluation of the difference between a terrorist and a rebel or freedom fighter
- An evaluation of whether it's true that only terrorists need to worry about privacy
- An investigation and analysis of three national laws and two international laws that impact cybersecurity.

Submit your completed activity via the dropbox.

Component: *Network Security Fundamentals 1a/1b*

ISBN: 9798986044347

Link to Current Content:

[View Current Content](#)

Location: Network Security Fundamentals 1b, Unit 7, Critical Thinking Question 5

Original Text: During the COVID-19 pandemic, small counties or cities with low populations sometimes did not provide full demographic and health summaries for local breakouts of the disease—for example, when there were relatively few cases that all came from a single bar or restaurant. Considering PII and PHI, why might these counties have refused to

publicize this information?

Answers will vary.

Students should recognize that releasing information like age, gender, and location would essentially allow individuals who contracted the disease to be specifically identified, violating their privacy.

Updated Text: 5. During the COVID-19 pandemic, small counties or cities with low populations sometimes did not provide full demographic and health summaries for local breakouts of the disease—for example, when there were relatively few cases that all came from a single bar or restaurant. Define personally identifiable information (PII) and protected health information (PHI). Considering PII and PHI, why might these counties have refused to publicize this information? Evaluate the risks and benefits of sharing PII in this scenario and in general.

Answers will vary.

o Students should recognize that releasing information like age, gender, and location would essentially allow individuals who contracted the disease to be specifically identified, violating their privacy.

Component: Network Security Fundamentals 1a/1b

ISBN: 9798986044347

Link to Current Content:

[View Current Content](#)

Location: Network Security Fundamentals 1b, Unit 7, Critical Thinking Question 1

Original Text: Why do social media sites like Facebook and Twitter represent areas of concern for cybersecurity experts? What are the ways these sites are used by nefarious agents, and why are these sites difficult to control?

Answers will vary.

Generally, social media sites of all kinds and Facebook in particular are being targeted more and more by cybercriminals and by international propagandists. This is especially true when it comes to political news. Furthermore, it's easy to spread misinformation on these types of sites. It has been difficult for companies to control this because they have to balance security against profitability while being perceived as politically unbiased. The sites are used to spread misinformation, and the servers are hacked to gain user information (sometimes to help spread that misinformation). Previous units covered specific attacks on sites that could be used (e.g., injection attacks). Students may also mention these.

Updated Text: Why do social media sites like Facebook and Twitter represent areas of concern for cybersecurity experts, considering the legal ramifications involved? What are the ways these sites are used by nefarious agents to commit cybercrimes, and why are these sites difficult to control from a legal standpoint? How do cybersecurity laws and regulations come into play when addressing the security and privacy issues associated with social media platforms?

Answers will vary.

Generally, social media sites of all kinds and Facebook in particular are being targeted more and more by cybercriminals and by international propagandists. This is especially true when it comes to political news.

Furthermore, it's easy to spread misinformation on these types of sites. It has been difficult for companies to control this because they have to balance security against profitability while being perceived as politically unbiased.

The sites are used to spread misinformation, and the servers are hacked to gain user information (sometimes to help spread that misinformation).

Previous units covered specific attacks on sites that could be used (e.g., injection attacks). Students may also mention these.

Component: *Network Security Fundamentals 1a/1b*

ISBN: 9798986044347

Link to Current Content:

[View Current Content](#)

Location: Network Security Fundamentals 1a, Unit 7, Activity 1

Original Text: Malware in the Real World

For this activity, you will research different real-world malware attacks and create a chart that shows how each attack was performed and how much damage each attack caused.

If you've previously completed an activity in which you've researched real-world attacks—for example, a slideshow looking at different categories of cybersecurity breaches like man-in-the-middle attacks—you may include those same attacks in this exercise.

Research real-world incidents involving the following types of malware:

Worms

Trojans

Viruses

Backdoors

Spyware or a keyloggers

Botnets

Create a chart with a row for each of the six categories listed above. Next, create nine columns that contain the following information:

A one-sentence definition of the malware category

The name of the attack, if it has one

The year of the attack

The target of the attack

How the malware entered the system, if known

Who introduced the malware or is suspected of having introduced it, if known

The motivation behind the attack (or best guess for the motivation)

How much damage the malware is estimated to have caused (If no dollar amount is given, then a short description of the damage caused is acceptable.)

A link to a single article or webpage that provides a good overview of the attack

Make sure that your chart is formatted in a way that makes it easy to read and possible to compare characteristics of different types of malware. If any items are missing, write "N/A" in that cell.

Provide your submission in an Excel spreadsheet, Google Sheets file, or a document with a table in it that contains all the required information.

Updated Text: Malware in the Real World

For this activity, you will research different real-world malware attacks, define different types of malware, and create a chart that shows how each attack was performed and how much damage each attack caused.

If you've previously completed an activity in which you've researched real-world attacks—for example, a slideshow looking at different categories of cybersecurity breaches like man-in-the-middle attacks—you may include those same attacks in this exercise.

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Research real-world incidents involving the following types of malware:

- Worms
- Trojans
- Viruses
- Backdoors
- Spyware or a keyloggers
- Botnets
- Ransomware

Create a chart with a row for each of the six categories listed above. Next, create nine columns that contain the following information:

- A one-sentence definition of the malware category
- The name of the attack if it has one
- The year of the attack
- The target of the attack
- How the malware entered the system if known
- Who introduced the malware or is suspected of having introduced it if known
- The motivation behind the attack (or best guess for the motivation)
- How much damage the malware is estimated to have caused (If no dollar amount is given, then a short description of the damage caused is acceptable.)
- A link to a single article or web page that provides a good overview of the attack

Make sure that your chart is formatted in a way that makes it easy to read and possible to compare characteristics of different types of malware. If an item is missing, write “N/A” in that cell.

Provide your submission in an Excel spreadsheet, Google Sheets file, or a document with a table in it that contains all the required information.

Component: *Network Security Fundamentals 1a/1b*

ISBN: 9798986044347

Link to Current Content:

[View Current Content](#)

Location: Network Security Fundamentals 1a, Unit 7, Critical Thinking Question 1

Original Text: How has our current cybersecurity landscape been shaped by the proliferation of malware, and how might it affect our future?

Answers will vary. The threat of malware pretty much requires any computer that goes online to have some form of antivirus software on it; this is also true for systems we might never have thought of as sensitive before. Our very infrastructure relies on advanced computing today and could be attacked at any time. In terms of day-to-day computer use, malware has made most people hesitant to open links or even emails at times. In the future, we'll have to continue aggressively researching potential threats to stay ahead of cybercriminals.

Updated Text: 1. How has our current cybersecurity landscape been shaped by the proliferation of malware, and how might it affect our future? Be sure to discuss the impact of malware in your response.

Answers will vary. The threat of malware pretty much requires any computer that goes online to have some form of antivirus software on it; this is also true for systems we might never have thought of as sensitive before. Our very infrastructure relies on advanced computing today and could be attacked at any time. In terms of day-to-day computer use, malware has made most people hesitant to open links or even emails at times. Malware can slow down a computer's performance and has led to ransomware attacks on individuals, businesses, and public institutions. In the future, we'll have to continue aggressively researching potential threats to stay ahead of cybercriminals.

Component: Network Security Fundamentals 1a/1b

ISBN: 9798986044347

Link to Current Content:

[View Current Content](#)

Location: Network Security Fundamentals 1b, Unit 8, Activity 2

Original Text: Stepping Stones: From Job to Career

Required Materials

Word processing software

Step 1: Advancing in a Career

Relatively few people secure their dream jobs as the first jobs they are hired for; it's far more common to build a career over time, beginning with an entry-level position to gain experience and advancing through promotions or moving on to opportunities at other companies. For this activity, you will create a timeline of education, experience, and credentials required to advance as a cybersecurity professional.

Step 2: The End Goal

Choose a career goal that requires considerable experience, certifications, and "stepping stones" to pursue along the career path to that goal (for example, chief technology officer or CISO). If you don't have a specific career in mind, you may find it easiest to choose the highest level of certification that interests you, research which jobs require that certification, and then work backwards from there.

Once you've selected your end point, create a timeline, starting with your present-day position as a student. Then, plan out the major milestones required for you to achieve the final goal. There should be AT LEAST THREE intermediary steps.

For each milestone, besides the years of education and/or experience needed, be sure to include certifications, requirements, portfolio elements, etc., that such a job would entail. (You can easily determine this by quickly searching online for job postings for the position in question.)

You can present your timeline in whatever format you think is best. Just make sure you include three steps beyond your current situation as a student.

Step 3: What to Submit

Your submission for this activity should be a timeline that includes at least FIVE total nodes covering the education, experience, certifications, etc., required to advance in a cybersecurity career.

Complete your timeline in a word processing document, and submit it via the dropbox.

Updated Text: Stepping Stones: From Job to Career

Required Materials

- Word processing software

Step 1: Advancing in a Career

Relatively few people secure their dream jobs as the first jobs they are hired for; it's far more common to build a career over time, beginning with an entry-level position to gain experience and advancing through promotions or moving on to opportunities at other companies. For this activity, you will create a timeline of education, experience, and credentials required to advance as a cybersecurity professional.

Step 2: The End Goal

Choose a career goal that requires considerable experience, certifications, and "stepping stones" to pursue along the career path to that goal (for example, chief technology officer or CISO). If you don't have a specific career in mind, you may find it easiest to choose the highest level of certification that interests you, research which jobs require that certification, and then work backwards from there.

Once you've selected your end point, create a timeline, starting with your present-day position as a student. Then, plan out the major milestones required for you to achieve the final goal. There should be AT LEAST THREE intermediary steps.

Proclamation 2024: Report of Editorial Changes (11/08/2023)

For each milestone, besides the years of education and/or experience needed, be sure to include certifications, requirements, portfolio elements, etc., that such a job would entail. Also, clearly highlight the types of services that each job role or position would provide within its respective functional area of cybersecurity. (You can easily determine this by quickly searching online for job postings for the position in question.)

You can present your timeline in whatever format you think is best. Just make sure you include three steps beyond your current situation as a student.

Step 3: What to Submit

Your submission for this activity should be a timeline that includes at least FIVE total nodes covering the education, experience, certifications, etc., required to advance in a cybersecurity career. Be sure that each node includes a brief description of the type of services this role would provide within its functional area of cybersecurity.

Complete your timeline in a word processing document, and submit it via the dropbox.

Component: *Network Security Fundamentals 1a/1b*

ISBN: 9798986044347

Link to Current Content:

[View Current Content](#)

Location: Network Security Fundamentals 1b, Unit 8, Lesson 2

Original Text: Career Opportunities

Where Are the Opportunities?

When you consider the need for cyber professionals, industries like healthcare, intelligence agencies, and banking may be the first areas that come to mind. Here's a quick challenge for you: Name a business or industry that does not need a cyber professional.

Okay, enough with grocery stores. This should be easy. Guess again.

Let's look at just 10 of the many career paths in the cybersecurity industry. These descriptions can only provide a brief overview, so you should continue to research on your own any of the career paths that interest you. As you may have noticed, all cybersecurity professionals must be able to solve problems, think critically, employ a variety of skill sets, and be a lifelong learner. The field changes rapidly; each day presents new challenges that have never been encountered before.

Security Specialist

This is an entry-level role that is a fantastic starting point. Security specialists are responsible for several of the duties we discussed in this course: monitoring for system anomalies, keeping systems patched, delivering security training to employees, and ensuring security tools such as antivirus and software firewalls are running properly. As your skills improve and you receive more training, you can begin moving up the ladder into management roles. This type of position usually requires a two-year associate's degree and industry certifications.

The median salary for a security specialist is \$99,730.

Incident Responder

This career path puts you in charge of data and security breaches in an organization. You need to work rapidly and decisively in stressful emergency situations to solve issues as quickly as possible and take action to prevent further problems. Incident responders must be able to recognize potential errors or vulnerabilities in a network, develop procedures to follow when a security event occurs, collaborate with other team members, run preventative security audits, and provide detailed reports after an event occurs. A degree is not necessary for an entry-level position, but it will likely require technical certifications. As you gain work experience in this particular career path, a four-year technical bachelor's degree will help you progress up the ladder.

Proclamation 2024: Report of Editorial Changes (11/08/2023)

The median salary for an incident responder is \$52,160.

Cryptographer

This is a highly specialized path for good problem solvers who love math and writing code. Cryptographers create the algorithms and encryption methods to keep data and communications secure. The National Security Agency (NSA) is an example of an agency that is looking for highly qualified and trustworthy cryptographers. This position does require a four-year bachelor's degree in computer science, computer engineering, or math.

The average salary for a cryptographer is \$73,000.

Security Analyst

This position reports to a company's CISO. The analyst has a critical role. They constantly analyze security policies of the organization and look for vulnerabilities or weaknesses in its network. An analyst also makes recommendations about whether hardware and software platforms meet the organization's needs and fit its budget. This position requires industry certifications and a technical bachelor's degree.

The median salary for an analyst is \$99,815.

Security Auditor

An auditor needs to be a very organized person. They're the person who is specifically appointed to review an organization's internal policies and procedures to ensure that the organization follows best practices and complies with regulations. Once an audit is complete, the auditor compiles the results into a detailed report that is then presented to management. The work of the auditor hopefully leaves the incident responder with a lot of spare time! The security auditor position requires a technical bachelor's degree and, usually, five years of experience in information technology.

The median salary for a security auditor is \$99,730.

Penetration Tester/Ethical Hacker

Also known as white hat hackers, these people break into systems from outside of the network. Pen testers are hired by organizations to test their defenses and make recommendations to improve them. An auditor checks the internal policies and procedures of an organization, whereas a pen tester verifies that the perimeter of a network is configured correctly and prevents intrusions or data breaches. Pen testers confirm that firewalls, IDS/IPS, and web-based applications are functioning properly and keeping intruders out of the network.

A man in a suit stands in the background behind the words "WHITE HAT HACKER" and several glowing icons showing people in white hats. The man reaches out to touch one icon that pictures an open lock.

White hat hackers, also known as ethical hackers or penetration testers, are the good guys working to protect networks and systems against attacks by black hat hackers.

Pen testers must have deep knowledge of how networks and operating systems function. They basically need to be able to break into any system, and this requires a wide variety of skills, from a knowledge of numerous programming languages to computer forensics. A four-year bachelor's degree, multiple years of work experience, and technical certifications are required.

The median salary for a penetration tester is \$104,000.

Updated Text: Career Opportunities

Where Are the Opportunities?

When you consider the need for cyber professionals, industries like healthcare, intelligence agencies, and banking may be the first areas that come to mind. Here's a quick challenge for you: Name a business or industry that does not need a cyber professional.

Okay, enough with grocery stores. This should be easy. Guess again.

Let's look at just 10 of the many career paths in the cybersecurity industry. These descriptions can only provide a brief overview, so you should continue to research on your own any of the career paths that interest you. As you may have noticed, all cybersecurity professionals must be able to solve problems, think critically, employ a variety of skill sets, and be a lifelong learner. The field changes rapidly; each day presents new challenges that have never been encountered before.

Moreover, these cybersecurity roles often operate within various functional areas of an organization's cybersecurity structure, providing different types of services. Functional areas of cybersecurity may include operations and maintenance, vulnerability management, identity and access management, risk management, incident response, and governance.

Security Specialist

This is an entry-level role that is a fantastic starting point. Security specialists are responsible for several of the duties we discussed in this course: monitoring for system anomalies, keeping systems patched, delivering security training to employees, and ensuring security tools such as antivirus and software firewalls are running properly. As your skills improve and you receive more training, you can begin moving up the ladder into management roles. This type of position usually requires a two-year associate degree and industry certifications. A security specialist typically operates within the functional area of operations and maintenance, providing services such as regular system updates and monitoring for potential security issues.

The median salary for a security specialist is \$99,730.

Penetration Tester/Ethical Hacker

Also known as white hat hackers, these people break into systems from outside of the network. Pen testers are hired by organizations to test their defenses and make recommendations to improve them. An auditor checks the internal policies and procedures of an organization, whereas a pen tester verifies that the perimeter of a network is configured correctly and prevents intrusions or data breaches. Pen testers confirm that firewalls, IDS/IPS, and web-based applications are functioning properly and keeping intruders out of the network.

Pen testers must have deep knowledge of how networks and operating systems function. They basically need to be able to break into any system, and this requires a wide variety of skills, from a knowledge of numerous programming languages to computer forensics. A four-year bachelor's degree, multiple years of work experience, and technical certifications are required.

The median salary for a penetration tester is \$104,000.

Component: *Network Security Fundamentals 1a/1b*

ISBN: 9798986044347

Link to Current Content:

[View Current Content](#)

Location: Network Security Fundamentals 1b, Unit 8, Lesson 3

Original Text: "How Do I Prepare?"

While we did not cover an exhaustive list of options for careers in cybersecurity, you can get a sense of just how many possibilities there are from the list presented in the previous lesson. All of the roles described rely on the foundational and fundamental technical knowledge that we have discussed in this course. From that foundation, there are many places that you can go! So, how do you build that knowledge? Do you have to go to a four-year college to become a cybersecurity professional? As you are now aware, some career paths do call for four-year degrees while others require industry certifications and job experience. Regardless of which cybersecurity role you choose, you must be a lifelong learner and keep up with developments in a constantly changing industry.

If there are topics and that have captured your attention, you can begin your training while you're still in high school. Investigate whether your school offers career and technical education (CTE) that provides the academic and technical skills required to succeed in cybersecurity. Also, consider which functional area of cybersecurity you might be interested in and seek out courses or certifications that align with that area. CTE programs give you foundational knowledge in

Proclamation 2024: Report of Editorial Changes (11/08/2023)

networking, programming languages, database management, and operating systems.

If your school does not offer CTE courses or opportunities, do some research online to find institutions that do. Evolving topics like these may not be available at all schools, so you may need to take the initiative by seeking out the content and working hard to study and apply what you learn. You will discover that much of cybersecurity education relies on you being a self-motivated learner. This same motivation will be necessary as you seek to specialize in a functional area within cybersecurity and learn about the unique services each of these areas provides.

Educational Options

Check your local community college programs. Many two-year institutions offer affordable courses in network security, programming, and data/information sciences. You might find courses focusing on different functional areas of cybersecurity, such as Incident Response or Security Architecture, allowing you to further refine your career path. Courses may also include the option to take certification exams like CompTIA Network+. Community colleges are fantastic places to obtain two-year associate's degrees in subjects you find interesting. Then, if you wish, you can continue to a university to complete a four-year bachelor's degree in a subject area you already know you enjoy. Many high schools also offer dual enrollment that allows you to take college classes that count for both high school and college credit. Set up a meeting with your counselor to see what options are available to you.

If you are considering college as your next step to learning more about cybersecurity, some of the majors you should research are listed below. During your research, you will likely discover that schools use slightly different names to identify majors, depending on how the programs are structured, but they are still related to cybersecurity.

Industry certifications are other options that you can investigate on your own. CompTIA has a large selection of certifications that provide the foundational knowledge needed to obtain an internship. Check out the following certifications.

Each functional area of cybersecurity provides unique services. For instance, in Incident Response, services might include disaster recovery planning or incident mitigation. In Risk Management, services could include vulnerability assessments or the creation of security policies. Each of these certifications builds on the knowledge of the previous one. Many of the career paths described earlier require these certifications. For example, you would be unlikely to succeed at PenTest+ certification without having previously studied the concepts covered in both Network+ and Security+. This is because a pen tester needs robust knowledge of the OSI model in order to be successful, and Network+ helps build the fundamental networking knowledge needed to continue developing your level of expertise. The same would be true if you were interviewing for a network administration position. Network+ certification would verify that you understand TCP ports and protocols.

..

Updated Text: How Do I Prepare?

While we did not cover an exhaustive list of options for careers in cybersecurity, you can get a sense of just how many possibilities there are from the list presented in the previous lesson. All of the roles described rely on the foundational and fundamental technical knowledge that we have discussed in this course. From that foundation, there are many places that you can go! So, how do you build that knowledge? Do you have to go to a four-year college to become a cybersecurity professional? As you are now aware, some career paths do call for four-year degrees while others require industry certifications and job experience. Regardless of which cybersecurity role you choose, you must be a lifelong learner and keep up with developments in a constantly changing industry.

If there are topics and that have captured your attention, you can begin your training while you're still in high school. Investigate whether your school offers career and technical education (CTE) that provides the academic and technical skills required to succeed in cybersecurity. Also, consider which functional area of cybersecurity you might be interested in and seek out courses or certifications that align with that area. CTE programs give you foundational knowledge in networking, programming languages, database management, and operating systems.

If your school does not offer CTE courses or opportunities, do some research online to find institutions that do. Evolving topics like these may not be available at all schools, so you may need to take the initiative by seeking out the content and working hard to study and apply what you learn. You will discover that much of cybersecurity education relies on you being a self-motivated learner. This same motivation will be necessary as you seek to specialize in a functional area within cybersecurity and learn about the unique services each of these areas provides.

Educational Options

Check your local community college programs. Many two-year institutions offer affordable courses in network security, programming, and data/information sciences. You might find courses focusing on different functional areas of cybersecurity, such as Incident Response or Security Architecture, allowing you to further refine your career path. Courses may also include the option to take certification exams like CompTIA Network+. Community colleges are fantastic places to obtain two-year associate's degrees in subjects you find interesting. Then, if you wish, you can continue to a university to complete a four-year bachelor's degree in a subject area you already know you enjoy. Many high schools also offer dual enrollment that allows you to take college classes that count for both high school and college credit. Set up a meeting with your counselor to see what options are available to you.

If you are considering college as your next step to learning more about cybersecurity, some of the majors you should research are listed below. During your research, you will likely discover that schools use slightly different names to identify majors, depending on how the programs are structured, but they are still related to cybersecurity.

Industry certifications are other options that you can investigate on your own. CompTIA has a large selection of certifications that provide the foundational knowledge needed to obtain an internship. Check out the following certifications.

Each functional area of cybersecurity provides unique services. For instance, in Incident Response, services might include disaster recovery planning or incident mitigation. In Risk Management, services could include vulnerability assessments or the creation of security policies. Each of these certifications builds on the knowledge of the previous one. Many of the career paths described earlier require these certifications. For example, you would be unlikely to succeed at PenTest+ certification without having previously studied the concepts covered in both Network+ and Security+. This is because a pen tester needs robust knowledge of the OSI model in order to be successful, and Network+ helps build the fundamental networking knowledge needed to continue developing your level of expertise. The same would be true if you were interviewing for a network administration position. Network+ certification would verify that you understand TCP ports and protocols.

Publisher: CodeHS, Inc.

Fundamentals of Computer Science

Program: *Fundamentals of Computer Science: TEKS*

Component: *Social Media Clean-up*

ISBN: 9798987718247

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 10.1.7

Location: Question added to the end of example - not originally included in this example

Link to Updated Content:

[View Updated Content](#)

Original Text: (no additional question at the end)

Updated Text: How have computers and technology affected your social life?

Component: *Texas Fundamentals of Computer Science*

ISBN: 9798987718247

Link to Current Content:

[View Current Content](#)

Location: Assignment, sixth bullet

Link to Updated Content:

[View Updated Content](#)

Original Text: No mention of body language

Updated Text: Assignment description; presentation criteria under "During your presentation, you should:" section

Component: *Texas Fundamentals of Computer Science*

ISBN: 9798987718247

Link to Current Content:

[View Current Content](#)

Location: Planning Notes, third bullet

Link to Updated Content:

[View Updated Content](#)

Original Text: No mention of body language in criteria

Updated Text: Lesson plan; final bullet under Activities section of Teaching and Learning Strategies heading

Component: *Texas Fundamentals of Computer Science*

ISBN: 9798987718247

Link to Current Content:

[View Current Content](#)

Location: Assignment description, instructions

Link to Updated Content:

[View Updated Content](#)

Original Text: Just 3 items listed

Updated Text: Assignment description; bullets 3-4

Component: *Texas Fundamentals of Computer Science*

ISBN: 9798987718247

Link to Current Content:

[View Current Content](#)

Location: Assignment description, instructions

Link to Updated Content:

[View Updated Content](#)

Original Text: Just 3 items listed

Updated Text: Assignment description; bullets 5-6

Component: *Texas Fundamentals of Computer Science*

ISBN: 9798987718247

Link to Current Content:

[View Current Content](#)

Location: Assignment description, first paragraph

Link to Updated Content:

[View Updated Content](#)

Original Text: Just first paragraph provided

Updated Text: Assignment description; paragraph 2

Component: *Texas Fundamentals of Computer Science*

ISBN: 9798987718247

Link to Current Content:

[View Current Content](#)

Location: Assignment description, first paragraph

Link to Updated Content:

[View Updated Content](#)

Original Text: Just first paragraph provided

Updated Text: Assignment description; paragraph 3

Component: *Texas Fundamentals of Computer Science*

ISBN: 9798987718247

Link to Current Content:

[View Current Content](#)

Location: Assignment, first two sentences

Link to Updated Content:

[View Updated Content](#)

Original Text: Just paragraph 1 and part of 3 provided

Updated Text: Assignment description; paragraph 2

Component: *Texas Fundamentals of Computer Science*

ISBN: 9798987718247

Link to Current Content:

[View Current Content](#)

Location: Assignment, first sentence, content below "Step 3: Synthesize and Reflect"

Link to Updated Content:

[View Updated Content](#)

Original Text: Criteria for specific laws omitted

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 3427 of 3538

Updated Text: Assignment description; research questions under "In your research, you should consider the following questions:"

Component: *Texas Fundamentals of Computer Science*

ISBN: 9798987718247

Link to Current Content:

[View Current Content](#)

Location: Assignment description, questions 1-4

Link to Updated Content:

[View Updated Content](#)

Original Text: Only questions listed - no content prior to the questions

Updated Text: Sidebar content; question 5

Component: *Texas Fundamentals of Computer Science*

ISBN: 9798987718247

Link to Current Content:

[View Current Content](#)

Location: Assignment description, two questions

Link to Updated Content:

[View Updated Content](#)

Original Text: Questions regarding AUP omitted

Updated Text: Assignment description; questions 2-3

Component: *Texas Fundamentals of Computer Science*

ISBN: 9798987718247

Link to Current Content:

[View Current Content](#)

Location: Assignment description, Questions 1-3

Link to Updated Content:

[View Updated Content](#)

Original Text: Question regarding AUP omitted

Updated Text: Assignment description; question 4

Publisher: Compusolar, Inc.

Fundamentals of Computer Science

Program: *Computer Science Foundations: TEKS*

Component: *Computer Science Foundations - Student Material*

ISBN: 9781946113023SM

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 3428 of 3538

Link to Current Content:

[View Current Content](#)

Current Page Number(s): Chapter 29, Lesson 1 Text

Location: "Contacting Employers - Job Application", "Contacting Employers - Cover Letters", and "Follow-Up" sections

Link to Updated Content:

[View Updated Content](#)

Original Text: Original text spans one or more paragraphs or sections. Please see the original URL and description of location for original content.

Updated Text: A new "Contacting Employers - Job Searches" section has been added to provide example links to common online job search websites and the careers pages for major software companies.

Component: *Computer Science Foundations - Student Material*

ISBN: 9781946113023SM

Link to Current Content:

[View Current Content](#)

Current Page Number(s): Chapter 29, Lesson 1 Text

Location: "Higher Education" section

Link to Updated Content:

[View Updated Content](#)

Original Text: Original text spans one or more paragraphs or sections. Please see the original URL and description of location for original content.

Updated Text: We have extended the "Higher Education" section to include a table and discussion of comparison factors students might use to evaluate university degree programs.

Component: *Computer Science Foundations - Student Material*

ISBN: 9781946113023SM

Link to Current Content:

[View Current Content](#)

Current Page Number(s): Chapter 29, Lesson 1 Text

Location: "Careers in Computers", "Internships", "Your Career Path", and "Job Trends in Computer Programming and Software Engineering" sections

Link to Updated Content:

[View Updated Content](#)

Original Text: Original text spans one or more paragraphs or sections. Please see the original URL and description of location for original content.

Updated Text: This breakout has multiple possible interpretations. It could be read as asking students to publish the results of a job search through multiple types of "output" media (e.g. a report, PDF, online blog or social media post). However, job searches are inherently private exercises and individuals rarely publish their ongoing efforts in this manner, so we do not believe instructing students to do this was intended. A more likely interpretation is that students must report on their findings when searching through various types of job listings; online websites, newspapers, physical

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 3429 of 3538

advertisements, and in-person job fairs can all be considered different types of "source" media. We have added a table of alternate media sources (beyond job-search websites) at the end of our new "Contacting Employers - Job Searches" section in this lesson.

Component: *Computer Science Foundations - Student Material*

ISBN: 9781946113023SM

Link to Current Content:
[View Current Content](#)

Current Page Number(s): Chapter 14, Lesson 3

Location: [creative design context]: "Initial Investigation" and "Requirements Documents" sections

Link to Updated Content:
[View Updated Content](#)

Original Text: Original text spans one or more paragraphs or sections. Please see the original URL and description of location for original content.

Updated Text: We have added an "Understanding the Problem" section near the top of this lesson to more clearly identify a problem's purpose, description, and goals.

Component: *Computer Science Foundations - Student Material*

ISBN: 9781946113023SM

Link to Current Content:
[View Current Content](#)

Current Page Number(s): Chapter 15, Lesson 1

Location: [algorithm design context]: First paragraph at the top and "Example - Finding the First Space in a String" section

Link to Updated Content:
[View Updated Content](#)

Original Text: Original text spans one or more paragraphs or sections. Please see the original URL and description of location for original content.

Updated Text: We have added a "Reminder - Understand the Problem First" section near the top of this lesson to reinforce the need to understand a problem's purpose, description, and goals (as now defined in our new citation for Chapter 14, Lesson 3) before beginning the design process.

Component: *Computer Science Foundations - Student Material*

ISBN: 9781946113023SM

Link to Current Content:
[View Current Content](#)

Current Page Number(s): Chapter 14, Lesson 3

Location: [creative design context]: "Initial Investigation" and "Requirements Documents" sections

Link to Updated Content:
[View Updated Content](#)

Original Text: Original text spans one or more paragraphs or sections. Please see the original URL and description of location for original content.

Updated Text: We have added an "Understanding the Problem" section near the top of this lesson to more clearly identify a problem's purpose, description, and goals.

Component: *Computer Science Foundations - Student Material*

ISBN: 9781946113023SM

Link to Current Content:

[View Current Content](#)

Current Page Number(s): Chapter 15, Lesson 1

Location: [algorithm design context]: First paragraph at the top and "Example - Finding the First Space in a String" section

Link to Updated Content:

[View Updated Content](#)

Original Text: Original text spans one or more paragraphs or sections. Please see the original URL and description of location for original content.

Updated Text: We have added a "Reminder - Understand the Problem First" section near the top of this lesson to reinforce the need to understand a problem's purpose, description, and goals (as now defined in our new citation for Chapter 14, Lesson 3) before beginning the design process.

Component: *Computer Science Foundations - Student Material*

ISBN: 9781946113023SM

Link to Current Content:

[View Current Content](#)

Current Page Number(s): Chapter 18, Lesson 2

Location: "Planned and Unplanned Impacts", "Unexpected Applications", and "Technology Impacts Jobs and Careers" sections

Link to Updated Content:

[View Updated Content](#)

Original Text: Original text spans one or more paragraphs or sections. Please see the original URL and description of location for original content.

Updated Text: Added or updated yellow callout boxes at the bottom of the following sections asking students to give their own relevant examples: "Planned and Unplanned Impacts", "Unexpected Applications", "Harmful Effects", and "Technology Impacts Jobs and Careers". We also modified the "Innovative Changes" table under "Planned and Unplanned Impacts" to ask students to give their own projected long-term effects for each listed innovation.

Publisher: eDynamic Holdings LP

Fundamentals of Computer Science

Program: *Principles of Information Technology 1a/1b: TEKS*

Component: *Principles of Information Technology 1a/1b*

ISBN: 9781737161653

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 3431 of 3538

Link to Current Content:

[View Current Content](#)

Location: Principles of Information Technology 1b, Unit 8, Activity 1 "What Computer Science Programs Are Out There?" text beginning "There are many possible paths..."

Link to Updated Content:

[View Updated Content](#)

Original Text: What Computer Science Programs Are Out There? Required Materials Word processing software Writing supplies (optional) Canva (requires login) There are many possible paths you can take after high school, including attending a community college or university, getting a job, attending a vocational or trade school, or getting an internship. In this activity, you will compare computer science programs that are available at different universities. Regardless of whether you want to go into the computer science field, you'll develop your employability skills in this activity by researching, comparing, and summarizing the options available. Step 1: Explore Using a browser, navigate to the websites of three universities of your choice. Find their computer science departments, and investigate what kinds of degrees they offer. In a word processing document or using pen and paper, take notes on the computer science degree that interests you the most for each university. You will need these notes later to develop your deliverable. Step 2: Compare How do the three programs compare to each other? What are the similarities and differences? Which one stands out to you the most? Which one would be your dream program? Add comparative notes to your document. Step 3: Summarize Using Canva, create an infographic that summarizes your findings. Include at least one image per program, and be sure to summarize the information about that program. Imagine that your infographic is going to be displayed in a high school computer science classroom to help other students decide what program may be a good fit for them. Make sure that it's engaging, accurate, and helpful. Step 4: What to Submit Create a link to, or a PDF of, your infographic and submit it to the dropbox.

Updated Text: There are many possible paths you can take after high school, including attending a community college or university, getting a job, attending a vocational or trade school, or getting an internship. In this activity, you will compare internships and computer science programs that are available at different universities. Regardless of whether you want to go into the computer science field, you'll develop your employability skills in this activity by researching, comparing, and summarizing the options available. Step 1: Explore Using a browser, navigate to the websites of three universities of your choice. Find their computer science departments, and investigate what kinds of degrees they offer. Next, research three internships that are of interest to you, ideally in the field of computer science. Be sure to research the pros and cons of each internship, including your responsibilities within the company as well as the compensation or experience that will be gained. In a word processing document or using pen and paper, take notes on the computer science degree that interests you the most for each university and the potential research opportunities. You will need these notes later to develop your deliverable. Step 2: Compare How do the three programs compare to each other? What are the similarities and differences? Which one stands out to you the most? Which one would be your dream program? Which of the three internships is the most appealing to you? Why? Add comparative notes to your document. Step 3: Summarize Using Canva, create an infographic that summarizes your findings. Include at least one image per program and one image per internship, and be sure to summarize the information about that program. Imagine that your infographic is going to be displayed in a high school computer science classroom to help other students decide what program may be a good fit for them. Make sure that it's engaging, accurate, and helpful.

Component: *Principles of Information Technology 1a/1b*

ISBN: 9781737161653

Link to Current Content:

[View Current Content](#)

Location: Principles of Information Technology 1b, Unit 7, Activity 2 "Cumulative Project 7: How Can I Plan for My Future Career?" Step 2: Draft a Skill Development Plan, text beginning "Identify the skills required..."

Link to Updated Content:

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 3432 of 3538

Original Text: How Can I Market My Skills? Required Materials Weebly (requires login) Word processing software You have come to the end of this course, and hopefully you are excited about the new skills you've learned! You have accumulated many examples of your work throughout the activities and added them to your Weebly website. This can serve as a digital portfolio to showcase your skills. Now, to tie everything together, you will create a mock résumé and pretend to be a young professional ready to embark on a search for your dream job. As part of this search, you will also examine the role of certifications in the computer science profession. Step 1: Gather Information Using the previous activities and your Weebly website as a starting point, gather information that could influence your résumé: your skills, projects, personality tests, and anything else that you can use as inspiration. Step 2: Imagine Your Future Self With the information you gathered in Step 1, pick a specific focus or track. We're going to update your website to highlight that focus a little more. For example: Did you really enjoy coding the adventure game? Maybe you want to highlight your programming skills. Did you love learning about cybersecurity? Maybe you want to highlight that interest. Are you passionate about presentations and communication? Maybe you want to focus on project management. Just because you're picking a focus for this project doesn't mean you will be stuck with it for the rest of your life. There's always room for growth and change! For right now, choose a focus that you resonated with and want to use to show off your IT skills. With that focus in mind, review your Weebly website and make any updates you would like to so that the website clearly shows off who you are and what your main interest is today. Most importantly, review the landing page of your website which you created way back at the beginning of the course. Your thoughts and knowledge about IT are going to be different than they were at that point, so update the page to reflect who you are now. Step 3: Create Your Résumé Typically, you would create a résumé after finding a job to apply for, and you would tailor your résumé to highlight the qualifications and responsibilities the job description asks for. In this case, you can use the career you chose in the previous unit or a career that fits the focus you established in Step 2. In a new word processing document, create your résumé. You may want to use a template to make your résumé look professional. Make sure your résumé has the following sections: Header with your personal information Professional objective Work experience Education Skills Certifications and licenses Assume that you already have a degree or certification in the area you are applying for. Review the lessons for an appropriate certification or do some research to find one that appeals to you. You can also pretend that you have completed additional training, are a member of a professional organization, have attended seminars, etc. This is your future self, so imagine what you will have accomplished in the next five to 10 years, and use that as a starting point for your résumé. Make it believable, and make it your own! Step 4: What to Submit When you have finished the homepage of your website, click Publish in the upper-right corner. Submit your résumé and the URL to your website to the Dropbox.

Updated Text: You have previously completed research into what careers would be a good fit for your interests and skills. Now, you will focus on what skills you still need to develop in the future in order to be qualified for your career. You will and develop create a plan of action to gain these skills, either through direct education, internships, or other training resources. Step 1: Choose a Career In the unit on presentations, you identified three careers as a possible good fit for you, specifically in the activity titled, "What Skills Are Important for My Future Career?" Now choose one of those careers and, if you haven't already, make a list of the skills that are required for that career. The best way to do this is to first check job descriptions for job duties and tasks that will be expected of you. Job duties and tasks for computer science or IT professionals, for example, might include coding in a specific programming language, maintaining computer systems, delivering a product, creating reports, or even managing a team of developers! Tasks might include writing code in a specific programming language, diagnosing and resolving hardware and software issues, analyzing network traffic, optimizing performance, and keeping track of inventory. Once you've mapped out the job duties and tasks required of you, you'll have a better idea of what specific skills you will need to develop. Step 2: Draft a Skill Development Plan Now that you have identified the skills required for this future career (the one you do not have yet), m. Make a plan for how you will obtain those skills. Will you get a university degree, apply for an internship, shadow a professional, take an online course on a platform like Coursera or Udemy, or do something else? For this activity, choose at least one degree, one internship, and one alternative training resource to show you've researched each area of interest. Be sure to describe how obtaining these skills will help you be better qualified for the job duties and tasks that will be required in your new position. When planning for the future, it is important to be as specific as possible so that your goals will be attainable. Part of being specific is planning a timeline which identifies when you will accomplish your goals. Make sure to include

specific time frames for the skills you need to develop. Your timeline can be provided in a written description, table, or infographic. Step 3: Put It All Together Create a new page for your website on Weebly. Give this new page an appropriate title and then add your skill development plan.

Component: *Principles of Information Technology 1a/1b*

ISBN: 9781737161653

Link to Current Content:

[View Current Content](#)

Location: Principles of Information Technology 1b, Unit 5, Lesson 4, text beginning "If you aren't aware..."

Link to Updated Content:

[View Updated Content](#)

Original Text: If you aren't aware of what's going on in the IT world, you may find yourself falling behind in your job (whatever field it's in) or even in your personal life as you decide what products and services are worth your time. Of course, we don't always want to frantically pursue the latest trends, but when you know what's going on in your community and around the world, you can adjust your career plans and life goals accordingly. Business Challenges Businesses and organizations face a whole range of challenges. Some of these are addressed by technology, but others are not. Before a business rushes to invest in the latest technology, the business should consider whether it actually has a challenge that the technology can solve. If not, the business risks wasting precious resources like time and money. The challenge should be identified before looking for or investing in technology to use. For example, let's say that a hotel manager hears about a new communication app that looks amazing. The manager buys the app, installs it on all the staff tablets, and tells staff members that they should use it to communicate with each other and with customers. But the well-intentioned plan fails because there was no problem with communication in the first place. The way in which staff members communicated with each other and with customers was already working effectively and efficiently. Some staff embraced the new app, but most did not because they did not see the point in changing something that was not broken or inefficient. Before investing in the new communication app, the hotel manager should have evaluated the current system and surveyed staff to get an idea of how well the current process was working. Without a challenge to address, technology provides not a solution but merely another distraction. So, what are some actual business challenges that technology can address? Let's explore some basic, common business needs and challenges and what particular kinds of technology can help.

Updated Text: Business Challenges Businesses and organizations face a whole range of challenges, especially when it comes to computer science and IT-related fields. Some of these are addressed by technology, but others are not. Before a business rushes to invest in the latest technology, the business should consider whether it actually has a challenge that the technology can solve. If not, the business risks wasting precious resources like time and money. The challenge should be identified before looking for or investing in technology to use. This is where someone experienced in computer science and IT comes into play. An IT professional will often have enough technical experience to make recommendations based not only on the technology itself but the potential impact on the user experience as well. As such, one job task you'll likely encounter in computer science and IT is consultation. Consultants are specifically tasked with figuring out complex problems for businesses to make the least negative impact on the customers and can perform tasks such as diagnosing and resolving hardware and software issues, analyzing network traffic, and optimizing performance. For example, let's say that a hotel manager hears about a new communication app that looks amazing. The manager buys the app, installs it on all the staff tablets, and tells staff members that they should use it to communicate with each other and with customers. But the well-intentioned plan fails because there was no problem with communication in the first place. The way in which staff members communicated with each other and with customers was already working effectively and efficiently. Some staff embraced the new app, but most did not because they did not see the point in changing something that was not broken or inefficient. Before investing in the new communication app, the hotel manager should have evaluated the current system and surveyed staff to get an idea of how well the current process was working. Without a challenge to address, technology provides not a solution but merely another distraction, and without an IT professional or consultant, they failed to properly identify the needs of the business first. Rather than switching to a new app, the

consultant may delegate tasks to the IT team to upgrade the hardware itself to make their systems run even better, while keeping the original app due to its familiarity. So, what are some actual business challenges that technology can address? Let's explore some basic, common business needs and challenges and what particular kinds of technology can help.

Component: *Principles of Information Technology 1a/1b*

ISBN: 9781737161653

Link to Current Content:

[View Current Content](#)

Location: Principles of Information Technology 1b, Unit 8, Activity 2 "Final Cumulative Project: How Can I Market My Skills?" Step 3: Create Your Resume

Link to Updated Content:

[View Updated Content](#)

Original Text: How Can I Market My Skills? Required Materials Weebly (requires login) Word processing software You have come to the end of this course, and hopefully you are excited about the new skills you've learned! You have accumulated many examples of your work throughout the activities and added them to your Weebly website. This can serve as a digital portfolio to showcase your skills. Now, to tie everything together, you will create a mock résumé and pretend to be a young professional ready to embark on a search for your dream job. As part of this search, you will also examine the role of certifications in the computer science profession. Step 1: Gather Information Using the previous activities and your Weebly website as a starting point, gather information that could influence your résumé: your skills, projects, personality tests, and anything else that you can use as inspiration. Step 2: Imagine Your Future Self With the information you gathered in Step 1, pick a specific focus or track. We're going to update your website to highlight that focus a little more. For example: Did you really enjoy coding the adventure game? Maybe you want to highlight your programming skills. Did you love learning about cybersecurity? Maybe you want to highlight that interest. Are you passionate about presentations and communication? Maybe you want to focus on project management. Just because you're picking a focus for this project doesn't mean you will be stuck with it for the rest of your life. There's always room for growth and change! For right now, choose a focus that you resonated with and want to use to show off your IT skills. With that focus in mind, review your Weebly website and make any updates you would like to so that the website clearly shows off who you are and what your main interest is today. Most importantly, review the landing page of your website which you created way back at the beginning of the course. Your thoughts and knowledge about IT are going to be different than they were at that point, so update the page to reflect who you are now. Step 3: Create Your Résumé Typically, you would create a résumé after finding a job to apply for, and you would tailor your résumé to highlight the qualifications and responsibilities the job description asks for. In this case, you can use the career you chose in the previous unit or a career that fits the focus you established in Step 2. In a new word processing document, create your résumé. You may want to use a template to make your résumé look professional. Make sure your résumé has the following sections: Header with your personal information Professional objective Work experience Education Skills Certifications and licenses Assume that you already have a degree or certification in the area you are applying for. Review the lessons for an appropriate certification or do some research to find one that appeals to you. You can also pretend that you have completed additional training, are a member of a professional organization, have attended seminars, etc. This is your future self, so imagine what you will have accomplished in the next five to 10 years, and use that as a starting point for your résumé. Make it believable, and make it your own! Step 4: What to Submit When you have finished the homepage of your website, click Publish in the upper-right corner. Submit your résumé and the URL to your website to the Dropbox.

Updated Text: Step 3: Create Your Résumé Typically, you would create a résumé after finding a job to apply for, and you would tailor your résumé to highlight the qualifications and responsibilities the job description asks for. In this case, you can use the career you chose in the previous unit or a career that fits the focus you established in Step 2. In a new word processing document, create your résumé. You may want to use a template to make your résumé look professional. Make sure your résumé has the following sections: • Header with your personal information • Professional objective • Work experience • Education • Skills • Certifications and licenses Assume that you already have a degree or certification

Proclamation 2024: Report of Editorial Changes (11/08/2023)

in the area you are applying for. Review the lessons for an appropriate certification or do some research to find one that appeals to you. You can also pretend that you have completed additional training, are a member of a professional organization, have attended seminars, etc. This is your future self, so imagine what you will have accomplished in the next five to 10 years, and use that as a starting point for your résumé. Make it believable, and make it your own! Step 4: Plan of Action Now that you have a résumé, it's time to set up a plan of action. Find at least three potential employers you would want to contact regarding an employment opportunity and document their preferred application or contact method. You'll want to write out the steps you'll take to prepare your cover letter before contacting these potential employers, as well as what is needed in the application process. In some cases, you'll want to take note of the hiring manager's email address to contact them directly; in other cases you may need to document the application process to better prepare, especially if an exam is required. Sometimes this process is listed within the job description itself. This information may change over time, but such exploration will give you a better understanding about the process of contacting employers to investigate job opportunities in the future. Step 5: What to Submit When you have finished the homepage of your website, click Publish in the upper-right corner. Submit your résumé, plan of action document, and the URL to your website to the dropbox.

Component: *Principles of Information Technology 1a/1b*

ISBN: 9781737161653

Link to Current Content:

[View Current Content](#)

Location: Principles of Information Technology 1b, Unit 8, Lesson 1, "Join a School Club" subtitle, text beginning "Contact the computer science department..."

Link to Updated Content:

[View Updated Content](#)

Original Text: Join a School Club Perhaps the easiest place to get plugged in is at a local school. Some high schools already have IT clubs in place that meet at lunchtime or after school. If your local school does not, consider asking whether you could start such a club, or try to find one at a nearby library or community center. An IT club might meet weekly to work on a programming challenge, build a network, learn a new type of software, create a robot, construct a custom computer, or read current technology news, among many other topics. Join a National Club Besides local school clubs, you may also be able to take part in nationally organized clubs. You may be able to join or start a chapter (the local branch of a society or club), or you might participate in an online club. Let's explore some of the opportunities with various national and worldwide clubs. Besides learning and sharpening new IT skills, participating in an IT-related organization or club can help set you on the right track to serving your community. Community service can be defined as voluntary work with people who need help in a certain area. Your local club might decide to design and code an app to help with a particular community need such as housing, entertainment, or transportation.

Updated Text: Join a National Club Besides local school clubs, you may also be able to take part in nationally organized clubs. You may be able to join or start a chapter (the local branch of a society or club), or you might participate in an online club. Let's explore some of the opportunities with various national and worldwide clubs. Besides learning and sharpening new IT skills, participating in an IT-related organization or club can help you find new career opportunities. Employers are often tightly networked with organizations like the FBLA (Future Business Leaders of America) and CoderDojo to find new and upcoming talent. Clubs and organizations can help put you in contact with potential internship or even job opportunities. Furthermore, clubs can help help set you on the right track to serving your community. Community service can be defined as voluntary work with people who need help in a certain area. Your local club might decide to design and code an app to help with a particular community need such as housing, entertainment, or transportation. This is great practice for the developers and a valuable asset to the community. Collaborating with local community officials and participating in a project that is bigger than yourself can help you gain a broader perspective. If you have been inspired, challenged, or motivated by a teacher, volunteer, or IT professional, you know how big of a difference it made in your life. Why wouldn't you want to give back to the community in a tangible way using

your IT skills? Beyond that, the reputation and experience you'll gain along the way will look great on your résumé and portfolio as you begin to contact potential employers.

Component: *Principles of Information Technology 1a/1b*

ISBN: 9781737161653

Link to Current Content:

[View Current Content](#)

Location: Principles of Information Technology 1a, Unit 1, Activity 2 "What Do I Know About Peripherals, Processors, and Memory?", Step 3: Find the Specs, text beginning "We are interested in CPU and RAM..."

Link to Updated Content:

[View Updated Content](#)

Original Text: What Do I Know about Peripherals, Processors, and Memory? Required Materials Word processing software Video recording device Peripherals are important parts of the computing experience. After all, how could you watch your favorite show without earbuds? Or how could you type up that history paper without a keyboard? And of course, no computing device could function without a processor or memory. In this activity, you will be demonstrating your knowledge of computer components such as input/output devices, the CPU, and primary storage by creating an informative video. Step 1: Locate a Device Find a computer (desktop or laptop) which has plenty of peripherals, cables, and connectors. If you have access to a computer lab at school or a local library, the computers in those places typically have several peripherals. Step 2: Identify Peripherals Before you start shooting your video, outline a plan in a word processing document for what you will talk about. First, identify as many peripherals on the computer as you can. Separate them into input and output. Creating a table would be great for this step. Next, explain the purpose of each peripheral and how to use it. Practice demonstrating the use of at least one peripheral. Finally, talk about several ports that you see and what kinds of cables are (or could be) connected. Step 3: Find the Specs Next, check out your computer's specs (short for specifications), which is information about the computer's internal components. We are interested in CPU and RAM. Finding the specs varies from device to device. If you're using a Windows-based computer, go to the Start menu, click on Settings, and then scroll down to About. You should see your device specifications listed. Device specifications for Processor and Installed RAM. If you're using a Chromebook, type Diagnostics into the ChromeOS search bar and open the settings section. You should see the type of CPU, its speed, and how much memory is available. If you're using a MacBook, click on the Apple icon in the upper left of your screen, and click on About this Mac. You'll see the processor and memory details displayed. Once you've located the CPU and memory specs, record them in your word processing document and plan to demonstrate how to find them in your video. Step 4: Record a Video With your plan in mind, record your video. You may want to have a friend hold the recording device, or you may want to prop it up so that you have both your hands free to demonstrate how the peripherals are used. Step 5: What to Submit Submit the word processing document and your video file to the dropbox.

Updated Text: Step 3: Find the Specs Next, check out your computer's specs (short for specifications), which is information about the computer's internal components. We are interested in CPU and RAM. Finding the specs varies from device to device. If you're using a Windows-based computer, go to the Start menu, click on Settings, and then scroll down to About. You should see your device specifications listed. If you're using a Chromebook, type Diagnostics into the ChromeOS search bar and open the settings section. You should see the type of CPU, its speed, and how much memory is available. If you're using a MacBook, click on the Apple icon in the upper left of your screen, and click on About this Mac. You'll see the processor and memory details displayed. Once you've located the CPU and memory specs, record them in your word processing document and plan to demonstrate how to find them in your video. Step 4: CreatAdding Variety Now that you've completed the process for one type of processor, find a second type of processor to document. If you picked a Windows- based laptop, for example, you may elect to choose a desktop computer, tablet, Chromebook, or even a phone! You may even find different processor types between similar devices. For example, some older Apple computers use the same Intel-based processors you would find on a Windows-based PC, while newer Apple computers use their own proprietary processors, known as M1 or M2 processors. Step 5: Createing Yyour Script Now that you have an outline, it's time to plan your script. Since you're essentially teaching this information, you want to word things in a

way that is easily understood by a wide audience. In your script, identify and explain the functions of all basic computer components, including the CPU, storage, and peripherals, in a way that someone new to technology can understand. You may elect to use examples in your descriptions, explaining how the CPU can speed up processing tasks or that RAM can be useful for multitasking since you can have more programs open at once before things start to slow down. Don't forget your peripherals, either! All of your input devices and output devices are just as important to a complete computer system. YBe sure to include definitions of the following in your scriptou should cover at least the following: • Input Devices (mice, keyboards, webcams, microphones, etc.) • Output Devices (monitors, speakers, etc.) • Processors (CPU) • Graphics Cards (GPU) • RAM (be sure to explain to the audience the difference between RAM and ROM) • Primary/Secondary Storage Devices (be sure to explain their uses, as well as the differences between hard drives and solid state drives and what it means when a drive is internal or external) Step 64: Record a Video With your plan in mind, record your video. You may want to have a friend hold the recording device, or you may want to prop it up so that you have both your hands free to demonstrate how the peripherals are used. Step 75: What to Submit Submit the word processing document and your video file to the dropbox.

Publisher: Goodheart-Wilcox Publisher

Health Science Theory

Program: *Health Science Concepts and Skills - Online Learning Suite: TEKS*

Component: *Health Science Concepts and Skills*

ISBN: 9781649257628

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 328

Location: Figure 9.18

Original Text: "12:00 a.m. 2400"

Updated Text: "12:00 a.m. 0000"

Component: *Health Science Concepts and Skills*

ISBN: 9781649257628

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 585

Location: #5

Original Text: "Small adult"

Updated Text: "Pediatric"

Component: *Health Science Concepts and Skills*

ISBN: 9781649257628

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 596

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 3438 of 3538

Location: #7

Original Text: "When a blood pressure is taken, there is a phase in the reading where the heartbeat is no longer heard because the heart relaxes. This is called _____. (16.3-3)" "A. dyspnea B. diastole C. systole D. sclerosis"

Updated Text: "When a blood pressure is taken, _____ pressure is measured when the heart relaxes. (16.3-3)" "A. cardiac B. diastolic C. systolic D. ventilated"

Component: *Health Science Concepts and Skills*

ISBN: 9781649257628

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 653

Location: #2

Original Text: "Certification of licensure"

Updated Text: "Certification or licensure"

Component: *Health Science Concepts and Skills*

ISBN: 9781649257628

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 673

Location: Figure 18.35 caption

Original Text: "What should a pharmacist technician do if the national drug code (NDC) number does not match the description?"

Updated Text: "What additional information does a pharmacist technician need to check when filling a prescription?"

Component: *Health Science Concepts and Skills*

ISBN: 9781649257628

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 731

Location: #5

Original Text: "A. 45,3"

Updated Text: "A. 45.3"

Component: *Health Science Concepts and Skills*

ISBN: 9781649257628

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 732

Location: #15

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 3439 of 3538

Original Text: "multiply 50"

Updated Text: "multiply 250"

Component: *Health Science Concepts and Skills*

ISBN: 9781649257628

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 732

Location: #4-5

Original Text: "4. Why are graphs and charts used in medicine? (2-6)" "5. What are remainders in division? (2-2)"

Updated Text: "4. What are remainders in division? (2-2)"

Component: *Health Science Concepts and Skills*

ISBN: 9781649257628

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 596

Location: #5

Link to Updated Content:

[View Updated Content](#)

Original Text: "Mr. Laila"

Updated Text: "Mr. Laila, who is an adult,"

Publisher: Savvas Learning

Health Science Theory

Program: *Health Science Theory for Texas (Print with digital): TEKS*

Component: *Health Science Theory for Texas Student Edition*

ISBN: 9780138046057

Current Page Number(s): 179

Location: Third Paragraph

Original Text: A consensus means to come to an agreement, and it is important to integrate consensus-building techniques when resolving conflicts.

Updated Text: A consensus means to come to an agreement, and it is important to integrate consensus-building techniques when resolving conflicts.

[Definition in minor column]

consensus

(kuhn·sen·suhs)

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 3440 of 3538

Component: *Health Science Theory for Texas Teacher Edition*

ISBN: 9780138046095

Current Page Number(s): 179

Location: Third paragraph of inset student page

Original Text: A consensus means to come to an agreement, and it is important to integrate consensus-building techniques when resolving conflicts.

Updated Text: A consensus means to come to an agreement, and it is important to integrate consensus-building techniques when resolving conflicts.

[Definition in minor column]

consensus

(kuhn·sen·suhs)

To come to an agreement.

Component: *Health Science Theory for Texas Student Edition*

ISBN: 9780138046057

Current Page Number(s): 198

Location: Bulleted List

Original Text: Bulleted list

Updated Text: Always include a subject line.

[Definition in minor column]

subject line

A concise summary or title that gives the recipient an idea of the e-mail's content or purpose.

Component: *Health Science Theory for Texas Teacher Edition*

ISBN: 9780138046095

Current Page Number(s): 198

Location: Bulleted list of inset student page

Original Text: Bulleted list

Updated Text: Always include a subject line.

[Definition in minor column]

subject line

A concise summary or title that gives the recipient an idea of the e-mail's content or purpose.

Component: *Health Science Theory for Texas Student Edition*

ISBN: 9780138046057

Current Page Number(s): 198

Location: Bulleted List

Original Text: Begin with a salutation

Updated Text: Begin with a salutation

[Definition in minor column]

salutation

(sal-yoo-tay-shn)

A greeting used in a letter or other communication, such as "Dear Dr. Smith."

Component: *Health Science Theory for Texas Teacher Edition*

ISBN: 9780138046095

Current Page Number(s): 198

Location: Bulleted list of inset student page

Original Text: Begin with a salutation

Updated Text: Begin with a salutation

[Definition in minor column]

salutation

(sal-yoo-tay-shn)

A greeting used in a letter or other communication, such as "Dear Dr. Smith."

Component: *Health Science Theory for Texas Student Edition*

ISBN: 9780138046057

Current Page Number(s): 563

Location: First paragraph of Cardiac Arrest and CPR section

Original Text: Cardiac arrest, or heart attack, can cause the heart to change rhythm and ultimately stop beating. During sudden cardiac arrest, a normal beat changes to ventricular brillation (VF). The rhythm of a heart in VF is fluttery and irregular. The heart needs a shock to bring it back into a normal rhythm.

Updated Text: A heart attack can cause the heart to change rhythm and ultimately stop beating. This can result in a cardiac arrest. During sudden cardiac arrest, a normal beat changes to ventricular fibrillation (VF). The rhythm of a heart in VF is fluttery and irregular. The heart needs a shock to bring it back into a normal rhythm.

Component: *Health Science Theory for Texas Teacher Edition*

ISBN: 9780138046095

Current Page Number(s): 563

Location: First paragraph of Cardiac Arrest and CPR section of inset student page

Original Text: Cardiac arrest, or heart attack, can cause the heart to change rhythm and ultimately stop beating. During sudden cardiac arrest, a normal beat changes to ventricular brillation (VF). The rhythm of a heart in VF is fluttery and irregular. The heart needs a shock to bring it back into a normal rhythm.

Updated Text: A heart attack can cause the heart to change rhythm and ultimately stop beating. This can result in a cardiac arrest. During sudden cardiac arrest, a normal beat changes to ventricular fibrillation (VF). The rhythm of a heart in VF is fluttery and irregular. The heart needs a shock to bring it back into a normal rhythm.

Publisher: eDynamic Holdings LP

Human Growth and Development

Program: *Human Growth and Development 1a/1b: TEKS*

Component: *Human Growth and Development 1a/1b*

ISBN: 9781959433293

Link to Current Content:

[View Current Content](#)

Location: Human Growth and Development 1a, Unit 3, Critical Thinking question 4

Original Text: How does nutrition play a role in prenatal development? What things should an expecting mother make sure she ingests and why? Explain what adjustments a woman might make to her nutrition before she becomes pregnant and why.

Updated Text: Explain reasons for good health practices during pregnancy. What effect can a mother's habits have on a developing fetus? How does nutrition play a role in prenatal development? What things should an expecting mother make sure she ingests and why? Explain what adjustments a woman might make to her nutrition before she becomes pregnant and why.

Component: *Human Growth and Development 1a/1b*

ISBN: 9781959433293

Link to Current Content:

[View Current Content](#)

Location: Human Growth and Development 1a, Unit 3, Discussion question 2

Original Text: Some women are not able to conceive a child through sexual intercourse with their partner. What are TWO alternative options for a woman who wants to have a child but cannot conceive through sexual intercourse? In your opinion, which is a better option and why?

Updated Text: Some women have fertility issues and are unable to conceive a child through sexual intercourse with their partner. In a case like this, explain the reason a woman would seek medical care prior to pregnancy. What are TWO alternative options that might be available for a woman who wants to have a child but has reproductive challenges? In your opinion, which is a better option and why?

Component: *Human Growth and Development 1a/1b*

ISBN: 9781959433293

Link to Current Content:

[View Current Content](#)

Location: Human Growth and Development 1a, Unit 3, Critical Thinking question 1

Original Text: What are the different reasons that a person may choose a particular type of health care for prenatal care, labor, and delivery? Which option do you think is best and why?

Updated Text: Preparing for a pregnancy is important. Explain the reasons for good health practices prior to pregnancy. Also, explain the reasons for medical care prior to pregnancy.

Publisher: The Curriculum Center for Family and Consumer Sciences

Human Growth and Development

Program: *Human Growth and Development: TEKS*

Component: *Human Growth and Development*

ISBN: 9781953248046

Location: Topic 1, Unit 1: Theory

- What is a Theory PPT not labeled with ULTRA potentially not linked correctly, in both instructions and resources

Topic 1, Unit 1: Theorists

- Posterini link no longer active in instructions and resources

Topic 1, Unit 2: Research Methods I

- Method Identification pdf in resources wrong color

Topic 1, Unit 2: Pedagogy VS Andragogy I

- RIT Online Learning link links to the wrong resource in both instructions and resources

Topic 2, Unit 1: Pregnancy Menu Planning IV

- Meal Planning During Pregnancy PDF/PPT, not labeled with Ultra potentially not linked correctly, in both instructions and resources

Topic 2, Unit 1: Healthy Weight Gain

- Healthy Weight Gain teaching aid not labeled with Ultra, potentially not linked correctly, in both instructions and resources

Topic 2, Unit 2: Preparing for Pregnancy

- Posterini link no longer active in instructions and resources

Topic 2, Unit 2: Prenatal Care Visits I

- Prenatal Care ppt slides linked in instructions, but not linked in resources

Topic 2, Unit 2: Prenatal Care Practices

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 3444 of 3538

- Factors Influencing Prenatal Care PPT it is not labeled with Ultra, potentially not linked correctly, in both instructions and resources
- Staying Healthy During Pregnancy PDF not labeled with Ultra, potentially not linked correctly, in both instructions and resources
- Staying Healthy During Pregnancy key not labeled with Ultra, potentially not linked correctly, in both instructions and resources

Topic 2, Unit 2: Exercise During Pregnancy

- Exercise During Pregnancy PPT slides not labeled with Ultra, potentially not linked correctly, in both instructions and resources

Topic 2, Unit 2: Caffeine

- Caffeine calculator I, link broken in instructions and resources

Topic 2, Unit 2: Prenatal Testing II

- Prenatal Testing video, link works, but video is no longer available, in instructions and resources

Topic 2, Unit 3: Signs and Symptoms of Pregnancy II

- americanpregnancy.org linked incorrectly in resources only

Topic 2, Unit 3: Father's Emotions

- Seven Fears Expectant Father's Face links to the wrong resources in both instructions and resources

Topic 2, Unit 3: Prenatal Development I

- Prenatal Development Month by Month not labeled with Ultra, potentially not linked correctly, in both instructions and resources

Topic 2, Unit 3: Monthly Development

- Posterini link no longer active in instructions and resources

Topic 2, Unit 3: Prenatal Development Timeline

- Rubric for Timeline, not linked correctly, says specified resource was not found, or I do not have permission to access it, in both instructions and resources

Topic 2, Unit 3: Brain Development III

Proclamation 2024: Report of Editorial Changes (11/08/2023)

- Brain Architecture incorrectly linked in resources only

Topic 2, Unit 4: Mendel's Law of Inheritance

- Mendel's Law of Inheritance PPT slides not labeled with ULTRA, potentially not linked correctly, in instructions and resources

Topic 3, Unit 1: Developmental Milestones

- Milestones quiz incorrectly linked in resources only

Topic 3, Unit 1: Types of Development

- Principles of Development PPT slides not labeled ULTRA, potentially not linked correctly, in both instructions and resources

Topic 3, Unit 1: Influences on Development

- Posterini link no longer active in instructions and resources

Topic 3, Unit 1: Motor Skills

- Youtube video link broken/not available, in both instructions and resources

Topic 3, Unit 1: Brain Development I

- Rubric not linked correctly, says specified resource was not found, or I do not have permission to access it, in both instructions and resources

Topic 3, Unit 1: Brain Development II

- Brain Development of the Infant PPT slides not labeled with Ultra, potentially not linked correctly, in both instructions and resources

Topic 3, Unit 1: Brain Development III

- Brain Architecture incorrectly linked in resources only

Topic 3, Unit 2: Bonding I

- 15 ways to bond with a newborn, link broken/not found, in both instructions and resources

Topic 3, Unit 2: Feeding Environment

- Feeding Environment PPT slides not labeled ULTRA, potentially not linked correctly, in both instructions and resources

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Topic 3, Unit 2: Behaviors

- How Children Learn Behavior PPT slides not labeled ULTRA, potentially not linked correctly, both in instructions and resources

Topic 3, Unit 2: Infant Cries

- When a Baby Cries PPT slides not labeled ULTRA, potentially not linked correctly, in both instructions and resources

Topic 3, Unit 2: Infant Toys I

- An Appropriate Toy PPT slides not labeled ULTRA, potentially not linked correctly, instructions only
- Toy Evaluation teaching aid, not labeled ULTRA, potentially not linked correctly, instructions only

Topic 3, Unit 2: Infant Toys II

- Piaget's Cognitive Theories PPT slides not labeled ULTRA, potentially not linked correctly, in both instructions and resources
- Play, Activities, Toys, and Equipment for Infants PPT slides not labeled ULTRA, potentially not linked correctly, in both instructions and resources

Topic 3, Unit 2: Infant Games Lab

- Fisher-Price link takes you to shopping options, not online games, in both instructions and resources
- Infant Game Laboratory Evaluation PDF not labeled ULTRA, potentially not linked correctly

Topic 3, Unit 2: Caring for Infants

- Whole Child video link works, but does not take you to the video, it takes you to a library of other resources, in both instructions and resources

Topic 3, Unit 2: Caregiver Strategies

- Teaching Strategies for Infants from Birth to Four Months PPT slides not labeled ULTRA, potentially not linked correctly, in both instructions and resources
- Teaching Strategies for Infants from Four to Eight PPT slides not labeled ULTRA, potentially not linked correctly, in both instructions and resources
- Teaching Strategies for Infants from Eight to Twelve PPT slides not labeled ULTRA, potentially not linked correctly, in both instructions and resources

Topic 3, Unit 3: Adding New Foods

- Lucidpress link works, however, Lucidpress is now called "Marq", when you click on the link, it says "Marq, formerly known as Lucidpress"

Topic 3, Unit 3: Feeding Problems

- Posterini resource no longer providing access to free poster templates, in both instructions and resources

Topic 3, Unit 4: Toddler Development III

- Rubric for Toddler Development link broken, specified resource not found or I do not have permission to access it, instructions only

Topic 3, Unit 4: Brain Development

- Brain Architecture resource incorrectly linked, resources only

Topic 3, Unit 5: Developmental Needs I

- What Do Toddlers Need teaching aid not labeled ULTRA, potentially not linked correctly in both instructions and resources

Topic 3, Unit 5: Strategies to Meet Needs

- Observing Caregiver Strategies teaching aid not labeled ULTRA, potentially not linked correctly in both instructions and resources

Topic 3, Unit 5: Eating & Feeding

- I Don't Want to Eat teaching aid not labeled ULTRA, potentially not linked correctly, in both instructions and resources

Topic 3, Unit 5: Clothing II

- Toddler Garment Design Guidelines teaching aid, not labeled ULTRA, potentially not linked correctly, in both instructions and resources

Topic 3, Unit 5: Toilet Training II

- 15 Best Potty Training Books link is updated to 17 Best Potty Training Books, may need to change the title in the instructions

Topic 3, Unit 5: Learning Opportunities

- What am I learning teaching aid not labeled ULTRA, potentially not linked correctly, in both instructions and resources

Topic 3, Unit 5: Methods of Learning

Proclamation 2024: Report of Editorial Changes (11/08/2023)

- Methods of Learning teaching aid not labeled ULTRA, potentially not linked correctly, in both instructions and resources

Topic 3, Unit 5: Language Development I

- Language Elaboration teaching aid not labeled ULTRA, potentially not linked correctly, in both instructions and resources

Topic 3, Unit 5: Language Development II

- Toddler Language teaching aid not labeled ULTRA, potentially not linked correctly, in both instructions and resources

Topic 3, Unit 5: Temper Tantrums I

- Tantrums link links to incorrect resource

- Dealing with Temper Tantrums teaching aid not labeled ULTRA, potentially not linked correctly, in both instructions and resources

Topic 3, Unit 5: Temper Tantrums III

- Rubric for Comic Strip, link broken in both instructions and resources

- stripgenerator.com not loading in both instructions and resources (long buffer time, did not load)

Topic 3, Unit 5: Routines and Schedules

- Toddler Schedule and Routine Evaluation teaching aid not labeled ULTRA, potentially not linked correctly, in both instructions and resources

Topic 3, Unit 5: Toddlers and Screen Time

- Toddlers and Screen Time PPT slides not labeled ULTRA, potentially not linked correctly, in both instructions and resources

Topic 3, Unit 5: Importance of Play I

- Play and Child Development teaching aid not labeled ULTRA, potentially not linked correctly, in both instructions and resources

Topic 3, Unit 5: Importance of Play II

- Ways Play Promotes Development in Children teaching aid not labeled ULTRA, potentially not linked correctly, in both instructions and resources

Topic 3, Unit 5: Importance of Play III: Types of Play

- Rubric link broken in both instructions and resources

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Topic 3, Unit 5: Toys I: Toy Evaluation

- Toddler Toy Evaluation teaching aid not labeled ULTRA, potentially not linked correctly, in both instructions and resources

Topic 3, Unit 5: Toy Safety I

- Posterini resource no longer active in both instructions and resources

Topic 3, Unit 5: Toy Safety II

- Think Toy Safety teaching aid not labeled ULTRA, potentially not linked correctly, in both instructions and resources

Topic 3, Unit 5: Early Literacy I

- 32 million words video link broken, shows a JPEG photo, in both instructions and resources
- Rubric link broken in both instructions and resources

Topic 3, Unit 5: Early Literacy II: Selecting and Reading Books

- Tips for Selecting and Reading Books PPT slides not labeled ULTRA, potentially not linked correctly, in both instructions and resources

Topic 3, Unit 5: Early Literacy III: Creating a Book

- Creating a Touch and Feel Book teaching aid not labeled ULTRA, potentially not linked correctly, in both instructions and resources

Topic 3, Unit 5: Early Literacy IV: Reading

- Rubric link broken in both instructions and resources

Topic 3, Unit 6: Portion Size

- Article "Feeding Your Toddler" links to the wrong article in both instructions and resources

Topic 3, Unit 6: Picky Eaters II

- The Science of Picky Eaters NOVA/PBS link broken/404 not found in both instructions and resources

Topic 3, Unit 7: Appropriate Guidance I

- Rubric for Flyer link broken in both instructions and resources

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Topic 3, Unit 7: Gentle Discipline

- Posterini link no longer active in both instruction and resources

Topic 4, Unit 1: Piaget and Egocentrism

- Toondoo no longer active in both instructions and resources

Topic 4, Unit 1: Characteristics of Thinking

- Characteristics of Thinking article link took a long time to load and then said connection timed out and did not load, may need to check, in both instructions and resources

Topic 4, Unit 1: Levels of Play

- Levels of Play PPT slides only posted in instructions, but not in resources

Topic 4, Unit 2: Creativity and Play

- Creativity and Play video no longer active in both instructions and resources

Topic 4, Unit 2: Book Evaluation

- Children's Book Critique PPT slides not labeled ULTRA, potentially not linked correctly, in both instructions and resources

Topic 4, Unit 2: Speech

- Rubric for Fact Sheet in both instructions and resources

Topic 4, Unit 2: Physical Skills

- Rubric for Game Creation broken in instructions and not linked in resources

Topic 4, Unit 3: Planning Meals and Snacks

- My Plate Plan linked incorrectly in resources only
- Health and Nutrition information for preschoolers linked incorrectly in resources only

Topic 4, Unit 3: Colorful Foods

- Color Yourself Healthy links to wrong thing in both instructions and resources

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Topic 4, Unit 4: Appropriate Guidance IV

- None of the resources listed in instructions are linked in a resources section

Topic 5, Unit 1: Developmental Differences

- Observation of School Aged Children teaching aid not labeled ULTRA, potentially not linked correctly, in instructions only

Topic 5, Unit 1: Brain Development I

- A Day in the Life of a Brain link links to wrong thing in both instructions and resources

Topic 5, Unit 1: Types of Development

- Development of School Aged Children teaching aid not labeled ULTRA, potentially not linked correctly, in resources only

Topic 5, Unit 2: Needs

- What Do School-Aged Children Need teaching aid not labeled ULTRA, potentially not linked correctly, in both instructions and resources

Topic 5, Unit 2: Intellectual Needs II

- Rubric for Flyer link broken in instructions and not linked at all in resources

Topic 5, Unit 2: Communication

- PBS Parents link not found in both instructions and resources

Topic 5, Unit 2: Strategies for Promoting Development

- Lucidpress is changed to Marq, may need to update resource name in both instructions and resources

Topic 5, Unit 3: MyPlate Nutrition

- Build a Healthy Meal link not found in both instructions and resources

Topic 5, Unit 3: Food and Activity Choices

- Healthy Habits Games link not found, in both instructions and resources

Topic 5, Unit 3: Meal Planning I

- Food-a-pedia link not found, in both instructions and resources

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Topic 5, Unit 3: Nutritious Snacks I

- Taste's Better From Scratch – 50 Healthy recipes article incorrectly linked in instructions only

Topic 5, Unit 3: Sack Lunches I

- Easy Lunch Box Ideas resource incorrectly labeled in the instructions, the podcast is now titled something different and I can't tell if its still covering easy lunch ideas

Topic 5, Unit 3: Breakfast

- Healthy Breakfast Options resource incorrectly labeled in the instructions, the article is now titled something different

Topic 5, Unit 3: Breakfast and Brain Power

- Rubric for billboard link broken in both instructions and resources

Topic 5, Unit 4: Guidance Techniques II

- Toondoo no longer active in both instructions and resources

Topic 6, Unit I: Agencies Protecting Children and Adolescents II

- Rubric for Podcast and Rubric for Print Advertisement link broken in both instructions and resources

Topic 6, Unit II: Child Abuse Vocabulary

- Child Abuse Prevention and Treatment teaching aid not labeled ULTRA, potentially linked incorrectly, in both instructions and resources

Topic 6, Unit II: Child Abuse Crimes

- LA Times does not link to the resource any longer, in both instructions and resources

Topic 6, Unit II: Reporting Child Abuse

- Rubric for Billboard link broken in both instructions and resources

Topic 6, Unit III: Healthcare Plans

- Rubric for Print Advertisement and Rubric for Student video links broken, in both instructions and resources

Topic 6, Unit III: Over-the-Counter Medications

Proclamation 2024: Report of Editorial Changes (11/08/2023)

- Medicines in my Home Post Test teaching aid not labeled ULTRA, potentially linked incorrectly, in both instructions and resources

Topic 6, Unit III: Sudden Infant Death Syndrome (SIDS)

- How to Reduce Your Baby's Risk of SIDS video is listed as 6 min and 18 secs in instructions, the website says the video is only 1 minute and 22 secs, need to change description in instructions

- Posterin resource no longer active in instructions and resources

Topic 6, Unit III: Sleep Safety

- Safe Sleep for Babies video is listed as 12 min and 31 secs in instructions, the website says the video is only 4 minutes and 59 secs, need to change description in instructions

Topic 6, Unit III: Sudden Infant Death Syndrome (SIDS)

- Crib Product Recalls link broken in both instructions and resources

Topic 6, Unit III: Crib Product Recalls

- Safer Products website link broken in both instructions and resources

Topic 6, Unit III: Safety Videos

- Posterini resource no longer active in instructions and resources

- Podcast Generator link broken in instructions and resources

Topic 6, Unit III: Poison Prevention

- Podcast Generator link broken in instructions and resources

Topic 6, Unit III: Water Hazards

- Home Water Hazards for Young Children article incorrectly titled, in instructions only

Topic 6, Unit III: Fire Safety I

- Fire Safety in the Home: Plan of Action teaching aid link broken in both instructions and resources

Topic 6, Unit III: Car Seat Safety

- Safe Kids Worldwide link broken in both instructions and resources

- How to Find the Right Car Seat video not linked in resources

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Topic 6, Unit III: Playground Safety I

- America's Playgrounds Safety Report Card link says page not found in both instructions and resources

Topic 6, Unit III: Dangerous Products

- Thrift Store Safety Checklist PPT slides not labeled ULTRA, potentially linked incorrectly, in both instructions and resources

Topic 6, Unit 4: Influencing Factors

- HealthyPeople.gov resource is no longer active in instructions and resources

Topic 7, Unit 1: Preteen and Teen Vaccines

- Recommended Immunizations for Children link no longer active in both instructions and resources

Topic 7, Unit 1: Nutrition

- MyPlate incorrectly linked in instructions and resources

Topic 7, Unit 1: Nutrition and Physical Activity

- SparkPeople resource no longer valid in both instructions and resources

Topic 7, Unit 1: Healthy Snacks

- Smart Snacking for Adults and Teens link no longer active in both instructions and resources

Topic 7, Unit 1: Music and Brain Development

- Ten Magical Effects Music Has on the Mind article not labeled correctly in instructions, it links to an article titled 14 Brain Benefits of Listening to Music

Topic 7, Unit 2: Peer Pressure I

- The Cool Spot website takes you to a different website in instructions, and corresponds to a different link in the resources (the NIH link)
- Posterini resource no longer active in instructions and resources

Topic 7, Unit 2: Healthy & Unhealthy Relationships

- Rubric for Student video broken in instructions and wrong rubric is listed in resources (rubric for presentation)

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Topic 7, Unit 2: Teen Dating Violence I

- Understanding Teen Dating Violence CDC webpage and teaching aid link is broken in both instructions and resources
- TDV-factsheet link looks like an outside resource that is linked in resources as a downloadable PDF

Topic 7, Unit 2: Technology and Dating

- Digitizing Abuse link broken in both instructions and resources

Topic 7, Unit 2: Teen Suicide I

- Teen Suicide video link links to an article titled different, not a video in both instructions and resources

Topic 7, Unit 4: Positive Parenting

- Both teaching aids not labeled ULTRA, potentially linked incorrectly, in both instructions and resources

Topic 7, Unit 4: Parenting Teens

- Parenting Teens link not found in both instructions and resources
- Link titled "Surviving the Teen Years" links to a different article in both instructions and resources

Topic 7, Unit 4: Dealing with Teen Issues

- Rubric for Role-play not linked in resources, only in instructions

Topic 8, Unit 1: Physical Development

- Rubric for Essay broken in both instructions and resources

Topic 8, Unit 1: A Healthy Body

- Healthy Living Guide incorrectly linked in instructions and resources
- A well guided tour of your body incorrectly linked in resources
- Health Tips for Adults incorrectly linked in resources

Topic 8, Unit 1: Stress I

- Stress Smarts Quiz link does not link to a quiz in both instructions and resources

Topic 8, Unit 1: Stress II

- Science of Stress video not found in both instructions and resources

Topic 8, Unit 1: Obesity

- The Obesity Epidemic video not found in both instructions and resources

Topic 8, Unit 1: Nutrition and Stress

- Managing Stress: A Guide for College Students link not correct in both instructions and resources
- Rubric for Menu Planning broken in both instructions and resources

Topic 8, Unit 1: Health and Safety During College

- Posterini resource no longer active in both instructions and resources
- Rubric for Poster link broken in both instructions and resources

Topic 8, Unit 2: Marriage Preparation

- Relate Institute link not found in both instructions and resources

Topic 8, Unit 3: Marriage Across Cultures

- Posterini resource no longer active in both instructions and resources

Topic 8, Unit 3: Quitting Smoking

- Rubric for Business Letter link broken in both instructions and resources
- Kick Butts Day resource directs to something different (I think the campaign was renamed) in instructions and resources

Topic 8, Unit 3: Binge Drinking

- Binge Drinking video link directs to something different in both instructions and resources
- Binge Drinking video transcript not labeled ULTRA, potentially incorrectly linked, in instructions and resources

Topic 9, Unit 1: Seven Healthy Habits

- My Life Check – Simple 7 is now renamed to Essential 8, need to change name in instructions and lesson title
- Posterini resource no longer active in both instructions and resources

Topic 9, Unit 1: Exercise I

Proclamation 2024: Report of Editorial Changes (11/08/2023)

- Video links to a different article in both instructions and resources

Topic 9, Unit 1: Obesity and Healthy Weight

- Video links to a different video

Topic 9, Unit 1: DASH Diet

- Video no longer publicly available in both instructions and resources

Topic 9, Unit 1: Lifelong Learning

- Bernard Osher Foundation link broken in both instructions and resources

- Rubric for Fact Sheet broken in both instructions and resources

Topic 9, Unit 2: Levinson's Theory

- Toondoo no longer active in both instructions and resources

Topic 9, Unit 2: Age Discrimination

- Posterini no longer active in both instructions and resources

Topic 9, Unit 2: Midlife Crisis

- Class Debate Listener form link broken in instructions only

Topic 9, Unit 2: Sandwich Generation I

- The Sandwich Generation resource not found in both instructions and resources

Topic 10, Unit 1: Physical Appearance

- Rubric for Timeline broken in both instructions and resources

Topic 10, Unit 1: Assistive Technology

- Rubric for Print Advertisement broken in both instructions and resources

Topic 10, Unit 1: Nutrition

- Let Food be Thy Medicine video incorrectly linked in instructions only

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Topic 10, Unit 1: Eating Healthy

- Making Healthy Food Choices video links to something different in both instructions and resources

Topic 10, Unit 1: Nutrient-dense Foods

- Choosing Nutrient Dense Foods video is no longer publicly active in both instructions and resources

Topic 10, Unit 1: Alzheimers Disease II

- Posterini no longer active in both instructions and resources

Topic 10, Unit 1: Alzheimers Disease III

- All links in this lesson no longer found/broken in both instructions and resources

Topic 10, Unit 1: Home Safety

- Home Safety links broken in both instructions and resources
- Caregiverstress.com links to something different in both instructions and resources

Topic 10, Unit 3: Looking for Work

- An Aging Workforce link broken in both instructions and resources

Topic 10, Unit 3: Elder Abuse

- Rubric for Podcast link broken in both instructions and resources

Topic 10, Unit 3: Adult Protective Services

- Mickey Rooney link broken in both instructions and resources
- Rubric for Fact Sheet link broken in both instructions and resources

Topic 11, Unit 1: Social Network Sites

- Facebook Can Help or Hurt Your Career link broken in both instructions and resources

Topic 11, Unit 1: Securing Employment

- Rubric for Presentation link broken in both instructions and resources

Topic 11, Unit 1: Interviews I

Proclamation 2024: Report of Editorial Changes (11/08/2023)

- Texas Workforce Commission link broken in both instructions and resources

Topic 11, Unit 3: Family, Career, and Community Leaders of America I

- Guide to Branding and Promoting FCCLA link broken in both instructions and resources

Topic 11, Unit 3: Leadership Styles II

- Rubric for Roleplay or Skit link broken in both instructions and resources

Topic 11, Unit 4: Influences I

- Decisions and Influences link broken in both instructions and resources

Topic 11, Unit 5: Problem Solving II

- All links are downloadable PDFs that look like outside resources, they are not labeled ULTRA and may be incorrectly linked in both instructions and resources

Topic 11, Unit 5: Conflict Resolution

- Rubric for Roleplay or Skit broken in both instructions and resources

Topic 11, Unit 5: Negotiation

- Rubric for visual display broken in both instructions and resources

Topic 12, Unit 2: Education and Training Cluster II

- Rubric for Billboard broken in both instructions and resources

Topic 12, Unit 2: Entrepreneurs II

- Lucidpress renamed to Marq and should be renamed in both instructions and resources

Topic 13, Unit 1: Resumes

- Resume Components mis-titled Recipe Components in resources

Link to Updated Content:

[View Updated Content](#)

Original Text: Topic 1, Unit 1: Theory

- What is a Theory PPT not labeled with ULTRA potentially not linked correctly, in both instructions and resources

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Topic 1, Unit 1: Theorists

- Posterini link no longer active in instructions and resources

Topic 1, Unit 2: Research Methods I

- Method Identification pdf in resources wrong color

Topic 1, Unit 2: Pedagogy VS Andragogy I

- RIT Online Learning link links to the wrong resource in both instructions and resources

Topic 2, Unit 1: Pregnancy Menu Planning IV

- Meal Planning During Pregnancy PDF/PPT, not labeled with Ultra potentially not linked correctly, in both instructions and resources

Topic 2, Unit 1: Healthy Weight Gain

- Healthy Weight Gain teaching aid not labeled with Ultra, potentially not linked correctly, in both instructions and resources

Topic 2, Unit 2: Preparing for Pregnancy

- Posterini link no longer active in instructions and resources

Topic 2, Unit 2: Prenatal Care Visits I

- Prenatal Care ppt slides linked in instructions, but not linked in resources

Topic 2, Unit 2: Prenatal Care Practices

- Factors Influencing Prenatal Care PPT it is not labeled with Ultra, potentially not linked correctly, in both instructions and resources
- Staying Healthy During Pregnancy PDF not labeled with Ultra, potentially not linked correctly, in both instructions and resources
- Staying Healthy During Pregnancy key not labeled with Ultra, potentially not linked correctly, in both instructions and resources

Topic 2, Unit 2: Exercise During Pregnancy

- Exercise During Pregnancy PPT slides not labeled with Ultra, potentially not linked correctly, in both instructions and resources

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Topic 2, Unit 2: Caffeine

- Caffeine calculator I, link broken in instructions and resources

Topic 2, Unit 2: Prenatal Testing II

- Prenatal Testing video, link works, but video is no longer available, in instructions and resources

Topic 2, Unit 3: Signs and Symptoms of Pregnancy II

- americanpregnancy.org linked incorrectly in resources only

Topic 2, Unit 3: Father's Emotions

- Seven Fears Expectant Father's Face links to the wrong resources in both instructions and resources

Topic 2, Unit 3: Prenatal Development I

- Prenatal Development Month by Month not labeled with Ultra, potentially not linked correctly, in both instructions and resources

Topic 2, Unit 3: Monthly Development

- Posterini link no longer active in instructions and resources

Topic 2, Unit 3: Prenatal Development Timeline

- Rubric for Timeline, not linked correctly, says specified resource was not found, or I do not have permission to access it, in both instructions and resources

Topic 2, Unit 3: Brain Development III

- Brain Architecture incorrectly linked in resources only

Topic 2, Unit 4: Mendel's Law of Inheritance

- Mendel's Law of Inheritance PPT slides not labeled with ULTRA, potentially not linked correctly, in instructions and resources

Topic 3, Unit 1: Developmental Milestones

- Milestones quiz incorrectly linked in resources only

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Topic 3, Unit 1: Types of Development

- Principles of Development PPT slides not labeled ULTRA, potentially not linked correctly, in both instructions and resources

Topic 3, Unit 1: Influences on Development

- Posterini link no longer active in instructions and resources

Topic 3, Unit 1: Motor Skills

- Youtube video link broken/not available, in both instructions and resources

Topic 3, Unit 1: Brain Development I

- Rubric not linked correctly, says specified resource was not found, or I do not have permission to access it, in both instructions and resources

Topic 3, Unit 1: Brain Development II

- Brain Development of the Infant PPT slides not labeled with Ultra, potentially not linked correctly, in both instructions and resources

Topic 3, Unit 1: Brain Development III

- Brain Architecture incorrectly linked in resources only

Topic 3, Unit 2: Bonding I

- 15 ways to bond with a newborn, link broken/not found, in both instructions and resources

Topic 3, Unit 2: Feeding Environment

- Feeding Environment PPT slides not labeled ULTRA, potentially not linked correctly, in both instructions and resources

Topic 3, Unit 2: Behaviors

- How Children Learn Behavior PPT slides not labeled ULTRA, potentially not linked correctly, both in instructions and resources

Topic 3, Unit 2: Infant Cries

- When a Baby Cries PPT slides not labeled ULTRA, potentially not linked correctly, in both instructions and resources

Topic 3, Unit 2: Infant Toys I

- An Appropriate Toy PPT slides not labeled ULTRA, potentially not linked correctly, instructions only
- Toy Evaluation teaching aid, not labeled ULTRA, potentially not linked correctly, instructions only

Topic 3, Unit 2: Infant Toys II

- Piaget's Cognitive Theories PPT slides not labeled ULTRA, potentially not linked correctly, in both instructions and resources
- Play, Activities, Toys, and Equipment for Infants PPT slides not labeled ULTRA, potentially not linked correctly, in both instructions and resources

Topic 3, Unit 2: Infant Games Lab

- Fisher-Price link takes you to shopping options, not online games, in both instructions and resources
- Infant Game Laboratory Evaluation PDF not labeled ULTRA, potentially not linked correctly

Topic 3, Unit 2: Caring for Infants

- Whole Child video link works, but does not take you to the video, it takes you to a library of other resources, in both instructions and resources

Topic 3, Unit 2: Caregiver Strategies

- Teaching Strategies for Infants from Birth to Four Months PPT slides not labeled ULTRA, potentially not linked correctly, in both instructions and resources
- Teaching Strategies for Infants from Four to Eight PPT slides not labeled ULTRA, potentially not linked correctly, in both instructions and resources
- Teaching Strategies for Infants from Eight to Twelve PPT slides not labeled ULTRA, potentially not linked correctly, in both instructions and resources

Topic 3, Unit 3: Adding New Foods

- Lucidpress link works, however, Lucidpress is now called "Marq", when you click on the link, it says "Marq, formerly known as Lucidpress"

Topic 3, Unit 3: Feeding Problems

- Posterini resource no longer providing access to free poster templates, in both instructions and resources

Topic 3, Unit 4: Toddler Development III

- Rubric for Toddler Development link broken, specified resource not found or I do not have permission to access it, instructions only

Topic 3, Unit 4: Brain Development

- Brain Architecture resource incorrectly linked, resources only

Topic 3, Unit 5: Developmental Needs I

- What Do Toddlers Need teaching aid not labeled ULTRA, potentially not linked correctly in both instructions and resources

Topic 3, Unit 5: Strategies to Meet Needs

- Observing Caregiver Strategies teaching aid not labeled ULTRA, potentially not linked correctly in both instructions and resources

Topic 3, Unit 5: Eating & Feeding

- I Don't Want to Eat teaching aid not labeled ULTRA, potentially not linked correctly, in both instructions and resources

Topic 3, Unit 5: Clothing II

- Toddler Garment Design Guidelines teaching aid, not labeled ULTRA, potentially not linked correctly, in both instructions and resources

Topic 3, Unit 5: Toilet Training II

- 15 Best Potty Training Books link is updated to 17 Best Potty Training Books, may need to change the title in the instructions

Topic 3, Unit 5: Learning Opportunities

- What am I learning teaching aid not labeled ULTRA, potentially not linked correctly, in both instructions and resources

Topic 3, Unit 5: Methods of Learning

- Methods of Learning teaching aid not labeled ULTRA, potentially not linked correctly, in both instructions and resources

Topic 3, Unit 5: Language Development I

- Language Elaboration teaching aid not labeled ULTRA, potentially not linked correctly, in both instructions and resources

Topic 3, Unit 5: Language Development II

- Toddler Language teaching aid not labeled ULTRA, potentially not linked correctly, in both instructions and resources

Topic 3, Unit 5: Temper Tantrums I

- Tantrums link links to incorrect resource

- Dealing with Temper Tantrums teaching aid not labeled ULTRA, potentially not linked correctly, in both instructions and resources

Topic 3, Unit 5: Temper Tantrums III

- Rubric for Comic Strip, link broken in both instructions and resources

- stripgenerator.com not loading in both instructions and resources (long buffer time, did not load)

Topic 3, Unit 5: Routines and Schedules

- Toddler Schedule and Routine Evaluation teaching aid not labeled ULTRA, potentially not linked correctly, in both instructions and resources

Topic 3, Unit 5: Toddlers and Screen Time

- Toddlers and Screen Time PPT slides not labeled ULTRA, potentially not linked correctly, in both instructions and resources

Topic 3, Unit 5: Importance of Play I

- Play and Child Development teaching aid not labeled ULTRA, potentially not linked correctly, in both instructions and resources

Topic 3, Unit 5: Importance of Play II

- Ways Play Promotes Development in Children teaching aid not labeled ULTRA, potentially not linked correctly, in both instructions and resources

Topic 3, Unit 5: Importance of Play III: Types of Play

- Rubric link broken in both instructions and resources

Topic 3, Unit 5: Toys I: Toy Evaluation

- Toddler Toy Evaluation teaching aid not labeled ULTRA, potentially not linked correctly, in both instructions and resources

Topic 3, Unit 5: Toy Safety I

- Posterini resource no longer active in both instructions and resources

Topic 3, Unit 5: Toy Safety II

Proclamation 2024: Report of Editorial Changes (11/08/2023)

- Think Toy Safety teaching aid not labeled ULTRA, potentially not linked correctly, in both instructions and resources

Topic 3, Unit 5: Early Literacy I

- 32 million words video link broken, shows a JPEG photo, in both instructions and resources
- Rubric link broken in both instructions and resources

Topic 3, Unit 5: Early Literacy II: Selecting and Reading Books

- Tips for Selecting and Reading Books PPT slides not labeled ULTRA, potentially not linked correctly, in both instructions and resources

Topic 3, Unit 5: Early Literacy III: Creating a Book

- Creating a Touch and Feel Book teaching aid not labeled ULTRA, potentially not linked correctly, in both instructions and resources

Topic 3, Unit 5: Early Literacy IV: Reading

- Rubric link broken in both instructions and resources

Topic 3, Unit 6: Portion Size

- Article "Feeding Your Toddler" links to the wrong article in both instructions and resources

Topic 3, Unit 6: Picky Eaters II

- The Science of Picky Eaters NOVA/PBS link broken/404 not found in both instructions and resources

Topic 3, Unit 7: Appropriate Guidance I

- Rubric for Flyer link broken in both instructions and resources

Topic 3, Unit 7: Gentle Discipline

- Posterini link no longer active in both instruction and resources

Topic 4, Unit 1: Piaget and Egocentrism

- Toondoo no longer active in both instructions and resources

Topic 4, Unit 1: Characteristics of Thinking

Proclamation 2024: Report of Editorial Changes (11/08/2023)

- Characteristics of Thinking article link took a long time to load and then said connection timed out and did not load, may need to check, in both instructions and resources

Topic 4, Unit 1: Levels of Play

- Levels of Play PPT slides only posted in instructions, but not in resources

Topic 4, Unit 2: Creativity and Play

- Creativity and Play video no longer active in both instructions and resources

Topic 4, Unit 2: Book Evaluation

- Children's Book Critique PPT slides not labeled ULTRA, potentially not linked correctly, in both instructions and resources

Topic 4, Unit 2: Speech

- Rubric for Fact Sheet in both instructions and resources

Topic 4, Unit 2: Physical Skills

- Rubric for Game Creation broken in instructions and not linked in resources

Topic 4, Unit 3: Planning Meals and Snacks

- My Plate Plan linked incorrectly in resources only

- Health and Nutrition information for preschoolers linked incorrectly in resources only

Topic 4, Unit 3: Colorful Foods

- Color Yourself Healthy links to wrong thing in both instructions and resources

Topic 4, Unit 4: Appropriate Guidance IV

- None of the resources listed in instructions are linked in a resources section

Topic 5, Unit 1: Developmental Differences

- Observation of School Aged Children teaching aid not labeled ULTRA, potentially not linked correctly, in instructions only

Topic 5, Unit 1: Brain Development I

- A Day in the Life of a Brain link links to wrong thing in both instructions and resources

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Topic 5, Unit 1: Types of Development

- Development of School Aged Children teaching aid not labeled ULTRA, potentially not linked correctly, in resources only

Topic 5, Unit 2: Needs

- What Do School-Aged Children Need teaching aid not labeled ULTRA, potentially not linked correctly, in both instructions and resources

Topic 5, Unit 2: Intellectual Needs II

- Rubric for Flyer link broken in instructions and not linked at all in resources

Topic 5, Unit 2: Communication

- PBS Parents link not found in both instructions and resources

Topic 5, Unit 2: Strategies for Promoting Development

- Lucidpress is changed to Marq, may need to update resource name in both instructions and resources

Topic 5, Unit 3: MyPlate Nutrition

- Build a Healthy Meal link not found in both instructions and resources

Topic 5, Unit 3: Food and Activity Choices

- Healthy Habits Games link not found, in both instructions and resources

Topic 5, Unit 3: Meal Planning I

- Food-a-pedia link not found, in both instructions and resources

Topic 5, Unit 3: Nutritious Snacks I

- Taste's Better From Scratch – 50 Healthy recipes article incorrectly linked in instructions only

Topic 5, Unit 3: Sack Lunches I

- Easy Lunch Box Ideas resource incorrectly labeled in the instructions, the podcast is now titled something different and I can't tell if its still covering easy lunch ideas

Topic 5, Unit 3: Breakfast

Proclamation 2024: Report of Editorial Changes (11/08/2023)

- Healthy Breakfast Options resource incorrectly labeled in the instructions, the article is now titled something different

Topic 5, Unit 3: Breakfast and Brain Power

- Rubric for billboard link broken in both instructions and resources

Topic 5, Unit 4: Guidance Techniques II

- Toondoo no longer active in both instructions and resources

Topic 6, Unit I: Agencies Protecting Children and Adolescents II

- Rubric for Podcast and Rubric for Print Advertisement link broken in both instructions and resources

Topic 6, Unit II: Child Abuse Vocabulary

- Child Abuse Prevention and Treatment teaching aid not labeled ULTRA, potentially linked incorrectly, in both instructions and resources

Topic 6, Unit II: Child Abuse Crimes

- LA Times does not link to the resource any longer, in both instructions and resources

Topic 6, Unit II: Reporting Child Abuse

- Rubric for Billboard link broken in both instructions and resources

Topic 6, Unit III: Healthcare Plans

- Rubric for Print Advertisement and Rubric for Student video links broken, in both instructions and resources

Topic 6, Unit III: Over-the-Counter Medications

- Medicines in my Home Post Test teaching aid not labeled ULTRA, potentially linked incorrectly, in both instructions and resources

Topic 6, Unit III: Sudden Infant Death Syndrome (SIDS)

- How to Reduce Your Baby's Risk of SIDS video is listed as 6 min and 18 secs in instructions, the website says the video is only 1 minute and 22 secs, need to change description in instructions

- Posterin resource no longer active in instructions and resources

Topic 6, Unit III: Sleep Safety

Proclamation 2024: Report of Editorial Changes (11/08/2023)

- Safe Sleep for Babies video is listed as 12 min and 31 secs in instructions, the website says the video is only 4 minutes and 59 secs, need to change description in instructions

Topic 6, Unit III: Sudden Infant Death Syndrome (SIDS)

- Crib Product Recalls link broken in both instructions and resources

Topic 6, Unit III: Crib Product Recalls

- Safer Products website link broken in both instructions and resources

Topic 6, Unit III: Safety Videos

- Posterini resource no longer active in instructions and resources

- Podcast Generator link broken in instructions and resources

Topic 6, Unit III: Poison Prevention

- Podcast Generator link broken in instructions and resources

Topic 6, Unit III: Water Hazards

- Home Water Hazards for Young Children article incorrectly titled, in instructions only

Topic 6, Unit III: Fire Safety I

- Fire Safety in the Home: Plan of Action teaching aid link broken in both instructions and resources

Topic 6, Unit III: Car Seat Safety

- Safe Kids Worldwide link broken in both instructions and resources

- How to Find the Right Car Seat video not linked in resources

Topic 6, Unit III: Playground Safety I

- America's Playgrounds Safety Report Card link says page not found in both instructions and resources

Topic 6, Unit III: Dangerous Products

- Thrift Store Safety Checklist PPT slides not labeled ULTRA, potentially linked incorrectly, in both instructions and resources

Topic 6, Unit 4: Influencing Factors

Proclamation 2024: Report of Editorial Changes (11/08/2023)

- HealthyPeople.gov resource is no longer active in instructions and resources

Topic 7, Unit 1: Preteen and Teen Vaccines

- Recommended Immunizations for Children link no longer active in both instructions and resources

Topic 7, Unit 1: Nutrition

- MyPlate incorrectly linked in instructions and resources

Topic 7, Unit 1: Nutrition and Physical Activity

- SparkPeople resource no longer valid in both instructions and resources

Topic 7, Unit 1: Healthy Snacks

- Smart Snacking for Adults and Teens link no longer active in both instructions and resources

Topic 7, Unit 1: Music and Brain Development

- Ten Magical Effects Music Has on the Mind article not labeled correctly in instructions, it links to an article titled 14 Brain Benefits of Listening to Music

Topic 7, Unit 2: Peer Pressure I

- The Cool Spot website takes you to a different website in instructions, and corresponds to a different link in the resources (the NIH link)

- Posterini resource no longer active in instructions and resources

Topic 7, Unit 2: Healthy & Unhealthy Relationships

- Rubric for Student video broken in instructions and wrong rubric is listed in resources (rubric for presentation)

Topic 7, Unit 2: Teen Dating Violence I

- Understanding Teen Dating Violence CDC webpage and teaching aid link is broken in both instructions and resources

- TDV-factsheet link looks like an outside resource that is linked in resources as a downloadable PDF

Topic 7, Unit 2: Technology and Dating

- Digitizing Abuse link broken in both instructions and resources

Topic 7, Unit 2: Teen Suicide I

Proclamation 2024: Report of Editorial Changes (11/08/2023)

- Teen Suicide video link links to an article titled different, not a video in both instructions and resources

Topic 7, Unit 4: Positive Parenting

- Both teaching aids not labeled ULTRA, potentially linked incorrectly, in both instructions and resources

Topic 7, Unit 4: Parenting Teens

- Parenting Teens link not found in both instructions and resources
- Link titled "Surviving the Teen Years" links to a different article in both instructions and resources

Topic 7, Unit 4: Dealing with Teen Issues

- Rubric for Role-play not linked in resources, only in instructions

Topic 8, Unit 1: Physical Development

- Rubric for Essay broken in both instructions and resources

Topic 8, Unit 1: A Healthy Body

- Healthy Living Guide incorrectly linked in instructions and resources
- A well guided tour of your body incorrectly linked in resources
- Health Tips for Adults incorrectly linked in resources

Topic 8, Unit 1: Stress I

- Stress Smarts Quiz link does not link to a quiz in both instructions and resources

Topic 8, Unit 1: Stress II

- Science of Stress video not found in both instructions and resources

Topic 8, Unit 1: Obesity

- The Obesity Epidemic video not found in both instructions and resources

Topic 8, Unit 1: Nutrition and Stress

- Managing Stress: A Guide for College Students link not correct in both instructions and resources
- Rubric for Menu Planning broken in both instructions and resources

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Topic 8, Unit 1: Health and Safety During College

- Posterini resource no longer active in both instructions and resources
- Rubric for Poster link broken in both instructions and resources

Topic 8, Unit 2: Marriage Preparation

- Relate Institute link not found in both instructions and resources

Topic 8, Unit 3: Marriage Across Cultures

- Posterini resource no longer active in both instructions and resources

Topic 8, Unit 3: Quitting Smoking

- Rubric for Business Letter link broken in both instructions and resources
- Kick Butts Day resource directs to something different (I think the campaign was renamed) in instructions and resources

Topic 8, Unit 3: Binge Drinking

- Binge Drinking video link directs to something different in both instructions and resources
- Binge Drinking video transcript not labeled ULTRA, potentially incorrectly linked, in instructions and resources

Topic 9, Unit 1: Seven Healthy Habits

- My Life Check – Simple 7 is now renamed to Essential 8, need to change name in instructions and lesson title
- Posterini resource no longer active in both instructions and resources

Topic 9, Unit 1: Exercise I

- Video links to a different article in both instructions and resources

Topic 9, Unit 1: Obesity and Healthy Weight

- Video links to a different video

Topic 9, Unit 1: DASH Diet

- Video no longer publicly available in both instructions and resources

Topic 9, Unit 1: Lifelong Learning

Proclamation 2024: Report of Editorial Changes (11/08/2023)

- Bernard Osher Foundation link broken in both instructions and resources
- Rubric for Fact Sheet broken in both instructions and resources

Topic 9, Unit 2: Levinson's Theory

- Toondoo no longer active in both instructions and resources

Topic 9, Unit 2: Age Discrimination

- Posterini no longer active in both instructions and resources

Topic 9, Unit 2: Midlife Crisis

- Class Debate Listener form link broken in instructions only

Topic 9, Unit 2: Sandwich Generation I

- The Sandwich Generation resource not found in both instructions and resources

Topic 10, Unit 1: Physical Appearance

- Rubric for Timeline broken in both instructions and resources

Topic 10, Unit 1: Assistive Technology

- Rubric for Print Advertisement broken in both instructions and resources

Topic 10, Unit 1: Nutrition

- Let Food be Thy Medicine video incorrectly linked in instructions only

Topic 10, Unit 1: Eating Healthy

- Making Healthy Food Choices video links to something different in both instructions and resources

Topic 10, Unit 1: Nutrient-dense Foods

- Choosing Nutrient Dense Foods video is no longer publicly active in both instructions and resources

Topic 10, Unit 1: Alzheimers Disease II

- Posterini no longer active in both instructions and resources

Topic 10, Unit 1: Alzheimers Disease III

- All links in this lesson no longer found/broken in both instructions and resources

Topic 10, Unit 1: Home Safety

- Home Safety links broken in both instructions and resources
- Caregiverstress.com links to something different in both instructions and resources

Topic 10, Unit 3: Looking for Work

- An Aging Workforce link broken in both instructions and resources

Topic 10, Unit 3: Elder Abuse

- Rubric for Podcast link broken in both instructions and resources

Topic 10, Unit 3: Adult Protective Services

- Mickey Rooney link broken in both instructions and resources
- Rubric for Fact Sheet link broken in both instructions and resources

Topic 11, Unit 1: Social Network Sites

- Facebook Can Help or Hurt Your Career link broken in both instructions and resources

Topic 11, Unit 1: Securing Employment

- Rubric for Presentation link broken in both instructions and resources

Topic 11, Unit 1: Interviews I

- Texas Workforce Commission link broken in both instructions and resources

Topic 11, Unit 3: Family, Career, and Community Leaders of America I

- Guide to Branding and Promoting FCCLA link broken in both instructions and resources

Topic 11, Unit 3: Leadership Styles II

- Rubric for Roleplay or Skit link broken in both instructions and resources

Topic 11, Unit 4: Influences I

Proclamation 2024: Report of Editorial Changes (11/08/2023)

- Decisions and Influences link broken in both instructions and resources

Topic 11, Unit 5: Problem Solving II

- All links are downloadable PDFs that look like outside resources, they are not labeled ULTRA and may be incorrectly linked in both instructions and resources

Topic 11, Unit 5: Conflict Resolution

- Rubric for Roleplay or Skit broken in both instructions and resources

Topic 11, Unit 5: Negotiation

- Rubric for visual display broken in both instructions and resources

Topic 12, Unit 2: Education and Training Cluster II

- Rubric for Billboard broken in both instructions and resources

Topic 12, Unit 2: Entrepreneurs II

- Lucidpress renamed to Marq and should be renamed in both instructions and resources

Topic 13, Unit 1: Resumes

- Resume Components mis-titled Recipe Components in resources

Updated Text: Topic 1, Unit 1: Theory

- What is a Theory PPT not labeled with ULTRA potentially not linked correctly, in both instructions and resources

Topic 1, Unit 1: Theorists

- Posterini link no longer active in instructions and resources

Topic 1, Unit 2: Research Methods I

- Method Identification pdf in resources wrong color

Topic 1, Unit 2: Pedagogy VS Andragogy I

- RIT Online Learning link links to the wrong resource in both instructions and resources

Topic 2, Unit 1: Pregnancy Menu Planning IV

Proclamation 2024: Report of Editorial Changes (11/08/2023)

- Meal Planning During Pregnancy PDF/PPT, not labeled with Ultra potentially not linked correctly, in both instructions and resources

Topic 2, Unit 1: Healthy Weight Gain

- Healthy Weight Gain teaching aid not labeled with Ultra, potentially not linked correctly, in both instructions and resources

Topic 2, Unit 2: Preparing for Pregnancy

- Posterini link no longer active in instructions and resources

Topic 2, Unit 2: Prenatal Care Visits I

- Prenatal Care ppt slides linked in instructions, but not linked in resources

Topic 2, Unit 2: Prenatal Care Practices

- Factors Influencing Prenatal Care PPT it is not labeled with Ultra, potentially not linked correctly, in both instructions and resources
- Staying Healthy During Pregnancy PDF not labeled with Ultra, potentially not linked correctly, in both instructions and resources
- Staying Healthy During Pregnancy key not labeled with Ultra, potentially not linked correctly, in both instructions and resources

Topic 2, Unit 2: Exercise During Pregnancy

- Exercise During Pregnancy PPT slides not labeled with Ultra, potentially not linked correctly, in both instructions and resources

Topic 2, Unit 2: Caffeine

- Caffeine calculator I, link broken in instructions and resources

Topic 2, Unit 2: Prenatal Testing II

- Prenatal Testing video, link works, but video is no longer available, in instructions and resources

Topic 2, Unit 3: Signs and Symptoms of Pregnancy II

- americanpregnancy.org linked incorrectly in resources only

Topic 2, Unit 3: Father's Emotions

Proclamation 2024: Report of Editorial Changes (11/08/2023)

- Seven Fears Expectant Father's Face links to the wrong resources in both instructions and resources

Topic 2, Unit 3: Prenatal Development I

- Prenatal Development Month by Month not labeled with Ultra, potentially not linked correctly, in both instructions and resources

Topic 2, Unit 3: Monthly Development

- Posterini link no longer active in instructions and resources

Topic 2, Unit 3: Prenatal Development Timeline

- Rubric for Timeline, not linked correctly, says specified resource was not found, or I do not have permission to access it, in both instructions and resources

Topic 2, Unit 3: Brain Development III

- Brain Architecture incorrectly linked in resources only

Topic 2, Unit 4: Mendel's Law of Inheritance

- Mendel's Law of Inheritance PPT slides not labeled with ULTRA, potentially not linked correctly, in instructions and resources

Topic 3, Unit 1: Developmental Milestones

- Milestones quiz incorrectly linked in resources only

Topic 3, Unit 1: Types of Development

- Principles of Development PPT slides not labeled ULTRA, potentially not linked correctly, in both instructions and resources

Topic 3, Unit 1: Influences on Development

- Posterini link no longer active in instructions and resources

Topic 3, Unit 1: Motor Skills

- Youtube video link broken/not available, in both instructions and resources

Topic 3, Unit 1: Brain Development I

Proclamation 2024: Report of Editorial Changes (11/08/2023)

- Rubric not linked correctly, says specified resource was not found, or I do not have permission to access it, in both instructions and resources

Topic 3, Unit 1: Brain Development II

- Brain Development of the Infant PPT slides not labeled with Ultra, potentially not linked correctly, in both instructions and resources

Topic 3, Unit 1: Brain Development III

- Brain Architecture incorrectly linked in resources only

Topic 3, Unit 2: Bonding I

- 15 ways to bond with a newborn, link broken/not found, in both instructions and resources

Topic 3, Unit 2: Feeding Environment

- Feeding Environment PPT slides not labeled ULTRA, potentially not linked correctly, in both instructions and resources

Topic 3, Unit 2: Behaviors

- How Children Learn Behavior PPT slides not labeled ULTRA, potentially not linked correctly, both in instructions and resources

Topic 3, Unit 2: Infant Cries

- When a Baby Cries PPT slides not labeled ULTRA, potentially not linked correctly, in both instructions and resources

Topic 3, Unit 2: Infant Toys I

- An Appropriate Toy PPT slides not labeled ULTRA, potentially not linked correctly, instructions only

- Toy Evaluation teaching aid, not labeled ULTRA, potentially not linked correctly, instructions only

Topic 3, Unit 2: Infant Toys II

- Piaget's Cognitive Theories PPT slides not labeled ULTRA, potentially not linked correctly, in both instructions and resources

- Play, Activities, Toys, and Equipment for Infants PPT slides not labeled ULTRA, potentially not linked correctly, in both instructions and resources

Topic 3, Unit 2: Infant Games Lab

- Fisher-Price link takes you to shopping options, not online games, in both instructions and resources

- Infant Game Laboratory Evaluation PDF not labeled ULTRA, potentially not linked correctly

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Topic 3, Unit 2: Caring for Infants

- Whole Child video link works, but does not take you to the video, it takes you to a library of other resources, in both instructions and resources

Topic 3, Unit 2: Caregiver Strategies

- Teaching Strategies for Infants from Birth to Four Months PPT slides not labeled ULTRA, potentially not linked correctly, in both instructions and resources
- Teaching Strategies for Infants from Four to Eight PPT slides not labeled ULTRA, potentially not linked correctly, in both instructions and resources
- Teaching Strategies for Infants from Eight to Twelve PPT slides not labeled ULTRA, potentially not linked correctly, in both instructions and resources

Topic 3, Unit 3: Adding New Foods

- Lucidpress link works, however, Lucidpress is now called "Marq", when you click on the link, it says "Marq, formerly known as Lucidpress"

Topic 3, Unit 3: Feeding Problems

- Posterini resource no longer providing access to free poster templates, in both instructions and resources

Topic 3, Unit 4: Toddler Development III

- Rubric for Toddler Development link broken, specified resource not found or I do not have permission to access it, instructions only

Topic 3, Unit 4: Brain Development

- Brain Architecture resource incorrectly linked, resources only

Topic 3, Unit 5: Developmental Needs I

- What Do Toddlers Need teaching aid not labeled ULTRA, potentially not linked correctly in both instructions and resources

Topic 3, Unit 5: Strategies to Meet Needs

- Observing Caregiver Strategies teaching aid not labeled ULTRA, potentially not linked correctly in both instructions and resources

Topic 3, Unit 5: Eating & Feeding

- I Don't Want to Eat teaching aid not labeled ULTRA, potentially not linked correctly, in both instructions and resources

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Topic 3, Unit 5: Clothing II

- Toddler Garment Design Guidelines teaching aid, not labeled ULTRA, potentially not linked correctly, in both instructions and resources

Topic 3, Unit 5: Toilet Training II

- 15 Best Potty Training Books link is updated to 17 Best Potty Training Books, may need to change the title in the instructions

Topic 3, Unit 5: Learning Opportunities

- What am I learning teaching aid not labeled ULTRA, potentially not linked correctly, in both instructions and resources

Topic 3, Unit 5: Methods of Learning

- Methods of Learning teaching aid not labeled ULTRA, potentially not linked correctly, in both instructions and resources

Topic 3, Unit 5: Language Development I

- Language Elaboration teaching aid not labeled ULTRA, potentially not linked correctly, in both instructions and resources

Topic 3, Unit 5: Language Development II

- Toddler Language teaching aid not labeled ULTRA, potentially not linked correctly, in both instructions and resources

Topic 3, Unit 5: Temper Tantrums I

- Tantrums link links to incorrect resource
- Dealing with Temper Tantrums teaching aid not labeled ULTRA, potentially not linked correctly, in both instructions and resources

Topic 3, Unit 5: Temper Tantrums III

- Rubric for Comic Strip, link broken in both instructions and resources
- stripgenerator.com not loading in both instructions and resources (long buffer time, did not load)

Topic 3, Unit 5: Routines and Schedules

- Toddler Schedule and Routine Evaluation teaching aid not labeled ULTRA, potentially not linked correctly, in both instructions and resources

Topic 3, Unit 5: Toddlers and Screen Time

- Toddlers and Screen Time PPT slides not labeled ULTRA, potentially not linked correctly, in both instructions and resources

Topic 3, Unit 5: Importance of Play I

- Play and Child Development teaching aid not labeled ULTRA, potentially not linked correctly, in both instructions and resources

Topic 3, Unit 5: Importance of Play II

- Ways Play Promotes Development in Children teaching aid not labeled ULTRA, potentially not linked correctly, in both instructions and resources

Topic 3, Unit 5: Importance of Play III: Types of Play

- Rubric link broken in both instructions and resources

Topic 3, Unit 5: Toys I: Toy Evaluation

- Toddler Toy Evaluation teaching aid not labeled ULTRA, potentially not linked correctly, in both instructions and resources

Topic 3, Unit 5: Toy Safety I

- Posterini resource no longer active in both instructions and resources

Topic 3, Unit 5: Toy Safety II

- Think Toy Safety teaching aid not labeled ULTRA, potentially not linked correctly, in both instructions and resources

Topic 3, Unit 5: Early Literacy I

- 32 million words video link broken, shows a JPEG photo, in both instructions and resources
- Rubric link broken in both instructions and resources

Topic 3, Unit 5: Early Literacy II: Selecting and Reading Books

- Tips for Selecting and Reading Books PPT slides not labeled ULTRA, potentially not linked correctly, in both instructions and resources

Topic 3, Unit 5: Early Literacy III: Creating a Book

- Creating a Touch and Feel Book teaching aid not labeled ULTRA, potentially not linked correctly, in both instructions and resources

Topic 3, Unit 5: Early Literacy IV: Reading

- Rubric link broken in both instructions and resources

Topic 3, Unit 6: Portion Size

- Article "Feeding Your Toddler" links to the wrong article in both instructions and resources

Topic 3, Unit 6: Picky Eaters II

- The Science of Picky Eaters NOVA/PBS link broken/404 not found in both instructions and resources

Topic 3, Unit 7: Appropriate Guidance I

- Rubric for Flyer link broken in both instructions and resources

Topic 3, Unit 7: Gentle Discipline

- Posterini link no longer active in both instruction and resources

Topic 4, Unit 1: Piaget and Egocentrism

- Toondoo no longer active in both instructions and resources

Topic 4, Unit 1: Characteristics of Thinking

- Characteristics of Thinking article link took a long time to load and then said connection timed out and did not load, may need to check, in both instructions and resources

Topic 4, Unit 1: Levels of Play

- Levels of Play PPT slides only posted in instructions, but not in resources

Topic 4, Unit 2: Creativity and Play

- Creativity and Play video no longer active in both instructions and resources

Topic 4, Unit 2: Book Evaluation

- Children's Book Critique PPT slides not labeled ULTRA, potentially not linked correctly, in both instructions and resources

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Topic 4, Unit 2: Speech

- Rubric for Fact Sheet in both instructions and resources

Topic 4, Unit 2: Physical Skills

- Rubric for Game Creation broken in instructions and not linked in resources

Topic 4, Unit 3: Planning Meals and Snacks

- My Plate Plan linked incorrectly in resources only
- Health and Nutrition information for preschoolers linked incorrectly in resources only

Topic 4, Unit 3: Colorful Foods

- Color Yourself Healthy links to wrong thing in both instructions and resources

Topic 4, Unit 4: Appropriate Guidance IV

- None of the resources listed in instructions are linked in a resources section

Topic 5, Unit 1: Developmental Differences

- Observation of School Aged Children teaching aid not labeled ULTRA, potentially not linked correctly, in instructions only

Topic 5, Unit 1: Brain Development I

- A Day in the Life of a Brain link links to wrong thing in both instructions and resources

Topic 5, Unit 1: Types of Development

- Development of School Aged Children teaching aid not labeled ULTRA, potentially not linked correctly, in resources only

Topic 5, Unit 2: Needs

- What Do School-Aged Children Need teaching aid not labeled ULTRA, potentially not linked correctly, in both instructions and resources

Topic 5, Unit 2: Intellectual Needs II

- Rubric for Flyer link broken in instructions and not linked at all in resources

Topic 5, Unit 2: Communication

- PBS Parents link not found in both instructions and resources

Topic 5, Unit 2: Strategies for Promoting Development

- Lucidpress is changed to Marq, may need to update resource name in both instructions and resources

Topic 5, Unit 3: MyPlate Nutrition

- Build a Healthy Meal link not found in both instructions and resources

Topic 5, Unit 3: Food and Activity Choices

- Healthy Habits Games link not found, in both instructions and resources

Topic 5, Unit 3: Meal Planning I

- Food-a-pedia link not found, in both instructions and resources

Topic 5, Unit 3: Nutritious Snacks I

- Taste's Better From Scratch – 50 Healthy recipes article incorrectly linked in instructions only

Topic 5, Unit 3: Sack Lunches I

- Easy Lunch Box Ideas resource incorrectly labeled in the instructions, the podcast is now titled something different and I can't tell if its still covering easy lunch ideas

Topic 5, Unit 3: Breakfast

- Healthy Breakfast Options resource incorrectly labeled in the instructions, the article is now titled something different

Topic 5, Unit 3: Breakfast and Brain Power

- Rubric for billboard link broken in both instructions and resources

Topic 5, Unit 4: Guidance Techniques II

- Toondoo no longer active in both instructions and resources

Topic 6, Unit I: Agencies Protecting Children and Adolescents II

- Rubric for Podcast and Rubric for Print Advertisement link broken in both instructions and resources

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Topic 6, Unit II: Child Abuse Vocabulary

- Child Abuse Prevention and Treatment teaching aid not labeled ULTRA, potentially linked incorrectly, in both instructions and resources

Topic 6, Unit II: Child Abuse Crimes

- LA Times does not link to the resource any longer, in both instructions and resources

Topic 6, Unit II: Reporting Child Abuse

- Rubric for Billboard link broken in both instructions and resources

Topic 6, Unit III: Healthcare Plans

- Rubric for Print Advertisement and Rubric for Student video links broken, in both instructions and resources

Topic 6, Unit III: Over-the-Counter Medications

- Medicines in my Home Post Test teaching aid not labeled ULTRA, potentially linked incorrectly, in both instructions and resources

Topic 6, Unit III: Sudden Infant Death Syndrome (SIDS)

- How to Reduce Your Baby's Risk of SIDS video is listed as 6 min and 18 secs in instructions, the website says the video is only 1 minute and 22 secs, need to change description in instructions
- Posterin resource no longer active in instructions and resources

Topic 6, Unit III: Sleep Safety

- Safe Sleep for Babies video is listed as 12 min and 31 secs in instructions, the website says the video is only 4 minutes and 59 secs, need to change description in instructions

Topic 6, Unit III: Sudden Infant Death Syndrome (SIDS)

- Crib Product Recalls link broken in both instructions and resources

Topic 6, Unit III: Crib Product Recalls

- Safer Products website link broken in both instructions and resources

Topic 6, Unit III: Safety Videos

Proclamation 2024: Report of Editorial Changes (11/08/2023)

- Posterini resource no longer active in instructions and resources
- Podcast Generator link broken in instructions and resources

Topic 6, Unit III: Poison Prevention

- Podcast Generator link broken in instructions and resources

Topic 6, Unit III: Water Hazards

- Home Water Hazards for Young Children article incorrectly titled, in instructions only

Topic 6, Unit III: Fire Safety I

- Fire Safety in the Home: Plan of Action teaching aid link broken in both instructions and resources

Topic 6, Unit III: Car Seat Safety

- Safe Kids Worldwide link broken in both instructions and resources
- How to Find the Right Car Seat video not linked in resources

Topic 6, Unit III: Playground Safety I

- America's Playgrounds Safety Report Card link says page not found in both instructions and resources

Topic 6, Unit III: Dangerous Products

- Thrift Store Safety Checklist PPT slides not labeled ULTRA, potentially linked incorrectly, in both instructions and resources

Topic 6, Unit 4: Influencing Factors

- HealthyPeople.gov resource is no longer active in instructions and resources

Topic 7, Unit 1: Preteen and Teen Vaccines

- Recommended Immunizations for Children link no longer active in both instructions and resources

Topic 7, Unit 1: Nutrition

- MyPlate incorrectly linked in instructions and resources

Topic 7, Unit 1: Nutrition and Physical Activity

Proclamation 2024: Report of Editorial Changes (11/08/2023)

- SparkPeople resource no longer valid in both instructions and resources

Topic 7, Unit 1: Healthy Snacks

- Smart Snacking for Adults and Teens link no longer active in both instructions and resources

Topic 7, Unit 1: Music and Brain Development

- Ten Magical Effects Music Has on the Mind article not labeled correctly in instructions, it links to an article titled 14 Brain Benefits of Listening to Music

Topic 7, Unit 2: Peer Pressure I

- The Cool Spot website takes you to a different website in instructions, and corresponds to a different link in the resources (the NIHH link)

- Posterini resource no longer active in instructions and resources

Topic 7, Unit 2: Healthy & Unhealthy Relationships

- Rubric for Student video broken in instructions and wrong rubric is listed in resources (rubric for presentation)

Topic 7, Unit 2: Teen Dating Violence I

- Understanding Teen Dating Violence CDC webpage and teaching aid link is broken in both instructions and resources

- TDV-factsheet link looks like an outside resource that is linked in resources as a downloadable PDF

Topic 7, Unit 2: Technology and Dating

- Digitizing Abuse link broken in both instructions and resources

Topic 7, Unit 2: Teen Suicide I

- Teen Suicide video link links to an article titled different, not a video in both instructions and resources

Topic 7, Unit 4: Positive Parenting

- Both teaching aids not labeled ULTRA, potentially linked incorrectly, in both instructions and resources

Topic 7, Unit 4: Parenting Teens

- Parenting Teens link not found in both instructions and resources

- Link titled "Surviving the Teen Years" links to a different article in both instructions and resources

Topic 7, Unit 4: Dealing with Teen Issues

- Rubric for Role-play not linked in resources, only in instructions

Topic 8, Unit 1: Physical Development

- Rubric for Essay broken in both instructions and resources

Topic 8, Unit 1: A Healthy Body

- Healthy Living Guide incorrectly linked in instructions and resources
- A well guided tour of your body incorrectly linked in resources
- Health Tips for Adults incorrectly linked in resources

Topic 8, Unit 1: Stress I

- Stress Smarts Quiz link does not link to a quiz in both instructions and resources

Topic 8, Unit 1: Stress II

- Science of Stress video not found in both instructions and resources

Topic 8, Unit 1: Obesity

- The Obesity Epidemic video not found in both instructions and resources

Topic 8, Unit 1: Nutrition and Stress

- Managing Stress: A Guide for College Students link not correct in both instructions and resources
- Rubric for Menu Planning broken in both instructions and resources

Topic 8, Unit 1: Health and Safety During College

- Posterini resource no longer active in both instructions and resources
- Rubric for Poster link broken in both instructions and resources

Topic 8, Unit 2: Marriage Preparation

- Relate Institute link not found in both instructions and resources

Topic 8, Unit 3: Marriage Across Cultures

Proclamation 2024: Report of Editorial Changes (11/08/2023)

- Posterini resource no longer active in both instructions and resources

Topic 8, Unit 3: Quitting Smoking

- Rubric for Business Letter link broken in both instructions and resources

- Kick Butts Day resource directs to something different (I think the campaign was renamed) in instructions and resources

Topic 8, Unit 3: Binge Drinking

- Binge Drinking video link directs to something different in both instructions and resources

- Binge Drinking video transcript not labeled ULTRA, potentially incorrectly linked, in instructions and resources

Topic 9, Unit 1: Seven Healthy Habits

- My Life Check – Simple 7 is now renamed to Essential 8, need to change name in instructions and lesson title

- Posterini resource no longer active in both instructions and resources

Topic 9, Unit 1: Exercise I

- Video links to a different article in both instructions and resources

Topic 9, Unit 1: Obesity and Healthy Weight

- Video links to a different video

Topic 9, Unit 1: DASH Diet

- Video no longer publicly available in both instructions and resources

Topic 9, Unit 1: Lifelong Learning

- Bernard Osher Foundation link broken in both instructions and resources

- Rubric for Fact Sheet broken in both instructions and resources

Topic 9, Unit 2: Levinson's Theory

- Toondoo no longer active in both instructions and resources

Topic 9, Unit 2: Age Discrimination

- Posterini no longer active in both instructions and resources

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Topic 9, Unit 2: Midlife Crisis

- Class Debate Listener form link broken in instructions only

Topic 9, Unit 2: Sandwich Generation I

- The Sandwich Generation resource not found in both instructions and resources

Topic 10, Unit 1: Physical Appearance

- Rubric for Timeline broken in both instructions and resources

Topic 10, Unit 1: Assistive Technology

- Rubric for Print Advertisement broken in both instructions and resources

Topic 10, Unit 1: Nutrition

- Let Food be Thy Medicine video incorrectly linked in instructions only

Topic 10, Unit 1: Eating Healthy

- Making Healthy Food Choices video links to something different in both instructions and resources

Topic 10, Unit 1: Nutrient-dense Foods

- Choosing Nutrient Dense Foods video is no longer publicly active in both instructions and resources

Topic 10, Unit 1: Alzheimers Disease II

- Posterini no longer active in both instructions and resources

Topic 10, Unit 1: Alzheimers Disease III

- All links in this lesson no longer found/broken in both instructions and resources

Topic 10, Unit 1: Home Safety

- Home Safety links broken in both instructions and resources
- Caregiverstress.com links to something different in both instructions and resources

Topic 10, Unit 3: Looking for Work

- An Aging Workforce link broken in both instructions and resources

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Topic 10, Unit 3: Elder Abuse

- Rubric for Podcast link broken in both instructions and resources

Topic 10, Unit 3: Adult Protective Services

- Mickey Rooney link broken in both instructions and resources
- Rubric for Fact Sheet link broken in both instructions and resources

Topic 11, Unit 1: Social Network Sites

- Facebook Can Help or Hurt Your Career link broken in both instructions and resources

Topic 11, Unit 1: Securing Employment

- Rubric for Presentation link broken in both instructions and resources

Topic 11, Unit 1: Interviews I

- Texas Workforce Commission link broken in both instructions and resources

Topic 11, Unit 3: Family, Career, and Community Leaders of America I

- Guide to Branding and Promoting FCCLA link broken in both instructions and resources

Topic 11, Unit 3: Leadership Styles II

- Rubric for Roleplay or Skit link broken in both instructions and resources

Topic 11, Unit 4: Influences I

- Decisions and Influences link broken in both instructions and resources

Topic 11, Unit 5: Problem Solving II

- All links are downloadable PDFs that look like outside resources, they are not labeled ULTRA and may be incorrectly linked in both instructions and resources

Topic 11, Unit 5: Conflict Resolution

- Rubric for Roleplay or Skit broken in both instructions and resources

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Topic 11, Unit 5: Negotiation

- Rubric for visual display broken in both instructions and resources

Topic 12, Unit 2: Education and Training Cluster II

- Rubric for Billboard broken in both instructions and resources

Topic 12, Unit 2: Entrepreneurs II

- Lucidpress renamed to Marq and should be renamed in both instructions and resources

Topic 13, Unit 1: Resumes

- Resume Components mis-titled Recipe Components in resources

Publisher: The Curriculum Center for Family and Consumer Sciences

Instructional Practices

Program: *Instructional Practices: TEKS*

Component: *Instructional Practices*

ISBN: 9781953248053

Link to Updated Content:

[View Updated Content](#)

Component: *Instructional Practices*

ISBN: 9781953248053

Link to Current Content:

[View Current Content](#)

Current Page Number(s): T3_3U_Special Education Terminology

Location: T3_U3_Special Education Terminology

Link to Updated Content:

[View Updated Content](#)

Original Text: URL Link Error

Updated Text: <https://ttu->

[ce.blackboard.com/ultra/courses/ 577 1/outline/edit/document/ 85560 1?courseid= 577 1&view=content](https://ttu-ce.blackboard.com/ultra/courses/577_1/outline/edit/document/85560_1?courseid=577_1&view=content)

Component: *Instructional Practices*

ISBN: 9781953248053

Link to Current Content:

[View Current Content](#)

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 3494 of 3538

Current Page Number(s): T1_U6_Education Careers II

Location: T1_U6_Education Careers II

Link to Updated Content:

[View Updated Content](#)

Original Text: URL Link Error

Updated Text: [https://ttu-ce.blackboard.com/ultra/courses/ 577 1/outline/edit/document/ 82228 1?courseId= 577 1&view=content](https://ttu-ce.blackboard.com/ultra/courses/577_1/outline/edit/document/82228_1?courseId=577_1&view=content)

Component: *Instructional Practices*

ISBN: 9781953248053

Link to Current Content:

[View Current Content](#)

Current Page Number(s): T3_U3_Special Education Terminology

Location: T3_U3_Special Education Terminology

Link to Updated Content:

[View Updated Content](#)

Original Text: URL Link Error

Updated Text: [https://ttu-ce.blackboard.com/ultra/courses/ 577 1/outline/edit/document/ 82228 1?courseId= 577 1&view=content](https://ttu-ce.blackboard.com/ultra/courses/577_1/outline/edit/document/82228_1?courseId=577_1&view=content)

Component: *Instructional Practices*

ISBN: 9781953248053

Link to Current Content:

[View Current Content](#)

Current Page Number(s): T3_U3_Special Education Terminology

Location: T3_U3_Special Education Terminology

Link to Updated Content:

[View Updated Content](#)

Original Text: Updated Citation Source

Updated Text: [https://ttu-ce.blackboard.com/ultra/courses/ 577 1/outline/edit/document/ 85558 1?courseId= 577 1&view=content](https://ttu-ce.blackboard.com/ultra/courses/577_1/outline/edit/document/85558_1?courseId=577_1&view=content)

Component: *Instructional Practices*

ISBN: 9781953248053

Link to Current Content:

[View Current Content](#)

Current Page Number(s): T3_U3_Special Education Terminology

Location: T3_U3_Special Education Terminology

Link to Updated Content:

[View Updated Content](#)

Original Text: Updated Citation Source

Updated Text: [https://ttu-ce.blackboard.com/ultra/courses/ 577 1/outline/edit/document/ 85558 1?courseId= 577 1&view=content](https://ttu-ce.blackboard.com/ultra/courses/577_1/outline/edit/document/85558_1?courseId=577_1&view=content)

Component: *Instructional Practices*

ISBN: 9781953248053

Link to Current Content:

[View Current Content](#)

Current Page Number(s): T3_3U_Special Education Terminology

Location: T3_U3_Special Education Terminology

Link to Updated Content:

[View Updated Content](#)

Original Text: URL Link Error

Updated Text: [https://ttu-ce.blackboard.com/ultra/courses/ 577 1/outline/edit/document/ 85560 1?courseId= 577 1&view=content](https://ttu-ce.blackboard.com/ultra/courses/577_1/outline/edit/document/85560_1?courseId=577_1&view=content)

Component: *Instructional Practices*

ISBN: 9781953248053

Link to Current Content:

[View Current Content](#)

Current Page Number(s): T1_U6_Education Careers II

Location: T1_U6_Education Careers II

Link to Updated Content:

[View Updated Content](#)

Original Text: URL Link Error

Updated Text: [https://ttu-ce.blackboard.com/ultra/courses/ 577 1/outline/edit/document/ 82228 1?courseId= 577 1&view=content](https://ttu-ce.blackboard.com/ultra/courses/577_1/outline/edit/document/82228_1?courseId=577_1&view=content)

Component: *Instructional Practices*

ISBN: 9781953248053

Link to Current Content:

[View Current Content](#)

Current Page Number(s): T3_U3_Special Education Terminology

Location: T3_U3_Special Education Terminology

Link to Updated Content:

[View Updated Content](#)

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 3496 of 3538

Original Text: URL Link Error

Updated Text: [https://ttu-ce.blackboard.com/ultra/courses/ 577_1/outline/edit/document/ 82228_1?courseId= 577_1&view=content](https://ttu-ce.blackboard.com/ultra/courses/577_1/outline/edit/document/82228_1?courseId=577_1&view=content)

Component: *Instructional Practices*

ISBN: 9781953248053

Link to Current Content:
[View Current Content](#)

Current Page Number(s): T3_U3_Special Education Terminology

Location: T3_U3_Special Education Terminology

Link to Updated Content:

[View Updated Content](#)

Original Text: Updated Citation Source

Updated Text: [https://ttu-ce.blackboard.com/ultra/courses/ 577_1/outline/edit/document/ 85558_1?courseId= 577_1&view=content](https://ttu-ce.blackboard.com/ultra/courses/577_1/outline/edit/document/85558_1?courseId=577_1&view=content)

Component: *Instructional Practices*

ISBN: 9781953248053

Link to Current Content:
[View Current Content](#)

Current Page Number(s): T3_U3_Special Education Terminology

Location: T3_U3_Special Education Terminology

Link to Updated Content:

[View Updated Content](#)

Original Text: Updated Citation Source

Updated Text: [https://ttu-ce.blackboard.com/ultra/courses/ 577_1/outline/edit/document/ 85558_1?courseId= 577_1&view=content](https://ttu-ce.blackboard.com/ultra/courses/577_1/outline/edit/document/85558_1?courseId=577_1&view=content)

Publisher: eDynamic Holdings LP

Medical Assistant

Program: *Medical Assistant 1a/1b: TEKS*

Component: *Medical Assistant 1a/1b*

ISBN: 9781959433378

Link to Current Content:
[View Current Content](#)

Location: Medical Assistant 1B, Unit 3, Activity 1

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 3497 of 3538

Original Text: Cumulative Project: How Do You Administer Medications?

Required Materials

Video recording device

Various household items (optional)

You learned about how to prepare and administer medications in this unit. Now it's time to demonstrate your new knowledge. In this activity, you will create a video to model proper techniques. Of course, you will not be using real medications or asking anyone to ingest anything, but you can use household props to help in your demonstration if you'd like.

Step 1: Prepare for the Video

Take notes and gather any helpful household props so you are ready to film your demonstration. You will need to:

use proper technique when preparing medications for administration, including injections, oral, sublingual, inhaled, otic, ophthalmic, and topical

use proper technique when administering medications, including injections, oral, sublingual, inhaled, otic, ophthalmic, and topical

Step 2: Record Your Demonstration

Make a video recording in which you demonstrate all required information from Step 1. Check your video to make sure the audio and video are clear and easy to understand.

Submit your video to your instructor.

Updated Text: Cumulative Project: How Do You Administer Medications?

Required Materials

- Video recording device
- Various household items (optional)

You learned about how to prepare and administer medications in this unit. Now it's time to demonstrate your new knowledge. In this activity, you will create a video to model proper techniques. Of course, you will not be using real medications or asking anyone to ingest anything, but you can use household props to help in your demonstration if you'd like.

Step 1: Prepare for the Video

Take notes and gather any helpful household props so you are ready to film your demonstration. You will need to:

- use proper technique when preparing medications for administration, including injections, oral, sublingual, inhaled, otic, ophthalmic, and topical
- use oral communication to provide patient education on what you are about to do and why
- use proper technique when administering medications, including injections, oral, sublingual, inhaled, otic, ophthalmic, and topical

Step 2: Record Your Demonstration

Make a video recording in which you demonstrate all required information from Step 1. Check your video to make sure the audio and video are clear and easy to understand.

Submit your video to your instructor.

Component: *Medical Assistant 1a/1b*

ISBN: 9781959433378

Link to Current Content:

[View Current Content](#)

Location: Medical Assistant 1B, Unit 3, Critical Thinking Question 1

Original Text: A physician at a cancer clinic asks a medical assistant to call in a prescription for oxycodone to a local pharmacy. What's wrong with this scenario? What does the medical assistant need to ask the physician to make sure the patient gets the right medication?

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 3498 of 3538

Updated Text: In this lesson you learned about drugs that can be so addictive to humans that the FDA has decided they must be controlled. If these drugs are so dangerous, why are they still used? Create a list of each drug schedule and identify an indication for use of drugs in that category.

Component: *Medical Assistant 1a/1b*

ISBN: 9781959433378

Link to Current Content:

[View Current Content](#)

Location: Medical Assistant 1B, Unit 3, Activity 1

Original Text: Cumulative Project: How Do You Administer Medications?

Required Materials

Video recording device

Various household items (optional)

You learned about how to prepare and administer medications in this unit. Now it's time to demonstrate your new knowledge. In this activity, you will create a video to model proper techniques. Of course, you will not be using real medications or asking anyone to ingest anything, but you can use household props to help in your demonstration if you'd like.

Step 1: Prepare for the Video

Take notes and gather any helpful household props so you are ready to film your demonstration. You will need to:

use proper technique when preparing medications for administration, including injections, oral, sublingual, inhaled, otic, ophthalmic, and topical

use proper technique when administering medications, including injections, oral, sublingual, inhaled, otic, ophthalmic, and topical

Step 2: Record Your Demonstration

Make a video recording in which you demonstrate all required information from Step 1. Check your video to make sure the audio and video are clear and easy to understand.

Submit your video to your instructor.

Updated Text: UNIT 3 ACTIVITY 1

Cumulative Project: How Do You Administer Medications?

Required Materials

- Video recording device
- Various household items (optional)

You learned about how to prepare and administer medications in this unit. Now it's time to demonstrate your new knowledge. In this activity, you will create a video to model proper techniques. Of course, you will not be using real medications or asking anyone to ingest anything, but you can use household props to help in your demonstration if you'd like.

Step 1: Prepare for the Video

Take notes and gather any helpful household props so you are ready to film your demonstration. You will need to:

- use proper technique when preparing medications for administration, including injections, oral, sublingual, inhaled, otic, ophthalmic, and topical
- use oral communication to provide patient education on what you are about to do and why
- use proper technique when administering medications, including injections, oral, sublingual, inhaled, otic, ophthalmic, and topical
- explain the storage requirements of medications, give examples of how you properly store medications in the office, and then focus on how to properly store those the patient might be sent home with

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Step 2: Record Your Demonstration

Make a video recording in which you demonstrate all required information from Step 1. Check your video to make sure the audio and video are clear and easy to understand.

Submit your video to your instructor.

Component: *Medical Assistant 1a/1b*

ISBN: 9781959433378

Link to Current Content:

[View Current Content](#)

Location: Medical Assistant 1B, Unit 6, Activity 1

Original Text: Cumulative Project: How Do You Take a Blood Sample?

Required Materials

Word processing software

Taking a blood sample requires several precise steps that protect both you and the patient. To help remember these steps, you will create a checklist of what needs to be done. You will also create a label for a lab specimen so you can remember all the proper documentation that needs to take place each time you collect a specimen.

Step 1: Create a Checklist

Create a checklist of the steps of taking a blood sample.

Be sure to start with PPE. Apply your knowledge of PPE used in various situations such as venipuncture and other types of specimen collection to describe what you would need to do when taking a blood sample. What steps will you add to your checklist to make sure you are using PPE accurately?

Continue on with the other steps you would take in this process of collecting a blood sample.

Step 2: Create a Sample Label

Design a sample label that you can use as a model for future specimens. Demonstrate proper labeling of lab specimens, including patient name, date of birth, source, date, time, and initials of collector.

Submit your checklist and your sample label to your instructor.

Updated Text: Cumulative Project: How Do You Take a Blood Sample?

Required Materials

- Word processing software

Taking a blood sample requires several precise steps that protect both you and the patient. To help remember these steps, you will create a checklist of what needs to be done. You will also create a label for a lab specimen so you can remember all the proper documentation that needs to take place each time you collect a specimen.

Step 1: Create a Checklist

Create a checklist of the steps of taking a blood sample.

Be sure to start with PPE. Apply your knowledge of PPE used in various situations such as venipuncture and other types of specimen collection to describe what you would need to do when taking a blood sample. What steps will you add to your checklist to make sure you are using PPE accurately?

Continue on with the other steps you would take in this process of collecting a blood sample.

Step 2: Create a Sample Label

Design a sample label that you can use as a model for future specimens. Demonstrate proper labeling of lab specimens, including patient name, date of birth, source, date, time, and initials of collector.

Step 3: Leave Some Instructions

Finally, create a note for your coworkers with instructions on how they should properly transfer and store these lab

specimens. Make sure to be clear in your instructions, as a sample that has not been properly transferred or stored will not yield accurate results.

Submit your checklist and your sample label to your instructor.

Publisher: B.E. Publishing, Inc.

Medical Terminology

Program: *Medical Terminology: A Learning Strategies Approach, Texas Edition: TEKS*

Component: *Medical Terminology: A Learning Strategies Approach, Texas Edition*

ISBN: 9781719646604

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 1

Location: 2nd paragraph, Lines 6. Page 23 of the PDF Reader

Original Text: ò = oh ò = dog o = got, lot, pawn

Updated Text: ò = oh ò = dog o = got, lot, pawn oo = foo

Component: *Medical Terminology: A Learning Strategies Approach, Texas Edition*

ISBN: 9781719646604

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 1

Location: 2nd paragraph, Lines 7. Page 23 of the PDF Reader

Original Text: ù = up u = put, foot

Updated Text: ù = you ù = up u = put, foot

Component: *Medical Terminology: A Learning Strategies Approach, Texas Edition*

ISBN: 9781719646604

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 27

Location: Table 2-1 Pronunciation footnote. Page 49 of the PDF Reader

Original Text: ā = say, ā = sofa, ē = meet, ě = met, ī = eye, ĩ = in, ò = oh, ò = dog, ù = up, oo = food

Updated Text: ā = say, ā = sofa, ē = meet, ě = met, ī = eye, ĩ = in, ò = oh, ò = dog, ù = you, ù = up, oo = food

Component: *Medical Terminology: A Learning Strategies Approach, Texas Edition*

ISBN: 9781719646604

Link to Current Content:

[View Current Content](#)

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 3501 of 3538

Current Page Number(s): 27

Location: Table 2-2 Pronunciation footnote. Page 49 of the PDF Reader

Original Text: ā = say, ă = sofa, ē = meet, ě = met, ī = eye, ĭ = in, ō = oh, ǒ = dog, ů = up, oo = food

Updated Text: ā = say, ă = sofa, ē = meet, ě = met, ī = eye, ĭ = in, ō = oh, ǒ = dog, ū = you, ů = up, oo = food

Component: *Medical Terminology: A Learning Strategies Approach, Texas Edition*

ISBN: 9781719646604

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 28

Location: Table 2-3 Pronunciation footnote. Page 50 of the PDF Reader

Original Text: ā = say, ă = sofa, ē = meet, ě = met, ī = eye, ĭ = in, ō = oh, ǒ = dog, ů = up, oo = food

Updated Text: ā = say, ă = sofa, ē = meet, ě = met, ī = eye, ĭ = in, ō = oh, ǒ = dog, ū = you, ů = up, oo = food

Component: *Medical Terminology: A Learning Strategies Approach, Texas Edition*

ISBN: 9781719646604

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 29

Location: Table 2-3 Cont'd Pronunciation footnote. Page 51 of the PDF Reader

Original Text: ā = say, ă = sofa, ē = meet, ě = met, ī = eye, ĭ = in, ō = oh, ǒ = dog, ů = up, oo = food

Updated Text: ā = say, ă = sofa, ē = meet, ě = met, ī = eye, ĭ = in, ō = oh, ǒ = dog, ū = you, ů = up, oo = food

Component: *Medical Terminology: A Learning Strategies Approach, Texas Edition*

ISBN: 9781719646604

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 29

Location: Table 2-4 Pronunciation footnote. Page 51 of the PDF Reader

Original Text: ā = say, ă = sofa, ē = meet, ě = met, ī = eye, ĭ = in, ō = oh, ǒ = dog, ů = up, oo = food

Updated Text: ā = say, ă = sofa, ē = meet, ě = met, ī = eye, ĭ = in, ō = oh, ǒ = dog, ū = you, ů = up, oo = food

Component: *Medical Terminology: A Learning Strategies Approach, Texas Edition*

ISBN: 9781719646604

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 31

Location: Table 2-5 Pronunciation footnote. Page 53 of the PDF Reader

Original Text: ā = say, ă = sofa, ē = meet, ě = met, ī = eye, ĭ = in, ō = oh, ǒ = dog, ů = up, oo = food

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 3502 of 3538

Updated Text: ā = say, ǎ = sofa, ē = meet, ě = met, ī = eye, ĭ = in, ō = oh, ǒ = dog, ū = you, ŭ = up, oo = food

Component: *Medical Terminology: A Learning Strategies Approach, Texas Edition*

ISBN: 9781719646604

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 32

Location: Table 2-5 Cont'd Pronunciation footnote. Page 54 of the PDF Reader

Original Text: ā = say, ǎ = sofa, ē = meet, ě = met, ī = eye, ĭ = in, ō = oh, ǒ = dog, ŭ = up, oo = food

Updated Text: ā = say, ǎ = sofa, ē = meet, ě = met, ī = eye, ĭ = in, ō = oh, ǒ = dog, ū = you, ŭ = up, oo = food

Component: *Medical Terminology: A Learning Strategies Approach, Texas Edition*

ISBN: 9781719646604

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 33

Location: Table 2-6 Pronunciation footnote. Page 55 of the PDF Reader

Original Text: ā = say, ǎ = sofa, ē = meet, ě = met, ī = eye, ĭ = in, ō = oh, ǒ = dog, ŭ = up, oo = food

Updated Text: ā = say, ǎ = sofa, ē = meet, ě = met, ī = eye, ĭ = in, ō = oh, ǒ = dog, ū = you, ŭ = up, oo = food

Component: *Medical Terminology: A Learning Strategies Approach, Texas Edition*

ISBN: 9781719646604

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 34

Location: Table 2-7 Pronunciation footnote. Page 56 of the PDF Reader

Original Text: ā = say, ǎ = sofa, ē = meet, ě = met, ī = eye, ĭ = in, ō = oh, ǒ = dog, ŭ = up, oo = food

Updated Text: ā = say, ǎ = sofa, ē = meet, ě = met, ī = eye, ĭ = in, ō = oh, ǒ = dog, ū = you, ŭ = up, oo = food

Component: *Medical Terminology: A Learning Strategies Approach, Texas Edition*

ISBN: 9781719646604

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 34

Location: Table 2-8 Pronunciation footnote. Page 56 of the PDF Reader

Original Text: ā = say, ǎ = sofa, ē = meet, ě = met, ī = eye, ĭ = in, ō = oh, ǒ = dog, ŭ = up, oo = food

Updated Text: ā = say, ǎ = sofa, ē = meet, ě = met, ī = eye, ĭ = in, ō = oh, ǒ = dog, ū = you, ŭ = up, oo = food

Component: *Medical Terminology: A Learning Strategies Approach, Texas Edition*

ISBN: 9781719646604

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 34

Location: Table 2-9 Pronunciation footnote. Page 56 of the PDF Reader

Original Text: ā = say, ă = sofa, ē = meet, ě = met, ī = eye, ĭ = in, ō = oh, ǒ = dog, ů = up, oo = food

Updated Text: ā = say, ă = sofa, ē = meet, ě = met, ī = eye, ĭ = in, ō = oh, ǒ = dog, ū = you, ů = up, oo = food

Component: *Medical Terminology: A Learning Strategies Approach, Texas Edition*

ISBN: 9781719646604

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 37

Location: Table 2-10 Pronunciation footnote. Page 59 of the PDF Reader

Original Text: ā = say, ă = sofa, ē = meet, ě = met, ī = eye, ĭ = in, ō = oh, ǒ = dog, ů = up, oo = food

Updated Text: ā = say, ă = sofa, ē = meet, ě = met, ī = eye, ĭ = in, ō = oh, ǒ = dog, ū = you, ů = up, oo = food

Component: *Medical Terminology: A Learning Strategies Approach, Texas Edition*

ISBN: 9781719646604

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 39

Location: Table 2-11 Pronunciation footnote. Page 61 of the PDF Reader

Original Text: ā = say, ă = sofa, ē = meet, ě = met, ī = eye, ĭ = in, ō = oh, ǒ = dog, ů = up, oo = food

Updated Text: ā = say, ă = sofa, ē = meet, ě = met, ī = eye, ĭ = in, ō = oh, ǒ = dog, ū = you, ů = up, oo = food

Component: *Medical Terminology: A Learning Strategies Approach, Texas Edition*

ISBN: 9781719646604

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 40

Location: Table 2-11 Cont'd Pronunciation footnote. Page 62 of the PDF Reader

Original Text: ā = say, ă = sofa, ē = meet, ě = met, ī = eye, ĭ = in, ō = oh, ǒ = dog, ů = up, oo = food

Updated Text: ā = say, ă = sofa, ē = meet, ě = met, ī = eye, ĭ = in, ō = oh, ǒ = dog, ū = you, ů = up, oo = food

Component: *Medical Terminology: A Learning Strategies Approach, Texas Edition*

ISBN: 9781719646604

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 41

Location: Table 2-12 Pronunciation footnote. Page 63 of the PDF Reader

Original Text: ā = say, ă = sofa, ē = meet, ě = met, ī = eye, ĭ = in, ō = oh, ǒ = dog, ŭ = up, oo = food

Updated Text: ā = say, ă = sofa, ē = meet, ě = met, ī = eye, ĭ = in, ō = oh, ǒ = dog, ū = you, ŭ = up, oo = food

Component: *Medical Terminology: A Learning Strategies Approach, Texas Edition*

ISBN: 9781719646604

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 42

Location: Table 2-13 Pronunciation footnote. Page 64 of the PDF Reader

Original Text: ā = say, ă = sofa, ē = meet, ě = met, ī = eye, ĭ = in, ō = oh, ǒ = dog, ŭ = up, oo = food

Updated Text: ā = say, ă = sofa, ē = meet, ě = met, ī = eye, ĭ = in, ō = oh, ǒ = dog, ū = you, ŭ = up, oo = food

Component: *Medical Terminology: A Learning Strategies Approach, Texas Edition*

ISBN: 9781719646604

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 88

Location: Table 4-1 Pronunciation footnote. Page 110 of the PDF Reader

Original Text: ā = say, ă = sofa, ē = meet, ě = met, ī = eye, ĭ = in, ō = oh, ǒ = dog, ŭ = up, oo = food

Updated Text: ā = say, ă = sofa, ē = meet, ě = met, ī = eye, ĭ = in, ō = oh, ǒ = dog, ū = you, ŭ = up, oo = food

Component: *Medical Terminology: A Learning Strategies Approach, Texas Edition*

ISBN: 9781719646604

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 89

Location: Table 4-1 Cont'd Pronunciation footnote. Page 111 of the PDF Reader

Original Text: ā = say, ă = sofa, ē = meet, ě = met, ī = eye, ĭ = in, ō = oh, ǒ = dog, ŭ = up, oo = food

Updated Text: ā = say, ă = sofa, ē = meet, ě = met, ī = eye, ĭ = in, ō = oh, ǒ = dog, ū = you, ŭ = up, oo = food

Component: *Medical Terminology: A Learning Strategies Approach, Texas Edition*

ISBN: 9781719646604

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 89

Location: Table 4-2 Pronunciation footnote. Page 111 of the PDF Reader

Original Text: ā = say, ă = sofa, ē = meet, ě = met, ī = eye, ĭ = in, ō = oh, ǒ = dog, ŭ = up, oo = food

Updated Text: ā = say, ă = sofa, ē = meet, ě = met, ī = eye, ĭ = in, ō = oh, ǒ = dog, ū = you, ŭ = up, oo = food

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 3505 of 3538

Component: *Medical Terminology: A Learning Strategies Approach, Texas Edition*

ISBN: 9781719646604

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 138

Location: Combining Form Table Pronunciation footnote. Page 160 of the PDF Reader.

Original Text: ā = say, ă = sofa, ē = meet, ě = met, ī = eye, ĭ = in, ō = oh, ǒ = dog, ŭ = up, oo = food

Updated Text: ā = say, ă = sofa, ē = meet, ě = met, ī = eye, ĭ = in, ō = oh, ǒ = dog, ū = you, ŭ = up, oo = food

Component: *Medical Terminology: A Learning Strategies Approach, Texas Edition*

ISBN: 9781719646604

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 139

Location: Combining Form Table Pronunciation footnote. Page 161 of the PDF Reader.

Original Text: ā = say, ă = sofa, ē = meet, ě = met, ī = eye, ĭ = in, ō = oh, ǒ = dog, ŭ = up, oo = food

Updated Text: ā = say, ă = sofa, ē = meet, ě = met, ī = eye, ĭ = in, ō = oh, ǒ = dog, ū = you, ŭ = up, oo = food

Component: *Medical Terminology: A Learning Strategies Approach, Texas Edition*

ISBN: 9781719646604

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 140

Location: Combining Form Table Pronunciation footnote. Page 162 of the PDF Reader.

Original Text: ā = say, ă = sofa, ē = meet, ě = met, ī = eye, ĭ = in, ō = oh, ǒ = dog, ŭ = up, oo = food

Updated Text: ā = say, ă = sofa, ē = meet, ě = met, ī = eye, ĭ = in, ō = oh, ǒ = dog, ū = you, ŭ = up, oo = food

Component: *Medical Terminology: A Learning Strategies Approach, Texas Edition*

ISBN: 9781719646604

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 182

Location: Combining Form Table Pronunciation footnote. Page 204 of the PDF Reader.

Original Text: ā = say, ă = sofa, ē = meet, ě = met, ī = eye, ĭ = in, ō = oh, ǒ = dog, ŭ = up, oo = food

Updated Text: ā = say, ă = sofa, ē = meet, ě = met, ī = eye, ĭ = in, ō = oh, ǒ = dog, ū = you, ŭ = up, oo = food

Component: *Medical Terminology: A Learning Strategies Approach, Texas Edition*

ISBN: 9781719646604

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 231

Location: Combining Form Table Pronunciation footnote. Page 253 of the PDF Reader.

Original Text: ā = say, ă = sofa, ē = meet, ě = met, ī = eye, ĭ = in, ō = oh, ǒ = dog, ů = up, oo = food

Updated Text: ā = say, ă = sofa, ē = meet, ě = met, ī = eye, ĭ = in, ō = oh, ǒ = dog, ū = you, ů = up, oo = food

Component: *Medical Terminology: A Learning Strategies Approach, Texas Edition*

ISBN: 9781719646604

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 232

Location: Combining Form Table Pronunciation footnote. Page 254 of the PDF Reader.

Original Text: ā = say, ă = sofa, ē = meet, ě = met, ī = eye, ĭ = in, ō = oh, ǒ = dog, ů = up, oo = food

Updated Text: ā = say, ă = sofa, ē = meet, ě = met, ī = eye, ĭ = in, ō = oh, ǒ = dog, ū = you, ů = up, oo = food

Component: *Medical Terminology: A Learning Strategies Approach, Texas Edition*

ISBN: 9781719646604

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 233

Location: Combining Form Table Pronunciation footnote. Page 255 of the PDF Reader.

Original Text: ā = say, ă = sofa, ē = meet, ě = met, ī = eye, ĭ = in, ō = oh, ǒ = dog, ů = up, oo = food

Updated Text: ā = say, ă = sofa, ē = meet, ě = met, ī = eye, ĭ = in, ō = oh, ǒ = dog, ū = you, ů = up, oo = food

Component: *Medical Terminology: A Learning Strategies Approach, Texas Edition*

ISBN: 9781719646604

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 269

Location: Combining Form Table Pronunciation footnote. Page 291 of the PDF Reader.

Original Text: ā = say, ă = sofa, ē = meet, ě = met, ī = eye, ĭ = in, ō = oh, ǒ = dog, ů = up, oo = food

Updated Text: ā = say, ă = sofa, ē = meet, ě = met, ī = eye, ĭ = in, ō = oh, ǒ = dog, ū = you, ů = up, oo = food

Component: *Medical Terminology: A Learning Strategies Approach, Texas Edition*

ISBN: 9781719646604

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 270

Location: Combining Form Table Pronunciation footnote. Page 292 of the PDF Reader.

Original Text: ā = say, ă = sofa, ē = meet, ě = met, ī = eye, ĭ = in, ō = oh, ǒ = dog, ů = up, oo = food

Updated Text: ā = say, ă = sofa, ē = meet, ě = met, ī = eye, ĭ = in, ō = oh, ǒ = dog, ū = you, ů = up, oo = food

Component: *Medical Terminology: A Learning Strategies Approach, Texas Edition*

ISBN: 9781719646604

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 311

Location: Combining Form Table Pronunciation footnote. Page 333 of the PDF Reader.

Original Text: ā = say, ă = sofa, ē = meet, ě = met, ī = eye, ĭ = in, ō = oh, ǒ = dog, ů = up, oo = food

Updated Text: ā = say, ă = sofa, ē = meet, ě = met, ī = eye, ĭ = in, ō = oh, ǒ = dog, ū = you, ů = up, oo = food

Component: *Medical Terminology: A Learning Strategies Approach, Texas Edition*

ISBN: 9781719646604

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 312

Location: Combining Form Table Pronunciation footnote. Page 334 of the PDF Reader.

Original Text: ā = say, ă = sofa, ē = meet, ě = met, ī = eye, ĭ = in, ō = oh, ǒ = dog, ů = up, oo = food

Updated Text: ā = say, ă = sofa, ē = meet, ě = met, ī = eye, ĭ = in, ō = oh, ǒ = dog, ū = you, ů = up, oo = food

Component: *Medical Terminology: A Learning Strategies Approach, Texas Edition*

ISBN: 9781719646604

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 313

Location: Combining Form Table Pronunciation footnote. Page 335 of the PDF Reader.

Original Text: ā = say, ă = sofa, ē = meet, ě = met, ī = eye, ĭ = in, ō = oh, ǒ = dog, ů = up, oo = food

Updated Text: ā = say, ă = sofa, ē = meet, ě = met, ī = eye, ĭ = in, ō = oh, ǒ = dog, ū = you, ů = up, oo = food

Component: *Medical Terminology: A Learning Strategies Approach, Texas Edition*

ISBN: 9781719646604

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 348

Location: Combining Form Table Pronunciation footnote. Page 370 of the PDF Reader.

Original Text: No text

Updated Text: ā = say, ă = sofa, ē = meet, ě = met, ī = eye, ĭ = in, ō = oh, ǒ = dog, ū = you, ů = up, oo = food

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 3508 of 3538

Component: *Medical Terminology: A Learning Strategies Approach, Texas Edition*

ISBN: 9781719646604

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 349

Location: Combining Form Table Pronunciation footnote. Page 371 of the PDF Reader.

Original Text: ā = say, ă = sofa, ē = meet, ě = met, ī = eye, ĭ = in, ō = oh, ǒ = dog, ŭ = up, oo = food

Updated Text: ā = say, ă = sofa, ē = meet, ě = met, ī = eye, ĭ = in, ō = oh, ǒ = dog, ū = you, ŭ = up, oo = food

Component: *Medical Terminology: A Learning Strategies Approach, Texas Edition*

ISBN: 9781719646604

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 381

Location: Combining Form Table Pronunciation footnote. Page 403 of the PDF Reader.

Original Text: ā = say, ă = sofa, ē = meet, ě = met, ī = eye, ĭ = in, ō = oh, ǒ = dog, ŭ = up, oo = food

Updated Text: ā = say, ă = sofa, ē = meet, ě = met, ī = eye, ĭ = in, ō = oh, ǒ = dog, ū = you, ŭ = up, oo = food

Component: *Medical Terminology: A Learning Strategies Approach, Texas Edition*

ISBN: 9781719646604

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 416

Location: Combining Form Table Pronunciation footnote. Page 438 of the PDF Reader.

Original Text: ā = say, ă = sofa, ē = meet, ě = met, ī = eye, ĭ = in, ō = oh, ǒ = dog, ŭ = up, oo = food

Updated Text: ā = say, ă = sofa, ē = meet, ě = met, ī = eye, ĭ = in, ō = oh, ǒ = dog, ū = you, ŭ = up, oo = food

Component: *Medical Terminology: A Learning Strategies Approach, Texas Edition*

ISBN: 9781719646604

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 448

Location: Combining Form Table Pronunciation footnote. Page 470 of the PDF Reader.

Original Text: ā = say, ă = sofa, ē = meet, ě = met, ī = eye, ĭ = in, ō = oh, ǒ = dog, ŭ = up, oo = food

Updated Text: ā = say, ă = sofa, ē = meet, ě = met, ī = eye, ĭ = in, ō = oh, ǒ = dog, ū = you, ŭ = up, oo = food

Component: *Medical Terminology: A Learning Strategies Approach, Texas Edition*

ISBN: 9781719646604

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 449

Location: Combining Form Table Pronunciation footnote. Page 471 of the PDF Reader.

Original Text: ā = say, ă = sofa, ē = meet, ě = met, ī = eye, ĭ = in, ō = oh, ǒ = dog, ů = up, oo = food

Updated Text: ā = say, ă = sofa, ē = meet, ě = met, ī = eye, ĭ = in, ō = oh, ǒ = dog, ū = you, ů = up, oo = food

Component: *Medical Terminology: A Learning Strategies Approach, Texas Edition*

ISBN: 9781719646604

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 488

Location: Combining Form Table Pronunciation footnote. Page 510 of the PDF Reader.

Original Text: ā = say, ă = sofa, ē = meet, ě = met, ī = eye, ĭ = in, ō = oh, ǒ = dog, ů = up, oo = food

Updated Text: ā = say, ă = sofa, ē = meet, ě = met, ī = eye, ĭ = in, ō = oh, ǒ = dog, ū = you, ů = up, oo = food

Component: *Medical Terminology: A Learning Strategies Approach, Texas Edition*

ISBN: 9781719646604

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 489

Location: Combining Form Table Pronunciation footnote. Page 511 of the PDF Reader.

Original Text: ā = say, ă = sofa, ē = meet, ě = met, ī = eye, ĭ = in, ō = oh, ǒ = dog, ů = up, oo = food

Updated Text: ā = say, ă = sofa, ē = meet, ě = met, ī = eye, ĭ = in, ō = oh, ǒ = dog, ū = you, ů = up, oo = food

Component: *Medical Terminology: A Learning Strategies Approach, Texas Edition*

ISBN: 9781719646604

Link to Current Content:

[View Current Content](#)

Current Page Number(s): 490

Location: Combining Form Table Pronunciation footnote. Page 512 of the PDF Reader.

Original Text: ā = say, ă = sofa, ē = meet, ě = met, ī = eye, ĭ = in, ō = oh, ǒ = dog, ů = up, oo = food

Updated Text: ā = say, ă = sofa, ē = meet, ě = met, ī = eye, ĭ = in, ō = oh, ǒ = dog, ū = you, ů = up, oo = food

Publisher: eDynamic Holdings LP

Medical Terminology

Program: *Medical Terminology 1a/1b: TEKS*

Component: *Medical Terminology 1a/1b*

ISBN: 9781959433415

Link to Current Content:

[View Current Content](#)

Location: Medical Terminology 1A, Unit 4, Activity 2

Original Text: How Do You Read a Patient's Health Status?

Required Materials

Word processing software

Video recording device

Being able to read and interpret a patient's chart is critical in any healthcare position. This activity gives you the chance to practice this important skill.

Step 1: Read the Case Study

A patient presents to the ER with C/O HA and LBP. The patient has a h/o neuropathy and hypopnea. She currently has no N/V and VSS. After UA is performed, it is determined the patient has a UTI and will be prescribed cap to be taken t.i.d.

Step 2: Interpret the Case Study

Decipher the patient's condition and history based on your knowledge of word parts and abbreviations.

Using a medical dictionary, look up any medical conditions to ensure your definition matches the official definition and check the pronunciation of terms.

Rewrite the passage using no abbreviations to explain the diseases.

Step 3: Make a Video

Make a video of yourself relaying the information to a coworker in layperson's terms. Videos should also clearly display professionalism by speaking in a clear and respectful manner.

Submit your written description and your video.

Updated Text: Complete all components in the activity below according to the given instructions. Refer to the provided rubric for information on how you will be graded. Submit your work as a file attachment using the dropbox.

The activity is worth 15 points.

How Do You Read a Patient's Health Status?

Required Materials

- Word processing software
- Video recording device

Being able to read and interpret a patient's chart is critical in any healthcare position. This activity gives you the chance to practice this important skill.

Step 1: Read the Case Study

A patient presents to the ER with C/O HA and LBP. The patient has a h/o neuropathy and hypopnea. She currently has no N/V and VSS. After UA is performed, it is determined the patient has a UTI and will be prescribed cap to be taken t.i.d.

Step 2: Interpret the Case Study

Decipher the patient's condition and history based on your knowledge of word parts and abbreviations. Be sure to

Proclamation 2024: Report of Editorial Changes (11/08/2023)

accurately spell occupationally and medically specific terms.

Using a medical dictionary, look up any medical conditions to ensure your definition and spelling match the official definition and check the pronunciation of terms.

Rewrite the passage using the correct spelling of terms with no abbreviations to explain the diseases.

Step 3: Make a Video

Make a video of yourself relaying the information to a coworker in layperson's terms using the appropriate pronunciation. Videos should also clearly display professionalism by speaking in a clear and respectful manner.

Submit your written description and your video.

Component: *Medical Terminology 1a/1b*

ISBN: 9781959433415

Link to Current Content:

[View Current Content](#)

Location: Medical Terminology 1B, Unit 8, Critical Thinking Question 4

Original Text: Translate the following notes from a urologist using correct medical terminology and abbreviations.

The patient today is a 68-year-old male. His past medical history includes condyloma, hypertension, diabetes mellitus, hyperlipidemia, chronic obstructive pulmonary disease. His current medications include: Metoprolol 100 mg twice a day, Diltiazem 120 mg one daily, Hydrocodone 10/500 mg as needed, Pravastatin 40 mg every morning, Lisinopril 20 mg a day at bedtime, Hydrochlorothiazide 25 mg one by mouth daily. His vitals are as follows: Temperature is 96.7, blood pressure is 108/57, pulse is 75, and weight of 193.8 pounds. He is here today complaining of blood in his urine. I ordered labs done; his creatinine levels are 2.38 with BUN of 42. Urinalysis shows blood in the urine. CT scan shows left kidney atrophy and a 3.1 cm adrenal nodule. Bilateral retrograde pyelograms and cystoscopy with biopsy performed. Biopsy confirms presence of cancer. My impression is that the patient has bladder cancer, Stage 1. Follow protocol, schedule complete transurethral resection of the bladder tumor with chemotherapy to follow.

Updated Text: Complete all components in the activity below according to the given instructions. Refer to the provided rubric for information on how you will be graded. Submit your work as a file attachment using the dropbox.

The activity is worth 15 points.

What Do I Want to Learn?

Required Materials

- Word processing software
- Graphic design software (optional)
- Audio recording device (optional)

Congratulations on starting your journey! Before you get going, it is time to take a few moments to reflect.

Step 1: Give It Some Thought

Think about your personal experience as you consider these questions:

Reflection 1: What do I already know about medical terminology?

Reflection 2: How can I use prior knowledge and experiences to understand the meaning of terms as they relate to the health science industry?

Reflection 3: What would I like to know about medical terminology?

Reflection 4: What resources and activities can help me find answers?

Step 2: Record Your Ideas

Now that you've taken some time to consider the reflection questions, record them in some way so that you will be able to look back later in the course. You may decide to write your thoughts in journal form on a word processing document, create a digital mind map of ideas, or even record an audio of your answers. This is your journey so organize your thoughts in whatever way you find most interesting.

Component: *Medical Terminology 1a/1b*

ISBN: 9781959433415

Link to Current Content:
[View Current Content](#)

Location: Medical Terminology 1A, Unit 1, Activity 2, under step 2

Original Text: How Does the Digestive System Work?

Required Materials

Video recording device

Graphic design software (optional)

To understand how to treat issues with the digestive system, we first must understand how the digestive system works. In this activity, you will research and create a short video presentation designed to teach incoming students a basic overview of the digestive system's process.

Step 1: Find a Diagram

You should include at least one diagram or graphic to point to while explaining the digestive process. Look for a diagram online that can help you in your video presentation or create one using graphic design software.

You can find your own diagrams of the digestive system, or here are some online resources where you may find help:

National Institute of Digestive Diseases

Kids Health

Cleveland Clinic

Step 2: Prepare for your Video Presentation

Organize your thoughts before you present and record. Keep the following in mind:

Be sure to incorporate the following important parts of the digestive system in your presentation: tongue, esophagus, stomach, pancreas, liver, gallbladder, small intestine, large intestine, and rectum.

You will record yourself explaining what happens as food enters the body, where it travels, how the organs of the digestive system work together to break down the food and absorb nutrients, and then the path that waste takes out of the body.

Use correct medical terms for the organs, but use layperson's terms to describe the process so that your audience will understand.

Step 3: Record your Presentation

Your video should be at least two minutes in length. During your video, speak professionally and clearly so that new medical students could understand your information.

Updated Text: Complete all components in the activity below according to the given instructions. Refer to the provided rubric for information on how you will be graded. Submit your work as a file attachment using the dropbox.

The activity is worth 15 points.

How Does the Digestive System Work?

Required Materials

- Video recording device
- Graphic design software (optional)

To understand how to treat issues with the digestive system, we first must understand how the digestive system works. In this activity, you will research and create a short video presentation designed to teach incoming students a basic overview of the digestive system's process.

Step 1: Find a Diagram

You should include at least one diagram or graphic to point to while explaining the digestive process. Look for a diagram online that can help you in your video presentation or create one using graphic design software.

You can find your own diagrams of the digestive system, or here are some online resources where you may find help:

Proclamation 2024: Report of Editorial Changes (11/08/2023)

- National Institute of Digestive Diseases
- Kids Health
- Cleveland Clinic

Step 2: Prepare for your Video Presentation

Organize your thoughts before you present and record. Keep the following in mind:

Be sure to incorporate the following important parts of the digestive system in your presentation: teeth, tongue, esophagus, stomach, pancreas, liver, gallbladder, small intestine, large intestine, and rectum.

You will record yourself explaining what happens as food enters the body, where it travels, how the organs of the digestive system work together to break down the food and absorb nutrients, and then the path that waste takes out of the body.

Use a medical and a dental dictionary to find correct medical terms for the organs, but use layperson's terms to describe the process so that your audience will understand.

Step 3: Record your Presentation

Your video should be at least two minutes in length. During your video, speak professionally and clearly so that new medical students could understand your information.

Publisher: eDynamic Holdings LP

Pathophysiology

Program: *Pathophysiology 1a/1b: TEKS*

Component: *Pathophysiology 1a/1b*

ISBN: 9781959433521

Link to Current Content:

[View Current Content](#)

Location: Pathophysiology 1b, Unit 6, Cumulative Project

Original Text: What Are the Pathophysiological Mechanisms?

Required Materials

Word processing software

In the last unit, you chose and researched a second condition so that by the end of this course you can choose one of the two conditions to create a seminar about. In this activity, you'll be building on your knowledge of the condition that you began researching in Unit 5.

Step 1: Choose Signs and Symptoms

Recall what you learned about your chosen condition from Unit 5 and think about the signs and symptoms of that condition. Then, choose THREE or FOUR of those signs and/or symptoms to research.

Step 2: Research the Signs and Symptoms

Once you have chosen three or four signs and/or symptoms to research, use credible sources to answer the following questions in a word-processing document:

What parts of the anatomy are involved in these signs and symptoms?

What is the normal function/job of this anatomical part?

What is happening on a cellular, tissue, or organ system level that causes these changes in the patient?

Are there other parts of the body affected by the changes caused by this condition?

How do the pathophysiological processes cause the presentation of this condition?

How would you explain these changes in language a patient would understand?

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 3514 of 3538

Step 3: Cite Your Sources

When you upload your word-processing document from Step 2 to your instructor, be sure to include your sources.

Updated Text: What Are the Pathophysiological Mechanisms?

Required Materials

- Word processing software

In the last unit, you chose and researched a second condition so that by the end of this course you can choose one of the two conditions to create a seminar about. In this activity, you'll be building on your knowledge of the condition that you began researching in Unit 5.

Step 1: Choose Signs and Symptoms

Recall what you learned about your chosen condition from Unit 5 and think about the signs and symptoms of that condition. Then, choose THREE or FOUR of those signs and/or symptoms to research.

Step 2: Research the Signs and Symptoms

Once you have chosen three or four signs and/or symptoms to research, use credible sources to answer the following questions in a word-processing document:

- What parts of the anatomy are involved in these signs and symptoms?
- What is the normal function/job of this anatomical part?
- What is happening on a cellular, tissue, or organ system level that causes these changes in the patient?
- Are there other parts of the body affected by the changes caused by this condition?
- How do the pathophysiological processes cause the presentation of this condition?
- How would you explain these changes in language a patient would understand?

Step 3: Create a Lab Report

Using some of the quantitative and qualitative data you collected about the disease, organize your data and create a lab report that shows what a lab technician might expect to see on test results for a patient with this condition.

Step 4: Cite Your Sources

When you upload your word-processing document from Step 2 and your lab report from Step 3 to your instructor, be sure to include your sources.

Component: *Pathophysiology 1a/1b*

ISBN: 9781959433521

Link to Current Content:

[View Current Content](#)

Location: Pathophysiology 1b, Unit 6, Cumulative Project 6, Step 3

Original Text: What Contributes to Disease?

Required Materials

Word processing software

Art supplies (optional)

Graphic design software (optional)

You have been hired to create a brochure to teach the community about factors that contribute to disease. Let's see what you find!

Step 1: Consider Diseases

Thinking back to what you've learned in this unit and previous ones, create a list of at least FIVE different diseases or conditions that may affect someone.

Step 2: Investigate a Disease and Its Factors

Choose ONE of the diseases from your list in Step 1 to investigate factors that contribute to it, including age, gender, environment, lifestyle, and heredity. Using credible sources, answer the following questions:

What factors contribute to this disease? Explain.

Proclamation 2024: Report of Editorial Changes (11/08/2023)

How many people in the United States are affected by this disease? How many people are affected because of the various factors? Explain.

What actions, if any, can someone take to prevent this disease?

What resources are available for those affected by this disease?

Step 3: Create a Brochure

Using the researched information from Step 2, create a brochure that informs people in your community about this disease and its contributing factors. Your brochure may be completed with various art supplies or you may design it using digital software. Either way, your brochure should contain both written information and illustrations.

Step 4: What to Submit

Submit the following to your instructor:

Your list from Step 1

Your answers from Step 2

Your brochure from Step 3

Updated Text: What Contributes to Disease?

Required Materials

- Word processing software
- Art supplies (optional)
- Graphic design software (optional)

You have been hired to create a brochure to teach the community about factors that contribute to disease. Let's see what you find!

Step 1: Consider Diseases

Thinking back to what you've learned in this unit and previous ones, create a list of at least FIVE different diseases or conditions that may affect someone.

Step 2: Investigate a Disease and Its Factors

Choose ONE of the diseases from your list in Step 1 to investigate factors that contribute to it, including age, gender, environment, lifestyle, and heredity. Using credible sources, answer the following questions:

- What factors contribute to this disease? Explain.
- How many people in the United States are affected by this disease? How many people are affected because of the various factors? Explain.
- What actions, if any, can someone take to prevent this disease?
- What resources are available for those affected by this disease?

Step 3: Create a Brochure

Using the researched information from Step 2, create a brochure that informs people in your community about this disease and its contributing factors. On your brochure, make sure to include a labeled drawing that gives quantitative data about the prevalence of the disease. Your brochure may be completed with various art supplies or you may design it using digital software. Either way, your brochure should contain both written information and illustrations.

Step 4: What to Submit

Submit the following to your instructor:

- Your list from Step 1
- Your answers from Step 2
- Your brochure from Step 3

Component: Pathophysiology 1a/1b

ISBN: 9781959433521

Link to Current Content:

[View Current Content](#)

Location: Pathophysiology 1b, Unit 2, Activity

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Original Text: What Contributes to Disease?

Required Materials

Word processing software

Art supplies (optional)

Graphic design software (optional)

You have been hired to create a brochure to teach the community about factors that contribute to disease. Let's see what you find!

Step 1: Consider Diseases

Thinking back to what you've learned in this unit and previous ones, create a list of at least FIVE different diseases or conditions that may affect someone.

Step 2: Investigate a Disease and Its Factors

Choose ONE of the diseases from your list in Step 1 to investigate factors that contribute to it, including age, gender, environment, lifestyle, and heredity. Using credible sources, answer the following questions:

What factors contribute to this disease? Explain.

How many people in the United States are affected by this disease? How many people are affected because of the various factors? Explain.

What actions, if any, can someone take to prevent this disease?

What resources are available for those affected by this disease?

Step 3: Create a Brochure

Using the researched information from Step 2, create a brochure that informs people in your community about this disease and its contributing factors. Your brochure may be completed with various art supplies or you may design it using digital software. Either way, your brochure should contain both written information and illustrations.

Step 4: What to Submit

Submit the following to your instructor:

Your list from Step 1

Your answers from Step 2

Your brochure from Step 3

Updated Text: What Contributes to Disease?

Required Materials

- Word processing software
- Art supplies (optional)
- Graphic design software (optional)

You have been hired to create a brochure to teach the community about factors that contribute to disease. Let's see what you find!

Step 1: Consider Diseases

Thinking back to what you've learned in this unit and previous ones, create a list of at least FIVE different diseases or conditions that may affect someone.

Step 2: Investigate a Disease and Its Factors

Choose ONE of the diseases from your list in Step 1 to investigate factors that contribute to it, including age, gender, environment, lifestyle, and heredity. Using peer reviewed medical journals, collect both qualitative and quantitative data about the disease.

Some sources for peer reviewed medical journals include:

- The American Journal of Medicine
- The New England Journal of Medicine

Then, answer the following questions:

Proclamation 2024: Report of Editorial Changes (11/08/2023)

- What factors contribute to this disease? Explain.
- How many people in the United States are affected by this disease? How many people are affected because of the various factors? Explain.
- What actions, if any, can someone take to prevent this disease?
- What resources are available for those affected by this disease?

Step 3: Create a Brochure

Using the researched information from Step 2, create a brochure that informs people in your community about this disease and its contributing factors. Your brochure may be completed with various art supplies or you may design it using digital software. Either way, your brochure should contain both written information and illustrations.

Step 4: What to Submit

Submit the following to your instructor:

- Your list from Step 1
- Your answers from Step 2
- Your brochure from Step 3

Component: Pathophysiology 1a/1b

ISBN: 9781959433521

Link to Current Content:

[View Current Content](#)

Location: Pathophysiology 1a, Unit 8, Activity 1

Original Text: What Are the Differences Between HAIs and Community-Acquired Infections?

Required Materials

Word processing software

In this activity, you'll gather detailed information about nosocomial infections, also known as hospital-acquired infections (HAIs). You'll then research community-acquired infections and write a summary that compares and contrasts the two types of infection.

Step 1: Conduct Research on HAIs

Review the information presented in your lessons and conduct additional research online. Gather information typical to nosocomial infection: What is a nosocomial infection? Who is at risk?

Record your findings in a word processing document. Include two to three sentences of information for each of the following bullet points, and remember to include your sources for any facts or information you present.

Causes of nosocomial infections

Prevention methods

Societal and personal impacts

Step 2: Conduct Research on Community-Acquired Infections

Now, review the information presented in your lessons and conduct additional research online about community-acquired infections. What is a community-acquired infection? Detail the re-emergence of diseases such as malaria, tuberculosis, polio, and measles.

Record your findings in a word processing document. Include two to three sentences of information for each of the following bullet points, and include your sources for any facts or information you present.

Causes of community-acquired infections

Prevention methods

Societal and personal impacts

Step 3: Compare, Contrast, Summarize

Now, analyze the information you've gathered and write a two-three paragraph summary of the main differences and any similarities between the two types of infection. Include your sources for any facts or information you present.

Updated Text: What Are the Differences Between HAIs and Community-Acquired Infections?

Required Materials

- Word processing software

In this unit, you considered how important asepsis is and how a lack of it can cause dangerous microorganisms to spread into the community. In this activity, you'll gather detailed information about nosocomial infections, also known as hospital-acquired infections (HAIs). You'll then research community-acquired infections and write a summary that compares and contrasts the two types of infection.

Step 1: Conduct Research on HAIs

Review the information presented in your lessons and conduct additional research online. Gather information typical to nosocomial infection: What is a nosocomial infection? Who is at risk?

Record your findings in a word processing document. Include two to three sentences of information for each of the following bullet points, and remember to include your sources for any facts or information you present.

- Causes of nosocomial infections
- Prevention methods
- Societal and personal impacts

Step 2: Conduct Research on Community-Acquired Infections

Now, review the information presented in your lessons and conduct additional research online about community-acquired infections. What is a community-acquired infection? Detail the re-emergence of diseases such as malaria, tuberculosis, polio, and measles.

Record your findings in a word processing document. Include two to three sentences of information for each of the following bullet points, and include your sources for any facts or information you present.

- Causes of community-acquired infections
- Prevention methods
- Societal and personal impacts

Step 3: Compare, Contrast, Summarize

Now, analyze the information you've gathered and write a two-three paragraph summary of the main differences and any similarities between the two types of infection. In your summary, use some of the quantitative data about both types that you collected. Evaluate and discuss how each of these infections can affect public health and what important principle must be followed to prevent them. Include your sources for any facts or information you present.

Component: Pathophysiology 1a/1b

ISBN: 9781959433521

Link to Current Content:

[View Current Content](#)

Location: Pathophysiology 1a, Unit 8, Activity 2

Original Text: Cumulative Project: How Do I Present My Findings?

Required Materials

Scientific notebook

Presentation software

Video recording device

Graphic design software (optional)

Art supplies (optional)

Poster board (optional)

Word processing software (optional)

Congratulations on completing your research study! Now you are going to document what you've accomplished by creating a video or audio presentation to communicate your process. This presentation will be designed to show your discovery to a specific group- someone who might really benefit from your findings!

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Step 1: Review Your Research

Return to your cumulative project folder and review your previous submissions. This is your last opportunity to gain new insights about your research efforts. Be sure to review:

The scientific journal you developed in Units 3 and 4

The presentation you developed in Unit 6

The reviewer feedback you received in Unit 7

Step 2: Brainstorm to Find an Authentic Audience

Thinking about what your research idea was and what you discovered, ask yourself:

Who would benefit from this information?

Who would be stakeholders in my discovery?

For example, did you research behaviors of a pet, how long food lasts in the refrigerator, or changes in nature around where you live? Here are some examples of how you might communicate those specific findings:

Could a pet product company create something, like a new pet toy, based on your research?

Would special groups in your community benefit from knowing how long it's safe to keep certain foods in the fridge?

Have there been changes in nature where you live? Is there a community group or community center where you might present the issue to interested persons?

Put some thought into who you might share your findings with and once you decide, move on to create your presentation!

Step 3: Create Your Presentation

Next, using presentation software, graphic design software or a posterboard and art supplies, create a presentation that showcases your study project. Be sure you include information on these five sections:

Your study topic, initial observations, and initial hypothesis

Any changes or edits you made to your initial hypothesis

An analysis of your data. Remember to highlight:

The statistical concepts relevant to your analysis

Any patterns you identified

Any sources of error found

Any limitations to the design of your investigation

Your model or graphic organizer

Your proven or unproven hypothesis

Step 4: Present Your Findings

Using a video recording device, showcase your presentation to your audience. Walk them through your presentation and explain why you believe they might be interested in your study. Your video should be about three to five minutes long.

Step 5: What to Submit

For your final project, upload these deliverables:

Digital presentation or poster board of study

Video recording of presentation to stakeholders

Updated Text: Cumulative Project: How Do I Present My Findings?

Required Materials

- Scientific notebook

- Presentation software
- Video recording device
- Graphic design software (optional)
- Art supplies (optional)
- Poster board (optional)
- Word processing software (optional)

Congratulations on completing your research study! Now you are going to document what you've accomplished by creating a video or audio presentation to communicate your process. This presentation will be designed to show your discovery to a specific group- someone who might really benefit from your findings!

Step 1: Review Your Research

Return to your cumulative project folder and review your previous submissions. This is your last opportunity to gain new insights about your research efforts. Be sure to review:

- The scientific journal you developed in Units 3 and 4
- The presentation you developed in Unit 6
- The reviewer feedback you received in Unit 7

Step 2: Brainstorm to Find an Authentic Audience

Thinking about what your research idea was and what you discovered, ask yourself:

- Who would benefit from this information?
- Who would be stakeholders in my discovery?

For example, did you research behaviors of a pet, how long food lasts in the refrigerator, or changes in nature around where you live? Here are some examples of how you might communicate those specific findings:

- Could a pet product company create something, like a new pet toy, based on your research?
- Would special groups in your community benefit from knowing how long it's safe to keep certain foods in the fridge?
- Have there been changes in nature where you live? Is there a community group or community center where you might present the issue to interested persons?

Put some thought into who you might share your findings with and once you decide, move on to create your presentation!

Step 3: Create Your Presentation

Next, using presentation software, graphic design software or a posterboard and art supplies, create a presentation that showcases your study project. Be sure you include information on these five sections:

1. Your study topic, initial observations, and initial hypothesis
2. Any changes or edits you made to your initial hypothesis
3. The quantitative and qualitative data you collected
4. An analysis of your data. Remember to highlight:
 - o The statistical concepts relevant to your analysis
 - o Any patterns you identified
 - o Any sources of error found
 - o Any limitations to the design of your investigation
5. Your model or graphic organizer
6. Your proven or unproven hypothesis

Step 4: Present Your Findings

Using a video recording device, showcase your presentation to your audience. Walk them through your presentation, remember to use your data in your oral report, and explain why you believe they might be interested in your study. Your video should be about three to five minutes long.

Step 5: What to Submit

For your final project, upload these deliverables:

- Digital presentation or poster board of study
- Video recording of presentation to stakeholders

Component: Pathophysiology 1a/1b

ISBN: 9781959433521

Link to Current Content:

[View Current Content](#)

Location: Pathophysiology 1a, Unit 5, Lesson 3

Original Text: The Art of Communication

Communication essentially involves three components. The first is the message—the content that is being sent between the people. The second component is the sender, who sends the message. Lastly, there is the receiver, who receives the message. Commonly, we may think of the message as an idea that the sender has and language is used to relay it to the receiver. In actuality, there are far more messages being sent between people, besides just those that are carried by verbal or written language. In other words, it is not what you say but how you say it.

Nonverbal Communication

Among other her skills, Dr. Lim is a seasoned communicator. She knows that communicating effectively with patients takes finesse and skill. You accompany Dr. Lim when she meets with Henry to discuss his diagnosis of diabetes. Receiving a diagnosis is often difficult for a patient. They may be upset or worried. They may be fearful or angry.

Overall, it is a difficult, but successful, interaction. Dr. Lim gives Henry time to reach a point of understanding. She gives him many opportunities to ask questions. At the end of the interactions, she has him repeat the most important points from their conversation.

After Henry leaves the clinic, you ask Dr. Lim if the interactions always go like this. She smiles and says no. Emotions can influence not only the nonverbal ways we communicate but the style in which we communicate verbally as well. We have all experienced people saying things they don't mean. Instead of taking another's comments personally, healthcare providers try to look beyond the words to the core of what the person is experiencing. Awareness of the patient's or other person's emotional state and mindset is essential for proper communication.

Doctor wearing a face mask meets with a patient also wearing a face mask, pointing to a monitor displaying test results and diagrams that the patient follows with their eyes.

Good communication relies upon understanding and empathy.

Communicating any kind of life-changing news makes for a delicate situation. The goal for the healthcare provider in these scenarios is to send two messages: confidence and caring. The use of body language, or nonverbal communication styles, is how these messages are sent to the receiver. As you watch Dr. Lim talk with Henry you observe many different types of nonverbal communication. The information Dr. Lim delivers in this oral report about the diagnosis is clear, but she is compassionate. She summarizes the findings, tests, and results from the clinical examination and offers words of support to Henry as needed.

Once Henry seems to be over the initial shock of hearing his diagnosis, Dr. Lim uses additional materials to help explain the condition. Using labeled drawings, she explains how the amount of sugar in the blood can influence the other functions of the body. She connects Henry's symptoms and the data from the blood work to help him understand.

Updated Text: The Art of Communication

Communication essentially involves three components. The first is the message—the content that is being sent between the people. The second component is the sender, who sends the message. Lastly, there is the receiver, who receives the message. Commonly, we may think of the message as an idea that the sender has and language is used to relay it to the receiver. In actuality, there are far more messages being sent between people, besides just those that are carried by verbal or written language. In other words, it is not what you say but how you say it.

Providing Oral Reports to Patients

Among other her skills, Dr. Lim is a seasoned communicator. She knows that communicating effectively with patients takes finesse and skill. You accompany Dr. Lim when she meets with Henry to discuss his diagnosis of diabetes. Receiving a diagnosis is often difficult for a patient. They may be upset or worried. They may be fearful or angry.

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Good communication relies upon understanding and empathy.

Communicating any kind of life-changing news makes for a delicate situation. The goal for the healthcare provider in these scenarios is to send two messages: confidence and caring. The use of body language, or nonverbal communication styles, is how these messages are sent to the receiver. As you watch Dr. Lim talk with Henry you observe many different types of nonverbal communication.

Oculesics

This means eye contact. Dr. Lim makes gentle eye contact with Henry.

Posture

Dr. Lim is sitting across from Henry. She leans slightly towards him as she explains his diagnosis.

Kinesics

Body motion includes facial expressions. Henry's face becomes slightly red and a slight frown crosses his face when he hears the news.

Haptics

This involves touching. Dr. Lim places her hand gently on Henry's arm as she explains the treatments that are available to him.

Sound Symbols

These include non-verbal sounds. Henry lets out a long sigh and clears his throat before asking a question.

The information Dr. Lim summarizes and delivers in this oral report about the diagnosis is clear, but she is compassionate. She summarizes the findings, tests, and results which include both qualitative and quantitative data from the clinical examination and offers words of support to Henry as needed.

Once Henry seems to be over the initial shock of hearing his diagnosis, Dr. Lim uses additional materials to help explain the condition. Using labeled drawings, she explains how the amount of sugar in the blood can influence the other functions of the body. She connects Henry's symptoms and the data from the blood work to help him understand.

Component: Pathophysiology 1a/1b

ISBN: 9781959433521

Link to Current Content:

[View Current Content](#)

Location: Pathophysiology 1b, Unit 4, Activity 1

Original Text: "

How Has the Use of Anabolic Steroids Evolved?

Required Materials

Word processing software

Art supplies (optional)

Graphic design software (optional)

In this unit, you learned that testosterone, the first exogenous anabolic hormone, was originally made in Germany in 1935 to treat depression. Since then, though, many people, including professional athletes, have used anabolic steroids to increase their competitive abilities. But how did this substance evolve from being used for one treatment to being used for another purpose? In this activity, you'll research and outline the timeline of this evolution.

Step 1: Research the History

Take some time to research the evolution of the use of exogenous anabolic steroids. As you research, jot notes down in a word processing document or scratch paper, focusing on the following:

What are some anabolic steroids that athletes use today?

When were those anabolic steroids first made, and what was their original purpose?

When do we see record of people using these anabolic steroids for other purposes than their initial intended purposes?

What are some noteworthy instances of athletes using these exogenous anabolic steroids?

Proclamation 2024: Report of Editorial Changes (11/08/2023)

What are the ethical implications of exogenous anabolic steroid use? How has that changed over time?

Step 2: Create a Timeline

With the information that you researched in Step 1, create a timeline that outlines the evolution of the use of various exogenous anabolic steroids. You may choose to create your timeline using art supplies or graphic design software.

Step 3: What to Submit

Submit your notes from Step 1 and your timeline from Step 2 to your instructor."

Updated Text: How Has the Use of Anabolic Steroids Evolved?

Required Materials

- Word processing software
- Art supplies (optional)
- Graphic design software (optional)

In this unit, you learned that testosterone, the first exogenous anabolic hormone, was originally made in Germany in 1935 to treat depression. Since then, though, many people, including professional athletes, have used anabolic steroids to increase their competitive abilities. But how did this substance evolve from being used for one treatment to being used for another purpose? In this activity, you'll research and outline the timeline of this evolution.

Step 1: Research the History

Take some time to research the evolution of the use of exogenous anabolic steroids. As you research, jot notes down in a word processing document or scratch paper, focusing on the following:

- What are some anabolic steroids that athletes use today?
- When were those anabolic steroids first made, and what was their original purpose?
- When do we see record of people using these anabolic steroids for other purposes than their initial intended purposes?
- What are some noteworthy instances of athletes using these exogenous anabolic steroids?
- What are the ethical implications of exogenous anabolic steroid use? How has that changed over time?

Step 2: Create a Timeline

With the information that you researched in Step 1, create a timeline that outlines the evolution of the use of various exogenous anabolic steroids. Use graphic design software to create a technology-based report in order to report the qualitative data you discovered.

Step 3: What to Submit

Submit your notes from Step 1 and your timeline from Step 2 to your instructor.

Component: Pathophysiology 1a/1b

ISBN: 9781959433521

Link to Current Content:

[View Current Content](#)

Location: Pathophysiology 1a, Unit 8, Critical thinking Question 1

Original Text: Imagine that you have been given a research assignment to study the reemergence of diseases such as malaria, TB, polio, and measles. Choose one of these diseases and generate four study questions that you can use to kickstart your research.

Updated Text: 1. Imagine that you have been given a research assignment to study the reemergence of diseases such as malaria, TB, polio, and measles. Choose one of these diseases and generate four study questions that you can use to kickstart your research. Then, write a brief sentence or two including a cost-benefit analysis to justify the cost of putting more research into this disease, even if scientists feel it has already been eradicated.

Component: Pathophysiology 1a/1b

ISBN: 9781959433521

Link to Current Content:
[View Current Content](#)

Location: Pathophysiology 1a, Unit 8, Lesson 2

Original Text: Hospitals and Infections
Nosocomial Infections

As you know, hospital-acquired infections are any infection that spreads in the healthcare setting. Nosocomial infections are another name for this type of infection. Certain pathogens are typical agents of nosocomial infections.

Two surgeons and an assistant dressed in full PPE, consisting of hair covering, face mask, gown, and gloves, operate on a patient, all equipment covered with plastic to prevent contamination.

A hospital acts as a hub for pathogens to spread due to the invasive nature of some procedures and the frequency in which various infections are treated, encouraging mutations and adaptations to occur despite the best preventive measures. Photo by John Asselin for the U.S. Air Force, public domain.

Some of the common ones include:

Clostridioides difficile (C. Diff): a bacteria that causes diarrhea and inflammation of the lower intestines

Hepatitis viruses: commonly spread through blood and needle contact and cause inflammation of the liver

Methicillin-resistant Staphylococcus aureus (MRSA): the previously discussed antibiotic-resistant bacteria that cause skin infections

Norovirus: viruses that cause inflammation of the stomach and intestines and which can be severe in young, old, and medically compromised patients

Mycobacterium tuberculosis: bacterial cause of tuberculosis (TB), an infection of the lungs that can also enter the bones. HAIs are also linked to health care because there are specific medical procedures that are only done in those settings and certain types of infections are associated with certain medical procedures. Recall the parts of the chain of infection and note how they relate to these infections.

Updated Text: Hospitals and Infections
Nosocomial Infections

As you know, hospital-acquired infections are any infection that spreads in the healthcare setting. Nosocomial infections are another name for this type of infection. These types of infections are a serious threat to public health because they can spread from patient to patient in a hospital or from caregivers to patients. There are certain pathogens that are typical agents of nosocomial infections.

A hospital acts as a hub for pathogens to spread due to the invasive nature of some procedures and the frequency in which various infections are treated, encouraging mutations and adaptations to occur despite the best preventive measures. Photo by John Asselin for the U.S. Air Force, public domain.

Some of the common ones include:

- Clostridioides difficile (C. Diff): a bacteria that causes diarrhea and inflammation of the lower intestines
- Hepatitis viruses: commonly spread through blood and needle contact and cause inflammation of the liver
- Methicillin-resistant Staphylococcus aureus (MRSA): the previously discussed antibiotic-resistant bacteria that cause skin infections
- Norovirus: viruses that cause inflammation of the stomach and intestines and which can be severe in young, old, and medically compromised patients
- Mycobacterium tuberculosis: bacterial cause of tuberculosis (TB), an infection of the lungs that can also enter the bones.

HAIs are also linked to health care because there are specific medical procedures that are only done in those settings and certain types of infections are associated with certain medical procedures. That is why it is so important to maintain asepsis when performing them. Recall the parts of the chain of infection and note how they relate to these infections.

Note that sometimes these procedures take place outside the physical walls of a medical location; this does not change the classification. For example, a nurse inserting a catheter for a patient at their home is still conducting a medical procedure. These procedures are often necessary and lifesaving; their benefits outweigh the risks. Adoption of specific

Proclamation 2024: Report of Editorial Changes (11/08/2023)

practices further lowers these risks of infection.

Component: *Pathophysiology 1a/1b*

ISBN: 9781959433521

Link to Current Content:

[View Current Content](#)

Location: Pathophysiology 1a, Unit 8 Critical Thinking Question 4

Original Text: Describe THREE ways that individuals, acting on their own, can protect themselves against the spread of pathogens.

Updated Text: 4. Describe differences in the causes, prevention, and impact of nosocomial infections and a community-acquired infections. Then, describe THREE ways that individuals, acting on their own, can protect themselves against the spread of pathogens.

Publisher: The Curriculum Center for Family and Consumer Sciences

Principles of Education and Training

Program: *Principles of Education and Training: TEKS*

Component: *Principles of Education and Training*

ISBN: 978953248060

Link to Current Content:

[View Current Content](#)

Current Page Number(s): T1_U1_CareersIII

Location: T1_U1_CareersIII

Link to Updated Content:

[View Updated Content](#)

Original Text: The student will prepare questions and participate as a professional community or private industry educator presents information on his or her career.

Updated Text: The student will prepare questions and participate as a professional community or private industry educator presents information on his or her career.

Component: *Principles of Education and Training*

ISBN: 978953248060

Link to Current Content:

[View Current Content](#)

Current Page Number(s): T1_U1_CareersIII

Location: T1_U1_CareersIII

Link to Updated Content:

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 3526 of 3538

[View Updated Content](#)

Original Text: The student will prepare questions and participate as a professional community or private industry educator presents information on his or her career.

Updated Text: The student will prepare questions and participate as a professional community or private industry educator presents information on his or her career.

Component: *Principles of Education and Training*

ISBN: 978953248060

Link to Current Content:

[View Current Content](#)

Current Page Number(s): T1_U3

Location: T1_U3_Job Skills

Link to Updated Content:

[View Updated Content](#)

Original Text: Instruct groups to trace one student's body on a large sheet of butcher paper.

Updated Text: Instruct groups to trace one student's body on a large sheet of butcher paper or freehand the shape of a body.

Component: *Principles of Education and Training*

ISBN: 978953248060

Link to Current Content:

[View Current Content](#)

Current Page Number(s): T1_U3

Location: T1_U3_Job Skills

Link to Updated Content:

[View Updated Content](#)

Original Text: Instruct groups to trace one student's body on a large sheet of butcher paper.

Updated Text: Instruct groups to trace one student's body on a large sheet of butcher paper or freehand the shape of a body.

Component: *Principles of Education and Training*

ISBN: 978953248060

Link to Current Content:

[View Current Content](#)

Current Page Number(s): T1_U7_TeacherCompensation

Location: T1_U7_TeacherCompensation

Link to Updated Content:

[View Updated Content](#)

Original Text: Have students visit the website, National Education Association: Professional Pay, to browse the various topics related to teacher compensation. (Click the linked title.)

Updated Text: Show students the NEA.org, Consequences of the Educator Pay Gap (4 of 4) slideshow. While displaying slide 3, have student subtract the difference between Non-Teacher College Graduate pay and Public School Teacher pay and discuss.

Component: *Principles of Education and Training*

ISBN: 978953248060

Link to Current Content:

[View Current Content](#)

Current Page Number(s): T1_U7_FactorsIm

Location: T1_U7_FactorsIm

Link to Updated Content:

[View Updated Content](#)

Original Text: Lead students to discuss student responses.

Updated Text: Lead students to create a graph displaying the factors. Discuss student responses.

Component: *Principles of Education and Training*

ISBN: 978953248060

Link to Current Content:

[View Current Content](#)

Current Page Number(s): T1_U7

Location: T1_U7_FactorsIm

Link to Updated Content:

[View Updated Content](#)

Original Text: Lead students to discuss student responses.

Updated Text: Lead students to create a graph displaying the factors. Discuss student responses.

Component: *Principles of Education and Training*

ISBN: 978953248060

Link to Current Content:

[View Current Content](#)

Current Page Number(s): T1_U7

Location: T1_U7_FactorsIm

Link to Updated Content:

[View Updated Content](#)

Original Text: Lead students to discuss student responses.

Updated Text: Lead students to create a graph displaying the factors. Discuss student responses.

Component: *Principles of Education and Training*

ISBN: 978953248060

Link to Current Content:

[View Current Content](#)

Current Page Number(s): T1_U7

Location: T1_U7_FactorsIm

Link to Updated Content:

[View Updated Content](#)

Original Text: Lead students to discuss student responses.

Updated Text: Lead students to create a graph displaying the factors. Discuss student responses.

Component: *Principles of Education and Training*

ISBN: 978953248060

Link to Current Content:

[View Current Content](#)

Current Page Number(s): T1_U7_FactorsImpa

Location: T1_U7_FactorsIm

Link to Updated Content:

[View Updated Content](#)

Original Text: Lead students to discuss student responses.

Updated Text: Lead students to create a graph displaying the factors. Discuss student responses.

Component: *Principles of Education and Training*

ISBN: 978953248060

Link to Current Content:

[View Current Content](#)

Current Page Number(s): T1_U1_JobShadow

Location: T1_U1_JobShadow

Link to Updated Content:

[View Updated Content](#)

Original Text: no tek listed for citation

Updated Text: add TEK 127.316.d.1A demonstrate written communication skills

Component: *Principles of Education and Training*

ISBN: 978953248060

Link to Current Content:

[View Current Content](#)

Current Page Number(s): T1_U1_CareersIII

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 3529 of 3538

Location: T1_U1_CareersIII

Link to Updated Content:

[View Updated Content](#)

Original Text: The student will prepare questions and participate as a professional community or private industry educator presents information on his or her career.

Updated Text: The student will prepare questions and participate as a professional community or private industry educator presents information on his or her career.

Component: *Principles of Education and Training*

ISBN: 978953248060

Link to Current Content:

[View Current Content](#)

Current Page Number(s): T1_U1_CareersIII

Location: T1_U1_CareersIII

Link to Updated Content:

[View Updated Content](#)

Original Text: The student will prepare questions and participate as a professional community or private industry educator presents information on his or her career.

Updated Text: The student will prepare questions and participate as a professional community or private industry educator presents information on his or her career.

Component: *Principles of Education and Training*

ISBN: 978953248060

Link to Current Content:

[View Current Content](#)

Current Page Number(s): T2_U1_Evolution of Teaching

Location: T2_U1_Evolution of Teaching

Link to Updated Content:

[View Updated Content](#)

Original Text: Your Narrative activities need more details. It is weak.

Updated Text: Will additional instructions to review the content using flashcards

Component: *Principles of Education and Training*

ISBN: 978953248060

Link to Current Content:

[View Current Content](#)

Current Page Number(s): T1_U3

Location: T1_U3_Job Skills

Link to Updated Content:

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 3530 of 3538

[View Updated Content](#)

Original Text: Instruct groups to trace one student's body on a large sheet of butcher paper.

Updated Text: Instruct groups to trace one student's body on a large sheet of butcher paper or freehand the shape of a body.

Component: *Principles of Education and Training*

ISBN: 978953248060

Link to Current Content:

[View Current Content](#)

Current Page Number(s): T1_U3

Location: T1_U3_Job Skills

Link to Updated Content:

[View Updated Content](#)

Original Text: Instruct groups to trace one student's body on a large sheet of butcher paper.

Updated Text: Instruct groups to trace one student's body on a large sheet of butcher paper or freehand the shape of a body.

Component: *Principles of Education and Training*

ISBN: 978953248060

Link to Current Content:

[View Current Content](#)

Current Page Number(s): T1_U7_TeacherCompensation

Location: T1_U7_TeacherCompensation

Link to Updated Content:

[View Updated Content](#)

Original Text: Have students visit the website, National Education Association: Professional Pay, to browse the various topics related to teacher compensation. (Click the linked title.)

Updated Text: Show students the NEA.org, Consequences of the Educator Pay Gap (4 of 4) slideshow. While displaying slide 3, have student subtract the difference between Non-Teacher College Graduate pay and Public School Teacher pay and discuss.

Component: *Principles of Education and Training*

ISBN: 978953248060

Link to Current Content:

[View Current Content](#)

Current Page Number(s): T1_U7_FactorsIm

Location: T1_U7_FactorsIm

Link to Updated Content:

[View Updated Content](#)

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 3531 of 3538

Original Text: Lead students to discuss student responses.

Updated Text: Lead students to create a graph displaying the factors. Discuss student responses.

Component: *Principles of Education and Training*

ISBN: 978953248060

Link to Current Content:

[View Current Content](#)

Current Page Number(s): T1_U7

Location: T1_U7_FactorsIm

Link to Updated Content:

[View Updated Content](#)

Original Text: Lead students to discuss student responses.

Updated Text: Lead students to create a graph displaying the factors. Discuss student responses.

Component: *Principles of Education and Training*

ISBN: 978953248060

Link to Current Content:

[View Current Content](#)

Current Page Number(s): T1_U7

Location: T1_U7_FactorsIm

Link to Updated Content:

[View Updated Content](#)

Original Text: Lead students to discuss student responses.

Updated Text: Lead students to create a graph displaying the factors. Discuss student responses.

Component: *Principles of Education and Training*

ISBN: 978953248060

Link to Current Content:

[View Current Content](#)

Current Page Number(s): T1_U7

Location: T1_U7_FactorsIm

Link to Updated Content:

[View Updated Content](#)

Original Text: Lead students to discuss student responses.

Updated Text: Lead students to create a graph displaying the factors. Discuss student responses.

Component: *Principles of Education and Training*

ISBN: 978953248060

Link to Current Content:

[View Current Content](#)

Current Page Number(s): T1_U7_FactorsImpa

Location: T1_U7_FactorsIm

Link to Updated Content:

[View Updated Content](#)

Original Text: Lead students to discuss student responses.

Updated Text: Lead students to create a graph displaying the factors. Discuss student responses.

Component: *Principles of Education and Training*

ISBN: 978953248060

Link to Current Content:

[View Current Content](#)

Current Page Number(s): T1_U1_JobShadow

Location: T1_U1_JobShadow

Link to Updated Content:

[View Updated Content](#)

Original Text: no tek listed for citation

Updated Text: add TEK 127.316.d.1A demonstrate written communication skills

Component: *Principles of Education and Training*

ISBN: 978953248060

Link to Current Content:

[View Current Content](#)

Current Page Number(s): T1_U1_CareersIII

Location: T1_U1_CareersIII

Link to Updated Content:

[View Updated Content](#)

Original Text: The student will prepare questions and participate as a professional community or private industry educator presents information on his or her career.

Updated Text: The student will prepare questions and participate as a professional community or private industry educator presents information on his or her career.

Component: *Principles of Education and Training*

ISBN: 978953248060

Link to Current Content:

[View Current Content](#)

Current Page Number(s): T1_U1_CareersIII

Location: T1_U1_CareersIII

Link to Updated Content:

[View Updated Content](#)

Original Text: The student will prepare questions and participate as a professional community or private industry educator presents information on his or her career.

Updated Text: The student will prepare questions and participate as a professional community or private industry educator presents information on his or her career.

Component: *Principles of Education and Training*

ISBN: 978953248060

Link to Current Content:

[View Current Content](#)

Current Page Number(s): T2_U1_Evolution of Teaching

Location: T2_U1_Evolution of Teaching

Link to Updated Content:

[View Updated Content](#)

Original Text: Your Narrative activities need more details. It is weak.

Updated Text: Will additional instructions to review the content using flashcards

Component: *Principles of Education and Training*

ISBN: 978953248060

Link to Current Content:

[View Current Content](#)

Current Page Number(s): T1_U5_Productive Work Habits and Attitudes II

Location: T1_U5_Productive Work Habits and Attitudes II

Link to Updated Content:

[View Updated Content](#)

Original Text: The narration implies but does not explicitly identify problem-solving techniques

Updated Text: Will add problem solving techniques to instructions for this strategy.

Component: *Principles of Education and Training*

ISBN: 978953248060

Link to Current Content:

[View Current Content](#)

Current Page Number(s): T1_U3

Location: T1_U3_Job Skills

Link to Updated Content:

[View Updated Content](#)

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 3534 of 3538

Original Text: Instruct groups to trace one student's body on a large sheet of butcher paper.

Updated Text: Instruct groups to trace one student's body on a large sheet of butcher paper or freehand the shape of a body.

Component: *Principles of Education and Training*

ISBN: 978953248060

Link to Current Content:

[View Current Content](#)

Current Page Number(s): T1_U3

Location: T1_U3_Job Skills

Link to Updated Content:

[View Updated Content](#)

Original Text: Instruct groups to trace one student's body on a large sheet of butcher paper.

Updated Text: Instruct groups to trace one student's body on a large sheet of butcher paper or freehand the shape of a body.

Component: *Principles of Education and Training*

ISBN: 978953248060

Link to Current Content:

[View Current Content](#)

Current Page Number(s): T1_U7_TeacherCompensation

Location: T1_U7_TeacherCompensation

Link to Updated Content:

[View Updated Content](#)

Original Text: Have students visit the website, National Education Association: Professional Pay, to browse the various topics related to teacher compensation. (Click the linked title.)

Updated Text: Show students the NEA.org, Consequences of the Educator Pay Gap (4 of 4) slideshow. While displaying slide 3, have student subtract the difference between Non-Teacher College Graduate pay and Public School Teacher pay and discuss.

Component: *Principles of Education and Training*

ISBN: 978953248060

Link to Current Content:

[View Current Content](#)

Current Page Number(s): T1_U7_FactorsIm

Location: T1_U7_FactorsIm

Link to Updated Content:

[View Updated Content](#)

Original Text: Lead students to discuss student responses.

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 3535 of 3538

Updated Text: Lead students to create a graph displaying the factors. Discuss student responses.

Component: *Principles of Education and Training*

ISBN: 978953248060

Link to Current Content:

[View Current Content](#)

Current Page Number(s): T1_U7

Location: T1_U7_FactorsIm

Link to Updated Content:

[View Updated Content](#)

Original Text: Lead students to discuss student responses.

Updated Text: Lead students to create a graph displaying the factors. Discuss student responses.

Component: *Principles of Education and Training*

ISBN: 978953248060

Link to Current Content:

[View Current Content](#)

Current Page Number(s): T1_U7

Location: T1_U7_FactorsIm

Link to Updated Content:

[View Updated Content](#)

Original Text: Lead students to discuss student responses.

Updated Text: Lead students to create a graph displaying the factors. Discuss student responses.

Component: *Principles of Education and Training*

ISBN: 978953248060

Link to Current Content:

[View Current Content](#)

Current Page Number(s): T1_U7

Location: T1_U7_FactorsIm

Link to Updated Content:

[View Updated Content](#)

Original Text: Lead students to discuss student responses.

Updated Text: Lead students to create a graph displaying the factors. Discuss student responses.

Component: *Principles of Education and Training*

ISBN: 978953248060

Link to Current Content:

[View Current Content](#)

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 3536 of 3538

Current Page Number(s): T1_U7_FactorsImpa

Location: T1_U7_FactorsIm

Link to Updated Content:

[View Updated Content](#)

Original Text: Lead students to discuss student responses.

Updated Text: Lead students to create a graph displaying the factors. Discuss student responses.

Component: *Principles of Education and Training*

ISBN: 978953248060

Link to Current Content:

[View Current Content](#)

Current Page Number(s): T1_U1_JobShadow

Location: T1_U1_JobShadow

Link to Updated Content:

[View Updated Content](#)

Original Text: no tek listed for citation

Updated Text: add TEK 127.316.d.1A demonstrate written communication skills

Component: *Principles of Education and Training*

ISBN: 9781953248060

Location: Topic 1, Unit 2: Electronic/Digital Portfolios

- ePortfolio Gallery website, not valid anymore
- University of Delaware: ePortfolio Examples website, not valid anymore

Topic 1, Unit 2: Early Education Portfolio

- Principals' Portfolios - Aasa.org website, not valid anymore

Topic 1, Unit 4: Personality Types I

- Belbin's Team Roles and Personality Types Theory website, not valid anymore
- Katherine Benziger's Brain Type Theory PDF, needs to be linked to webpage

Topic 3, Unit 2: Education Careers

- "What is a Teaching Philosophy, and What is its Purpose?" from Allison Boye at Texas Tech University website, no longer valid

Link to Updated Content:

[View Updated Content](#)

Proclamation 2024: Report of Editorial Changes (11/08/2023)

Page 3537 of 3538

Original Text: Topic 1, Unit 2: Electronic/Digital Portfolios

- ePortfolio Gallery website, not valid anymore
- University of Delaware: ePortfolio Examples website, not valid anymore

Topic 1, Unit 2: Early Education Portfolio

- Principals' Portfolios - Aasa.org website, not valid anymore

Topic 1, Unit 4: Personality Types I

- Belbin's Team Roles and Personality Types Theory website, not valid anymore
- Katherine Benziger's Brain Type Theory PDF, needs to be linked to webpage

Topic 3, Unit 2: Education Careers

- "What is a Teaching Philosophy, and What is its Purpose?" from Allison Boye at Texas Tech University website, no longer valid

Updated Text: Topic 1, Unit 2: Electronic/Digital Portfolios

- ePortfolio Gallery website, not valid anymore
- University of Delaware: ePortfolio Examples website, not valid anymore

Topic 1, Unit 2: Early Education Portfolio

- Principals' Portfolios - Aasa.org website, not valid anymore

Topic 1, Unit 4: Personality Types I

- Belbin's Team Roles and Personality Types Theory website, not valid anymore
- Katherine Benziger's Brain Type Theory PDF, needs to be linked to webpage

Topic 3, Unit 2: Education Careers

- "What is a Teaching Philosophy, and What is its Purpose?" from Allison Boye at Texas Tech University website, no longer valid